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The Relationship Between Personality Traits and Academic Emotions with Students' Academic Achievement

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Abstract

Introduction: Academic achievement includes school knowledge, information obtained in the learning process, and the rate and extent of an individual's success in exams, and high academic achievement is one of the important goals of educational systems. Therefore, the present study was conducted with the aim of investigating the relationship between personality traits and academic emotions with students' academic achievement. **Method:** The research method was correlational design and 173 students were selected by convenience sampling method, and responded to the De Vries's HEXACO personality traits inventory (2013) and Pekran et al.'s academic emotions questionnaires (2005). The end-of-semester grades were used as the criterion for academic achievement. The results were analyzed using the Pearson correlation method. **Results:** The findings showed positive and significant correlation between personality traits (conscientiousness, extraversion, agreeableness, conscientiousness, openness to new experience), and positive academic emotions (enjoyment, hope, pride) with academic achievement, and negative and significant correlation between the personality trait of emotionality with academic achievement. **Conclusion:** The findings showed that personality traits and academic emotions are important factors of academic achievement in students. They can be associated with effective and satisfactory learning, so it is suggested that academic organizations emphasize on important role of personality traits and academic emotions in order to increase academic achievement in students.

Keywords: personality traits, academic emotions, academic achievement, student