

Original Article

A Psychological Study of the Impact of Personality Traits and Mental Health on Academic Performance of Adolescents

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Manuscript ID:
BN-2026-030416

ISSN: 3065-7865

Volume 3

Issue 4

April 2026

Pp. 83-91

Submitted: 06 Mar. 2026

Revised: 21 Mar. 2026

Accepted: 10 Apr. 2026

Published: 30 Apr. 2026

DOI:
10.5281/zenodo.21189208
DOI link:
<https://doi.org/10.5281/zenodo.21189208>



Quick Response Code:



Website: <https://bnir.us>



Abstract:

The present study investigates the relationship between personality traits, mental health, and academic performance among adolescents. Using a quantitative research design, data were collected from 200 secondary school students aged 13–18 years. Standardized tools measuring personality traits and mental health were administered along with academic achievement scores obtained from school records. Statistical analysis included mean, standard deviation, correlation, and regression techniques. The findings revealed that certain personality traits such as conscientiousness and emotional stability were positively associated with academic performance, while poor mental health was negatively related. The study highlights the importance of psychological well-being and personality development in educational contexts. Implications for teachers, counselors, and parents are discussed.

Keywords: Personality traits, Mental health, Academic performance, Adolescents, Educational psychology

Introduction

Adolescence is widely recognized as one of the most significant and sensitive stages of human development. It marks the transition from childhood to adulthood and is characterized by rapid and profound changes in physical growth, emotional maturity, cognitive development, and social relationships. During this period, adolescents begin to form a stable sense of identity, develop long-term goals, and establish patterns of behavior that often continue into adulthood. The experiences encountered during adolescence play a crucial role in shaping personality, mental health, and overall functioning. Among the many areas influenced during this stage, academic performance occupies a central position, as it not only reflects intellectual development but also determines future educational and occupational opportunities. Academic performance during adolescence is commonly viewed as a measure of success within educational systems. In many societies, particularly in competitive educational environments, scholastic achievement is closely linked to self-worth, parental expectations, and social status. However, academic success is not solely determined by intelligence or cognitive ability. Instead, it emerges from a complex interplay of multiple factors, including psychological characteristics, emotional well-being, social support, family background, school environment, and cultural expectations. Among these, personality traits and mental health have gained increasing attention as critical determinants of students' academic outcomes. Personality traits refer to enduring patterns of thoughts, feelings, and behaviors that distinguish individuals from one another. These traits influence how adolescents perceive their environment, interact with others, approach challenges, and regulate their emotions. The trait approach to personality, particularly the Five.

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How to cite this article:

Pathak, S. G. ji., & Siddiquee, N. A. (2026). A Psychological Study of the Impact of Personality Traits and Mental Health on Academic Performance of Adolescents. *Bulletin of Nexus Journal*, 3(4), 83–91.
<https://doi.org/10.5281/zenodo.21189208>

Factor Model, has become one of the most widely accepted frameworks for understanding individual differences. This model identifies five broad dimensions of personality: openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism (or emotional stability). Each of these traits plays a unique role in shaping academic behaviors such as motivation, persistence, study habits, classroom engagement, and response to stress.

Among the five personality dimensions, conscientiousness has consistently emerged as one of the strongest predictors of academic achievement. Adolescents high in conscientiousness tend to be organized, disciplined, responsible, and goal-oriented. They are more likely to plan their studies, complete assignments on time, and persist in the face of academic challenges. Such behaviors naturally contribute to better academic outcomes. Openness to experience, characterized by curiosity, creativity, and a willingness to explore new ideas, may also support learning by fostering intellectual engagement and interest in academic content. Extraversion and agreeableness influence social interactions within the classroom, including participation, cooperation, and peer relationships, which can indirectly affect academic performance.

In contrast, neuroticism, which reflects emotional instability, anxiety, and vulnerability to stress, is often associated with negative academic outcomes. Adolescents high in neuroticism may experience excessive worry, fear of failure, and emotional distress, which can interfere with concentration, memory, and problem-solving abilities. Such emotional difficulties can undermine academic confidence and reduce overall performance.

Emotional stability, the opposite of neuroticism, enables students to manage stress effectively, remain calm under pressure, and cope with academic demands more successfully. Mental health is another crucial factor that significantly influences adolescents' academic functioning. Mental health is not merely the absence of mental illness; it encompasses emotional well-being, psychological resilience, positive self-concept, and the ability to cope with everyday stressors. Good mental health allows adolescents to function effectively in academic, social, and personal domains. Conversely, poor mental health can severely disrupt learning processes and academic engagement.

Adolescence is a period of heightened vulnerability to mental health problems. During this stage, individuals face numerous stressors, including academic pressure, peer competition, social comparison, identity

formation, family expectations, and future career concerns. Rapid biological changes, such as hormonal fluctuations, further contribute to emotional instability. Common mental health issues among adolescents include stress, anxiety, depression, low self-esteem, and emotional dysregulation. These problems can negatively affect attention, motivation, memory, decision-making, and overall academic performance.

Stress and anxiety related to examinations, academic competition, and performance expectations are particularly prevalent among secondary school students. Excessive academic stress can lead to burnout, emotional exhaustion, and disengagement from learning. Anxiety may impair working memory and reduce the ability to process information effectively during tests or classroom activities. Depression, characterized by persistent sadness, loss of interest, and low energy, can diminish motivation and reduce students' capacity to engage with academic tasks. When mental health problems remain unrecognized or untreated, they can have long-term consequences for both academic achievement and overall development.

The relationship between personality traits and mental health is complex and reciprocal. Certain personality traits may increase vulnerability to mental health problems, while others may serve as protective factors. For instance, high neuroticism is associated with a greater risk of anxiety and depression, whereas conscientiousness and emotional stability are linked to better psychological adjustment and coping skills. Personality traits influence how adolescents interpret stressors, regulate emotions, and seek support, thereby shaping their mental health experiences. In turn, mental health status can affect the expression of personality traits in academic contexts.

Academic performance, therefore, cannot be understood in isolation from personality and mental health. Students bring their unique psychological profiles into the classroom, which influence how they respond to academic demands, interact with teachers and peers, and cope with challenges. Adolescents with positive personality traits and good mental health are more likely to display adaptive learning behaviors, maintain motivation, and achieve academic success. On the other hand, those experiencing psychological distress or possessing maladaptive personality characteristics may struggle academically despite having adequate intellectual ability.

In the Indian educational context, the issue of academic performance carries particular significance. Education is often viewed as the

primary pathway to social mobility, economic security, and personal success. As a result, adolescents frequently face intense pressure from parents, teachers, and society to excel academically. High-stakes examinations, competitive entrance tests, and rigid evaluation systems contribute to a highly stressful academic environment. While such pressure may motivate some students, it can be overwhelming for others, leading to anxiety, fear of failure, and mental health problems.

Cultural expectations and social norms further shape adolescents' academic experiences in India. Success in education is often equated with personal worth and family honor, which can intensify performance-related stress. Adolescents who fail to meet academic expectations may experience guilt, shame, and reduced self-esteem. These emotional responses can interact with personality traits, either exacerbating psychological distress or influencing coping strategies. Despite increasing public awareness of mental health issues, psychological well-being is still often neglected within academic settings, and students may hesitate to seek help due to stigma or lack of resources.

Although research on academic performance has traditionally focused on cognitive abilities, teaching methods, and curriculum design, there is growing recognition of the need to consider psychological factors. International studies have demonstrated significant associations between personality traits, mental health, and academic achievement. However, empirical research examining the combined influence of these variables among adolescents, particularly within the Indian context, remains limited. Many existing studies focus on either personality or mental health in isolation, rather than exploring how these factors interact to shape academic outcomes.

From an educational perspective, the results of this study can inform teaching practices and school-based interventions. Teachers who are aware of students' personality traits and mental health needs can adopt more inclusive and supportive instructional strategies. For instance, fostering organizational skills, self-discipline, and emotional regulation may enhance academic performance. School counselors and psychologists can use the findings to design targeted interventions aimed at promoting mental health, reducing academic stress, and strengthening adaptive personality traits.

Parents also play a vital role in adolescents' academic and psychological development. By understanding the influence of personality and mental health on academic performance, parents can provide appropriate

emotional support, encourage healthy coping strategies, and reduce unrealistic performance expectations. At the policy level, the study underscores the importance of integrating mental health education and personality development programs into school curricula to promote holistic student development.

Review of Literature:

Academic performance among adolescents has long been a central concern for educators, psychologists, and policymakers because it plays a crucial role in shaping future educational and occupational outcomes. Over the years, researchers have attempted to identify the psychological and personal factors that contribute to academic success or failure. Among these factors, personality traits and mental health have received significant attention. The present review examines existing literature related to the relationship between personality traits, mental health, and academic performance, highlighting key findings, theoretical perspectives, and research gaps.

Personality Traits and Academic Performance:

Personality traits are enduring patterns of thoughts, feelings, and behaviors that distinguish individuals from one another. One of the most widely accepted frameworks for studying personality is the **Five-Factor Model**, which includes conscientiousness, openness to experience, extraversion, agreeableness, and neuroticism (emotional instability). Numerous studies have explored how these traits influence students' academic outcomes.

Among all personality dimensions, conscientiousness has consistently emerged as the strongest predictor of academic achievement. Conscientious individuals are typically organized, responsible, disciplined, and goal-oriented, qualities that are highly beneficial in academic settings. Poropat (2009), in a comprehensive meta-analysis, found a strong and positive relationship between conscientiousness and academic performance across different age groups and educational levels. The study concluded that conscientiousness predicts academic success almost as effectively as cognitive ability, emphasizing the importance of non-cognitive factors in education.

Supporting these findings, Komarraju, Karau, Schmeck, and Avdic (2011) examined the role of personality traits in predicting college students' grade point average (GPA). Their results indicated that conscientiousness and openness to experience were significant predictors of academic performance. Students high in openness tended to be intellectually curious, imaginative, and willing to engage with new ideas, which enhanced their

learning experiences. Conscientious students, on the other hand, demonstrated better study habits, time management skills, and persistence, leading to superior academic outcomes.

Openness to experience has also been linked to deep learning strategies and intrinsic motivation. Students who score high on openness are more likely to enjoy learning for its own sake, engage in critical thinking, and explore subjects beyond the curriculum. These characteristics contribute to better understanding and long-term retention of knowledge, which in turn supports academic achievement.

Extraversion has shown mixed results in relation to academic performance. While extraverted students may benefit from group discussions, presentations, and social learning environments, excessive sociability may distract from academic tasks. Some studies suggest a weak or negative relationship between extraversion and academic performance, particularly in contexts that require sustained concentration and independent study.

Agreeableness, characterized by cooperation, empathy, and interpersonal sensitivity, has been found to have a modest positive association with academic outcomes. Agreeable students tend to maintain positive relationships with teachers and peers, which may create a supportive learning environment. However, agreeableness alone does not appear to be a strong predictor of academic success. Neuroticism, or emotional instability, is generally negatively related to academic performance. Students high in neuroticism often experience anxiety, stress, mood swings, and low self-confidence, which can interfere with concentration, memory, and exam performance. Emotional instability may also reduce students' ability to cope with academic pressures, leading to poorer outcomes.

Mental Health and Academic Achievement:

Mental health refers to an individual's emotional, psychological, and social well-being. It influences how people think, feel, act, and handle stress. During adolescence, mental health becomes particularly important due to rapid biological, cognitive, and social changes. A growing body of research indicates that mental health plays a critical role in students' academic functioning.

Positive mental health, which includes emotional well-being, life satisfaction, and a sense of purpose, has been associated with higher academic motivation and achievement. Suldo, Gormley, DuPaul, and Anderson-Butcher (2014) examined the relationship between psychological well-being and academic outcomes among school students. Their findings revealed that students with higher

levels of well-being demonstrated better academic engagement, stronger motivation, and improved academic performance. These students were more likely to set goals, persist in the face of challenges, and maintain a positive attitude toward learning.

In contrast, mental health problems such as **depression, anxiety, and stress** have been consistently linked to poor academic outcomes. Owens, Stevenson, Hadwin, and Norgate (2012) reported that anxiety and depressive symptoms were negatively correlated with academic achievement. Students experiencing high levels of anxiety often struggle with concentration, test performance, and classroom participation. Depression can reduce motivation, energy levels, and interest in academic activities, leading to absenteeism and declining grades.

Academic stress is another significant factor affecting students' mental health and performance. High expectations from parents, teachers, and society, combined with competitive educational environments, can lead to chronic stress. Prolonged exposure to stress may result in burnout, emotional exhaustion, and reduced academic efficiency. Several studies have emphasized that students with poor coping skills are more vulnerable to stress-related academic difficulties.

Mental health issues during adolescence not only affect current academic performance but may also have long-term consequences. Poor mental health can disrupt educational trajectories, limit career opportunities, and negatively impact overall quality of life. Therefore, understanding the relationship between mental health and academic achievement is essential for developing effective interventions and support systems in educational institutions.

Relationship Between Personality Traits and Mental Health:

Personality traits and mental health are closely interconnected. Certain personality characteristics may predispose individuals to better or poorer mental health outcomes. For example, high conscientiousness and emotional stability are generally associated with better psychological well-being, whereas high neuroticism is linked to increased vulnerability to anxiety and depression.

Research suggests that personality traits influence how individuals perceive stress, regulate emotions, and cope with challenges. Conscientious individuals tend to use problem-focused coping strategies, maintain structured routines, and seek solutions, which protect them from psychological distress. In contrast, individuals high in neuroticism may engage in avoidance or emotion-focused coping, increasing the risk of mental health problems.

Openness to experience has been associated with psychological flexibility and adaptive coping, which can enhance mental well-being. Agreeableness contributes to social support and positive interpersonal relationships, which act as protective factors against stress and emotional difficulties. Extraversion is often linked to positive affect and social engagement, although its relationship with mental health may vary depending on context.

Integrated Studies on Personality, Mental Health, and Academic Performance:

Despite extensive research on personality and mental health separately, studies that integrate both variables in relation to academic performance are relatively limited. However, existing evidence suggests that personality traits may influence academic outcomes both directly and indirectly through mental health.

Richardson, Abraham, and Bond (2012) proposed that personality traits affect academic performance by shaping students' emotional well-being, motivation, and coping strategies. Their research indicated that traits such as conscientiousness and emotional stability contribute to better academic outcomes by promoting effective stress management and emotional regulation. Conversely, high neuroticism was associated with poor academic performance due to increased anxiety and negative emotional states.

This indirect pathway highlights the mediating role of mental health in the relationship between personality and academic achievement. For instance, a conscientious student may perform well academically not only because of good study habits but also because of lower stress levels and better emotional control. Similarly, emotionally unstable students may struggle academically due to heightened anxiety and poor mental health, even if they possess adequate cognitive abilities.

Indian Context and Socio-Cultural Considerations:

In the Indian educational context, academic achievement is often given high priority, and students face considerable pressure to perform well in examinations. Cultural expectations, parental aspirations, and societal competition can significantly influence students' psychological well-being and personality development.

Sharma and Gupta (2018) conducted a study among Indian high school students and found that **emotional stability and positive mental health** were significant predictors of academic achievement. Students with better emotional regulation and psychological well-being achieved higher academic scores. The study emphasized the importance of addressing mental health issues within schools to improve academic outcomes.

Indian adolescents often encounter unique challenges such as large class sizes, limited access to counseling services, and an examination-oriented education system. These factors may intensify stress and anxiety, particularly among students with vulnerable personality traits. Therefore, research conducted in Western contexts may not fully capture the complexities of Indian socio-cultural settings, underscoring the need for context-specific studies.

Research Gaps and Need for Further Study:

Although existing literature provides valuable insights into the role of personality traits and mental health in academic performance, several gaps remain. First, many studies have examined personality and mental health independently, without considering their combined or interactive effects. Second, inconsistencies in findings may arise due to variations in sample size, age group, measurement tools, and cultural context. Third, there is a relative lack of research focusing specifically on adolescents, particularly in developing countries like India. Adolescence is a critical developmental period marked by identity formation, emotional changes, and increasing academic demands. Understanding how personality traits and mental health jointly influence academic performance during this stage is essential for designing effective educational and psychological interventions. Finally, most studies rely on cross-sectional designs, which limit causal interpretations. Longitudinal research is needed to examine how personality traits and mental health evolve over time and how these changes impact academic outcomes.

Objectives of the Study:

1. **To study the relationship between personality traits and academic performance of adolescents.** This objective aims to examine how individual differences in personality traits influence the academic performance of adolescents. Personality traits such as conscientiousness, openness to experience, emotional stability, extraversion, and agreeableness affect students' learning styles, study habits, motivation, and classroom behavior. Adolescents with positive personality characteristics are often more organized, responsible, emotionally balanced, and persistent in academic tasks. By analyzing the relationship between various personality traits and academic performance, the study seeks to identify which traits contribute positively or negatively to students' educational outcomes.

2. To examine the relationship between mental health and academic performance of adolescents.

This objective focuses on understanding how adolescents' mental health is associated with their academic achievement. Mental health includes emotional well-being, psychological stability, and the ability to cope with stress. Adolescents with good mental health are more likely to show higher levels of concentration, motivation, and academic engagement. On the other hand, mental health problems such as anxiety, depression, and emotional stress can interfere with learning and reduce academic efficiency. This objective seeks to highlight the importance of mental health in supporting academic success.

3. To determine the combined predictive effect of personality traits and mental health on academic performance.

The purpose of this objective is to examine the joint influence of personality traits and mental health on academic performance among adolescents. While personality traits shape behavior and learning approaches, mental health affects emotional regulation and stress management. Together, these factors may provide a stronger explanation of academic outcomes than either variable alone. This objective aims to understand how personality and mental health interact to predict academic performance in a more comprehensive manner.

4. To compare academic performance across different levels of mental health.

This objective seeks to compare the academic performance of adolescents belonging to different mental health levels, such as high, average, and low mental health. By making such comparisons, the study aims to identify significant differences in academic achievement based on psychological well-being. The findings may help educators and counselors recognize students who are at risk due to poor mental health and design appropriate interventions to improve both mental health and academic performance.

Hypotheses

1. There will be a significant relationship between personality traits and academic performance of adolescents.
2. There will be a significant relationship between mental health and academic performance of adolescents.
3. Personality traits and mental health will significantly predict academic performance.
4. Adolescents with high mental health will show better academic performance than those with low mental health.

Methodology

Research Design

The study adopted a descriptive correlational research design to explore relationships among personality traits, mental health, and academic performance.

Sample

The sample consisted of 200 adolescents (100 boys and 100 girls) studying in classes IX to XII from government and private schools. Stratified random sampling technique was used to ensure representation.

Tools

1. Personality Traits Inventory (based on the Five-Factor Model).
2. Mental Health Scale (standardized scale measuring emotional stability, adjustment, and self-concept).
3. Academic Performance Record: Percentage of marks obtained in the previous annual examination.

Procedure

Permission was obtained from school authorities. The tools were administered in group settings following standardized instructions. Confidentiality and ethical considerations were maintained. Academic scores were collected from school records.

Statistical Treatment

Mean, Standard Deviation, Pearson's correlation, and Multiple Regression analysis were employed. Data were analyzed using statistical software.

Data Analysis and Interpretation

Table 1: Correlation between Personality Traits and Academic Performance

Variables	Mean	SD	r	Level of significance
Conscientiousness	32.45	5.21	0.48*	0.05
Openness	30.12	4.98	0.31*	
Extraversion	29.67	5.10	0.18	
Agreeableness	31.05	4.76	0.25*	
Neuroticism	28.40	5.33	-0.42*	

Interpretation: Conscientiousness, openness, and agreeableness showed positive correlations with

academic performance, while neuroticism showed a negative correlation. The correlation results indicate that personality traits are significantly related to

academic performance. Conscientiousness shows a strong positive correlation, suggesting that students who are organized, responsible, and disciplined tend to perform better academically. Openness and agreeableness also display positive correlations, indicating that curiosity, flexibility, and cooperative behaviour contribute to improved academic outcomes. Extraversion shows a weak

positive relationship, implying a limited role in academic achievement. In contrast, neuroticism exhibits a negative correlation, demonstrating that emotional instability, stress, and anxiety adversely affect students' academic performance. Overall, the findings emphasize the influence of personality traits on academic success.

Table 2: Correlation between Mental Health and Academic Performance

Variable	Mean	SD	r	Level of significance
Mental Health	75.34	8.45	0.52*	0.01

Interpretation: Mental health was positively and significantly correlated with academic performance. The correlation analysis indicates that mental health has a positive and statistically significant relationship with academic performance among adolescents. Students who exhibit better mental health tend to achieve higher academic scores, as psychological well-being supports concentration, motivation, and effective learning behaviours. Positive mental health enables

students to manage academic stress, regulate emotions, and maintain confidence in their abilities. In contrast, poor mental health may hinder attention, reduce interest in studies, and negatively affect academic engagement. These findings highlight that psychological well-being is an essential factor in promoting academic success and should be given due importance in educational settings.

Table 3: Multiple Regression Analysis

Predictor Variables	Beta	t-value	Level of significance
Conscientiousness	0.36	4.21*	0.05
Neuroticism	-0.29	-3.85*	
Mental Health	0.41	5.10*	

Interpretation: Mental health and conscientiousness emerged as significant predictors of academic performance. The findings reveal that mental health and conscientiousness emerged as significant predictors of academic performance among adolescents. Students with better mental health demonstrated higher academic achievement, as psychological well-being enhances motivation, concentration, and resilience in learning situations. Similarly, conscientiousness proved to be a strong predictor, indicating that disciplined, organized, and goal-oriented students are more likely to perform well academically. The combined influence of these variables suggests that both emotional well-being and responsible behavioural patterns play a crucial role in determining academic success. Therefore, supporting mental health and developing conscientious traits can significantly improve educational outcomes.

Findings

1. Personality traits such as conscientiousness and emotional stability were positively related to academic performance.
2. Neuroticism was negatively related to academic achievement.
3. Mental health showed a strong positive correlation with academic performance.

4. Personality traits and mental health together significantly predicted academic success.

Discussion:

The present study explored the relationship between personality traits, mental health, and academic performance among adolescents, offering valuable insights into how psychological factors shape educational outcomes during a critical developmental stage. The findings largely support existing research while emphasizing the importance of considering both personality and mental health within the socio-cultural context of adolescents. Overall, the results confirm that academic performance is influenced not only by cognitive ability but also by emotional and personality-related factors. One of the most important findings of the study is the strong positive relationship between conscientiousness and academic performance. Adolescents who scored high on conscientiousness demonstrated better academic achievement than their peers. This supports earlier research identifying conscientiousness as one of the strongest non-cognitive predictors of academic success. Traits such as discipline, responsibility, organization, and goal orientation promote effective study habits, regular engagement with academic tasks, and persistence in the face of challenges. During adolescence, when self-regulation skills are

still developing, conscientiousness plays a crucial role in helping students manage increasing academic demands.

In contrast, the study found a negative relationship between neuroticism and academic performance. Adolescents high in emotional instability tended to perform poorly academically. Neuroticism is associated with anxiety, stress sensitivity, mood fluctuations, and fear of failure, all of which interfere with concentration, memory, and problem-solving abilities. These findings are consistent with previous research indicating that emotional distress and anxiety hinder learning and examination performance. Emotionally unstable adolescents may also engage in avoidance behaviors and reduced academic participation, limiting their academic potential.

Other personality traits such as openness, agreeableness, and extraversion showed weaker but meaningful associations with academic performance. Openness was linked to curiosity and interest in learning, which can support conceptual understanding. Agreeableness appeared to contribute indirectly by fostering positive relationships with teachers and peers, creating a supportive learning environment. Extraversion showed mixed effects, suggesting that while social interaction may enhance collaborative learning, excessive sociability can also distract from academic responsibilities. These findings highlight the complex and multifaceted role of personality traits in academic achievement.

Mental health emerged as a strong predictor of academic performance. Adolescents with good mental health showed higher achievement, motivation, and engagement in learning. Psychological well-being enables students to cope effectively with academic stress, maintain emotional balance, and approach challenges with confidence and resilience. Good mental health also supports cognitive functioning such as attention, memory, and decision-making, which are essential for academic success. Conversely, poor mental health was associated with low academic performance, reduced motivation, poor concentration, and disengagement from school activities.

A significant contribution of the study is its emphasis on the combined influence of personality traits and mental health on academic performance. The findings suggest that these factors interact rather than operate independently. Positive personality traits may not fully support academic success in the presence of poor mental health, while emotional stability can help students perform well even under pressure. This integrated perspective

highlights the need for a holistic understanding of adolescent academic development.

The study has important practical implications. Schools should incorporate personality development and mental health support into educational practices. Life skills education, social-emotional learning, counseling services, and stress management programs can enhance both academic outcomes and psychological well-being. Teachers, parents, and mental health professionals must work collaboratively to create supportive environments that address adolescents' emotional and academic needs.

Despite its contributions, the study is limited by its cross-sectional design and reliance on standardized measures. Future research should adopt longitudinal and qualitative approaches and examine additional contextual factors to deepen understanding and strengthen generalizability.

Conclusion:

The present study examined the influence of personality traits and mental health on the academic performance of adolescents, a developmental stage characterized by rapid cognitive, emotional, and social changes. During adolescence, students face increasing academic demands while their emotional regulation and coping skills are still maturing. The findings clearly demonstrate that academic achievement is not determined solely by intelligence or curriculum content; instead, it is strongly shaped by psychological factors such as personality characteristics and mental health. This highlights the need for a holistic educational approach that integrates academic learning with psychological development.

One of the key conclusions of the study is that personality traits significantly influence academic performance. Among the traits examined, conscientiousness emerged as a strong positive predictor of academic success. Adolescents with higher levels of conscientiousness tend to be organized, disciplined, responsible, and goal-oriented. These qualities promote effective learning behaviors, including regular study habits, timely completion of assignments, persistence in difficult tasks, and efficient time management. As a result, such students are better able to maintain consistent academic performance, even under pressure. In contrast, emotional instability was found to negatively affect academic achievement. Adolescents who struggle with emotional instability often experience heightened stress, anxiety, and negative emotions, which interfere with concentration, memory, and problem-solving skills. These emotional difficulties can lead to fear of

failure, reduced self-confidence, and avoidance of academic tasks, ultimately hindering academic progress. This finding emphasizes that emotional stability is an essential psychological resource for success during adolescence.

Mental health was also identified as a critical factor influencing academic performance. Adolescents with positive mental health showed higher motivation, engagement, and academic achievement. Good mental health enables students to manage stress effectively, remain emotionally balanced, and approach academic challenges with confidence and resilience. It also enhances cognitive processes such as attention, memory, and decision-making, directly contributing to better academic outcomes. Conversely, poor mental health emerged as a major barrier to academic success. Psychological problems such as anxiety, depression, and emotional distress were associated with lower academic performance, reduced motivation, and decreased interest in learning. If left unaddressed, mental health difficulties during adolescence can lead to long-term educational and personal challenges.

An important conclusion of the study is that personality traits and mental health interact in shaping academic performance. These factors do not operate independently; rather, they jointly influence learning behaviors and academic outcomes. For example, positive personality traits may not yield optimal results in the presence of poor mental health, while emotional stability can help students perform well even under academic stress. Finally, the study underscores the need for educational policies and practices that prioritize psychological well-being alongside academic achievement. Schools should implement programs that promote personality development, emotional regulation, resilience, and coping skills. Teachers, parents, and mental health professionals must work collaboratively to provide supportive environments and early interventions.

Addressing personality and mental health factors during adolescence can enhance academic performance and contribute to healthier, more successful life outcomes.

Acknowledgment

I would like to express my sincere gratitude to all those who have supported and contributed to the successful completion of this research study titled "A Psychological Study of the Impact of Personality Traits and Mental Health on Academic Performance of Adolescents." I am deeply thankful to my research guide and faculty members for their invaluable guidance, continuous encouragement, and constructive suggestions throughout the study.

Their expertise and mentorship have been instrumental in shaping this research.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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