



Relationship Between Personality Trait, Emotional Intelligence And Academic Performance Of University Students

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ABSTRACT

The present study aims to study the relationship between gender and personality trait, emotional intelligence and academic performance of university students who comes from different socioeconomic status. The research design used in this study is exploratory research followed by descriptive research. Data is collected through the probability sampling technique and the study is done using both primary and secondary data, wherein the primary data is collected from questionnaires and the secondary data is collected through literature review and the web. The data was analyzed using descriptive statistics and it is concluded that females have a strong presence when it comes to their personality and they know themselves better than males. When it comes to self-control, self-confidence and being self-aware, females are more aware than males. Females know their feelings well and can manage them appropriately but males are not able to do the same.

KEYWORDS: Personality Trait, Emotional Intelligence, Academic Performance, Gender

INTRODUCTION

This study is taken by the authors to study the interrelationship between the genders and how respondents behave towards the given Personality traits, Emotional Intelligence and Academic Achievement. This study is concerned with the different mind-set of each individual as per given different aspects. Going by the study, it seems each individual has a different take on the problem and achievements they make in their life.

Personality Traits: It is observed that each individual is different from one another. Some people are very talkative while others are very quiet. Some are active whereas,

others are couch potatoes. Some worry a lot, others rarely seem anxious. Each time one of these words is used, like “talkative,” “quiet,” “active,” or “anxious,” to describe people, it is all about a person’s personality—the characteristic ways that people differ from one another. Personality psychologists try to describe and understand these differences. Personality can be defined as a combination of mental behaviour and traits or qualities like thinking patterns, feeling and acting. It is a range of enduring tendencies of an individual to think, feel and behave in a specific manner in diverse situations. It refers to the systematic arrangement of all your dispositions like attitude, thoughts, feelings, emotions, etc.

Personality traits reflect people’s characteristic patterns of thoughts, feelings, and behaviours. It also implies consistency and stability. This system includes five broad traits that can be remembered with the acronym OCEAN: Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. Each of the major traits from the Big Five can be divided into facets to give a more fine-grained analysis of someone’s personality. In addition, some trait theorists argue that other traits cannot be completely captured by the Five-Factor Model. Critics of the trait concept argue that people do not act consistently from one situation to the next and that people are very influenced by situational forces. Thus, one major debate in the field concerns the relative power of people’s traits versus the situations in which they find themselves as predictors of their behaviour.

Emotional Intelligence (EI): Emotional intelligence can be characterized as the capacity to screen one’s own and other individuals’ feelings, to separate between various feelings and mark them properly and utilize enthusiastic data to direct reasoning and conduct. Enthusiastic knowledge additionally reflects capacities to join knowledge, compassion and feelings to improve thought and comprehension of relational elements. Goleman (1995) characterized passionate knowledge as “the limit with regards to perceiving our very own emotions and those of others, for spurring ourselves and overseeing feelings well in ourselves and our relationship.” A great arrangement of research has been led on passionate knowledge and it was found to show up as a critical factor in the forecast of individual, scholarly and professional achievement.

In the bustling timetable of going to classes, instructional exercises, training classes, assignments and tests a large portion of the understudies neglect to comprehend others’ feelings as well as neglect to deal with their very own psychological wellness and feelings!! Our instruction has constantly underlined scholastic outcomes, however, is that all we have to get achievement in our life? For what reason are understudies performing great in schools and called as best understudies not ready to deal with the school/peer weight, is this something which can’t be dealt with or these understudies have never been educated about this. Feelings do influence how and what we realize. Being progressively mindful of our feelings and response to them will enable us to deal with the pressure.

Academic Achievement: Understudy's scholarly execution and graduation rates have been the region of intrigue for advanced education organizations. Examination of elements identified with the scholarly execution of college understudies turn into a subject of developing enthusiasm for higher instructive circles. Numerous ongoing examinations were done to investigate factors that influence college understudy's scholastic execution. Hanson (2000) announced that student execution is influenced by various factors, for example, learning capacities, sexual orientation and race. Simmons, et al. (2005) reasoned that family pay level, going full time, getting allowed help and finishing propelled level classes in secondary school have factually huge impacts on school diligence among original understudies. There are various variables which influence the scholastic execution and maintenance of understudies in advanced education foundations. Following elements with existing writing are given underneath.

Home Environment- It is demonstrated that there is a familiarity with the significance of the home condition or family on pupil's/understudies scholarly execution. The home has an extraordinary effect on the understudies' mental, enthusiastic, social and financial state. In the perspective of Ajila and Olutola (2007), the condition of the home influences the person since the guardians are the primary mingling operators in a person's life. This is because the family foundation and setting off a kid influence his response to life circumstances and his dimension of execution. Ichado (1998) expressed that parents' consistent contradiction influences youngsters sincerely. Furthermore, this could prompt poor scholastic execution. Taylor, et al. (1995) demonstrated that held rearing style (nature and control) and parental association essentially anticipated scholastic results. In Saudi Arabia, Kritam, et al. (2004), detailed that the family money-related help, support and following up have positive effects on understudies' execution as estimated by their GPA.

Study Habits- Study propensities for understudies might be significant to the expectation of evaluations since it is conceivable that understudy's evaluations might be identified with their investigation propensities. That is, understudies with poor examination propensities may get lower grades than those understudies with better investigation propensities. The significance of the connection between evaluations, educator appraisals and study propensities has not been resolved (Middleton, 1979). Study aptitudes and learning approaches incorporate, for instance, time with the executives, utilizing data assets, taking class notes, speaking with instructors, getting ready for, what's more, taking examinations, and a few other learning methodologies. The research demonstrates a huge relationship between such learning conduct and methodologies and scholarly.

Learning Habits- Early researchs has thought about understudy conduct and figuring out how to be critical elements in the understudy's scholarly achievement and maintenance. Hattie, et al. (1996) infer that if it is pointed to build an understudy's

scholastic achievement in advanced education organizations, it should concentrate on mediations coordinated towards learning techniques, a reality which recommends the need to create projects of this sort (Soares et al. 2009). The impact of learning procedures on scholastic accomplishment, then again, has been considerably less generally researched, in resentment of its hypothetical significance and pervasiveness in global reports (Martin et al., 2008). In 1998, Jere Brophy showed that more time spent on learning exercises yields more learning, given that the instructor was capable and that the learning exercises were adequately planned and executed. Another hypothesis that guided was idea mapping. Idea mapping is a strategy in which the student joins new information to a system of pertinent ideas that the student knows. Ausubel (1963) kept up this connection of new with existing learning as a key factor in effective learning and that it was the distinction between important learning also, repetition learning [Sleight and Mavis (2006)].

LITERATURE REVIEW

Hou, Yujiao, et al. (2020). This study examined the relationship between physical fitness, lifestyle, and academic performance of Chinese college students and investigate the differences among medical and dental students in their lifestyles. This study was approved by the Big Data and Network Security Research Centre of Tongji University. There were four aspects of the data resource. The grades of final examinations were provided by the educational administration system database. There were 29 subjects from medical college and 24 subjects from dental college taken for the study. The analysis was done by continuous variables that were represented by means and standard deviations. The findings of the study say that the mean age of medical students was similar to the mean age of dental students. The ratio of female students among dental students was higher than the ratio of medical students. However, it was common that the academic performance of female students was much better than male students, both medical and dental students.

Idris, Muhammad, et al. (2020). The study intended to investigate the role of parents' education in students' academic achievement, find out students' academic achievement, and measure the relationships between parents' education and students' academic achievement. This quantitative study was descriptive. 114 Government girl's/boys secondary schools' 10th-grade students constituted the population of the study. Data Analysis done by the collected data was fed to SPSS (version 20) which was analysed through Mean, Standard Deviation and Pearson correlation. The analysed data were interpreted and tabulated accordingly. Findings were found quite clear regarding parents' educational influence on their academic achievement. The close correlation of father education to son and mother education to daughter's academic achievement

demonstrates that mothers facilitate daughters in their studies more than their sons, while fathers give more time to their sons than their daughters.

Tasic, Radica, et al (2020). The study aimed to assess the prevalence of burnout syndrome among nursery teachers in Belgrade's preschool institutions and to assess the role of personality traits in its development. A stratified cluster sampling method was used to obtain a representative sample. Burnout was measured using the Maslach Burnout Inventory- General Survey (MBI-GS). The MBI-GS adaptation was based on an internationally accepted methodology for translation and cultural adaptation. The findings are in multiple regression analysis, positive valence and conscientiousness were significantly associated with professional efficacy. Aggressiveness, neuroticism, openness, and age, were significantly associated with exhaustion. Aggressiveness, neuroticism and additional jobs showed association with cynicism.

Hashmi, A., & Naz, Q. (2020). The objective of the study was to determine the impact of big five personality traits and academic achievement in prospective teachers. Differentiate the prospective teachers' big five personality traits based on demographic variables i.e. university and gender.

Šifrar, Tina, et al. (2020). The objective of the study was to investigate whether there were more matching in personality traits, emotional intelligence, and social skills in better performing dance couples than in their less successful counterparts and if better- and lower performing dancers individually have more equivalent personality traits, emotional intelligence, and social skills. Twenty-four couples were included in the study. Couples consisted of a man and a woman (totalling 24 women and 24 men) who performed both the Latin and classic ballroom or standard dances. Participants were aged between 16 and 34 years and were members of the Slovene national dance team. The analysis done through the questionnaire has 132 items with a 5-point scale for self-assessment. The findings were the better dance couples were more orderly, agreeable and conscientious than the lower-performing dance couples who seemed to be more open and the better-performing dancers tended to be older, more experienced, with a higher "competitive mileage" and better-trained bodies, more diligent with a firm belief in their success, confident in attaining their goals, and more motivated. They were also more emotionally stable – a trait that stemmed from their maturity and many years of competing.

Bhalla, Soni, Akanksha (2020). The main objective of their research was to study the association between adjustment problems and emotional intelligence among college students. The sample consisted of 50 females and 50 males, from colleges in and around Patiala district (Punjab). Adjustment problems of students were measured using Bell's Adjustment Inventory and Emotional Intelligence by Emotional Quotient Test. The results indicated a negative relationship between adjustment problems and emotional

intelligence. Females were more competent in dealing with daily hassles of life as compared to males. In addition to this, females managed their emotions more competently as compared to their counterparts.

Su, Fangguo, Zang (2020). The objective of their study was to examine the mechanisms and conditions by which proactive personality affects the innovative thinking of graduates. The data was collected through feedback. The findings of the study were that graduates with high academic efficacy have a stronger positive influence on their innovative thinking and graduates with low academic efficacy have a weaker positive influence on innovative thinking.

Macias, Oscar. (2020). This article discusses how the COVID-19 pandemic and the subsequent school closures and distance learning have forced school principals to assess their leadership strengths and weaknesses. Topics covered include the concept of social-emotional competence, emotional intelligence, and the conceptual model of the prosaic school leader.

Rabha, Barnali, Saikia (2019). The Objective of their study aims to know the relationship between emotional intelligence and the academic performance of the students at the higher secondary level. Using stratified random sampling technique 400 students, from the higher secondary level in the kamrup district (Assam). The Emotional Intelligence scale has been used to assess emotional intelligence and the marks scored in the H.S.L.C examination. The data collected is subjected to statistical analysis namely percentage, graphical Representation, coefficient of correlation, and t-test. Results show a positive significant correlation between emotional intelligence and academic performance among the students of higher secondary level.

Janošević, Marko, Petrović. (2019). The objective of their study was to investigate the contribution of personality traits and social status dimensions in understanding boys' and girls' respective academic achievements. The samples were collected from 163 element schools in Serbia and the students aged 13-14. It was found out that high conscientiousness, perceived popularity and less extraversion turned out to be related to girls' academic achievement and low schizotypy and honest humility, as well as high openness, stoichiometric and perceived popularity, turned out to be related to boys' academic achievement. The results will help in improving educational practices.

Stricker, Johannes, et al. (2019). The objective of the study is multidimensional perfectionism includes the dimensions of perfectionistic concerns and perfectionistic strivings to the Big Five personality traits. The measures of perfectionistic concerns and perfectionistic strivings moderated most of these relations. Meta-analytic structural equation modelling allowed controlling each perfectionism dimension for the respective other. This partial ling increased all correlations except for the previously positive

correlation between perfectionistic strivings and Neuroticism, which ceased to be significant.

Martinez, et.al. (2019). The objective of this study was to examine the direct and indirect effects of EI in the relationship between gender-typed attributes and SWB. The participants were 365 Spanish schoolchildren with a mean age of 13.9. A mediational analysis was carried out using EI (attention, repair and clarity) as a mediator to find out the effects on well-being. Results: The findings yielded that EI significantly mediated the relationship between gender-typed attributes and SWB. Particularly, clarity and repair are positively associated with SWB, whereas attention is negatively associated with SWB. Also, clarity and repair can be considered more important than attention in promoting SWB, according to the models of mediation and their effect size. Moreover, clarity and repair were mediators in feminine and masculine attributes while attention only was a mediator for positive feminine attributes. For adolescents who claim to have positive feminine attributes, an aspect that would improve SWB is through the increase in clarity and repair and the decrease in attention.

Kong, Feng, et al. (2019). The objective of this study was to investigate the role of social support and affective experience (i.e., positive affect and negative affect) in the relationship between emotional intelligence and life satisfaction. Participants included 748 Chinese adults with an age range of 16–60 years who completed the Wong Law Emotional Intelligence Scale, the multidimensional scale of perceived social support, the Positive Affect and Negative Affect Scale, and the Satisfaction with Life Scale. Structural equation modelling demonstrated that social support, positive affect and negative affect independently mediated the effect of trait emotional intelligence on life satisfaction, consistent with the social network and affective meditation models. More importantly, the identified serial mediation model indicated that emotional intelligence could influence life satisfaction through the chain mediating effect of “social support–positive affect” and “social support–negative affect”. These findings contribute to a deeper understanding of the links between these factors and suggest that high emotional intelligence may promote well-being from the social support and affective perspectives.

Frazier, P., Gabriel, A., Merians, A., & Lust, K. (2019). The objective of the study was stress is the most commonly reported impediment to academic performance among college students. Students who reported that stress affected their performance had lower GPAs and reported more stress and lower coping self-efficacy, resilience, and social support.

Farshadfard, Saghar, Kourosnia (2018). The purpose of the study was to compare 5 great factors of personality and loneliness of adolescence in single and multiple families of high schools in Shiraz. The research was carried out by sampling 250 students through the cluster sampling method and tested 5 major factors Neo character and loneliness. The

results of the Monova test showed that there are no significant differences between 5 major factors in single child and multi-agent groups.

Fida, Ghaffir, Zaman and Satti (2018). The objective of their study was to explore the discrepancy in the emotional cognizance of the male and female learners at the university levels. The sample of their study was primary. The analysis was done using a t-test. The findings of the study were that female students were found to be more dominant over male students in emotional intelligence. This superiority was seen prominent in all facets of emotional intelligence along with 'overall emotional intelligence'.

N. L. Siddiquei & R. Khalid (2018). The objective of their study was that attempts to establish the missing links between personality traits, learning styles, and academic performance of students enrolled in various e-learning courses. The sample of the study is a primary source. The analysis was done using a t-test. The findings of the study were that there are significant differences between the e-learners in three of the personality traits: Agreeableness, Conscientiousness and Neuroticism in terms of gender. Moreover, it is also revealed that there are no significant differences in the learning styles of e-learners regarding gender. Specifically, several practical insights and implications have been provided by the result findings of the current study on the strong relationships between personality traits and learning styles, and their joint influence on academic achievement as well.

Malinauskas, Romualdas, et al. (2018). The objective of the study is to investigate the role of gender as a potential predictor of health behaviour and a potential moderator of the relationship between emotional intelligence and health behaviour. This cross-sectional study included 1214 students (597 males and 617 females). Data were collected using the Schutte Self-Report Inventory and the Health Behaviour Checklist. Stepwise multiple regression analysis was executed with the components of health behaviour as the dependent variables to examine the predictive value of the emotional intelligence indicators as the independent variables. Gender predicted all categories of health behaviours. Only one indicator of emotional intelligence, appraisal, predicted the Accident Control and Traffic Risk-Taking categories. The emotional intelligence indicator of social skills emerged only as a predictor of Wellness Maintenance and Enhancement in university students. Gender moderates the relationship between all emotional intelligence indicators and health behaviour components except the relationship between Appraisal and Substance Risk-Taking and the relationship between Utilization and traffic risk-taking

R. Tomšik (2018). The objective of their study was to examine the relationship between the big five personality traits and teacher trainee students' academic performance (GPA). The sample of the study, primary source, and standardized questionnaire were used. The analysis was done using the Breusch-Pagan test. The findings of the study were that there

is a need for a better acquaintance of the student personality by teachers for adequate development of student's personal qualities.

Ž. Bećirević, S.S. Ažić, T.M. Dorčić (2017). The objective of this study was to identify the specific cognitive, motivational and behavioural predictors of two measures of university students' academic achievement (grade point average and student efficacy status), after controlling for dispositional variables and student adjustment at the beginning of college. The sample of the study, primary source, and standardized questionnaire were used. The analysis was done using correlation analysis. The findings of the study were that time and study environment management was a strong individual predictor of both criteria of student achievement. Good organizational skills primarily help students

R.S. Bajwa, I. Batool, M. Asma, H. Ali and A. Ajma (2017). The objective of their study was designed to examine personality traits as a predictor of decision-making styles among young adults. The sample of the study is a primary source. The analysis was done using a t-test. The findings of the study were that conscientiousness leads to a rational decision-making style among students. Considering the demographic variables females have a higher capability of decision making than males whereas hostel resident students are much more rational in decision making than on-hostel resident students. Families also play an important role as students from the nuclear family type have more decision-making capability than those from the joint family system. Students in urban areas are more rational in decision-making than in rural areas.

N.G. Alghamdi, M. Aslam, K. Khan (2017). The main aim of their research was to examine the personality traits as the predictor of emotional intelligence (EI) among the university teachers working as student mentors. The sample of the study, primary source, comprised 100 student advisors (male = 50; female = 50). The analysis was done using *T*-test and regression analysis. Findings of the study suggested that three personality traits: openness to experience, extraversion, and agreeableness emerged as a significant predictor of emotional intelligence. It was also found that neuroticism and conscientiousness have no impact on emotional intelligence. *T*-tests indicated that there are no gender differences in emotional intelligence.

E. Bromberg (2016). The objective of their study was to investigate among college students the relationship between personality traits and willingness to care for a relative with a chronic health condition. The sample of the study, primary source, and an online questionnaire were used. The analysis was done using correlation. Findings of the study were identifying agreeableness, empathy, and age as being important for one's potential for future caregiving can help shape future interventions, especially those that incorporate perspective-taking and training in life skills as a means of boosting empathic concern and subsequently greater willingness to care.

H. Raley, J. Naber, S. Cross, M. Perlow (2016). The objective of their study was to assess the student's ability to perform academically concerning his or her quality of sleep. The sample of the study, primary source, and standardized questionnaire were used. The analysis was done using the chi-square test and ANOVA. The findings of the study were Healthy sleeping habits of a regular sleep schedule with adequate sleep duration each night is beneficial to students and their academic achievement.

Banai, B., & Perin, V. (2016). The objective of the study was High-school type was shown to be the best predictor of AP in this study. Students leaving the gymnasium, a general academic high-school programme, had greater chances of university graduation. Of all the intelligence measures, the numerical ability was the only one that was related to AP. Psychoticism and extroversion both negatively contributed to university graduation. Problem-solving, and verbal and spatial abilities, alongside Neuroticism and GK, were not related to AP.

Bertram, K, et.al. (2016). It aims at the capacity of Healthcare supplies and exhibits sympathy toward their patience bringing about various positive results and improving the nature of care. Furthermore, a supplier's degree of emotional intelligence can I do want this specialist quiet relationship invigorating Amore's customised and thorough way of treating patients. The method used in this study was an enormous web-based survey completed by 150 students.

Brown, T., Williams, B., & Etherington, J. (2016). The objective of the study was to the growing body of evidence on the role of EI and personality traits in practice performance, and more specifically to extend the findings to the fieldwork performance of occupational therapy students. The key findings demonstrated that measures of EI were positively related to occupational students' fieldwork performance, specifically in the areas of professional behaviour and communication skills

Dutt, Shruti, Kumari. (2016). The objective of their study was to determine the contribution of personality traits in the determination of psychological well-being and life satisfaction of students. The research was completed by taking samples of 100 students from Dayalbagh Educational institute which is stated in Agra. The impact of these findings signifies that personality plays an important role in determining the healthy and positive well-being of students. With high psychological well-being through these traits, better academic performance may be achieved by students.

Y. T. Chen, C. S. Lai (2015). Their research, the objective of the study was to examine the association between academic achievements, emotional intelligence and personality traits among 160 university students in Malaysia. The sample of the study, primary source, and standardised questionnaire were prepared. The analysis was done using correlation. The findings of the study established the association between the five

dimensions of emotional intelligence and personality traits which is consistent with most the past studies.

Z. Papamitsiou, A.A. Economides (2014). The objective of their study was the effect of extraversion and conscientiousness with temporal learning analytics on students' performance during computer-based testing. The sample of the study is a primary source. The analysis was done using partial least-squares (PLS) analysis. Findings of the study derive that personality factors are significant predictors in the temporal estimation of students' performance, but additional research should be conducted.

L. Sun Youn, O. Fumio (2014). The objective of their study was to investigate whether non-cognitive skills, as measured by Big 5 personality traits and behavioural characteristics indicated by risk aversion rate, time discount rate, and (over) confidence, explain the variation in educational and labour market outcomes. The sample of the study, primary source, and standardized questionnaire were used. The analysis was done using regression analysis. The findings of the study were that personality traits are associated with educational and career success to different degrees between countries and genders.

Naeem, et.al. (2014). This topic discusses the requirement for improving relational abilities, expanding sympathy, overseeing high-pressure circumstances and upgrading prosperity are progressively being perceived as fundamental to the working of specialists. The objective of the study was to investigate the relationship between the medical students and their academic achievement age Gender and year of study. A cross-sectional survey design was used in this study. No correlation was seen between CGPA and Awareness of Emotions and Use of Emotions subscales. No relationship was seen for the other independent variables

Grehan, et.al. (2011) aim is to even though guaranteeing that younger students succeed scholastically is essential for the public instructive plan critical quantities of understudies create conduct enthusiastic and learning issues that medal with Scholastic and social achievement. This study examines the ability of the Big Five personality traits and Emotional Intelligence (EI) to predict academic outcomes, specifically graduate students' grade point average (GPA) and their performance at an internship. The results of this preliminary research may guide admissions committees in selecting applicants.

C. Mey, M. Abdullah, C. Yin (2014). The objective of their study was the personality traits of postgraduate and undergraduate students in a selected Malaysian research university. The sample of the study, primary source, and standardized questionnaire were used. The analysis was done using a t-test. The findings of the study were that university students are coping well with institutional transformation. The institution also

can implement proactive interventions to support the mental health and development of human capital in all students.

Bahri Yusoff, et.al. (2013). The objective of the study was to find that neuroticism was the strongest associated factor of the psychological health of medical students during the most stressful period. The personality traits, emotional intelligence and previous academic performance were associated factors of psychological health during a less stressful period. Early identification of medical students who are vulnerable to stressful environments by medical schools might help them to improve their psychological well-being during medical training. Nevertheless, the results should be interpreted cautiously within its limitations.

Strauser, David R., et al (2012). The objective of their research was to examine the relationship between the variables of work engagement, developmental work personality and academic effort in a sample of college students. This study shows the positive relationship between these traits. For men, work personality seems to be more relevant concerning academic effort, whereas, for women, engagement may be more important.

S. Hakimi, E. Hejazi, M. Lavasani (2011). The main aim of their research was to examine the association between academic achievement and personality traits among the students. The sample of the study was collected through a primary source. The analysis was done using MANOVA and t-test. The findings of the study were that conscientiousness was the most important predictor of academic achievement. Therefore, it's worthy of attention to try to institutionalize this trait during the initial years of education, by presenting appropriate conscientious role models or encouragement of conscientious people.

E. Shahzadi, Z. Ahmad (2011). The objective of their study was to develop a model for the academic performance of students of the University of Gujarat, Gujarat, Pakistan. The sample of the study, primary source, and standardized questionnaire were used. The analysis was done using Confirmatory Factor Analysis. The findings of the study were that the better study habits, the higher the academic interaction which ultimately leads to higher academic performance.

Tok, et.al. (2009). These studies indicated a low to moderate the relationship between IQ and academic success. It covers academic success, personality conscientiousness, emotional and intelligence, Big Five. Pearson correlation coefficient and hierarchical regression analysis were used in statistical analyses.

A.R. Depape, J. Larson, S. Voelker, S. Page, and D.L. Jackson (2006). The objective of their study was to explore potential links between self-talk and the construct of

emotional intelligence. The sample of the study was primary. The analysis was done using correlation.

Findings of the study were 'Gender was not a significant predictor of emotional intelligence and potential links exist between self-talk and emotional behaviour.

S. E. Rivers, And P. Salovey (1997). The objective of their study was to describe how and why the concept became useful in education and to review the four underlying emotional abilities comprising emotional intelligence and the assessment tools that have been developed to measure the construct. The sample of their study was primary. The analysis was done using correlation. The findings of the study were 'How emotionally intelligent people work in both intrapersonal and interpersonally in academic settings.

Wong, et.al. (1991). This study inspected the relationship between personality experience while implementing and scholarly execution. ESM (experience sampling method) were used to examine the study. The outcome upheld the thought that there were two sorts of motivation in international accomplishment 1 is coordinated to what long-haul objective and the other coordinator toward progressing experience.

OBJECTIVES

Following are the main objectives of this research:

1. To study the relationship between gender and academic achievements.
2. To study the relationship between gender and personality traits
3. To study the relationship between gender and emotional intelligence.

RESEARCH METHODOLOGY

In this study, the following factors have been chosen to examine the association between academic performance, emotional intelligence and personality traits of the university students to provide a vision and create awareness among students' educators, and parents so that they can play a lively role in refining poor academic achievement, **personality traits** are divided into five dimensions: Openness, Neuroticism, Conscientiousness, Agreeableness, and Extraversion. **Emotional Intelligence** is divided into three dimensions: Emotional Awareness, Self Confidence and Self-Control.

Sources of Data

The study is done using both primary and secondary data, wherein the primary data is collected from questionnaires and the secondary data is collected through literature review and the web.

Research Design

The Research Design used in this study is exploratory research followed by descriptive research. Exploratory research is conducted on problems that have not been investigated clearly and there is not much information available on them. The purpose of conducting exploratory research is to develop more understanding of the problem

Sample Design Process

Element- The element for the study is University Students.

Sampling Unit- University Student

Extent- The geographical boundary of the research is GD Goenka University

Time- The estimated time for the research is February to April 2021

Sampling Frame- The sample is drawn from G.D Goenka University's campus with the help of the ERP System.

Sampling Technique

The sampling technique used is the probability sampling technique in which cluster sampling is used. In Cluster Sampling, the target population is divided into mutually exclusive and collectively exhaustive subpopulations called clusters. Then, a random sample of clusters is selected based on a probability sampling technique such as simple random sampling. For each selected cluster, either all the elements are included in the sample or a sample of elements is drawn probabilistically.

Sample Size: The sample size for the study is 160 which is divided into two parts: 80 males and 80 females.

HYPOTHESIS

Following are the hypotheses of the study:

Hypotheses 1

H0A: There is no relationship between gender and academic achievement.

H1A: There is a relationship between gender and academic achievement.

Hypotheses 2

H0B: There is no relationship between gender and personality traits.

H1B: There is a relationship between gender and personality traits.

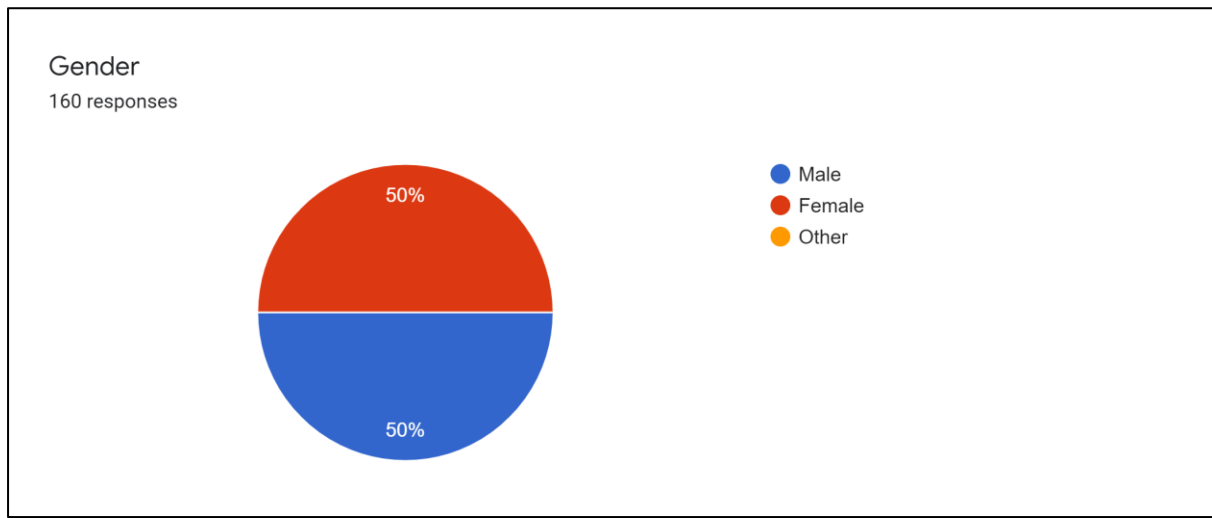
Hypotheses 3

H0C:- There is no relationship between gender and emotional intelligence.

H1C:- There is a relationship between gender and emotional intelligence.

Data Analysis and Interpretation

- Descriptive Statistics

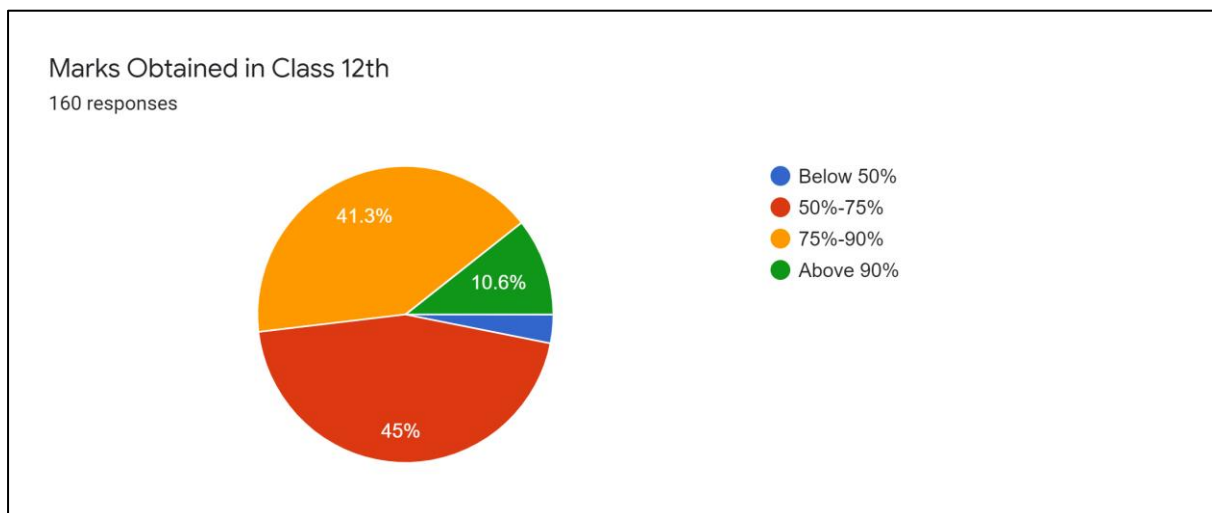


The sample is collected from 160 respondents in GD Goenka University in which there are 80 female and 80 male respondents.

Hypothesis 1

H0A: There is no relationship between gender and academic achievement.

H1A: There is a relationship between gender and academic achievement.



Case Processing Summary						
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
	Gender * Marks Obtained in Class 12th	160	100.0%	0	0.0%	160

Gender * Marks Obtained in Class 12th Crosstabulation						
Count		Marks Obtained in Class 12th				Total
		1	2	3	4	
Gender	1	0	28	43	9	80
	2	5	44	23	8	80
Total		5	72	66	17	160

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	14.675 ^a	3	.002
Likelihood Ratio	16.733	3	<.001
Linear-by-Linear Association	8.771	1	.003
N of Valid Cases	160		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 2.50.

By using crosstab, it is analysed that there is a significant relationship between gender and academic performance as 1 denotes female and 2 denotes males in the gender column and the marks column 1 denotes below 50%; 2 denotes 50%-75%; 3 denotes 75%-90% and 4 denotes above 90%, it can be seen that females have scored higher marks as compared to males because out of 80 female respondents 43 has scored marks in the range of 50%-75% at the same time only 23 males have scored marks in that section. So, it can be said that females are more likely to score higher marks.

Hypothesis 2

H0B: There is a relationship between gender and personality traits.

H1B: There is no relationship between gender and personality traits.

- 1) The research is done using SPSS in which we have used the chi-square test to compare the variables.
- 2) Significance value: 0.05
- 3) In the tables, 1 denotes strongly disagree; 2 denotes disagree; 3 denotes neutral; 4 denotes agree and 5 denotes strongly agree. In gender 1 denotes females and 2 denotes males.

Personality trait: Extraversion

Crosstab							
Count		I go out of my comfort zone to complete my targets.					Total
		1	2	3	4	5	
Gender	1	2	4	14	40	20	80
	2	6	4	14	37	19	80
Total		8	8	28	77	39	160

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	2.143 ^a	4	.710
Likelihood Ratio	2.236	4	.693
Linear-by-Linear Association	1.013	1	.314
N of Valid Cases	160		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is 4.00.

Crosstab							
Count		I have many friends and I like to socialize with them.					Total
		1	2	3	4	5	
Gender	1	3	7	25	34	11	80
	2	4	8	21	26	21	80
Total		7	15	46	60	32	160

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.749 ^a	4	.314
Likelihood Ratio	4.806	4	.308
Linear-by-Linear Association	.461	1	.497
N of Valid Cases	160		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 3.50.

As the Pearson chi-square value is coming out as 2.143 and 4.749 which is higher than the significance value which is 0.05, it is concluded that there is a significant relationship between gender and extraversion as it can be seen from the crosstabs that females are more extrovert than males.

- **Agreeableness**

Crosstab							
Count		In a situation of doubt I5 to the point of view of my mentor to find a solution					Total
		1	2	3	4	5	
Gender	1	0	9	23	40	8	80
	2	7	6	23	37	7	80
Total		7	15	46	77	15	160

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7.784 ^a	4	.100
Likelihood Ratio	10.492	4	.033
Linear-by-Linear Association	1.792	1	.181
N of Valid Cases	160		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 3.50.

Crosstab							
Count		I prefer to prove my point of view in front of others where my point of view doesn't coincide with them.					Total
		1	2	3	4	5	
Gender	1	4	7	19	38	12	80
	2	6	5	23	33	13	80
Total		10	12	42	71	25	160

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1.506 ^a	4	.826
Likelihood Ratio	1.512	4	.825
Linear-by-Linear Association	.143	1	.705
N of Valid Cases	160		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.00.

As the Pearson chi-square value is coming out as 7.784 and 1.506 which is higher than the significance value which is 0.05, it is concluded that there's a significant relationship between gender and agreeableness, as it is seen from the crosstabs that females tend to prove their point of view more as compared to males.

- **Openness**

Crosstab							
Count		I am able to find new ideas and feasible solutions in a problem.					Total
		1	2	3	4	5	
Gender	1	0	2	21	39	18	80
	2	3	1	14	39	23	80
Total		3	3	35	78	41	160

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	5.343 ^a	4	.254
Likelihood Ratio	6.519	4	.164
Linear-by-Linear Association	.217	1	.641
N of Valid Cases	160		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is 1.50.

Crosstab							
Count		I am open to adapt changes occurring in my personal as well as academic environment.					Total
		1	2	3	4	5	
Gender	1	0	5	8	49	18	80
	2	3	2	13	41	21	80
Total		3	7	21	90	39	160

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.418 ^a	4	.170
Likelihood Ratio	7.632	4	.106
Linear-by-Linear Association	.216	1	.642
N of Valid Cases	160		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is 1.50.

As the Pearson chi-square value is coming out as 5.343 and 6.418 which is higher than the significance value which is 0.05, it is concluded that there's a significant relationship between gender and openness, as we can see that females are open to new environments and they can adapt to new changes in their lives as compared to men.

- **Consciousness**

Crosstab							
Count		I am well aware of all my weaknesses and I try to improve them often.					Total
		1	2	3	4	5	
Gender	1	3	2	12	43	20	80
	2	3	5	15	35	22	80
Total		6	7	27	78	42	160

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	2.535 ^a	4	.638
Likelihood Ratio	2.580	4	.630
Linear-by-Linear Association	.326	1	.568
N of Valid Cases	160		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is 3.00.

Crosstab							
Count		I am aware of all my positive qualities and I try to blossom them to become a better human.					Total
		1	2	3	4	5	
Gender	1	0	3	10	35	32	80
	2	4	2	15	31	28	80
Total		4	5	25	66	60	160

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	5.709 ^a	4	.222
Likelihood Ratio	7.263	4	.123
Linear-by-Linear Association	2.563	1	.109
N of Valid Cases	160		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is 2.00.

As the Pearson chi-square value is coming out as 2.535 and 5.709 which is higher than the significance value which is 0.05, it is concluded that there's a significant relationship between gender and consciousness, as it can be seen that females are more aware of themselves, their weaknesses & strengths and they try to blossom them as much as possible.

- **Neuroticism**

Count		Crosstab					Total
		I become anxious and impulsive when the situation around me is unfavorable.					
		1	2	3	4	5	
Gender	1	3	12	20	32	13	80
	2	10	11	22	27	10	80
Total		13	23	42	59	23	160

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.723 ^a	4	.317
Likelihood Ratio	4.932	4	.294
Linear-by-Linear Association	2.773	1	.096
N of Valid Cases	160		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.50.

		Crosstab					
Count		I know how to control my anger when I am irritated.					
		1	2	3	4	5	Total
Gender	1	6	6	20	34	14	80
	2	7	9	18	29	17	80
Total		13	15	38	63	31	160

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1.469 ^a	4	.832
Likelihood Ratio	1.474	4	.831
Linear-by-Linear Association	.076	1	.783
N of Valid Cases	160		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.50.

As the Pearson chi-square value is coming out as 4.723 and 1.469 which is higher than the significance value which is 0.05, it is concluded that there's a significant relationship between gender and neuroticism, as it can be seen that females don't get impulsive easily and they don't get anxious when the situation around them is not favourable.

Hypothesis 3

H0C: There is no relationship between gender and emotional intelligence.

H1C: There is a relationship between gender and emotional intelligence.

The research is done using SPSS in which we have used chi square test to compare the variables.

Significance value: 0.05

In the tables, 1 denotes strongly disagree; 2 denotes disagree; 3 denotes neutral; 4 denotes agree and 5 denotes strongly agree. In gender 1 denotes females and 2 denotes males.

Emotional Awareness: Recognizing one's emotions and their effects

Crosstab							
Count		I always know which emotions I am feeling and why					Total
		1	2	3	4	5	
Gender	1	3	8	18	39	12	80
	2	8	5	19	35	13	80
Total		11	13	37	74	25	160

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3.248 ^a	4	.517
Likelihood Ratio	3.340	4	.503
Linear-by-Linear Association	.444	1	.505
N of Valid Cases	160		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.50.

Crosstab							
Count		I realize the links between my feelings and what I think, do, and say					Total
		1	2	3	4	5	
Gender	1	0	8	18	46	8	80
	2	6	5	21	35	13	80
Total		6	13	39	81	21	160

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	9.607 ^a	4	.048
Likelihood Ratio	11.948	4	.018
Linear-by-Linear Association	.700	1	.403
N of Valid Cases	160		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 3.00.

Crosstab							
Count		I always know which emotions I am feeling and why					Total
		1	2	3	4	5	
Gender	1	3	8	18	39	12	80
	2	8	5	19	35	13	80
Total		11	13	37	74	25	160

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3.248 ^a	4	.517
Likelihood Ratio	3.340	4	.503
Linear-by-Linear Association	.444	1	.505
N of Valid Cases	160		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.50.

Crosstab							
Count		I realize the links between my feelings and what I think, do, and say					Total
		1	2	3	4	5	
Gender	1	0	8	18	46	8	80
	2	6	5	21	35	13	80
Total		6	13	39	81	21	160

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	9.607 ^a	4	.048
Likelihood Ratio	11.948	4	.018
Linear-by-Linear Association	.700	1	.403
N of Valid Cases	160		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 3.00.

By analysing the emotional awareness of the gender, it is concluded that females are more aware when it comes to their emotions and they don't hide their emotions but when it comes to males they try to hide their emotions. Hence, the null hypothesis is rejected and the alternative hypothesis is accepted. Where, it can be said that there is a relationship between gender and emotional awareness.

- **Self-Confidence: Sureness about one's self-worth and capabilities.**

		Crosstab					
Count		I recognize how my feelings affect my performance					
		1	2	3	4	5	Total
Gender	1	0	3	11	50	16	80
	2	3	3	17	37	20	80
Total		3	6	28	87	36	160

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.673 ^a	4	.154
Likelihood Ratio	7.850	4	.097
Linear-by-Linear Association	1.055	1	.304
N of Valid Cases	160		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is 1.50.

		Crosstab					
Count		I can voice views that are unpopular and go out on a limb for what is right					
		1	2	3	4	5	Total
Gender	1	0	1	19	40	20	80
	2	2	4	24	35	15	80
Total		2	5	43	75	35	160

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	5.429 ^a	4	.246
Likelihood Ratio	6.333	4	.176
Linear-by-Linear Association	4.279	1	.039
N of Valid Cases	160		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is 1.00.

Crosstab							
Count		I am decisive, and able to make sound decisions despite uncertainties and pressures					Total
		1	2	3	4	5	
Gender	1	4	3	20	39	14	80
	2	2	5	25	30	18	80
Total		6	8	45	69	32	160

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3.396 ^a	4	.494
Likelihood Ratio	3.420	4	.490
Linear-by-Linear Association	.007	1	.935
N of Valid Cases	160		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is 3.00.

By analysing the self-confidence of the gender, it is concluded that females are more confident human beings than males and they can make sound decisions even in times of uncertainty and pressure. Hence, the null hypothesis is rejected and the alternative hypothesis is accepted. Where, it can be said that there is a relationship between gender and self-confidence.

- **Self-Control: Managing disruptive emotions and impulses**

Crosstab							
Count		I manage my impulsive feelings and distressing emotions well					Total
		1	2	3	4	5	
Gender	1	3	11	19	38	9	80
	2	0	6	24	34	16	80
Total		3	17	43	72	25	160

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7.234 ^a	4	.124
Likelihood Ratio	8.443	4	.077
Linear-by-Linear Association	3.136	1	.077
N of Valid Cases	160		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 1.50.

Crosstab							
Count		I think clearly and stay focused under pressure					Total
		1	2	3	4	5	
Gender	1	0	14	23	32	11	80
	2	4	3	26	31	16	80
Total		4	17	49	63	27	160

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	12.243 ^a	4	.016
Likelihood Ratio	14.399	4	.006
Linear-by-Linear Association	.947	1	.330
N of Valid Cases	160		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 2.00.

		I stay composed, positive, and unflappable even in trying moments					
Count		1	2	3	4	5	Total
Gender	1	1	6	18	46	9	80
	2	4	5	20	33	18	80
Total		5	11	38	79	27	160

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7.135 ^a	4	.129
Likelihood Ratio	7.331	4	.119
Linear-by-Linear Association	.000	1	1.000
N of Valid Cases	160		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 2.50.

By analysing the self-control of the gender, the researcher got to conclude that females have more control over their emotions than men and they try to stay composed and positive even when the situation is not in their favour, they control their emotions effortlessly and they can manage their impulsive feelings well but this is not the same with men. Hence, the null hypothesis is rejected and the alternate hypothesis is accepted. Where it can be said that there is a relationship between gender and self-control.

LIMITATIONS AND SCOPE OF THE STUDY

The limitations of the study include various factors such as (but not limited to) biasness towards respondents, the person responding to the survey could be biased toward a particular point of view, another limitation could be the size of the sample, it is possibly too small for the accurate analysis. A few of the respondents also did not fill the questionnaire correctly, the reason behind that could be time constraints, people looking to fill the questionnaire in a hurry. Therefore, the accuracy couldn't be measured correctly as there could be loopholes found in the questionnaire filling process itself. In future, the study can be done again with more accuracy if the researcher is taking a bigger sample size and asking the respondents to fill it correctly so that it can be forwarded to get better results.

CONCLUSION

This research concludes that it does not depend on gender when it comes to certain personality traits, emotional intelligence and academic performance. Men can be emotional too while women can score fewer marks and there's a huge change in personalities where women and men both can be extremely extroverted or extremely introverted. But, it was analysed that when it comes to self-control, self-confidence and being self-aware, females are more aware than males. Females know their feelings well and can manage them appropriately but males are not able to do the same.

Through this research, it is concluded that females have a strong presence when it comes to their personality and they know themselves better than males. And, it is also concluded that females are better in academics than males, as females are getting better grades than males. But, it cannot be said that males are not aware of their personality or emotions, it's just that they don't know themselves better as compared to females.

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Annexure

QUESTIONNAIRE

https://docs.google.com/forms/d/e/1FAIpQLSdxkE2bb74gl051IEUSk7IwxEDp5MJ0cPdbqBOvmEquA6GK6A/viewform?usp=sf_link

Question 1: - NAME

Question 2:- GENDER

(Male) (Female) (Other)

Question 3:- Marks Obtained in Class 12th

(Below 50%) (50%-75%) (75%-90%) (Above 90%)

Question 4:- Extraversion

1. I go out of my comfort zone to complete my targets.
(Strongly agree) (Agree) (Neutral) (Disagree) (Strongly disagree)
2. I have many friends and I like to socialize with them.
(Strongly agree) (Agree) (Neutral) (Disagree) (Strongly disagree)

Question 5:- Agreeableness

1. In a situation of doubt I agree to the point of view of my mentor to find a solution
(Strongly agree) (Agree) (Neutral) (Disagree) (Strongly disagree)
2. I prefer to prove my point of view in front of others where my point of view doesn't coincide with them.
(Strongly agree) (Agree) (Neutral) (Disagree) (Strongly disagree)

Question 6:- Openness

1. I am able to find new ideas and feasible solutions in a problem.
(Strongly agree) (Agree) (Neutral) (Disagree) (Strongly disagree)
2. I am open to adapt changes occurring in my personal as well as academic environment.
(Strongly agree) (Agree) (Neutral) (Disagree) (Strongly disagree)

Question 7:- consciousness

1. I am well aware of all my weaknesses and I try to improve them often.
(Strongly agree) (Agree) (Neutral) (Disagree) (Strongly disagree)
2. I am aware of all my positive qualities and I try to blossom them to become a better human.
(Strongly agree) (Agree) (Neutral) (Disagree) (Strongly disagree)

Question 8:- neuroticism

1. I become anxious and impulsive when the situation around me is unfavourable.
(Strongly agree) (Agree) (Neutral) (Disagree) (Strongly disagree)
2. I know how to control my anger when I am irritated.
(Strongly agree) (Agree) (Neutral) (Disagree) (Strongly disagree)

Emotional Awareness: Recognizing one's emotions and their effects.

1. I always know which emotions I am feeling and why
(Strongly agree) (Agree) (Neutral) (Disagree) (Strongly disagree)
2. I realize the links between my feelings and what I think, do, and say
(Strongly agree) (Agree) (Neutral) (Disagree) (Strongly disagree)
3. I recognize how my feelings affect my performance
(Strongly agree) (Agree) (Neutral) (Disagree) (Strongly disagree)
4. I have a guiding awareness of my values and goals
(Strongly agree) (Agree) (Neutral) (Disagree) (Strongly disagree)

Self-Confidence: Sureness about one's self-worth and capabilities.

1. I present myself with self-assurance; I have "presence"
(Strongly agree) (Agree) (Neutral) (Disagree) (Strongly disagree)
2. I can voice views that are unpopular and go out on a limb for what is right
(Strongly agree) (Agree) (Neutral) (Disagree) (Strongly disagree)
3. I am decisive, and able to make sound decisions despite uncertainties and pressures

(Strongly agree) (Agree) (Neutral) (Disagree) (Strongly disagree)

Self-Control: Managing disruptive emotions and impulses.

1. I manage my impulsive feelings and distressing emotions well

(Strongly agree) (Agree) (Neutral) (Disagree) (Strongly disagree)

2. I stay composed, positive, and unflappable even in trying moments

(Strongly agree) (Agree) (Neutral) (Disagree) (Strongly disagree)

3. I think clearly and stay focused under pressure

(Strongly agree) (Agree) (Neutral) (Disagree) (Strongly disagree)