

## THE RELATIONSHIP OF PERSONALITY TRAITS, ASPIRATIONS AND STUDY HABITS TO ACCOUNTANCY STUDENTS' ACADEMIC ACHIEVEMENT

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### Abstract

This study aims to determine the personality traits, level of aspirations and study habits as evaluated by the BS Accountancy 5<sup>th</sup> year students batch 2018-2019. This also seeks to test if there is a significant relationship between the aforementioned independent variables and the academic achievement of Baliuag University 5<sup>th</sup> year students in terms of their professional courses. The study applied Pearson Product-Moment Correlation to evaluate the formulated hypotheses. The findings revealed that only the domains of extraversion and neuroticism showed significant relationship but the domain of neuroticism is of negative relationship. During the further evaluation of grade point average of the respondents versus the independent variables, another domain of personality traits became significant which is the conscientiousness. The results of this study established that there is no significant relationship between aspiration, and study habits and the academic achievement of the 5<sup>th</sup> year accountancy students of Baliuag University.

*Keywords:* aspirations, study habits, personality traits, academic achievement

In today's business world, accountants are more directly involved with strategy and decision-making (Parker, 2015). Due to the growth of our economy in complexity and specialization, there is an ever-increasing demand for more and better trained accountants.

According to the Institute of Chartered Accountants in England and Wales (ICAEW), the demand for professional accountants brought the need to protect the public from rogue practitioners who had the potential to damage the reputation of genuine, honest accountants. With the sustained increase in the demand for accountants, a governing body needs to be established and licensure examinations must be passed. The Accountancy profession in the Philippines has gone a long way in the global professional community. Certified Public Accountant (CPA) Licensure examination is one of the most difficult government test administered by the Professional Regulatory Commission (PRC) which continuously shines their prestige for molding and creating new accountants every year.

Personality traits also influence academic achievement. For instance, conscientiousness has consistently emerged as a stable predictor of exam performance (Chamorro-Premuzic & Furnham, 2003) and GPA (Conard, 2006). Combinations of Big Five traits have also been found to predict various educational outcomes. Namely, conscientiousness and openness predict course performance (Paunonen & Ashton, 2001), and agreeableness, conscientiousness, and openness predict overall academic performance (Farsides & Woodfield, 2003; Poropat, 2009). Although these findings confirm the general significance of personality traits, there remains a need to examine other individual level factors such as students' aspirations and study habits.

The level of aspiration, which is also an important psychological factor to affect the human being's achievement (Talwar, 2006). It sets a right situation or right platform for one's success in life. If this aspiration is high, it drives an individual towards his goal. It energizes and controls human beings and directs him towards a right situation. But if the aspiration is low, it directs us towards deep anxiety, frustration, and failure which compromises students' achievement.

A habit is just a behavior that is repeated until it is automatic. A habit is something that is done on a scheduled, regular, and planned basis that is not relegated to a second place or optional place in one's life (Bhat & Khandai, 2016). Study habits are the ways that we study which we have formed during our school years. Study habits can be 'good' which means they work and help us to make good grades – or "bad" which just means they don't work and don't help us make good grades. Good study habits include being organized, keeping good notes and reading textbook, listening in class, and working every day. Bad study habits include skipping class, not doing work, watching too much TV or playing video games instead of studying and losing work. To succeed, students must be able to appropriately assimilate course content, digest it, reflect on it, and be able to articulate that information in written and/or oral form.

Therefore, the aim of the study is to understand academic achievement in different ways as it is important to note that individuals spend a lot of time as a student and a great part of countries' economics are spent on educational activities.

## Review of Related Literature

**Personality traits.** Personality traits are a quality or characteristic that distinguishes the character, action, and attitude of a person, it reflects people's characteristic patterns of thoughts, feelings, and behaviors. Personality traits reflect basic dimensions on which people differ (Matthews, Deary, & Whiteman, 2003). The trait theory within personality psychology, where individuals and their unique qualities are distinguished based on descriptions of different universal traits, is a common perspective on human personality (Costa & McCrae, 1992a). Generally, a trait is understood as "a particular quality in your personality" (Oxford Learner's Dictionaries, 2014b). The more established technical definition of a personality trait is the more that it resembles the differences between individual's frequency and intensity of thinking, behaving, and feeling in certain ways (Fleeson & Gallagher, 2009; McAdams & Pals, 2006).

**Aspirations.** Aspiration is the goal which an individual sets for himself in a task which has intense personal significance for him. The strength of aspiration depends on how important the aspiration is to the individual. The values of an aspiration to an individual in turn are affected to some extent by how hard it is to reach (Manju & Garg, 2012). According to Gupta (1984, as cited in Kainthola, 2016) the more difficult to reach, the greater the halo in the eyes of the aspirant and the more strongly motivated he is to reach it (Gupta, 1984). During adolescence, young people's future aspirations and expectations begin to crystallize, especially in the domains of education and the kind of career wants are formulated during this period. According to the studies of Beal & Crockett (2010), Mello (2008) and Messersmith & Schulenberg (2008), these goals are

associated with educational and occupational attainment in adulthood.

**Study habits.** The key to becoming an effective student is learning how to study smarter, not harder. Quality of education is reflected through academic achievement which is a function of study habits and study attitude of the students. Thus to enhance the quality of education, it is necessary to improve the study habits and study attitudes of the students. Study habits are student's ways of studying whether systematic, efficient or inefficient (Ayodele & Adebisi, 2013) implying that efficient study habits produces positive academic performance while inefficient study habits leads to academic failure.

**Academic achievement.** Academic achievement occupies a very important place in education as well as in the learning process. It has become an index of child's future in this highly competitive world. It has been one of the most important goals of the educational process. It is also a major goal, which every individual is expected to perform in all cultures. Academic achievement is a key mechanism through which adolescents learn about their talents, abilities, and competencies which are an important part of developing career aspiration.

## **Theoretical Framework**

**Self-Determination Theory.** Several theories have been given on the concept of motivation (Middleton & Tolk, 1999; Marsh, Craven, Hinkley, & Debus, 2003) but one of the best among all is the self-determination theory (SDT) given by Deci and Ryan's (1985). This theory conceptualizes self-motivation as an approach that focuses on the behavioral self-regulation and personality development (Ryan, Kuhl, & Deci, 1997; Ryan & Deci, 2000). The SDT is considered as the

useful theory in order to understand the individual's motivation levels and has grasped the attention of many researchers who applied this theory in multiple research contexts (Deci et al., 1991; Gagne & Deci, 2005).

Motivation was theoretically approached from different perspective such as biological, psychological, learning, psychoanalytical, cognitive, and humanistic (Franken, 1994). In simplified terms, motivation is the person's will to perform (Brooks, 2008). In organizational studies, motivation is one of the most important issues and is often understood as the employee's effort towards organizational goals and tasks (Robbins, Judge, Millett, & Boyle 2013; Buchanan & Huczynski, 2013; Ashleigh & Mansi, 2012). This theory explains motivation as a multi-dimensional variable and explains three different types of motivation intrinsic motivation (autonomous), extrinsic motivation, (controlled) and amotivation (lack of motivation) (Deci & Ryan, 1985).

The theory also suggests that the type of behavior is dependent on the underlying behavior and varies with the continuum of self-determination (Ryan & Deci, 2000; Deci & Ryan, 1985). Intrinsic motivation shows the highest level of self-determination and when the individual is intrinsically motivated, he/she acts with the full sense of autonomy and choice. On the contrary extrinsic motivation shows a low level of self-determination and individuals act under external constraints to attain specific outcomes. A motivation takes place when the individual believes that his/her participation will not create any effect on the desired outcomes. Many studies in the past have validated this continuum in education domain as well (Ricard & Pelletier, 2016;).

**Big Five factor theory.** There is no one unified way to describe personality. The word personality goes back into ancient Greece, where it meant a mask which an actor used in the theater when he played different roles representing different characters (Engler, 2013). Nowadays, theorists use more than fifty different definitions of personality each taking a different perspective (Brooks, 2008; Engler, 2013). Big Five was chosen as theoretical base for independent variables because “the Big Five has provided the most widely accepted structure of personality in our time” (Judge & Ilies, 2002, p.798). The Big Five personality dimensions are identified as a fundamentally base especially relevant for work environment and companies (Elbert & Griffin, 2010) and allows for enduring prediction of different work behaviors from performance (Barrick & Mount, 2005). In this study, the researchers employed the generally accepted OCEAN abbreviation for labeling the Big Five. The Big Five factors names correspond to the capital letters in the abbreviation and consist of Openness to experience (O), Conscientiousness (C), Extraversion (E), Agreeableness (A), Neuroticism (N) (McCrae & John, 1992). Each from the Big Five personality dimensions represents a “super trait” or a set of sub-traits combining under one dimension (Buchanan & Huczynski, 2013).

Openness to experience has been found to contribute to the likelihood of obtaining a leadership position, likely due to the ability to entertain new ideas and think outside the box. This indicates that openness to experience leads to gain in knowledge and skills, and naturally increases as a person ages and has more experiences to learn from. Conscientiousness was previously found to be a valid predictor in all organizational occupations and jobs and in overall performance because people with high level of

Conscientiousness tends to follow organizational rules and exert effort (Barrick & Mount, 1991; Judge & Ilies, 2002; Barrick, 2005). Extraversion was previously found to be correlated with motivation to perform despite occupational frame because extraverts would have greater confidence in their abilities to perform (Judge & Ilies, 2002). Agreeableness concerns conformity and individual ability to defer to other people, being friendly, flexible, cooperative, forgiving, and soft hearted (Barrick & Mount, 1991). People with high level of agreeableness tends to be cooperative and trusting, and those with low level are antagonistic, cold, and disagreeable (Robbins et al., 2013). High level of neuroticism is linked to low performance motivation (Judge & Ilies, 2002).

Big Five personality traits helped predict the educational identity of students. Based on these findings, scientists are beginning to see that there might be a large influence of the Big Five traits on academic motivation that then leads to predicting a student’s academic performance. Some authors suggested that Big Five personality traits combined with learning styles can help predict some variations in the academic performance and the academic motivation of an individual which can then influence their academic achievements.

## Conceptual Framework

Figure 1 presents the conceptual framework adopted by the researchers. It presented the schematic diagram of the study which investigated the relationship of the personality traits, aspirations, and study habits to the academic achievement of Accountancy students of Baliuag University. The framework highlights how these factors affect the academic achievement.

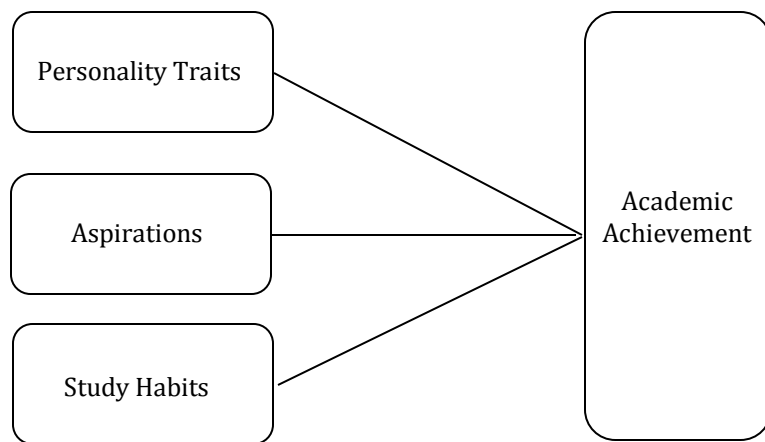


Figure 1. Conceptual Framework

This conceptual framework shows the independent variables which pertain to personality traits, aspirations, and study habits and the dependent variable which is academic achievement of accountancy students in terms of subjects related to CPA Licensure Examination.

### Statement of the Problem

1. How may the respondents be described in terms of their:
  - 1.1 Domains of personality traits,
  - 1.2 Aspirations, and
  - 1.3 Study habits ?
2. What is the level of academic performance of the respondents in their professional courses?
3. Is there a significant relationship between:
  - 3.1 Academic achievement and domains of personality traits,
  - 3.2 Academic achievement and aspiration, and
  - 3.3 Academic achievement and study habits?

### Hypotheses of the Study

H<sub>o</sub>1: There is no significant relationship between:

- 1.1 Academic achievement and domains of personality traits
- 1.2 Academic achievement and aspirations
- 1.3 Academic achievement and study habits

### Method

In order to identify the accounting student's personality traits, aspirations, and study habits, the researchers used the descriptive, quantitative and deductive research in conducting the study as it is suitable to address the relationship between the variables.

According to Burns & Grove (2001) and Polit & Beck (2006), the primary purpose of a descriptive study is to describe the situation, preferences, practices, opinions, concerns or interests of the phenomenon of interest. Descriptive method is a type of research that describes what exists and may help to uncover new facts and meaning. This involves the collection of data that will provide an account or description of individuals, groups or situations. Descriptive research was used in this study as it sought to identify and describe how independent variables influenced the dependent variable.

### Participants and Sampling Procedures

**Population.** This study focuses on the current fifth year Bachelor of Science in Accountancy students for the S.Y. 2018-2019 of Baliuag University comprising of 73 students from which a population of 60 fifth year students are chosen setting aside 1 student for not having a record on 2nd semester of 3rd year for he is an irregular student that

time and the remaining 12 students who conducted this study for the purpose of conducting an assessment of their academic achievement based on their general average on accounting subjects. 48 or 80% of the total respondents are female, while the remaining 12 or 20% of the total respondents surveyed are male.

### Research Instruments

The researchers adopted a set of questionnaires using the Likert format with a five-point response scale. It is a rating scale which requires the respondents to indicate the extent to which they agree or disagree with the statements given. In this type of questionnaire, the respondents were given five response choices, where 1 is the lowest and 5 the highest.

Table 1. *Five-Point Likert Scale*

Rate	Description
1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

**Personality Traits.** The Big Five structure was derived from statistical analyses of which traits tend to co-occur in people's descriptions of themselves or other people. The underlying correlations are probabilistic and exceptions are possible. It is a 44-item inventory that measures an individual on the Big Five Factors (dimensions) of personality (Goldberg, 1993). Each of the factors is then further divided into personality facets. Table 1 shows the Big Five Inventory scale scoring; “R” denotes reverse-scored items.

Table 2. *The Big Five Inventory Scale Scoring*

Personality Traits	Statements
Openness	5, 10, 15, 20, 25, 30, 35R, 40, 41R, 44
Conscientiousness	3, 8R, 13, 18R, 23R, 28, 33, 38, 43R
Extraversion	1, 6R, 11, 16, 21R, 26, 31R, 36
Agreeableness	2R, 7, 12R, 17, 22, 27R, 32, 37R, 42
Neuroticism	4, 9R, 14, 19, 24R, 29, 34R, 39

**Aspirations and Study Habits.** The questionnaires used were adopted from Jade Ballado-Tan’s master’s study (2014) entitled Academic Performance, Aspirations, Attitudes And Study Habits As Determinants Of The Performance In Licensure Examination Of Accountancy Graduates. A five-point rating scale was used for rating and quantification of the respondents’ responses. There are 14 indicators to measure the student’s level of aspirations and 25 indicators to measure the study habits with statements 15, 19, 20, 21, 23, 24, and 25 are reverse-scored items.

### Data Gathering Procedures

Official list of students were obtained from Baliuag University’s Registrar Office. Data was collected via a questionnaire method which was adopted from a past similar research; in order to guarantee its effectiveness in gaining valid and reliable information. To be able to distribute the questionnaire to the target respondents, the researchers first asked the permission of the Secretary of the College of Business Administration and Accountancy for collecting the necessary data. Upon the approval of the Secretary, the researchers personally distributed to the target respondents a letter of request to conduct the study, together with the printed questionnaires. Questionnaires were filled in by the

respondents without any influence from the researchers. Grade Point Average (GPA) in accounting related subjects were retrieved from the promotional report of Office of the College of Business Administration and Accountancy that represented their academic performance to ensure validity and reliability of data.

In computing the GPA of the Respondents, the researchers gathered the final grade of each accounting courses for two consecutive semesters which are the 2<sup>nd</sup> semester of 3<sup>rd</sup> year and 1<sup>st</sup> trimester of 4<sup>th</sup> year. The reason for choosing the two semesters is that, these are the latest and available grades in the promotional report. For 2<sup>nd</sup> semester of 3<sup>rd</sup> year, the courses are Advanced Accounting Part 2 (6 credits), Accounting Information System (3 credits), Law on Partnership and Corporation (3 credits) and Business Ethics and CSR (3 credits), which have a total of 4 courses and 15 credits. For 1<sup>st</sup> trimester of 4<sup>th</sup> year, the courses are Auditing Theory (6 credits), Managerial Finance Part 1 and 2 (6 credits), Law on Sales, Agency, Bailments and Special Law (3 credits) and Managerial Accounting Part 1 (3 credits), with a total of 4 courses as well and 18 credits.

### Data Analysis

In the most types of research studies, the process of the data analysis involves the following steps: (1) preparing the data for analysis, (2) analyzing the data, and (3) interpreting the data. The analyzed data were interpreted into a meaningful and systematic manner. In this study, the researchers used descriptive technique as data analysis.

Table 3. *Modified Grading System*

Scale	Interpretation
1.00-1.20	Outstanding
1.21-1.40	Excellence
1.41-1.60	Very Good
1.61-1.80	Good
1.81-2.00	Fair

Table 3 shows the modified grading system. For academic achievement, the researchers adopted the grading system used by Baliuag University. The 11-point system is allowed in giving the preliminary, midterm, and final grades. However, for the purpose of this study the researchers modified this grading system to fit the data gathered and have more accurate results.

Table 4. *Interpretation of Likert Scale for Dimensions of Personality Traits*

Mean Value	Description	Verbal Interpretation
4.21 – 5.00	Agree Strongly	Most likely of me
3.41 – 4.20	Agree a little	Likely of me
2.61 – 3.40	Neither agree nor disagree	Less likely of me
1.81 – 2.60	Disagree a little	Least likely of me
1.00 – 1.80	Disagree Strongly	Not likely of me

Table 5. *Interpretation of Likert Scale for Aspiration*

Mean Value	Description	Verbal Interpretation
4.21 – 5.00	Strongly Agree	Very High
3.41 – 4.20	Agree	High
2.61 – 3.40	Neutral	Moderately High
1.81 – 2.60	Disagree	Low
1.00 – 1.80	Strongly Disagree	Very Low

Table 6. *Interpretation of Likert Scale for Study Habits*

Mean Value	Description	Verbal Interpretation
4.21 – 5.00	Strongly Agree	Very Good
3.41 – 4.20	Agree	Good
2.61 – 3.40	Neutral	Fair
1.81 – 2.60	Disagree	Poor
1.00 – 1.80	Strongly Disagree	Very Poor

Table 4, 5, and 6 shows the range of the weighted mean which served as the basis of the researchers to determine the presence of the variables and its interpretation.

**Pearson Product-Moment Correlation.** The Pearson Product-Moment Correlation is one of the measures of correlation which quantifies the strength as well as the direction of such relationship.

It was used to determine how domains of personality traits, aspirations, and study habits were related to the overall academic achievement. In the study of relationships, two variables are said to be correlated if change in one variable is accompanied by change in the other - either in the same or opposite direction. This enables us to get an idea of the strength of relationship - or rather the strength of linear relationship between the variables. The closer the coefficient is to +1.0 or -1.0, the greater the strength of the linear relationship.

## Results and Discussions

Table 7. *Openness to Experience*

	Particulars	Weighted Mean	Interpretation
1.	Is original, comes up with new ideas	3.68	Likely of me
2.	Is curious about many different things	4.17	Likely of me
3.	Is ingenious, a deep thinker	3.67	Likely of me
4.	Has an active imagination	3.85	Likely of me
5.	Is inventive	3.23	Less likely of me
6.	Values artistic, aesthetic experiences	3.97	Likely of me
7.	Prefers work that is routine	3.52	Likely of me
8.	Likes to reflect, play with ideas	3.82	Likely of me
9.	Has few artistic interests	3.37	Less likely of me
10.	Is sophisticated in art, music, or literature	3.42	Likely of me
<b>Weighted Mean</b>		<b>3.49</b>	<b>Likely of me</b>

Table 7 displays the results of the respondents' assessment of their openness to experience trait. This table describes the breadth, depth, originality, and complexity of an individual's mental and experiential life. Individuals who score high on this trait display a strong intellectual curiosity and are eager to learn. Among the enumerated indicators, statement 2 "Is curious about many different things" has the highest mean of 4.17 while the statement 5 "Is Inventive" has the lowest mean of 3.23. This indicates that the respondents are creative, curious and cultured.



Although the table shows that the respondents are not inventive, they still tend to have broad interests and are willing to try new things. This table shows that the respondents are interested in arts and other fruits of culture. In other words, the respondents engage with the various percepts, patterns and perspectives that clamor for space in our mind—information is like catnip for their brain.

Table 8. *Conscientiousness*

Particulars	Weighted Mean	Interpretation
1. Does a thorough job	3.90	Likely of me
2. Can be somewhat careless	3.70	Likely of me
3. Is a reliable worker.	3.92	Likely of me
4. Tends to be disorganized.	3.10	Less likely of me
5. Tends to be lazy	3.77	Likely of me
6. Perseveres until the task is finished	4.08	Likely of me
7. Does things efficiently.	3.80	Likely of me
8. Makes plans and follows through with them.	3.40	Less likely of me
9. Is easily distracted.	3.50	Likely of me
<b>Weighted Mean</b>	<b>3.23</b>	<b>Less likely of me</b>

Table 8 explains the respondents' assessment of their level of conscientiousness. This indicates that in order to facilitate a variety of effective learning strategies to supplement the attainment of academic achievement, students' level of conscientiousness must be clearly evident. Conscientious individuals are expected to perform better than others because of their goal setting ability. A high level of this trait means that they exert more effort to achieve challenging and difficult goals, and they are more committed

to work longer in order to achieve their goals. In contrast, low level of this trait signifies that a student prioritizes other matters in expense of their duties and objectives for goal achievement. The indicator that a student "perseveres until the task is finished" showed the highest mean of 4.08, which means they are mindful of their tasks and dutiful when it comes to fulfillment of job.

Further, the respondents appear to be reliable, likely to do a thorough or detailed job and does things efficiently which connotes that conscientiousness predicted a strategic approach to learning. The strategic approach to learning is an approach taken to achieve positive results. Individuals who take this approach organize their time and use it effectively. However, the indicator that a student "tends to be disorganized" shows the lowest mean of 3.10 among the aforementioned indicators that were evaluated by the respondents which purports that they exert effort on achieving a strong discipline when it comes to performing better than others because of their organization ability. With a grand mean of 3.23, it signifies an average level of conscientiousness among the respondents.

Table 9. *Extraversion*

Particulars	Weighted Mean	Interpretation
1. Is talkative	3.67	Likely of me
2. Is reserved	3.37	Less likely of me
3. Is full of energy	3.82	Likely of me
4. Generates a lot of enthusiasm	3.80	Likely of me
5. Tends to be quiet	3.27	Less likely of me
6. Has an assertive personality	3.35	Less likely of me
7. Is sometimes shy, inhibited	3.90	Likely of me
8. Is outgoing, sociable	3.47	Likely of me
<b>Weighted Mean</b>	<b>3.20</b>	<b>Less likely of me</b>

Table 9 shows the results of the respondents' evaluation of their personality traits as to extraversion. This table describes the respondents' energy level and tendency to interact with others in a social setting. Persons who scored high on extraversion were excitement seekers, stimulated, cheerful, and they liked people and large groups. Persons who scored low on extraversion preferred to be alone and were classified as quiet, reserved, and independent. Among the enumerated indicators, statement 7 "Is sometimes shy, inhibited" has the highest mean of 3.90 which indicates that there are times the respondents are not confident enough to do something. They feel more comfortable when socializing in small groups, and with people who they are familiar with. However, the statement 5 "Tends to be quiet" presents the lowest mean of 3.27, meaning respondents like to talk to other people and be social. Consequently, they tend to seek out social stimulation and opportunities to engage with others.

Overall, the level of extraversion has a weighted mean of 3.20 which states that the respondents showed an average level of extraversion indicating that in spite of such conflicting behavioral pattern, their core nature of extraversion allows them to slowly build up their confidence & become more outgoing. In addition, respondents enjoy time with others but also time alone.

Table 10. *Agreeableness*

Particulars	Weighted Mean	Interpretation
1. Tends to find fault with others	2.52	Least likely of me
2. Is helpful and unselfish with others	3.83	Likely of me
3. Starts quarrels with others	2.17	Least likely of me

Table 10. Continuation

Particulars	Weighted Mean	Interpretation
4. Has a forgiving nature	4.08	Likely of me
5. Is generally trusting	3.90	Likely of me
6. Can be cold and aloof	3.48	Likely of me
7. Is considerate and kind to almost everyone	3.92	Likely of me
8. Is sometimes rude to others	2.85	Less likely of me
9. Likes to cooperate with others	3.92	Likely of me
<b>Weighted Mean</b>	<b>3.63</b>	<b>Likely of me</b>

Table 10 summarizes the respondents' assessment of their agreeableness trait, the manner in which they interact with others in the areas of trust, altruism, compliance, modesty, and tender-mindedness. Among the enumerated indicators, statement 4 "Has a forgiving nature" has the highest mean of 4.08 while statement 3 "Starts quarrels with others" has the lowest mean of 2.17. This indicates that respondents dislike confrontations and they regain their trust and re-establish friendly relations by forgiving the offender. They feel empathy and are willing to compromise or to deny their own needs in order to get along with others.

Taking everything into account, the level of agreeableness has a weighted mean of 3.63 which implies that the respondents strive for cohesion or unity among their group and thought positively of persons in the work setting. This shows a strong interest in others' needs and well-being, and is willing to put aside their interests for other people. These individuals are helpful, friendly, considerate, and

generous. Their basic belief is that people are usually decent, honest, and trustworthy.

Table 11. *Neuroticism*

Particulars	Weighted Mean	Interpretation
1. Is depressed, blue	2.42	Least likely of me
2. Is relaxed, handles stress well	3.47	Likely of me
3. Can be tense	3.53	Likely of me
4. Worries a lot.	3.78	Likely of me
5. Is emotionally stable, not easily upset	3.30	Less likely of me
6. Can be moody.	3.97	Likely of me
7. Remains calm in tense situations.	3.28	Less likely of me
8. Gets nervous easily	3.62	Likely of me
<b>Weighted Mean</b>	<b>3.16</b>	<b>Less likely of me</b>

Table 11 displays the garnered data about the respondents' level of neuroticism. Individuals with high levels of neuroticism are known to suffer from depression, anger, hostility, and low self-esteem. Therefore, respondents who score high on this trait will not perform efficiently in a workplace environment. On the contrary, low neuroticism is equivalent to emotionally stable individuals that are calm, display an even mood, and are not overly distraught in stressful situations. The indicator that a student "can be moody" was rated the highest mean of 3.97, meaning individuals may not be able to adjust their thoughts effectively and dwell on them until they become emotionally self-absorbed.

The motive for the surface approach to learning is the fear of failure. They do the minimum required in order to get

the required grade. However, the indicator that the student is depressed or blue showed the lowest mean of 2.42 among the aforementioned indicators which explains that the respondents did not showed any signs that they are suffering psychiatric problems that need serious attention. In general, this personality trait showed a weighted mean of 3.16 which states that the respondents showed an average level of neuroticism in which individuals may partly exhibit fluctuations with their emotional stability.

Table 12. *Level of Aspirations*

Particulars	Weighted Mean	Interpretation
1. I wish I have a home where peace and love abide.	4.75	Very High
2. I like to share my success with other people.	4.47	Very High
3. I wish I could find time and opportunity to really enjoy life after studies.	4.82	Very High
4. I would like to accomplish something of great significance.	4.83	Very High
5. Despite some failures and difficulties, I still wish to succeed.	4.90	Very High
6. I like to travel and see many places.	4.75	Very High
7. I like to do my very best in whatever I undertake.	4.75	Very High
8. I like to experience novelty and change in my daily routine.	4.27	Very High
9. I wish to do better than my parents by being serious in my studies.	4.32	Very High

Table 12. Continuation

Particulars	Weighted Mean	Interpretation
10. I want to be an innovator than an imitator through independent study.	4.30	Very High
11. I want independence in solving problems.	4.15	High
12. I would like to be a recognized authority in some jobs, professions.	4.10	High
13. I like to be regarded by others as a leader.	3.53	High
14. I wish to excel over my classmate in all subjects.	2.93	Moderately High
<b>Weighted Mean</b>	<b>4.35</b>	<b>Very High</b>

Table 12 summarizes the respondents' assessed level of aspiration. Table 12 shows that the respondents generally had high level of aspiration. Among the enumerated indicators the statement 5 "Despite some failures and difficulties, I still wish to succeed" has the highest mean of 4.90 while statement 14 "I wish to excel over my classmate in all subjects" has the lowest mean of 2.93. This indicates that respondents ultimately want to succeed despite some failures and difficulties. This table also shows that what the respondents want is home where peace and love abide, while sharing their success with other people and enjoying their life.

Furthermore, they also have high aspirations of enjoying life after studies. However, the desires to be regarded as leaders and excel over their classmates were the two statements with the lowest mean. This means that most of the respondents would like to be classified as followers than leaders, which is one of the attributes of an accountant.

Excelling over their classmates was not also part of their aspirations. This indicates that they are not willing to succeed at the expense of others.

Table 13. *Level of Study Habits*

Particulars	Weighted Mean	Interpretation
1. I study where it is quiet and has few distractions.	4.57	Very Good
2. I try to study during my personal peak time of energy to increase my concentration level	4.52	Very Good
3. When I doubt the correct solution for a problem, I refer the book to provide a guide to follow	4.33	Very Good
4. If time is available, I take a few minutes to check over my answers before turning in my examination papers	4.43	Very Good
5. When test papers are returned, I find time to review the questions that I missed	3.93	Good
6. I quiz myself over material that could appear in future exams and quizzes	3.70	Good
7. I prefer to study my lessons alone rather than with others	4.00	Good
8. I have enough time for school and fun	3.58	Good
9. I take notes as I read my textbooks	3.93	Good
10. I give special attention to accuracy and neatness of solutions to problem sets and other and other work to be turned in	3.77	Good

Table 13. Continuation

Particulars	Weighted Mean	Interpretation
11. I study three or more hours per day outside class	3.17	Fair
12. I say difficult concepts out-loud in order to understand them better	3.77	Good
13. I complete my homework/ assignment on time	3.55	Good
14. I copy the diagrams, drawings, tables and other illustrations that the teacher put on the blackboard	4.02	Good
15. During examinations, I forget the concepts, formulas, and other details than I really do not know	2.68	Fair
16. I start papers and projects as soon as they are assigned	3.30	Fair
17. I keep my assignments up to date by doing my work regularly from day to day	3.35	Fair
18. I utilized the vacant hours between classes for studying to reduce the evening's work	3.12	Fair
19. I hesitate to ask my teacher for further explanation of an assignment that is not clear to me	2.65	Fair
20. I put off solving accounting problems and doing drill exercise	2.67	Fair
21. With me, studying is hit-or-miss proposition depending on the mood I'm in.	2.27	Poor
22. I make questions from a chapter before, during, and after reading it	2.87	Fair

Table 13. Continuation

Particulars	Weighted Mean	Interpretation
23. I am careless of the solutions when answering examinations questions	2.78	Fair
24. I memorized rules, definitions of technical terms, formulas, etc. without really understanding them	3.47	Good
25. I lay aside returned examinations, reports and homework/assignments without bothering to correct errors noted by the teacher.	3.42	Good
<b>Weighted Mean</b>	<b>3.51</b>	<b>Good</b>

Table 13 shows that the respondents had generally “good” study habits with a grand mean of 3.51. The result revealed that respondents would study in a place that is quiet and has few distractions, and that they would study during their personal peak time of energy to increase concentration level and they would refer to books to provide a guide to follow if they are in doubt of the solution for a problem. Moreover, the result showed that respondents felt that much concentration is needed for them to really focus on the subject they are studying for them to really absorb the concepts and techniques. The respondents rated “poor” statement no. 21” With me, studying is hit-or-miss proposition depending on the mood I’m in.” This means that students’ participation in learning activities is not a result of their will that they will still study or finish their requirements even though they are not in the mood to do so.

Table 14. *Level of Academic Achievement*

Level of Academic Achievement	Frequency	Percent	Interpretation
1.00 – 1.20	0	0.0	Outstanding
1.21 – 1.40	5	8.3	Excellent
1.41 – 1.60	28	46.7	Very Good
1.61 – 1.80	24	40.0	Good
1.81 – 2.00	3	5.00	Fair
<b>Academic Achievement</b>	<b>60</b>	<b>100.0</b>	

As shown in Table 14, none of the respondents had a GPA of 1.00 – 1.20. Five (5) accountancy students, which represents 8.3% of the population had an excellent level of academic performance, while twenty-eight (28) representing 46.7% had very good academic performance. Further, twenty-four (24) or 40% achieved a good rating while only three (3) or 5% had fair academic performance for their professional courses. The results could be attributed to the strict retention policy of the program that requires an average of 2.5 or higher to be able to proceed to the next accounting subject. The results also reflected a GPA weighted mean of 1.61 which was within the range of 1.61 to 1.80 which reflected a good performance. Further, students were aware and availed of the privileges of having an excellent academic achievement. In fact, most of the students in the program are recipients of various scholarships granted by the university.

Table 15. *Pearson Correlational Analysis of Personality Traits*

Personality Traits	Correlation	Significance
Openness to Experience	-.047	.361
Conscientiousness	.195	.068
Extraversion	.224	.043
Agreeableness	-.034	.398
Neuroticism	-.303	.009

In previous research, the findings regarding openness correlations to academic achievement sometimes have been both positive (O'Connor & Paunonen, 2007) and sometimes negative (Rosander, 2013). In this study, it indicates that openness has no significant relationship with academic achievement as shown in the table that openness has *P-value* of 0.361 that is higher than 0.05 margin of error. The study of Mitrofan and Ion (2012), Bauer and Liang(2003), Diseth (2003), Hair and Hampson (2006) who indicated that openness have no significance and negative relation with academic achievement reported the same result, whereas the study of Lim and Melissa Ng Abdullah (2010), Chamorro-Premuzic and Furnharm (2005), and Lounsbury, Sundstrom, Loveland, & Gibson (2003) where openness were found to be significantly and positively related to academic achievement, which indicates that students who are imaginative, have flexible thinking and originality, accept new ideas and have curiosity show better academic achievements, reported the contradictory results. The result could be attributed to the fact that accountants have been described as single-mindedly preoccupied with precision and from methodical and conservative and a boring joyless character. This means that respondents tend to be conventional and traditional in their outlook and behavior and they prefer familiar routines to new experiences.

Table 15 also revealed that among the personality traits, conscientiousness has no significant relationship with academic achievement *P-value* of 4.4<sup>02</sup> that is higher than the alpha set at 0.05. This result is contradictory to most studies that showed positive relationship between Conscientiousness and academic achievement such as the claims of Jensen (2015), who concluded that conscientiousness, sticks out as the trait most strongly correlated with academic achievement. Other findings concurrently point out to a positive relationship between conscientiousness and academic achievement.

Table 16. *Pearson Correlational Analysis of Aspirations and Study Habits*

	Correlation	Significance
Aspirations	-.052	.346
Study Habits	.062	.320

An analysis was done to determine the relationship between aspirations and student’s academic achievement. It is evidently clear that aspiration has no significant relationship with academic achievement based on the *P-value* of 0.346 for which it exceeded the 0.05 margin of error. This is in contrary to the previous studies of Goodman *et al.*, 2011; St Clair & Benjamin, 2011; Gorard *et al.*, 2012; Gutman & Schoon, 2012; Rose & Baird, 2013; and St Clair *et al.*, 2013 on aspirations and school achievement which primarily focused on the significant relationship of aspirations to academic achievement. However, this result is supported by the study of Ballado-Tan, 2014 which shows that there was no significant relationship between student aspirations and performance in the CPA licensure examination. This could imply that despite their high aspirations in life, if their capability does not coincide with it, then students may find it

difficult to achieve higher academic achievement.

Table 16 shows that study habits has no significant relationship with the academic achievement of accountancy students in the Baliuag University with a *P-value* of 4.764 which is greater than the alpha set at 0.05. This confirms Carpio’s (1995) findings that study habits were not significantly related to performance. This connotes that accountancy students of Baliuag University do not require good study habits to achieve academic performance and therefore lessons are directly understood upon the teachings of their professors in an interactive learning setting.

### Conclusion

Based on the Pearson Product-Moment Correlation, it has been proven that extraversion and neuroticism were the only domains of personality traits that displayed a significant relationship with academic achievement. Extraversion has a positive nature of relationship. Students are capable of retaining higher energy levels, along with a positive attitude which leads to a desire to learn and understand. Therefore, students who are high in extraversion will perform better academically because of their enthusiasm and optimistic attitude towards learning and active participation in academic activities and social activities such as group studies. On the other hand, neuroticism exemplified an inverse relationship towards academic achievement. Neuroticism is identified by a positive indication of the emotional instability trait in which stress, anxiety, and depression constitute the warning signs of poor emotional adjustment and has been associated with a state of stress and anxiety under exam like conditions. Therefore, individuals with high levels of neuroticism usually experience heightened negative effect, anxiety, and self-consciousness in which they may not be able

to adjust their thoughts effectively and may dwell on them and become emotionally self-absorbed which can adversely affect academic achievement. Openness to experience, conscientiousness, and agreeableness were found to be not significantly related to academic achievement.

Further, aspiration was found to be not significantly related to academic achievement. This could imply that despite their high aspirations in life, if their capability does not coincide with it, then students may find it difficult to achieve higher academic achievement.

Study habits were also not significantly related to academic achievement suggesting that lessons are understood upon the teachings of their professors in an interactive learning setting.

### **Recommendations**

In light of the findings of the study, the following are hereby endorsed as its recommendations.

1. This study recommends the primary stakeholders of this study, the undergraduates of accountancy and other accounting related course, to consider the five domain of personality traits, specifically extraversion & neuroticism, in managing their academic achievement. Given the fact that the big five personality traits are exceptionally universal which greatly affects and applies to all individuals, it is of most significant means that further assessment of its relationship with GPA must be taken into consideration.
2. Different way to measure the accountancy students' aspiration may also be conducted such as interviews to assess whether it could have a relationship with the

students' academic achievement.

3. Based on the results that the study habits has no significant relationship with academic achievement; It is further recommended to the users to focus on discussions as it is an excellent strategy for enhancing student motivation, fostering intellectual agility, and encouraging democratic habits. They create opportunities for students to practice and sharpen a number of skills, including the ability to articulate and defend positions, consider different points of view, and enlist and evaluate evidence.
4. Future researchers are suggested to also consider a comparative basis between private and public university students. Pertinent recommendation for measures of intelligence, which was not included in this study, should also be furnished in order to evade limitations regarding the chance of control for intelligence and extensiveness of the analysis. It can be advised to include a relevant measure such as IQ since it is known to be a variable predicting and influencing cognitive performance to a greater extent.



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