

Student Academic Achievement Forecast Based on Emotional Intelligence, Personality, Demographic Characteristics and Attitude Towards Education and Future Career

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Abstract

This study was aimed at predicting students' academic achievement based on emotional intelligence of personality traits, attitudes to education and future career. The present study was a correlational-analytical study. The statistical population of Zanjan University students in the academic year of 1395-1396 was the sample of 489 people selected by cluster random sampling method. Academic Resilience Scale (ARI) and Schotte Emotional Intelligence Questionnaire and Researcher Attitude Questionnaire were used to evaluate the suggested pattern through the pattern of structural equation using AMOS-7 software. The results indicated that demographic variables negatively predict academic achievement. Among the personality factors, emotional intelligence and education in education and career future are positively predicted academic achievement. By resilience, emotional intelligence also predicts academic success. Academic resilience does not mediate the relationship between attitude to education and career future, gender, age, and academic achievement, and academic resilience only mediates the relationship between personality conscience and academic achievement. These findings show the significance of personality traits and emotional intelligence in academic achievement, emphasizing the intricate interactions between these variables and how they affect students' resilience and academic results. This research adds to our knowledge of the ways in which psychological and demographic factors interact to influence academic accomplishment, offering insightful information for instructional strategies and interventions meant to improve student performance.

Keywords: Academic achievement, emotional intelligence, demographic variables, future career, academic resilience, structural equation modeling.

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INTRODUCTION

There is no doubt that the most important indicator of science education and the most prominent marketing that an educational system has to do is the academic achievement of the learners. Therefore, the success of each educational system depends on how much that system has been able to achieve the expected performance. However, statistics do not support this idea for our country's higher education. Every year universities admit new students and graduate students who have a special place in this continuous cycle. One of the most important indicators of quality and effectiveness of educational systems is academic achievement, which in every society represents an efficient and

successful education system. Evaluation of progress and academic performance in the field of education and learning is a concept of quality control in the field of production and industry that can ensure the efficiency and effectiveness of the scientific and practical skills and skills of experts as ultimate products in the field of education and then improved. And strengthen the efficiency of universities and educational institutions. (Ehsani et al. 2012-13) [1]. Students can achieve their goals through success and if they fail, they will have personal and social problems. Economically, social decline is a major economic burden on the community. Social academic performance can also lead to the production of inefficient specialist force, ultimately lower quality services and lack of prosperity for the people of that country, and individuals to create individuals. Problems such as economic failure, inappropriate connection to the surrounding environment, and reducing confidence for the student.

Research shows that the rate of academic dropout in medical students is around 19%, academic dropout may cause students mental problems (Shamsi M, Ashtyani SC. 2012) [2]. It is considered that paying attention to their education is very important from a scientific and research point of view, and correct planning in their education is considered one of the main duties of universities (Amiri MR et al. 2022) [3].

Most of the research that have been done on academic achievement were mainly focused on the role of intelligence, but recent researchers have claimed that general intelligence alone is not enough to explain people's success (Cho S. 2010) [4].

The Studies have been done that demonstrate the function and significance of emotional intelligence in a variety of spheres of people's lives, such as education, employment, social environments, and mental health. Despite the existence of several studies on the role of intelligence and ability tests in predicting academic performance, in recent research it has been emphasized that personality factors also play a significant role in predicting academic performance, especially at higher levels of formal education (Hakimi S, Hejazi E, Lavasani MG. 2011) [5]. In addition, it has been shown in a large number of studies that the relationship between psychometric intelligence and academic performance, especially in academic environments, is far less than expected. Based on this, it seems that with the lower predictive power of scales related to cognitive abilities at higher levels of formal education, the contribution of personality variables increases results of various studies (Shokri O. 2008) [6]. They have shown that among the personality traits, acceptance (probability search and capacity to face unfamiliar phenomena) and conscientiousness (organization, persistence and motivation in goal-based behavior) affect academic performance (Chamorro-Premuzic T, Furnham A. 2003) [7].

Task-oriented people, due to having prominent features such as high self-motivation, order and planning, high responsibility, self-discipline, have the feeling that they are ready to face the problems of life, conscientious and meticulous in doing things. and planning probably leads them to a problem-oriented coping style and helps them deal with stressors. Research shows that people who use active coping strategies, conflict and Positive cognitive regulation of emotions is used more by people who are resilient (Tavakoli P, Makhtoom Nejad M. 2022) [8]. Resilience is called the dynamic process of adaptation and adaptation to bitter and unfortunate experiences in life (Rojas LF. 2015) [9]. Among the dimensions of resilience, academic resilience is of great importance. Academic resilience is more about the aspects of adaptation and performance in educational success. Students with such skills are focused, keep high motivation and perform better in educational situations. Martin and Marsh in 2006 [10] showed that the level of resilience plays an important role in reducing or increasing students' academic motivation by examining secondary school students.

Soltani Nejad considers academic resilience to be related to academic success such as mood, social relationships, family relationships and motivation to progress, which reveals the importance of academic resilience as an important intervention in academic progress. On the other hand, success in

all matters and reaching the goal requires a positive attitude towards that action or goal. Various factors during the student period can cause a positive attitude towards the field of study or, on the contrary, lead to boredom, fatigue and despair from continuing education (Jeddi LK, Kasrayee F, Jeddi SK, Taghipour M. 2016) [11].

Many researches show that a positive attitude towards education and hope for a future career are important components of academic success, so that one of the reasons for reducing academic motivation among students is the lack of a job market. More than 70% of students consider their future job to be effective in creating social value for themselves. The social value of a job is one of the things that has a significant impact on a person's satisfaction with the field of study and choosing a future job. In addition to studying at university as an opportunity to learn, most students consider university as an opportunity to empower themselves to achieve a career and earn an income (Henderson-King D, Smith MN. 2006) [12]. In other research, the following can be mentioned: Babaei and Taghipour (2024) studied Evaluation of pre-school development prevention programs in order to develop a child-friendly city model. Tarverdizadeh H et al. (2021) [13] studied students' academic achievement based on emotional intelligence, personality and demographic characteristics, attitudes toward education and career prospects through the mediation of academic resilience.

According to the mentioned materials, although it can be said that each of the variables of emotional intelligence, academic resilience and personality traits and attitude towards education and career contribute to academic progress, it seems that these theories or research, a specific structural model that how They have not stated the relationship of the above four variables with each other and the contribution of each one in academic progress. According to the stated contents, in this research, a general structural equation model shows the relationship between these variables and academic progress. Will be achieved. Therefore, the problem of the current research is whether it is possible to predict the academic progress of students based on the variables of emotional intelligence, personality traits and attitude towards education and career, with the mediation of academic resilience?

METHODOLOGY

The research method is descriptive correlation through structural equation modelling, which is a multivariate correlation method. In this method, the direct and indirect effects of factors predicting academic progress have been examined. The research community includes all undergraduate students studying in the academic year 2014 Zanzan National University, the number of samples is calculated based on the ratio of the sample to the obtained parameters. So that the ratio of 10 to 20 subjects is recommended for each observed variable. In this research, according to the number of observation variables (15 indicators), 300 people are suitable, but in order to increase the validity of the findings, the number of samples is 489 people, using multi-stage cluster sampling method. The questionnaires used in this research are:

Chathe's emotional intelligence questionnaire: which was created by Chathe based on Mayer and Salvi's model in 1998 to measure the emotional intelligence of teenagers and adults. The said tool is a self-report measure and has 33 items, with 3 sub-scales of understanding emotion, using emotion, and managing emotion for intra-personal and interpersonal relationships. In addition to the sub-scales, an overall score is also obtained as emotional intelligence. The Persian form of this scale was implemented in 1384 by Bashart in a group of 135 students and the Cronbach's alpha coefficient was 0.88 (Qurban A, Mohammed LA. 2023) [14]

Neo short form personality questionnaire, which was prepared in 1985 by McCree and Costa, presenting 5 personality factors (neuroticism, openness to experience, task orientation, extroversion, and agreeableness). It included 240 statements and presents 5 factors according to complexity. Due to the length of the long form and the reluctance of the subjects to answer, a short version of 60 questions was designed. In this questionnaire, there are 12 questions for each factor, and these factors are 5-point

Likert in Iran. Around Iran, Haqshanas standardized it around 1375. According to Haqshan, the Cronbach's alpha coefficients for neuroticism, conscientiousness, extroversion, and agreeableness were 0.81, 0.57, 0.83, and 0.60, respectively.

Samuels academic resilience list: which was created by Samuels in 2004 with 40 questions, Cronbach's alpha coefficient was about 0.89. In Iran, the number of questions was reduced to 29 questions. It ranges from disagree to completely agree, which is scored from 1 to 5. This questionnaire was standardized in Iran in 2010 by Sultan Nejad and his colleagues. After the standardization and analysis of the factors, three factors were extracted with the titles of communication skills, future orientation, problem-oriented/positive. Cronbach's alpha coefficient between 0.62 and 0.76 was found to be normalized in the student sample. The maximum score on this questionnaire is 145, while the lowest is 29. According to Sultaninejad, a high score denotes strong academic resilience, and a low score denotes weak resilience. Also, the scale created by the researcher, attitude towards education and career in the present study, was created by the researcher in 2015, which consists of two parts, the first part measures students' attitude towards education and the second part measures students' attitude towards career and career planning. Questions The first part is based on the interest in the field of study, academic talent and ability, and academic motivation, and the questions of the second part are taken from the career theory of the person's fit with the environment. The questions were initially 33 and were planned on a Likert scale with 5 options from completely disagree to completely agree. From the exploratory factor analysis and confirmatory factor analysis, 17 questions remained, for the three components of interest in the field of study (7 questions) (Cronbach's alpha 0.91), for career future (5 questions) Cronbach's alpha 0.85, for career planning (5 questions) Cronbach's alpha 0.0 73 has been obtained.

RESEARCH FINDINGS

212 men (43.4%) and 277 women (56.6%) participated in the present study. Also, (0.38%) of the participants in the present study were from the Faculty of Medical Sciences, (22.1%) of the participants were from the Faculty of Engineering, and (39.9%) were from the Faculty of Humanities as shown in Table 1.

Table 1. Mean standard deviation.

The standard deviation	Average	Variable
6/92	21/39	Personality - Neuroticism
5/55	24/46	Personality-extroversion
4/99	28/30	Personality - openness
5/11	28/46	Personality - Agreeableness
6/85	28/65	Character - Conscientiousness
12/47	84/23	Academic resilience
4/61	29/63	Emotional intelligence - exploitation of emotion
5/36	38/64	Emotional intelligence - evaluation and expression of emotions
4/34	34/67	Emotional intelligence - emotion regulation
11/93	49/94	Academic attitude - interest in the field of study
7/88	36/25	Academic attitude - career future
4/31	16/99	Academic attitude - career planning
3/14	10/83	Mother's years of education
3/53	11/48	Father's years of education
1/71	16/09	Achievement

The first hypothesis: Academic development is significantly predicted by personality qualities such as neuroticism, extroversion, openness, agreeableness, and duty orientation. According to Table 2 results, there is a positive and substantial correlation ($p = 0.01; 0.05$) between the personality qualities of extroversion and openness, agreeableness, and conscientiousness with academic ability.

Table 2. Correlation matrix of research variables.

15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	Variable
														-	1. Personality - neuroticism
													-	/458** 0	2. Personality - extroversion
												-	/349** 0	/181** 0	3. Personality - openness
											-	/221** 0	/356** 0	/469** 0	4. Personality - Agreeableness
										-	/488** 0	/388** 0	/463** 0	/382** 0	5. Personality - Conscientiousness
									-	/593** 0	/397** 0	/352** 0	/424** 0	/419** 0	6. Academic resilience
								-	/438** 0	/459** 0	/282** 0	/344** 0	/348** 0	/274** 0	7. Emotional intelligence - exploitation of emotion
							-	/541** 0	/435** 0	/396** 0	/383** 0	/317** 0	/371** 0	/348** 0	8. Emotional intelligence - evaluating and expressing emotions
						-	/487** 0	/420** 0	/415** 0	/455** 0	/411** 0	/339** 0	/445** 0	/219** 0	9. Emotional intelligence - emotion regulation
					-	/336** 0	/395** 0	/330** 0	/445** 0	/427** 0	/303** 0	/253** 0	/322** 0	/258** 0	10. Academic attitude - interest in the field of study
				-	/721** 0	/281** 0	/315** 0	/301** 0	/391** 0	/386** 0	/213** 0	/270** 0	/304** 0	/214** 0	11. Academic attitude - career future
			-	/586** 0	/467** 0	/208** 0	/380** 0	/305** 0	/335** 0	/318** 0	/241** 0	/230** 0	/276** 0	/163** 0	12. Academic attitude - career planning
		-	0/056	0/009	0/014	0/026	0/097*	0/056	0/044	0/117*	0/118*	0/111*	0/006	0/025	13. Mother's years of education
	-	/720** 0	0/062	0/003	0/021	0/028	0/020	0/025	0/041	0/135** 0	0/094	0/113*	0/014	0/016	14. Father's years of education
-	0/014 0	0/012	0/365** 0	0/365** 0	0/369** 0	0/139** 0	0/308** 0	0/341** 0	0/487** 0	0/364** 0	0/159** 0	0/309** 0	0/120*	0/091	15. Academic progress
0/179** 0	0/060 0	0/067	0/014	0/198** 0	0/079	0/040	0/032	0/080	0/024	0/005	0/135** 0	0/086	0/016	0/043	16. Age

$P < 0.05 < 0.01$

Note: The houses marked in yellow have a negative correlation.

Table 3. Statistical measures for personality traits and emotional intelligence variables

Variance inflation (VIF)	Tolerance factor	Elongation	Crookedness	Variable
1/762	0/568	0/275	0/013	Personality - Neuroticism
1/788	0/559	0/071	0/250	Personality - extroversion
1/313	0/761	0/049	0/199	Personality - openness
1/847	0/541	0/253	0/161	Personality - Agreeableness
1/931	0/518	0/523	-0/181	Character - Conscientiousness
1/877	0/533	-0/300	-0/254	Resilience-education
1/668	0/599	0/773	0/576	Emotional intelligence - using emotion
1/913	0/523	-0/115	0/236	Emotional intelligence- evaluation and expression of emotion
1/767	0/566	-0/260	-0/105	Emotional intelligence - emotion regulation
2/184	0/458	-0/279	-0/519	Academic attitude - interest in the field of study
2/404	0/416	0/018	-0/408	Academic attitude - career future
1/644	0/608	-0/567	-0/117	Academic attitude - career planning
2/218	0/451	-0/231	0/204	Mother's years of education
2/189	0/457	-0/750	0/252	Father's years of education
1/090	0/918	1/038	1/321	Age
Criterion variable	Criterion variable	0/022	-0/440	Achievement

Table 4. Statistical analysis of personality traits in relation to academic performance.

Significance level	critical ratio	Standard error	Standard parameter β	Parameter estimation B	Predictor-criterion
0/524	0/637	0/013	0/033	0/008	Neuroticism - academic achievement
0/080	-1/752	0/017	-0/097	-0/030	Extraversion - academic progress
			fixed at zero	This path	Agreeableness - academic progress
0/001	4/354	0/017	0/218	0/075	Openness - academic progress
0/001	6/232	0/014	0/337	0/084	Conscientiousness - academic progress

The skewness and tension indices of all the components of the current research are within the range of ± 2 , as indicated by the above table 4. Thus, it can be said that the data's distribution is normal in relation to them.

The results of Table 3 show that the issue of collinearity in the variables of this research did not occur. Collinearity is indicated if the variance inflation factor is greater than 10 and the tolerance coefficient is less than 0.1. The "Mahlenbais distance (D)" was utilized to establish the assumption of normality, and the scatter diagram was employed to assess the homogeneity of the variances. The findings demonstrated that the research data supports both hypotheses.

According to the results of Table 4, among the five personality factors, openness and conscientiousness of the participants positively predicts their academic progress.

Second hypothesis: The variable of emotional intelligence significantly predicts academic progress.

The third hypothesis: Maknoon's attitude towards education and career future significantly predicts academic progress.

Table 5. Parameters of the research measurement model in confirmatory factor analysis.

Critical ratio	Standard error	Standard load (β)	Unstandardized factor loading (b)	Local-indicator variables
		0/671	1	Emotional intelligence - exploitation of emotion
10/334**	0/137	0/819	1/415	Emotional intelligence - evaluating and expressing emotions
9/616**	0/084	0/575	0/808	Emotional intelligence - emotion regulation
		0/763	1	Education and future career - interest in the field of study
14/625**	0/056	0/941	0/816	Education and career future - the future of education
13/302**	0/023	0/638	0/301	Education and future career - career planning

$P < 0.01$

Table 6. Path coefficients between emotional intelligence, attitude towards education and career, and academic progress.

Significance level	B	S.E	B	Routes
0/047	0/152	0/038	0/079	Emotional intelligence - academic progress
0/001	0/347	0/014	0/063	Attitude towards education and future career - academic progress

The estimation of the standard factor load (β), unstandardized factor load (b), standard error, and critical ratio are displayed in Table 5.

Significant and moving in the anticipated direction are the links between the factors and the associated indicators. The indication of academic future ($\beta = 0.941$) has the largest factor load, whereas the indicator of emotion regulation ($\beta = 0.575$) has the lowest factor load. As seen in the above table, the factor loading of none of the indicators is lower than 0.32. This issue is important because factor loadings lower than 0.32 are considered weak. In general, according to the fit indices of the measurement model and the factor loadings of the indicators, it can be said that the indicators of the measurement model have the necessary power to measure emotional variables and attitudes towards education and future career.

After ensuring the power of the indicators in measuring the underlying variables, in the second step, the path coefficients were determined and evaluated.

According to the results of Table 6, it can be concluded that the variables of emotional intelligence and attitude towards education and career positively predict academic progress.

The fourth hypothesis predicts the educational progress of demographic variables (gender, age and years of education of parents) in a meaningful way.

According to the results of Table 7, among the four demographic variables, unlike parents' years of education, gender and age of the participants negatively predicts their educational progress at a significant level of 0.01.

Table 7. Statistical analysis of predictors on academic achievement and progress.

Significance level	Critical ratio	Standard error	Standard parameter β	Parameter estimation B	Predictor-criterion
0/006	-2/742	0/167	-0/133	-0/458	Gender - academic achievement
0/001	-3/636	0/039	-0/176	-0/143	Age- academic progress
			Fixed at zero	This path	Mother's years of education - educational progress
0/524	-0/637	0/024	0/240	-0/015	Father's years of education - academic progress

$P < 0.01$

The fifth hypothesis: Academic resilience mediates the relationship between emotional intelligence and attitude to study and career, personality and demographic characteristics with students' academic progress.

Using the structural equation modeling method to evaluate how the model fits the collected data showed that the model has a good fit with the data (df = 29, N = 489, CFI = 0.958, (df = 93.061), GFI = 0.965, AGFI = 0.907 and RMSEA = 0.074). Thus, it was concluded that the conceptual model of the research (Figure 1) fits the collected data. Table 8 coefficients of the total, direct and other paths It shows the direct relationship between the research variables in the structural model.

According to the results of Table 8, the indirect relationship between emotional intelligence and academic achievement is significant at the 0.01 level ($\beta=0.098$, $P<0.01$). It can be said that emotional intelligence predicts academic progress through academic resilience, and in other words, academic resilience mediates the relationship between emotional intelligence and academic achievement.

Based on the results of Table 7, unlike the direct path coefficient between the attitude towards education and future career and academic achievement, which is significant at the 0.01 level ($\beta=0.250$, $P < 0.01$), its indirect relationship is significant at the 0.05 level. Not ($P<0.05$, $\beta=0.041$). Thus, it was determined that the association between attitude toward education, future career, and academic achievement is not mediated by academic resilience.

Table 8. Total and direct path coefficients between the research variables in the structural model.

Significance level	B	S.E	B	Routes	
0/707	0/038	0/049	0/020	Emotional intelligence - academic progress	Total effect
0/001	0/291	0/013	0/052	Attitude towards education and future career - academic progress	
0/029	0/128	0/019	0/044	Openness - academic progress	
0/018	0/151	0/016	0/038	Conscientiousness - academic progress	
0/171	-0/063	0/157	-0/219	Gender - academic achievement	
0/011	-0/114	0/035	-0/093	Age-educational progress	
0/476	-0/060	0/049	-0/031	Emotional intelligence - academic progress	Direct impact
0/001	0/250	0/012	0/045	Attitude towards education and future career - academic progress	
0/027	0/113	0/017	0/039	Openness - academic progress	
0/461	0/043	0/015	0/011	Conscientiousness - academic progress	
0/157	-0/060	0/149	-0/208	Gender - academic achievement	
0/004	-0/123	0/034	-0/100	Age- academic progress	
0/001	0/302	0/346	1/157	Emotional intelligence - resilience	
0/091	0/127	0/090	0/165	Attitude towards education and career future - resilience	
0/394	0/045	0/125	0/112	Openness - resilience	
0/001	0/333	0/099	0/607	Conscientiousness - resilience	
0/783	-0/009	0/933	-0/234	Gender – Resilience	Indirect effect
0/430	0/028	0/216	0/165	Age - resilience	
0/001	0/325	0/008	0/045	Resilience - academic progress	
0/001	0/098	0/019	0/052	Emotional intelligence - academic progress	
0/091	0/041	0/004	0/007	Attitude towards education and future career - academic progress	
0/394	0/015	0/006	0/005	Openness - academic progress	
0/001	0/108	0/007	0/027	Conscientiousness - academic progress	
0/783	-0/003	0/043	-0/010	Gender - academic achievement	
0/430	0/009	0/010	0/007	Age- academic progress	

Table 7 shows that the coefficient of the indirect path between the conscientiousness factor of personality and academic achievement ($P < 0.01$, $\beta = 0.108$) is significant at the 0.01 level. This leads to the conclusion that academic resilience merely acts as a mediator in the relationship between academic accomplishment and the conscientiousness aspect of the personality.

Table 7's findings indicate that academic resilience does not act as a mediator in the association between age and gender, two demographic factors, and academic advancement. Through the lens of academic resilience, it illustrates the mindset surrounding education, careers, and academic advancement.

DISCUSSION

The results showed that the two factors of openness and conscientiousness positively predict academic achievement. In these results, it can be said that there is a significant relationship between strategies and styles of learning and personality traits and academic success. People with personality traits spend more time doing more time. They are more self-sufficient about the future. They always try more than they need. Also, the characteristics of task-oriented and tangible are also involved in the development of deep learning styles, such as (deep processing, information organization, detailed and detailed processing, preservation of real and distorted material, studying the study of study systemic), which in turn on the high level of academic achievement. It is effective (Marcela V. 2015) [15]. The results showed that the components of emotional intelligence predict academic achievement. This finding is in line with the results of Parker JD et al. [16], Hakimi, Lavasani and Jajazi (2016) Sharifi and colleagues (2011). In explaining these results can be said, Emotional intelligence affects individuals' performance in all fields. In the revised interface of emotional intelligence, the four components of emotional perception, emotional erosion, emotional cognition and emotion management have been identified for this structure that reinforce and enhance each other's role-playing role. It provides for academic success. For Meyer, people with high emotional intelligence have more self-esteem and can understand, regulate and control their emotions in a way that better adapt to life situations such as academic status and relationships. Interpersonal help Sharifi believes that high emotional intelligence in the field with stressful assignments will make competition and performance better that are effective in academic success. The results of the study also show that the attitude to education and the future of education predicts academic achievement positively. The finding is in line with the findings of the results of the research and colleagues (2015), Henderson Vaking (2006). In this finding, the role of education in students can be mentioned in the field of study. Academic value affects the nature of academic goals and affects the attitude of education by changing the learning process, and academic performance. A person in choosing a phenomenon as a value can also look at it as a purpose and a means. In other words, choosing a study as a value can be a kind of purpose, that is, the desired direction that education is for the individual to achieve. It may also be the means that the person wants to resort to other goals. As the results of the study, Henderson and Smith showed that students' priorities are changing over education, which means that the use of education with professional opportunities and financial usefulness of education is higher. According to research, it can be said that interest in the field of study and then hope for a job and planning for it can help students in shaping a positive attitude, resulting in perseverance in education. The results showed that among the demographic variables, the gender and age of the participants negatively predicts the academic progress in such a way that the academic progress of Droztans is more than that of men and with the increase of age, the academic progress decreases. In explaining this finding, it can be said that research shows that girls show more sensitivity and concern in academic activities than boys. Also, men pay more attention to the economic and instrumental aspects of education than women, and they are more concerned about their future career and preparation for economic activities. Moreover, there is a high correlation between academic accomplishment and extrinsic motivation in boys, but not between academic achievement and intrinsic motivation in girls (Pajares F, Valiante G. 2001) [17]. The research results show that emotional intelligence predicts academic progress through academic resilience. This result is consistent with the

research findings of Khodajavadi (2017), Roja (2015), Martin and Marshall (2014), Abolmaali K, Mahmudi R. in 2013 [18] regarding the positive relationship between resilience and academic success. In explanation, it can be said that Saloy showed in research that emotional intelligence predicts passive coping skills negatively and active coping skills positively (Salovey P 2002) [19]. Considered effective in the reflection of people, so it can be said that emotional intelligence is related to active and effective coping skills. Also, positive emotional experiences help people to cope better with everyday stress (Johnson N, Dinsmore JA, Hof DD. 2011) [20]. Regarding the role of active coping skills in academic resilience, it can be analyzed that in unfavorable and unfavorable academic conditions, having an active approach, appropriate approach to solve problems directly, finding meaning in stressful situations, having a positive cognitive evaluation of the conditions Cognitive decisions and planning, which are all elements of this strategy, are the key factors in adapting to academic stress and provide the conditions to overcome challenges by making changes in oneself or in the environment. Also, the research results show that academic resilience does not mediate the relationship between attitude towards education and future career with academic progress. In explaining this result, it can be said; Each person's expectations from his field of study and his attitude towards his future career are based on the wishes that the person wishes to achieve in the future. Therefore, it can be said that expectations are based on a person's wishes and desires. The characteristics and characteristics of the individual that have attracted the most attention in the theoretical and research field of motivation is the concept of needs or expectations. Need is defined as a state of internal imbalance that causes people to do a series of things to restore their internal balance. The theories of "Maslow", "McKland" and "Atkinson" use this concept of need as a basic unit of analysis (Faraji KF, Valipoor A, Khademi M.) [21]. While academic resilience mostly refers to communication skills, future orientation, problem-oriented and positive outlook, it is related to areas related to academic success such as temperament, social relations, family relations and motivation for progress. For this reason, it does not seem that the attitude towards education and career has an effect on academic resilience. On the other hand, the results of the research show that academic resilience mediates the relationship between personality traits (duty orientation) and academic progress. This is consistent with the findings of Fast and Funder (2008) [22], Marcela V. [23], and Babaei M et al. (2015) [24]. In explaining this finding, it can be said that due to having characteristics such as striving for success, accuracy, hard work and order and planning, high responsibility, internal order, they have a correct cognitive assessment of their real abilities. Therefore, they cope better with stressors. In addition, the style of working hard and being careful in doing things, planning and solving problems, leads them towards problem-oriented coping styles. As a result, they show more resilience in the face of problems and can overcome problems more calmly, this raises their sense of self-efficacy and control. The results of the research show that academic resilience does not mediate the relationship between demographic variables (gender and age) with academic achievement, which is consistent with the findings of Habibi and Fatemi (2014), in other words, no significant difference was seen in both sexes regarding academic resilience. Also, the investigation of the effect of age on people's resilience shows that increasing age is beneficial for resilience. Considering the age of the participants in the present study, who are between 22 and 24 years old, it seems logical that there is no significant difference. In the present study, the age and gender of the participants did not have an effect on their resilience, and academic resilience does not mediate the relationship between age, gender and academic progress.

CONCLUSION

According to the results of the research, it can be said that personality traits, emotional intelligence, and attitude to study and career through the mediation of academic resilience have a role in predicting academic progress. As a result, by teaching emotional intelligence skills and emotion management through workshops, the field of knowing people Self-cultivation provides characteristics such as conscientiousness and openness, this in turn can empower students in increasing resilience and resistance to the psychological pressures of the educational environment, because through education, resilience can be improved, and ultimately in the field of academic progress. you are ready.

Author Contributions

Conceptualization, HT and MT; methodology, HT and MT; software, MT and HT; validation, MT and HT; formal analysis, HT and MT; investigation, MT and HT; resources, HT and MT; data curation, MT and HT; writing—original draft preparation, MT and HT; writing—review and editing, HT and MT; visualization, MT and HT; supervision, HT and MT; project administration, HT and MT. All authors have read and agreed to the published version of the manuscript.

Conflict of Interest

The authors declare no conflict of interest.

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