**International Journal of Education and Cognitive Sciences**
*Volume 2, Number 2, 12-24, July 2021*
https://jase-ijeas.com
ISSN: 3041-8828

# Emotional Intelligence and Personality traits as predictors of Academic Performance

Mohammad Mohammadi [a*], Saeed Rajaeepour [b]

[a] *PhD student of Management, university of Isfahan, Isfahan, Iran.*
[b] *Associate professor, faculty of psychology and educational sciences, university of Isfahan, Isfahan, Iran.*

*Keywords:*
*Emotional intelligence*, *Personality traits*
*Student Admission*
*Student Academic*

## Abstract

**Introduction**: In recent decade, demand for higher education and the factors affecting Academic Performance especially for graduate courses have been increased. So investigating the relationship between emotional intelligence, personality traits and academic performance was the main objective of the current study.

**Materials and methods:** Correlational research method was utilized. Among all PhD students of Isfahan, 291 people were selected by employing simple random sampling and they completed Bar-On Emotional Intelligence Inventory and McCrae Personality Traits Inventory.

**Results:** Finding indicated that emotional intelligence had a positive relation with academic performance also; personality traits have a significant relation to academic performance. The results showed that emotional intelligence and personality traits influence to academic performance positively and can be applied as a criterion for student's admission.

**Conclusion:** This study results showed that Agreeableness, conscientiousness and openness scales can predict more academic success also emotional intelligence and competences, such as ability to regulate one's feeling, problem solving, intrapersonal and interpersonal skills, are highly germane to academic success.

[*]**Corresponding author**: Email: mohammadisadr@gmail.com

## 1. Introduction

In recent decade, demand for higher education has been increased, especially for graduate courses. However, it is not easy to assess students to accept them. Because, they will comprise work-power in essential jobs like human resources training, researchers and science's authority. Hence, one of indicators that should be considered in higher education is academic performance. Furthermore, graduate students will be as expert individuals and cause economic, cultural and social growth in the country. However, as more and more people seek higher education to improve their employability, universities have to introduce selective student admissions. Thus, academic performance becomes the gatekeeper to higher education and a master key to employ (Noftle and Robins, 2007).

Recently , academic performance continues to be understood as an accurate proxy for aptitude and is a core determinant of career paths and status attainment, even though some question its value(Chamorro-Premuzic and Furnham, 2010). Also, Poropat (2009) demonstrated in her study that there are mediators influencing academic performance as well as individual differences in intelligence and personality traits. According to Goldman, the standard measure of intelligence, IQ contributes no more than 20% towards academic success, while the remainder is determined by Emotional Intelligence (EQ)(Hassan et al., 2009).

According to recent researches, the most influential factor on academic performance in Universities is emotional intelligence (Srivastava, 2001; Humphrey et al., 2007; Joshi et al., 2012). Many researchers have shown that emotional intelligence can influence academic performance (Lam and Kirby, 2002; Barchard, 2003; Bracket and Mayer, 2003; Parker et al., 2004; Yazici et al., 2011; Hen and Goroshit, 2012). Another factor that next to EQ can be important is personality traits. There is evidence that personality traits can predict academic performance (Komarraju et al., 2009; Poropat, 2009; Clark and Schroth, 2010). The results of Komarraju and Karau (2005)study indicated that the two dimensions of personality traits that are conscientiousness and openness to experience can predict academic performance and they suggest that , students who get high score in conscientiousness and openness will be more successful at university. Thus, the importance of these personal differences and trying to recognize them should also be considered. Other researches results demonstrated and emphasized that personality traits essentially cause students obtained different and high grades (Diseth, 2003; Noftle and Robins, 2007; O'Connor and Praenomen, 2007). So, studies have confirmed that factors such as emotional intelligence and personality traits can predict Academic performance. University administration should pay attention to this factor for a student's admission toward appropriate selection and more growth of university. Until now, a few studies have demonstrated the influence of both factors EQ and personality traits for predicting academic performance .Hence this paper, we will examine the influence of EQ and personality traits on academic performance among PhD students. We will examine the relations between EQ and academic performance, personality traits and EQ, and finally between academic performance and personality traits.

### *1.1 .Literature Review*

#### *1.1.1. Emotional Intelligence and Academic Performance*

According to a theory that Salovey and Mayer (1990) developed; emotional intelligence can enhance thinking, problem solving, promote well-being and facilitate social functioning. Also, Emotional Intelligence (EI) describes four relatively distinct emotion abilities: perceiving, using, understanding, and managing emotion (Salovey and Sluyter, 1997). Academic success of the students has a positive relation to higher level of emotional and social competencies (Parker et al., 2005). Obtaining high scores in EI tests , means that students are more likely to adopt reflection, appraisal, social, interpersonal, organization and time- management skills, but if they obtain low EI ,they will be more likely to engage in health-damaging behaviors (Pau et al., 2004). Joshi et al. (2012) study examined the relationship between EI and academic performance in medical undergraduate students and it demonstrated that students who have getting higher

EI than others, achieve better academic performance. Emotional intelligence is so important in academic performance in higher education that Hen and Goroshit (2012) have comprised EI and academic performance in Learning Disorder (LD) students and non- lead students. They have been found that LD students, who obtained high EI, have no difference in academic performance. In other words, they are equal in academic performance. Also, the relationship between emotional intelligence and academic achievement can be moderated by other personality and self-concept variables. For example, high EI contributes to increased motivation, planning, and decision making, which positively influence academic performance(Downey et al., 2008).

Another study carried out by Ferrando et al. (2011) found that even after controlling for IQ, personality, and self-concept, EI still contributes to the prediction of academic performance. This result is confirmed by further researchers (e. g. Barchard, 2003; Parker et al., 2004; Petrides et al., 2004; Downey et al., 2008; Zysberg et al., 2010; Yazici et al., 2011; Vahedi and Nikdel, 2011). At this point, it is clear that, academic performance is mainly a cognitive loaded activity, and EI could be affected the mental health of students (Ferrando et al., 2011).

Gil-Olarte et al. (2006) have shown that emotional intelligence can be a factored of academic success. In similar study Adeyemo (2007) examined the influence of emotional intelligence on the achievement of university students. This study has confirmed that emotional intelligence competencies, such as the ability to problem solving, regulate one's feeling, intrapersonal and interpersonal skills, are highly linked to academic success. It is mentioned, for instance a student who is adept in emotional management could use such skill to ward off stress and anxiety associated with test-taking and examination. Furthermore, the ability to display interpersonal skills may assist students to seek academic help from teachers, peers and resource persons. Contrary to above finding, study of Mousavi et al. (2012) shows that there is no relationship between emotional intelligence and educational achievement. But, they have mentioned that the strong relationship between diploma and university degrees has been observed, it indicates that academic success is significantly correlated to IQ and can be a reliable predictor of educational achievement. These findings do not indicate any significant association between emotional intelligence and diploma and university degrees and they conclude that it can't be a reliable predictor of educational achievement.

With regard to this controversy, the present study aims to examine the impact of EI on academic performance. In other words, we want to examine its influence on academic performance with this hope that if can be considered as an appropriate criterion for PhD student's admission.

*Hypothesis1: There is relationship between Emotional Intelligence and Academic performance (figure 1).*

*2.1.1 .Personality traits and Academic Performance*

In the last decades, the field of Educational Psychology has provided evidence suggesting that personality traits are associated with academic success (Poropat, 2009). Personality traits is often assessed through subscales such as: neuroticism, extraversion, openness/ intellect, agreeableness, and conscientiousness (Goldberg, 1993). It is one of subscales that demonstrate people's personality?

Conscientious people are characterized as persistent, organized, throughout, careful, responsible, and hardworking. Those with neurotic tendencies are characterized as anxious, depressed, angry, embarrassed, emotional, worried, and insecure. Extroverted persons are characterized as talkative, active, sociable, and gregarious. Agreeable individuals are courteous, flexible, trusting, good-natured, cooperative, forgiving, and tolerant. Finally, people who score high on openness to experience are typically imaginative, cultured, curious, broadminded, and artistically sensitive (Ono et al., 2011). All subscales are essentially worth, but concerning associations with academic performance, it is indicated that conscientiousness and openness have consistently a positive and strong relation with getting high score in academic performance and they can be its predictors, Suggesting that students who score high in conscientiousness and openness will be more successful at university (Furnham et al., 2002;

O'Connor and Paunonen, 2007; De Hazrati et al., 2011; Feyter et al., 2012; Rosander et al., 2011).

Another study, revealed a positive indirect effect of neuroticism on academic performance at higher levels of self-efficacy, complemented by a positive direct effect of neuroticism at lower levels of self-efficacy. It also, showed that conscientiousness positively affects academic performance indirectly through academic motivation, but also that it is a condition for the indirect impact of extraversion, neuroticism, and conscientiousness (De Feyter et al., 2012). These variables show no difference by gender. On the other hand, factors such as openness/intellect, consciousness, neuroticism , extraversion can predicted males as well as females academic performance (Caprara et al., 2004). Komarraju and Karau (2005) through a multiple regression approach, showed that neuroticism, consciousness, and openness/intellect illustrated 34% of the variability in performance goals, while a striking 29% of the variance is described only by conscientiousness. Also, Chamorro-Premuzic and Furnham (2003) explained that one factor causes students to face with academic procrastination; this study indicated that Neuroticism may impair and limit academic performance, while conscientiousness may lead to higher academic achievement. Based on the above findings, openness to experience was sometimes positively associated with academic performance, whereas extraversion is sometimes negatively related to the same criterion (O'Connor and Paunonen, 2007) .

Recently, Cupani and Pautassi (2013)conducted a study and aimed at predicting the contribution of personality traits to mathematics academic performance by a socio cognitive model among Argentinean youths. They found all variables, except neuroticism and sex, were significantly correlated with math performance. Moreover they demonstrated that female students obtained significantly higher scores than male students in math performance goals, conscientiousness, and neuroticism, whereas male students obtained significantly higher scores than female students in math outcome expectations and logical-mathematical self-efficacy. They hypothesized that personality would be directly and indirectly associated with academic performance. The results revealed that conscientiousness and openness/ intellect were not directly related to math performance. But, conscientiousness, openness/ intellect had a significant and positive direct correlation with logical- mathematics self-efficacy.

*Hypothesis 2: There is relationship between personality traits and academic performance (figure 1).*

*3.1.1. Emotional Intelligence and Personality traits*

Emotional intelligence (EI) has been widely studied during in the past two decades and more theoretical approaches can be grouped into emphasizing ability, and capacities (Ramo, 2009). Mayer et al. (2001) mentioned that EI can be perceived either as a measure of a person's perception of their own emotions, and how they use, understand, and manage their emotions to enhance their personal growth and social relations, or as a measure of a person's capacities for self-awareness, social awareness, and social skills (James et al., 2012). Moreover, the EI domain covers individual differences in capabilities to recognize, understand, manage and use emotions in both intra- and interpersonal contexts (Saklofske et al., 2007). Recent studies have been trying to assess the relationship between EI and personality traits (Saklofske et al., 2007; Joseph and Newman, 2010; James et al., 2012) have used the Five-Factor Model (FFM) for appraising personality traits. This model offers a useful descriptive taxonomy for most personality traits according to many personality psychologists (John et al., 2008). Also for appraising EI among people more used EI measures Bar-On (1997a). James et al. (2012) have studied relation of the Big Five personality traits and emotional intelligence to psychological well-being. EI was measured using the 16-item questionnaire developed byWong and Law (2002), which is designed to capture four aspects of EI: appraisal of own emotions, appraisal of emotions in others, use of emotion, and regulation of emotion. The Results demonstrated that EI was significantly and moderately correlated with all of the Big Five personality traits with the exception of openness. Participants who were high on EI tended to be more

agreeable, conscientious, and extroverted, and less neurotic.

Ono et al. (2011) examined the extent to which cognitive ability, the big five factor personality dimensions, and emotional intelligence are related to training and job performance of US federal criminal investigators. They have been used to measure EI; the short version of a widely EQ-i (Bar-on, 2002). The EQ-i is a self-report measure consisting of 51 items. The items assess five dimensions of EI identified by Bar-On (2002): intrapersonal, interpersonal, stress management, adaptability, and general mood. In Bar-On's (1997a) model, the 15 components are theoretically arranged into five broader or major conceptual components. These include; Intrapersonal Emotional intelligence, representing abilities, capabilities, competencies and skills pertaining to the inner self, i.e. the emotional self-awareness, assertiveness, self-regard, self-actualization and independence components; interpersonal emotional intelligence , representing interpersonal skills and functioning i.e. empathy , interpersonal relationship, social responsibility; adaptability emotional intelligence, representing how successfully one is able to cope with environmental demands by effectively sizing-up and dealing with problematic situations, comprising problem solving, reality testing and flexibility; stress management emotional intelligence , representing the ability to manage and cope effectively with stress comprising the stress tolerance and impulse control components; and general mood emotional intelligence , representing the ability to enjoy life and maintain a positive disposition which comprises the happiness and optimism components.

They found Among five personality dimensions, neuroticism was negatively correlated with the EQ-I, And also The EQ-i and all dimensions of the NEO PI-R (Costa and McCrae, 1992) is a self-report measurement that yields five dimension scores representing the FFM of personality, including neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness) were strongly related to each other. This indicates that the EQ-i: has a low discriminate validity of the FFM personality measure, which is consistent with the claim in Newsome et al. (2000).

Ghiabi and Besharat (2011) have been investigated the relationship between personality dimensions and emotional intelligence. In this study, they have utilized EI model of Salovey and Mayer. It measures three factors of emotional intelligence construct including regulation of emotions, utilization of emotions and assessment of emotion among students at the University of Tehran. The results demonstrated that there is a meaningful positive association between extraversion, openness, agreeableness and conscientiousness with emotional intelligence. Also a negative correlation was found between neuroticism and emotional intelligence. It is not explained why this model is used for assessing EI , also the selected sample is not equal and did not indicate if student obtain a high score in EI .

Barchard (2003), in a study, attempted to include measures from a variety of sources for measuring EI, to cover a variety of EI concepts .He had chosen model Salovey, Mayer and course. He mentioned that many of the individual EI measures and the total scores on the MSCEIT have quite acceptable levels of internal consistency. Based on above finding, it can be said that EI has consistent relation with personality traits and the best questionnaire for measuring personality traits is Neo PI-R, based on Costa & McCrae model .Hence we found that EI, Bar-On(1997a) model is appropriate for this study because, research on adults provided empirical support that EI exists and can be measured by performance-based assessments that rely on directly assessed knowledge and skills (Palmer et al., 2003). On the Bar-On's (1997a) model, individuals complete sets of tasks that require test-takers, for example, to label an emotion that is expressed on a face or in an image, identify the most effective strategy for regulating an emotion in interpersonal situations, and select the emotion that is most effective for completing a specific task Finally, EI scores are associated with academic success in both high school and college students (Gil-Olarte Márquez et al., 2006). At present, more research is needed to investigate the factor structure of EI in student and the relationship of the construct with the Big Five (i.e., Neuroticism, Extraversion and Openness to Experience, Agreeableness, and Conscientiousness).

*Hypothesis 3: There is a relationship between EI and personality trait (figure 1).*

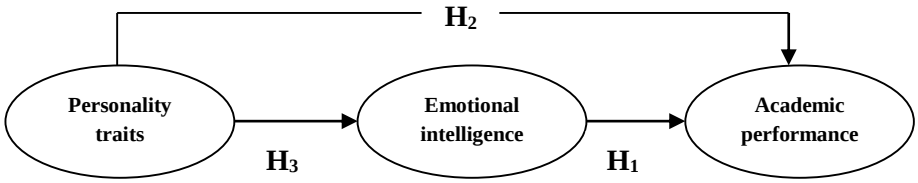


**Figure1.** Conceptual model

## 2. Method

*2.1 sample*

All of PhD student were 1173 that Selected sample was 291 students by Morgan table, we selected this method because, gain more students. But , Participants included 2460 students in postgraduate that all of them were PhD student in different field in University of Isfahan, as determined by percentage of students. Students mean age was 29.7, and grade point Average was 17.83; 46.7% (n = 131) were male; 53.3% (n = 115) were female; the first questionnaire by Bar-On) 1997a) comprises 90 items; second questionnaire by Costa & McCrae (1992) model that comprises 44 items. Table 1 presents the descriptive statistics. Reliability the first questionnaire indicated 0.91 and the second questionnaire 0.87.

*2.2 Measurement*

*2.2.1. Emotional intelligence:*

For the purposes of the present study, Bar-On's (1997a) model of emotional intelligence was used. Emotional Intelligence was measured by the Emotional Quotient Inventory (EQ-i) (Bar-On 1997a). This is a self-report measurement of emotional intelligence, those measuring emotional intelligence dimensions of General mood, adaptability, stress management, interpersonally, intra personality two types of reliability tests were conducted on the EQ-i, which included retest reliability and internal consistency. Retest reliability was 0.72 for males and 0.8 for females (Bar-On, 2006). The internal consistency was found to be 0.95 for total EQ and the Cronbach alpha coefficients varied across the sub-scales from 0.69 to 0.92 (Gallant, 2005). We obtained .92 Cronbach alpha coefficients and calculated composite reliability ،.92. It means that composite reliability of model is appropriate.

*2.2.2. Personality trait*

personality trait by means of Costa and McCrae (1992). Inventory that measured five factor .It is 44 items that measuring the personality dimensions of Neuroticism, Extraversion, Openness, Agreeableness and Conscientiousness; The five NEO-FFI factors, as a brief version of the NEO Personality Inventory( NEO-PI-R), calculated 0.87 Cronbach alpha coefficients and observed 0.88 for composite reliability that is completely suitable. Internal consistency indices of the NEO-FFI scales range from .74 to .89, which is satisfactory to good.

*2.2.3 .Grade Point Average*

For measuring grade point average used self-report. It mentioned a question in questionnaire that students cited grade point average in it.

*2.3. Data Analysis*

In order to test the hypotheses, we used Multiple Linear Regression (MLR) to answer the research concerning the inter-relationships among the variables. Also, we conducted a partial least squares (PLS) path modeling analysis, It is indicated that PLS employs a component-based approach for estimation

purposes and can simultaneously handle formative- and reflective indicator constructs in one model(Chin, 1998).it is demonstrated that PLS is insensitive to sample size considerations and PLS path modeling is particularly useful in generating estimates even with moderate sample size (Hair et al., 2013). The main reason why PLS was applied in this study was due to determine coefficients of the variables elements on the dependent variable. In other words, PLS path modeling permitted the researchers to answer the research questions by simultaneously analyzing many parts of the amaze. All descriptive analyses were conducted using SPSS 20 software. The data were analyzed in three steps. First, the reliability and validity of each measure was assessed to ensure that instruments used in this study were statistically adequate. Second, the hypothesized model itself was examined by exhibiting correlation and significant of between variables. Third, effect of variables elements is indicated by the path coefficients between the constructs and determining their significance using a bootstrap resampling and PLS algorithm method in PLS software.

**Table1.** Descriptive Statistic of variables

| | n | Average score | Cronbach's a | CR | percent | Average- age |
|---|---|---|---|---|---|---|
| Male | 131 | 17.31 | - | - | 46.7 | 30.05 |
| Female | 115 | 18.41 | - | - | 53.3 | 29.45 |
| Personality trait | - | - | 0.87 | 0.88 | - | - |
| Emotional intelligence | - | - | 0.92 | 0.90 | - | - |
| Academic Performance | - | - | - | - | - | - |

**Note**: CR= Composite Reliability, n=number

## 3. Results

According to table2 there is a positive correlation is between Emotional intelligence and Academic performance($r=0.75$, p-value$=0.01<0.05$).it means that emotional intelligence has a strong positive correlation with academic performance.

In addition, table2 show that there is not a strong positive relation between academic performance and personality trait. Also Table 2 indicates that emotional intelligence is moderately related to personality trait. We show that correlation coefficient and their relations is positive and significant($r=.51, p<.05$).All of dimensions in EI and personality trait are positive and significant but Neuroticism has a negative relation to all of EI dimensions. About 50% of the variance in EI scores was accounted for by a linear combination of the personality, Regression Model $F(5, 669)= 119.0$; $p<.005$; adjusted $R2=.457$, with all five factors contributing significantly ($p<.05$) to the prediction of the EI score. Specifically, the betas for the Big Five were Extraversion ($\beta =.47$), Agreeableness ($\beta =.36$), Conscientiousness ($\beta =.28$), Neuroticism ($\beta =-.41$), and Openness ($\beta =.39$). The most coefficients that have the highest effect on EI determined extraversion(seeTable3).Two PLS path models were constructed in such a way that they tested ten latent dimensions (Neuroticism, Extraversion, Openness, Agreeableness, Conscientiousness, General mood, adaptability, stress management, interpersonally, intrapersonality). Table3 and figure2 show that The most important positive predictors of the academic performance were the Agreeableness Scale (path coefficient=.420, $p <.05$) , the stress management scale(path coefficient=.546,$p<.05$),interpersonally scale (path coefficient =.483, $p<.05$) reflecting a strong relationship between stress management , interpersonally, Agreeableness and academic performance. That the firs scale is one of P-T dimensions and two next scales are Dimensions of E-I. Openness) path coefficient=.380, $p<.05$), Conscientiousness) path coefficient=.357, $p<.05$ (intrapersonality (path coefficient =.384, $p <.05$)

were normally significant predictors of the academic performance at the .05 level. Extraversion (path coefficient=.223, p <.05) was slowly significant predictor of academic performance. Neuroticism )path coefficient=-.370, p < .05) was the negative predictor of the academic performance. E-I) path coefficient=.392, p <.05), P-T) path coefficient =.346, p <.05) variables were notably the significant predictors of academic performance. P-T variable) path coefficient=.237, p <.05) was predictor of E-I.

**Table2**. Correlations between variables of Emotional intelligence, Personality trait, Academic Performance

| *Variables* | | *1* | *2* | *3* | |
|---|---|---|---|---|---|
| A-P | - | - | 0.016* | | |
| | | | 0.75** | | |
| E-I | | 0.016* | - | 0.026* | |
| | | 0.75** | | 0.61** | |
| P-T | | 0.03* | 0.02* | - | |
| | | 0.38** | 0.51** | | |
| P-T Dimensions | N | E | O | A | C |
| E-I Dimensions ↓ | | | Pierson correlation coefficient | | |
| General mood | -0.64 | 0.58 | 0.53 | 0.72 | 0.69 |
| adaptability | -0.74 | 0.47 | 0.61 | 0.89 | 0.57 |
| stress management | -0.78 | 0.59 | 0.63 | 0.52 | 0.64 |
| interpersonally | -0.49 | 0.83 | 0.71 | 0.55 | 0.74 |
| intrapersonality | -0.76 | 0.37 | 0.49 | .029 | 0.66 |

***Note***. *A-P = Average Performance, E-I= Emotional Intelligence-T= Personality Trait, N = Neuroticism, E = Extraversion, O= Openness to Experience, A = Agreeableness, C = Conscientiousness *,significant at the 0.05 level ** ,Pierson correlation coefficient*

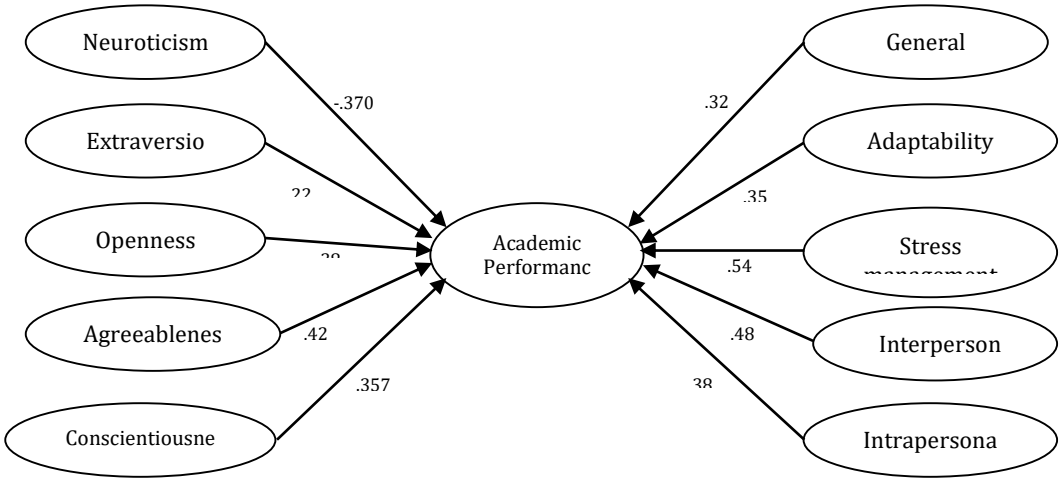


**Figure2**: Path coefficient and effect of emotional intelligence and personality traits dimensions on academic performance.

**Table3**.T value, path coefficient and β of P-T and E-I dimensions effect on A-P

| Dependent | Detentions of Independent | Path coefficient | T value | B |
|---|---|---|---|---|
| Academic Performance | Neuroticism | -0.370 | 4.403 | -0.41 |
| | Extraversion | 0.223 | 3.629 | 0.47 |
| | Openness | 0.380 | 4.880 | 0.39 |
| | Agreeableness | 0.420 | 5.37 | 0.36 |
| | Conscientiousness | 0.357 | 4.735 | 0.28 |
| | General mood | 0.323 | 4.845 | |
| | adaptability | 0.352 | 4.690 | |
| | Stress management | 0.546 | 6.746 | |
| | interpersonally | 0.483 | 5.580 | |
| | intrapersonality | 0.384 | 4.982 | |
| | E-I | 0.392 | 4.67 | |
| | P-T | 0.346 | 4.741 | |
| E-I | P-T | 0.226 | 3.237 | |

***Note***:-*T = Personality trait, E-I = Emotional Intelligence, A-P = Academic Performance*

## 5. Discussion

The study aim was to predict academic performance by assessing EI personality trait. In according results, EI can be predicted for academic success and know personality trait. In this study demonstrated that students got academic success and high EI, they gained high grade point average. In the domain of academic performance and success, studies have examined to find the predictive validity of EI, that more they used self-report measures. It was demonstrated that significant differences was in total scores on the EQ-i (Bar-On, 1997) between academically successful and unsuccessful university students, using 1st-year grades as the criterion(Swart, 1996). Another study, it was found significant differences in self-reported success in the 1st year of military academy between successful, average, and unsuccessful students on all 15 of the EQ-i subscales (Bar-On, 1997).academic performance and personality trait are the most important criteria in education centers specially in university. Because of more demands for studying postgraduate in Iran, predicting academic success is notably .Also, students who that academic success has the important criteria for them, they have more motivation to obtain academic success (Chamorro-Premuzic and Furnham, 2003). Therefore, it is the main that faculty members of university know to student admission.

The first hypothesis was relationship between emotional intelligence and academic performance that demonstrated was a positive significant relation; also, Hen and Goroshit (2013) indicated that the indirect effect of EI on academic performance. Altogether, The results of this study support the hypothesis that emotional intelligence is significantly related to academic performance (James et al., 2005; Parker et al., 2005; Marquez et al., 2006; Adeyemo, 2007; Downey et al., 2008; Zysberg et al., 2010; Fernando et al., 2011; Vinod Joshi's et al., 2012). The results of PLS showed that stress management and interpersonally were the most predictor on academic performance. On the other hand, students with higher emotional intelligence are more likely to achieve success because they know how to identify emotions, manage them, integrate them into thoughts and understand them (Mayer et al., 2008). Everybody who that have high stress management, will be ability to solve the problems specially, in university that postgraduate students have variety tasks and should do it correctly and excellent , if student could not correctly work, he/she will be uneasy result, he/she cannot solve problems . The experience of anxiety differs with age and students with high stress management can effectively deal with emotional situations and cope with stressful work events .students with high EI may exhibit stability and calmness under various pressing and interpersonally stressful affective events, which would then invoke images of professionalism and reliability, leading to evaluations of trustworthiness (Mikolajczak et al., 2007) also, are more adept at deciphering the emotions and behaviors of teammates, they are more capable of

making the necessary adjustments to harmonize interpersonal processes (Elfenbein et al., 2007). Research has shown that increasing EI leads to more effective stress management a nd interpersonally (King and Gardner, 2006). Emotional intelligence is increasingly seen as representing skills needed for success because it enhances not only personal growth but also interpersonal relationships.

This study showed that personality trait is significant relation to academic performance. It means that the second hypothesis exhibited, in accordance with previous work (Caprara et al., 2004; O'Connor and Paunonen, 2007; Rosander et al., 2011) there was a positive relation between personality trait and academic performance. This study results showed that Agreeableness, conscientiousness and openness scales can predict more academic success. McCrae and Costa (2008) exhibited Students high on agreeableness tend toward cooperation, affiliation and compassion rather than conflict and are both trusting and trustworthy .De Feyter et al. (2012) demonstrated that personality trait have a strong relation to academic performance. Also, they found that dimensions of Conscientiousness and openness had consistently a positive relation with getting high score in academic performance. Also they suggest that students who score high in conscientiousness and openness will be more successful at university. students high on conscientiousness present caution, self-discipline, hard work, and a strong sense of direction (Cogliser et al., 2012). Students high in openness to experience are imaginative, curious, and creative (McCrae and Costa, 2008).In figure 1, showed that Neuroticism scale is a negative relation to academic performance. Students high in academic success have low score in it. This dimension is a negative strong correlation to academic performance.

The third hypothesis was relationship between emotional intelligence and personality trait. The study results showed that was a positive relation EI to personality. We found to predict personality trait by assessing EI. People got high score of EI, had personality trait such as, Extraversion, Openness, Conscientiousness, and almost Agreeableness but. Neuroticism is low and unfavorable to high EI that the study results are in accordance with previous work (Costa and McCrea ,1992; baron, 2002; Joseph and Newman, 2010; Ono et al., 2011; Ghiabi and Besharat, 2011; James et al., 2012). But , it did not agree to results of Wong and Law (2002). Because, they found that EI is relation to all of personality traits except openness, while we demonstrated that all of EI dimensions were a positive significant relation with all of Personality trait dimensions. This result is easily explainable bearing in mind that emotional intelligence competences, such as ability to regulate one's feeling, problem solving, intrapersonal and interpersonal skills, are highly germane to academic success. For instance, a student who is adept in emotional management could use such skill to ward off stress and anxiety associated with test-taking and examination. Furthermore, ability to display interpersonal skills may assist students to seek academic help from teachers, peers and resource persons. Choice of high EI students can be strongly influenced on academic performance and personality trait. And faculty members of universities can test students of postgraduate volunteer by EI test that will be predicted to academic performance also, to know them students personality trait. Certainly, students gain high EI, we can hope that they grow and promote in academic field.

## References

Adeyemo, D. (2007). Moderating influence of emotional intelligence on the link between academic self-efficacy and achievement of university students. *Psychology & Developing Societies, 19*(2), 199-213.

Bar-On, R. (1997). The emotional quotient inventory (EQ-i). *Technical manual.* Toronto: Multi-Health Systems.

Bar-On, R. (2006). The Bar-On model of emotional-social intelligence (ESI) 1. *Psicothema, 18*, 13- 25.

Barchard, K. A. (2003). Does emotional intelligence assist in the prediction of academic success? *Educational and Psychological Measurement, 63*(5), 840-858.

Brackett, M. A., & Mayer, J. D. (2003). Convergent, discriminant, and incremental validity of competing

measures of emotional intelligence. *Personality and social psychology bulletin, 29*(9), 1147-1158.

Caprara, G. V., Barbaranelli, C., Pastorelli, C., & Cervone, D. (2004). The contribution of self-efficacy beliefs to psychosocial outcomes in adolescence: Predicting beyond global dispositional tendencies. *Personality and individual Differences, 37*(4), 751-763.

Chamorro-Premuzic, T., & Furnham, A. (2003). Personality predicts academic performance: Evidence from two longitudinal university samples. *Journal of Research in Personality, 37*(4), 319-338.

Chamorro-Premuzic, T., & Furnham, A. (2010). *The psychology of personnel selection*: Cambridge University Press.

Chin, W. W. (1998). Commentary: Issues and opinion on structural equation modeling. *MIS quarterly*, vii-xvi.

Clark, M., & Schroth, C. A. (2010). Examining relationships between academic motivation and personality among college students. *Learning and Individual Differences, 20*(1), 19-24.

Cogliser, C. C., Gardner, W. L., Gavin, M. B., & Broberg, J. C. (2012). Big Five Personality Factors and Leader Emergence in Virtual Teams Relationships With Team Trustworthiness, Member Performance Contributions, Team Performance. *Group & Organization Management, 37*(6), 752-784.

Costa Jr, P., & McCrae, R. R. (1992). *Revised NEO personality inventory (NEO-PI-R) and NEO five-factor (NEO-FFI) inventory professional manual.* Odessa, FL: PAR.

Costa, P. T., & McCrae, R. R. (1992). Neo PI-R professional manual. *Odessa, FL: Psychological Assessment Resources, 396*, 653-665.

Cupani, M., & Pautassi, R. M. (2013). Predictive Contribution of Personality Traits in a Sociocognitive Model of Academic Performance in Mathematics. *Journal of Career Assessment*, *21*(3), 395-413.

De Feyter, T., Caers, R., Vigna, C., & Berings, D. (2012). Unraveling the impact of the Big Five personality traits on academic performance: The moderating and mediating effects of self-efficacy and academic motivation. *Learning and Individual Differences, 22*(4), 439-448.

Diseth, Å. (2003). Personality and approaches to learning as predictors of academic achievement. *European Journal of personality, 17*(2), 143-155.

Downey, L. A., Mountstephen, J., Lloyd, J., Hansen, K., & Stough, C. (2008). Emotional intelligence and scholastic achievement in Australian adolescents. *Australian Journal of Psychology, 60*(1), 10-17.

Elfenbein, H. A., Polzer, J. T., & Ambady, N. (2007). Team emotion recognition accuracy and team performance. *Research on emotion in organizations, 3*, 87-119.

Ferrando, M., Prieto, M. D., Almeida, L. S., Ferrándiz, C., Bermejo, R., López-Pina, J. A., & Fernández, M. C. (2011). Trait emotional intelligence and academic performance: Controlling for the effects of IQ, personality and self-concept. *Journal of Psychoeducational Assessment, 29*(2), 150-159.

Furnham, A., Chamorro-Premuzic, T., & McDougall, F. (2002). Personality, cognitive ability, and beliefs about intelligence as predictors of academic performance. *Learning and Individual Differences, 14*(1), 47-64.

Gallant, S. (2005). E*Q-i South African norms [MHS Technical Report,0035*]. Toronto, Canada: Multi-Health Systems.

Ghiabi, B., & Besharat, M. A. (2011). Emotional intelligence, alexithymia, and interpersonal problems. *Procedia-Social and Behavioral Sciences, 30*, 98-102.

Gil-Olarte Márquez, P., Palomera Martín, R., & Brackett, M. A. (2006). Relating emotional intelligence to social competence and academic achievement in high school students. *Psicothema, 18*, 118-123.

Goldberg, L. R. (1993). The structure of phenotypic personality traits. *American Psychologist, 48*(1), 26.

Hair Jr, J. F., Hult, G. T. M., Ringle, C., & Sarstedt, M. (2013). *A primer on partial least squares structural equation modeling (PLS-SEM)*: SAGE Publications, Incorporated.

Hassan, A., Sulaiman, T., & Ishak, R. (2009). Philosophy underlying emotional intelligence in relation to level of curiosity and academic achievement of rural area students. *Journal of Social Sciences, 5*(2), 95-103.

Hazrati, E., Zabihi, R., & Mehdizadeh, A. H. (2011). The Relationship between Emotional Intelligence and Personality Features with Job Satisfaction Status of Male Junior High School Teachers in Islamshahr City.[In Persian].

Hen, M., & Goroshit, M. (2012). Academic Procrastination, Emotional Intelligence, Academic Self-Efficacy, and GPA: A Comparison Between Students With and Without Learning Disabilities. *Journal of Learning Disabilities, 47*(2), 116-124.

Hen, M., & Goroshit, M. (2013). Individual, Organizational and Emotional Determinants of Teacher Self-Efficacy. *Journal of Studies in Education, 3*(3), 21-34.

Humphrey, N., Curran, A., Morris, E., Farrell, P., & Woods, K. (2007). Emotional intelligence and education: A critical review. *Educational Psychology, 27*(2), 235-254.

James, C., Bore, M., & Zito, S. (2012). Emotional intelligence and personality as predictors of

psychological well-being. *Journal of Psychoeducational Assessment, 30*(4), 425-438.

John, O. P., Naumann, L. P., & Soto, C. J. (2008). Paradigm shift to the integrative big five trait taxonomy. *Handbook of personality: Theory and research, 3*, 114-158.

Joseph, D. L., & Newman, D. A. (2010). Emotional intelligence: an integrative meta-analysis and cascading model. *Journal of Applied Psychology, 95*(1), 54.

Joshi, S. V., Srivastava, K., & Raychaudhuri, A. (2012). A Descriptive Study of Emotional Intelligence and Academic Performance of MBBS Students. *Procedia-Social and Behavioral Sciences, 69*, 2061-2067.

Kimhi, S., Eshel, Y., Zysberg, L., & Hantman, S. (2010). Postwar winners and losers in the long run: determinants of war related stress symptoms and posttraumatic growth. *Community mental health journal, 46*(1), 10-19.

King, M., & Gardner, D. (2006). Emotional intelligence and occupational stress among professional staff in New Zealand. *international Journal of organizational analysis*.

Komarraju, M., & Karau, S. J. (2005). The relationship between the big five personality traits and academic motivation. *Personality and individual Differences, 39*(3), 557-567.

Komarraju, M., Karau, S. J., & Schmeck, R. R. (2009). Role of the Big Five personality traits in predicting college students' academic motivation and achievement. *Learning and Individual Differences, 19*(1), 47-52.

Lam, L. T., & Kirby, S. L. (2002). Is emotional intelligence an advantage? An exploration of the impact of emotional and general intelligence on individual performance. *Journal of social psychology, 142*(1), 133-143.

Mayer, J. D., Salovey, P., & Caruso, D. R. (2008). Emotional intelligence: new ability or eclectic traits? *American Psychologist, 63*(6), 503.

McCrae, R. R., & Costa Jr, P. T. (2008). Empirical and theoretical status of the five-factor model of personality traits. *Sage handbook of personality theory and assessment, 1*, 273-294.

Mikolajczak, M., Menil, C., & Luminet, O. (2007). Explaining the protective effect of trait emotional intelligence regarding occupational stress: Exploration of emotional labour processes. *Journal of Research in Personality, 41*(5), 1107-1117.

Noftle, E. E., & Robins, R. W. (2007). Personality predictors of academic outcomes: big five correlates of GPA and SAT scores. *Journal of personality and social psychology, 93*(1), 116.

O'Connor, M. C., & Paunonen, S. V. (2007). Big Five personality predictors of post-secondary academic performance. *Personality and individual Differences, 43*(5), 971-990.

Ono, M., Sachau, D. A., Deal, W. P., Englert, D. R., & Taylor, M. D. (2011). Cognitive ability, emotional intelligence, and the Big Five personality dimensions as predictors of criminal investigator performance. *Criminal Justice and Behavior, 38*(5), 471-491.

Palmer, B. R., Manocha, R., Gignac, G., & Stough, C. (2003). Examining the factor structure of the Bar-On Emotional Quotient Inventory with an Australian general population sample. *Personality and individual Differences, 35*(5), 1191-1210.

Parker, J. D., Creque, R. E., Barnhart, D. L., Harris, J. I., Majeski, S. A., Wood, L. M., & Hogan, M. J. (2004). Academic achievement in high school: does emotional intelligence matter? *Personality and individual Differences, 37*(7), 1321-1330.

Parker, J. D., Duffy, J. M., Wood, L. M., Bond, B. J., & Hogan, M. J. (2005). Academic achievement and emotional intelligence: Predicting the successful transition from high school to university. *Journal of the First-Year Experience & Students in Transition, 17*(1), 67-78.

Pau, A., Croucher, R., Sohanpal, R., Muirhead, V., & Seymour, K. (2004). Emotional intelligence and stress coping in dental undergraduates—a qualitative study. *British dental journal, 197*(4), 205-209.

Petrides, K., Frederickson, N., & Furnham, A. (2004). The role of trait emotional intelligence in academic performance and deviant behavior at school. *Personality and individual Differences, 36*(2), 277-293.

Poropat, A. E. (2009). A meta-analysis of the five-factor model of personality and academic performance. *Psychological bulletin, 135*(2), 322-338.

Ramo, L. G. (2009). How can we make sense of emotional and social competencies within organizational settings? *Research on emotion in organizations, 5*, 1-21.

Rosander, P., Bäckström, M., & Stenberg, G. (2011). Personality traits and general intelligence as predictors of academic performance: A structural equation modelling approach. *Learning and Individual Differences, 21*(5), 590-596.

Saklofske, D. H., Austin, E. J., Rohr, B. A., & Andrews, J. J. (2007). Personality, emotional intelligence and exercise. *Journal of Health Psychology, 12*(6), 937-948.

Salovey, P., & Sluyter, D. J. (1997). *Emotional development and emotional intelligence: Educational implications*: Basic Books.

Srivastava, A. K., & Misra, G. (2001). Lay people's understanding and use of intelligence: An Indian perspective. *Psychology & Developing Societies, 13*(1), 25-49.

Swart, A. (1996). *The relationship between well-being and academic performance*. Unpublished Dissertation, University of Pretoria, South Africa.

Vahedi, M., & Nikdel, H. (2011). Emotional Intelligence, Parental Involvement and Academic Achievement. *Procedia-Social and Behavioral Sciences, 30*, 331-335.

Wong, C. S., & Law, K. S. (2002). The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study. *The Leadership Quarterly, 13*(3), 243-274.

Yazici, H., Seyis, S., & Altun, F. (2011). Emotional intelligence and self-efficacy beliefs as predictors of academic achievement among high school students. *Procedia-Social and Behavioral Sciences, 15*, 2319-2323.