Indian Journal of Humanities and Social Sciences
ISSN 2347-324X Volume 15, Number 2 (2026), pp. 217-231
© GBS Publishers & Distributors (I)
https://dx.doi.org/10.37622/IJHSS/15.2.2026.217-231

Academic Achievement in Relation to Personality Dimensions Among Undergraduate Students: A Comparative Study

Kuldeep Sharma
Independent Researcher, Ph.D.
Uttarakhand, India
gurukuldeep@gmail.com
https://orcid.org/0009-0000-3452-5794

Abstract

The objective of this study was to examine the relationship between academic achievement and personality dimensions of undergraduate students, especially neurotic and non-neurotic (emotional stability) tendencies. The research employed a descriptive research design to test null hypotheses. The participants were 115 Integrated Teacher Education Programme (ITEP) students who were undergraduate students (57 boys and 58 girls) selected through a simple random sampling technique from Hemvati Nandan Bahuguna Garhwal University (A Central University), situated in Srinagar, Garhwal, Uttarakhand, India. The personality traits (neuroticism) were evaluated using items 1–25 of the 50-item Neuroticism and Introversion & Extroversion Inventory created and standardized by I. S. Muhr, Prabha Bhatia and Geeta Kapoor (Department of Psychology, M.D. University, Rohtak, Haryana). The academic achievement was defined as the total percentage marks obtained by the participants in their 12th-grade yearly examinations. The data acquired were analysed and interpreted using descriptive statistics (mean and standard deviation) and inferential statistics (independent samples t-test) to derive conclusions. Findings indicated that neuroticism played a prominent role for in male academic functioning through cognitive disruption, whereas female trainees were able to successfully dissociate emotional vulnerabilities from academic achievement. The study recommends establishing institutional counselling systems to support male trainees to reduce cognitive disruption and to reinforce the adaptive coping mechanisms observed in female trainees.

Keywords: Personality Dimensions, Neurotic and Non-Neurotic Trends, Undergraduate Students, Integrated Teacher Education Programme (ITEP), Academic Achievement, Comparative Study.

Introduction

The effectiveness of education system and all-round growth of the students in the system determine the overall progress and sustainable development of any country. We need to be mentally alive, reflective, socially connected and emotionally robust people at this time of fast technology and societal change. The formation of these psychological and cognitive skills is of primary importance, since students with these qualities become the basis of the "human capital" of the country, which is the main engine of its socio-economic development and prosperity in the future (Schultz, 1961; Sweetland, 1996). Ruggeri and Yu (2000) reinforced this view by broadening the scope of human capital to include four interrelated components: (a) potential, (b) acquisition, (c) availability, and (d) effectiveness. This multidimensional framework is directly aligned with our educational goals. During the 'potential' and 'acquisition' stages, the system develops these necessary psychological and cognitive abilities in early childhood and formal education. Once these higher-order skills are acquired, their "availability" in the region and their "effectiveness" or performance at work become the ultimate drivers of a country's productivity and long-term prosperity. That is why human capital is not just formal learning achievements but the whole life-cycle of human capability and its optimal utilization.

In the following decade India will have the greatest youth population in the world and the future of the country would necessarily depend on the adaptive, positive mindset and capable personalities of these young people. The Kothari Commission, while contemplating on this essential link, famously observed that "the destiny of India is now being shaped in her classrooms." There is a necessity of the hour to devote immediate academic attention towards the modern younger generation. Today's youth are highly vulnerable to subtle psychological distress and emotional instability due to the strong forces of modernization, hyper-competition and rapid socio-economic changes. Rather than tackle these tough challenges, many students experience serious mental problems and estrangement (Singh, 2010). Recent literature shows that students in higher education go into a vortex of despair due to unresolved academic stress and psychological vulnerabilities which lead to decreased life satisfaction and fragmented personality development (Deb et al., 2015; Shinde et al., 2024).

In this modern materialistic age, the student population is often found to be unable to settle or adjust to the severe internal conflicts caused by their bodily and psychological feelings. Such an emotional maladjustment interferes significantly with their cognitive development and active engagement in academic activities (Savitsky et al., 2021). Neurotic tendencies are widespread throughout the spectrum of such disruptive emotions. As one of the core dimensions of an individual's personality, neuroticism is uniquely described by maladaptive coping strategies, emotional instability and an ill-suited configuration of lifestyle choices that altogether prevent the student from excelling in higher educational settings (McKenzie, 1989; Widiger, 2011).

Neuroticism is a term used to describe a certain degree of psychological suffering and personality susceptibility. It is characterized mainly by lack of emotional self-control, decrease in volitional willpower, cognitive instability and suggestibility, tendency to adopt the views or promptings of others uncritically (Srivastava, 2010). Thus, individuals with high neuroticism continue to be chronically unhappy, highly anxious,

and deeply involved in severe internal conflicts that ultimately incapacitate them from performing according to their actual intellectual baseline and optimal capacity (Gupta & Gupta, 2013). A neurotically disturbed person is psychologically impaired. He or she does not need hospitalization in a psychiatric institution, but he or she absolutely needs the therapeutic intervention, counselling, and guidance of a professional psychiatrist or clinical psychologist for rehabilitation (American Psychiatric Association, 2013; Barlow et al., 2014).

With respect to neurotic tendencies, Coleman writes, "neuroticism is more common in females than in males and is more frequently recognized in early adulthood than in subsequent age cohorts." Young adulthood is usually defined as starting at ages 18 to 20, a developmental period when people are in or are about to enter undergraduate higher education. Interestingly, some of the psychological literature has suggested that students with excellent and high academic achievement have greater neurotic worries. However, this is still a very controversial and discussed issue in educational psychology. Famous academics such as Eysenck (1947), Child (1964) and Kline (1966) have unequivocally denied the statement that pupils with high academic achievement have high levels of neuroticism. At the same time, your own bibliography shows that this relationship is still complex and multi-dimensional (Joshi, 2000). Hence, the present research endeavor has been started to explore this crucial empirical gap and to conduct a rigorous comparative analysis of academic achievement of neurotic and non-neurotic undergraduate students. The official title of the study is:

"Academic Achievement in Relation to Personality Dimensions Among Undergraduate Students: A Comparative Study"

Review of Related Literature

For a long time, the psychological scaffolding of learners has been of academic interest in the Indian subcontinental matrix of educational outcomes. In a pioneering study Gupta (1987) made a comprehensive analysis of the complex interrelationships of locus of control, anxiety, certain personality characteristics, aspiration levels and academic achievement in a large sample of 670 Hindi medium secondary school students of Allahabad district. The empirical results of this study indicated that greater student anxiety, unrealistic or unstable aspirations, and maladaptive personality configurations were all statistically significantly related in a negative direction to general academic achievement; socio-economic status was found to be a strong positive predictor of academic performance. Similarly, Singh (2015) extended this focus on psychological vulnerability in teacher education with a comparative analysis that evaluated the all-pervasive influence of emotional discomfort and neurotic/psychotic tendencies among B.Ed. teacher trainees. The research found a significant prevalence of psychological problems and underlying neurotic symptoms in the whole trainee group that seriously impaired the effectiveness of their professional training and their cognitive results.

In addition to the broad effect of psychological qualities, the existing literature indicates major differences in gender and geographic locations. Sheikh (1995) has dealt with these structural realities and studied the intersections of personality configurations, psychogenic demands and academic achievement of rural and urban female students with respect to their individual cognitive styles. Interestingly, the empirical diagnostics

revealed that there were no statistically significant differences in the evaluated personality traits between the female student cohorts independent of their rural or urban residential background. Joshi (2000) further complicated the debate by critically assessing the triangular interaction between gender, cultural background and specific personality factors such as neuroticism and extraversion in relation to institutional academic outcomes. Joshi found important cross-sectional differences. Rural males and females differed significantly in terms of neuroticism and extraversion, while urban and rural females showed striking differences on all three major axes of neuroticism, extraversion, and academic achievement. They differed just in extraversion and its consequent influence on academic success, unlike their urban and rural male counterparts.

Empirical evidence about the relationship between personality factors and high-stakes academic success remains widely divergent and hotly debated. Early western evidence by Entwistle (1996) with 345 ninth graders found that those with peak scholastic achievement consistently scored significantly higher on measures of perseverance, functional autonomy and academic curiosity. Kusum (2010) studied specific clinical dimensions like extraversion, neuroticism and psychoticism among 200 high and low achievers of the twelfth standard and found a paradoxical situation. The high achievers were characteristically more extraverted but, at the same time, showed significantly higher tendencies of neuroticism than the low achievers. This structural ambiguity is further compounded by contemporary advances in educational research. Mapping these dynamics into the current socio-cultural environment, Srivastava and Maurya (2025) longitudinally assessed emotional stability and neurotic traits among 450 undergraduate students in Northern India. Their validated models showed that high neuroticism is a direct, statistically significant predictor of student burnout and acute emotional exhaustion, thereby confirming the vital and continued importance of personality profile within the frames of modern higher education.

In general, the studies reviewed suggest that personality traits, particularly neurotic tendencies, anxiety, and emotional instability, have a strong and mainly negative impact on the academic achievement and cognitive processes of students in different educational strata. Higher levels of neuroticism were consistently associated with internal psychological conflicts, emotional exhaustion and maladaptive coping strategies, whereas socio-economic status and other positive personality traits (e.g. perseverance and extraversion) uniformly enhanced scholastic outcomes. Moreover, the existing literature demonstrates considerable gender and demographic differences in the expression of these personality traits, but it provides inconsistent empirical evidence regarding whether high-achieving students are more susceptible to neurotic discomfort by nature. This empirical discrepancy points to a crucial lacuna in current higher education research and hence underscores the urgent need of the present comparative study to thoroughly examine these dynamics among undergraduates in the current socio-cultural context.

Objectives

The study has the following objectives:

- To conduct a comparative study of academic achievement between neurotic and non-neurotic male undergraduate students.
- To conduct a comparative study of academic achievement between neurotic and non-neurotic female undergraduate students.
- To conduct a comparative study of academic achievement between neurotic and non-neurotic undergraduate students belonging to the science stream.
- To conduct a comparative study of academic achievement between neurotic and non-neurotic undergraduate students belonging to the arts stream.

Hypothesis

The following are the hypotheses of the study:

H_{01}: There is no significant difference in the academic achievement of neurotic and non-neurotic male undergraduate students.

H_{02}: There is no significant difference in the academic achievement of neurotic and non-neurotic Female undergraduate students.

H_{03}: There is no significant difference in the academic achievement of neurotic and non-neurotic undergraduates students of science stream.

H_{04}: There is no significant difference in the academic achievement of neurotic and non-neurotic undergraduates students of arts stream.

Research Methodology

To ensure empirical rigor and statistical validity, the structural framework of the present investigation is organized into specific methodological components detailing the research design, population, sampling framework, and psychometric instruments deployed.

Research Design

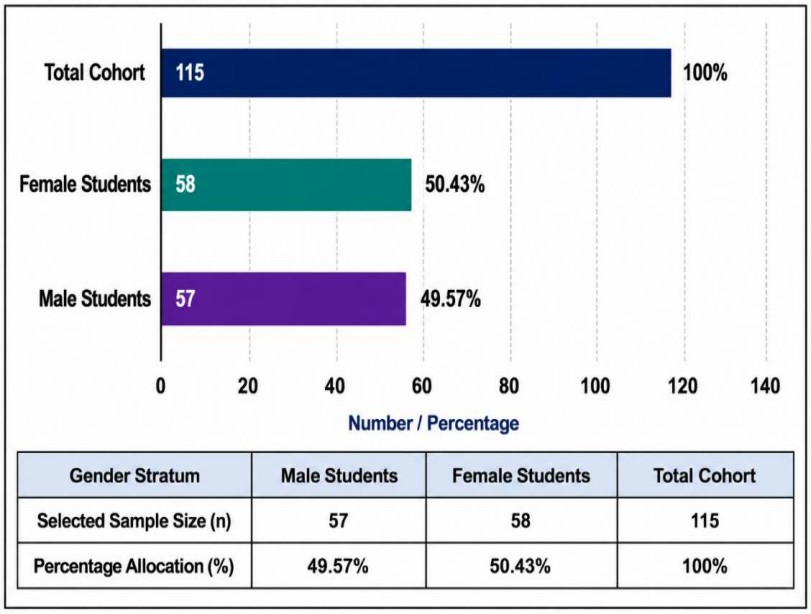
In accordance with the comparative and descriptive nature of the research problem, the researcher adopted the Descriptive Survey Method. This non-experimental research design is well suited for systematically gathering empirical data regarding existing personality traits and scholastic variables, allowing for subsequent ex-post-facto comparative analyses without manipulating the subjects' natural psychological environments.

Population And Sampling Framework

The target population for this empirical study comprised all the undergraduate teacher trainees actively pursuing their professional training under the Integrated Teacher Education Programme (ITEP) at Hemvati Nandan Bahuguna Garhwal University (A Central University), Srinagar Garhwal, Uttarakhand.

To operationalize the study within temporal and logistical constraints, a representative sample of N=115 undergraduate students were selected from the target population using the Simple Random Sampling Technique. The demographic and gender-wise distribution of the sample is presented below:

Figure 1. Gender-wise distribution, sample size (*n*), and percentage allocation of the selected undergraduate teacher trainees (*N*=115)



Gender Stratum	Male Students	Female Students	Total Cohort
Selected Sample Size (n)	57	58	115
Percentage Allocation (%)	49.57%	50.43%	100%

Data Analysis and Statistical Interpretation

The collected data were analyzed inferentially using Independent Samples *t*-test for empirical testing of the stated null hypotheses. This analysis provides a rigorous basis for comparing academic achievement across the specified student cohorts.

H_{01}: There is no significant difference in the academic achievement of neurotic and non-neurotic male undergraduate students.

Table 1 Descriptive and inferential statistics calculated to assess the baseline differences in academic achievement between neurotic and non-neurotic male undergraduate teacher trainees.

Table 1 *Independent Samples t-Test of Academic Achievement of Neurotic and Non-Neurotic Male Undergraduate Students*

Personality Dimension	*N*	*df*	Mean (*M*)	Standard Deviation (*SD*)	Computed *t*-value	Significance Level (*p*)
Neurotic Male Students	42	55	43.74	18.50	4.451	Significant ($p < 0.01$)
Non-Neurotic Male Students	15		61.27	9.50		

Note: Significance determined at the 0.01 level against the critical table value of 2.004 (*df*=55).

The empirical data in Table 1 shows that the t-value calculated is 4.451. This value is much higher than the critical table value ($t = 2.004$) for statistical significance at 0.01 level with 55 degrees of freedom (*df*).

The calculated test statistic exceeds the critical threshold ($t\ (55) = 4.451$, $p < .01$). As such, the null hypothesis (H_{01}) stating that there is no significant difference is unequivocally rejected.

Consequently, it is empirically concluded that a highly significant difference exists in academic achievement between neurotic and non-neurotic male undergraduate students. A comparative look at the respective mean scores indicates that non-neurotic male students ($M = 61.27$, $SD = 9.50$) exhibit significantly superior academic performance compared to their neurotic male counterparts ($M = 43.74$, $SD = 18.50$).

H_{02}: There is no significant difference in academic achievement between neurotic and non-neurotic female undergraduate students.

The descriptive and inferential statistics computed to evaluate the differences in academic achievement between neurotic and non-neurotic female undergraduate teacher trainees are organized and presented in Table 2.

Table 2 *Independent Samples t-Test for Academic Achievement Between Neurotic and Non-Neurotic Female Undergraduate Students*

Personality Typology	*N*	*df*	Mean (*M*)	Standard Deviation (*SD*)	Computed *t*-value	Significance Level (*p*)
Neurotic Female Students	38	56	61.34	6.86	0.931	Not Significant ($p > 0.05$)
Non-Neurotic Female Students	20		58.95	7.78		

Note: Significance determined at the 0.01 level against the critical table value of 2.666 (*df*=56).

A critical evaluation of the empirical data structured in Table 2 indicates that the computed *t*-value is 0.931, which falls significantly below the critical table value ($t = 2.666$) required to establish statistical significance at the 0.01 level (and also below the threshold for the 0.05 level) with 56 degrees of freedom (*df*).

Since the calculated test statistic fails to reach the critical threshold ($t\ (56) = 0.931$, $p > .05$), the formulated null hypothesis (H_{02}) which posited no significant difference is formally accepted (retained).

Consequently, it is empirically established that there is no statistically significant difference in academic achievement between neurotic and non-neurotic female undergraduate students. The proximity of the mean scores between neurotic female trainees ($M = 61.34$, $SD = 6.86$) and non-neurotic female trainees ($M = 58.95$, $SD = 7.78$) mathematically demonstrates that the presence of neurotic traits does not fundamentally disrupt or alter the scholastic performance of the female cohort within this sample.

H_{03}: There is no significant difference in academic achievement between neurotic and non-neurotic undergraduate students belonging to the science stream.

The descriptive and inferential statistics computed to analyze the differences in academic achievement between neurotic and non-neurotic undergraduate teacher trainees specializing in the science stream are systematically organized and presented in Table 3.

Table 3 *Independent Samples t-Test for Academic Achievement Between Neurotic and Non-Neurotic Undergraduate Students in the Science Stream*

Personality Typology	*N*	df	Mean (*M*)	Standard Deviation (*SD*)	Computed *t*-value	Significance Level (*p*)
Neurotic Science Students	40	54	59.95	5.74	0.947	Not Significant ($p > 0.05$)
Non-Neurotic Science Students	16		57.64	6.89		

Note: Significance determined at the 0.01 level against the critical table value of 2.927 (*df*=54).

An analytical review of the quantitative data structured in Table 3 demonstrates that the calculated t-value is 0.947, which is substantially lower than the critical table value ($t = 2.927$) required to establish statistical significance at the 0.01 level with 54 degrees of freedom (*df*).

Since the empirical test statistic fails to surpass the critical threshold ($t\ (54) = 0.947$, $p > .05$), the formulated null hypothesis (H_{03}) which asserted no significant difference is formally accepted (retained).

Consequently, it is empirically established that there is no statistically significant difference in academic achievement between neurotic and non-neurotic undergraduate students belonging to the science stream. The empirical alignment of the mean scholastic scores between neurotic science trainees ($M = 59.95$, $SD = 5.74$) and non-neurotic science trainees ($M = 57.64$, $SD = 6.89$) mathematically demonstrates that personality variations along the neuroticism spectrum do not exert a differentiating impact on the academic outcomes of students enrolled in the science domain within this sample.

H_{04}: There is no significant difference in academic achievement between neurotic and non-neurotic undergraduate students belonging to the arts stream.

The descriptive and inferential statistics computed to evaluate the baseline differences in academic achievement between neurotic and non-neurotic undergraduate teacher trainees specializing in the arts stream are systematically organized and presented in Table 4.

Table 4 *Independent Samples t-Test for Academic Achievement Between Neurotic and Non-Neurotic Undergraduate Students in the Arts Stream*

Personality Typology	*N*	*df*	Mean (*M*)	Standard Deviation (*SD*)	Computed *t*-value	Significance Level (*p*)
Neurotic Arts Students	40	59	61.95	8.34	0.405	Not Significant ($p > 0.05$)
Non-Neurotic Arts Students	21		61.48	9.35		

Note. Significance determined at the 0.01 level against the critical table value of 2.662 (*df*=59).

An analytical examination of the quantitative data structured in Table 4 indicates that the calculated *t*-value is 0.405, which is substantially lower than the critical table value (*t*=2.662) required to establish statistical significance at the 0.01 level with 59 degrees of freedom (*df*).

As the empirical test statistic does not exceed the critical value (t (59) = 0.405, p >.05), we formally accept (retained) the formulated null hypothesis (H_{04}) which assumed no significant difference.

It has thus been found empirically that there exists no significant difference in the academic achievement of neurotic and non-neurotic undergraduate students in the arts stream. The mean scores of neurotic arts trainees (M = 61.95, SD = 8.34) and non-neurotic arts trainees (M = 61.48, SD = 9.35) are mathematically proximate and explicitly suggest that variations along the neuroticism dimension do not result in significant variations in the academic outcomes of the student cohort in the arts domain.

Discussion

The empirical constellations of the present study provide a nuanced understanding of the differential interplay of personality architectures, particularly on the neuroticism continuum, across different demographic and scholastic groups in the context of teacher education.

Neuroticism And Academic Outcomes: Gender Differences

Hypothesis 1 statistical analysis revealed that neuroticism has profoundly significant and negative effect on academic achievement of male undergraduate teacher trainees (t = 4.451, p < .01). The high scorers in neuroticism are characterized by greater emotional instability, text anxiety and a highly reactive sympathetic nervous system. This frequently results in cognitive interference, rumination and lower memory retention in the presence of evaluative academic pressures. The finding is in line with the broader psychological theories of Angelova and Nassi (2021). In their study, the authors found that neuroticism has a direct and significant relationship with reduced personal accomplishment and emotional exhaustion. This result is consistent with empirical observations of Munjirin and Pahlevi (2023) who state that increased neuroticism causes emotional dysregulation and panic in stressful academic environments and

decreases cognitive performance. Therefore, the results of previous studies and current research support the notion that the emotional instability associated with neuroticism ultimately results in a decline in students' perceived ability and academic achievement.

Interestingly, hypothesis 2 showed that there was no statistically significant difference in the academic achievement of female undergraduate teacher trainees ($t = 0.931$, $p > .05$). This suggests an interesting psychological resilience or "coping insularity" of the female trainees in this sample. Although the rich psychometric literature, including the seminal work of Costa et al. (2001), suggests that females tend to report higher mean scores on neuroticism as a consequence of social conditioning and psychosocial stressors, the present study suggests that female teacher trainees effectively disentangle their emotional vulnerabilities from their academic responsibilities. This gender-differential academic resilience is supported by the current findings of Khan (2020). Khan (2020) stated that female students display unique cognitive adaptation pathways (such as academic persistence and openness) that shield their final scholarly outcomes from emotional shifts, as opposed to their male counterparts.

Stability of Arts And Science Specializations On A Stream-wise Basis

From the empirical data, it was evident that there are no major differences in the academic achievements of trainees in either stream on account of personality differences along the neuroticism spectrum in the context of academic specializations under hypothesis 3 and hypothesis 4. Science Stream: $t = 0.947$, $p > .05$. Arts Stream: $t = 0.405$, $p > .05$. These results challenge conventional expectations, but they reflect an important reality of integrated professional courses such as the Integrated Teacher Education Programme (ITEP).

Today's educational settings are characterized by very rigid structuring of academic streams in the form of standardized continuous comprehensive evaluations, objective methodologies of teaching, collaborative peer practical frameworks. Verma and Singh (2025) in their correlational study of learning dynamics among young adults found that institutionalized academic structures and disciplined instructional delivery act as a "protective buffer," decreasing the potential for individual neurotic traits such as anxiety or self-doubt to be destructive to final grades. Furthermore, common professional focus, intensive micro-teaching schedules and shared institutional environment in professional teacher training seem to have a stabilizing effect that overcomes the traditional stream differences (Arts versus Science) and equalizes academic achievement in relation to psychological vulnerabilities.

Limitations of The Study

This study offers useful insights into the relationship between personality traits and academic performance of undergraduate teacher trainees; some important limitations should be considered. First, the statistical power is somewhat limited, due to the overall sample size, N = 115, and even smaller sub-groups, e.g. non-neurotic male cohort (n = 15). Therefore, some caution needs to be applied in trying to apply these findings to a larger population. Second, academic achievement was measured only by the marks obtained in the 12th standard board examination. Future researchers should consider using larger, more diverse samples across multiple colleges. Incorporating current

undergraduate semester grades, CGPAs or continuous internal assessments would also paint a far more complete and clearer picture of student performance over time.

Conclusion

This present study provides vital empirical data on the differential effects of personality structures along the neuroticism dimension on the academic performance of undergraduate teacher trainees under the integrated teacher education system. This study critically examines the research hypotheses to establish the extent to which demographic (gender) and academic (streams) factors interplay with psychological vulnerabilities to impact on the scholastic outcomes.

The empirical results provide conclusive evidence for the first hypothesis (H_{01}), demonstrating a significantly negative relationship between neuroticism and academic achievement of male undergraduate teacher trainees. This, in turn, confirms the direct psychological barriers of increased emotional instability, test anxiety and cognitive interference in the face of evaluative pressure, thus undermining the academic performance of male trainees. Conversely, the study does not provide any support for the second hypothesis (H_{02}) in terms of significant negative effect, unveiling an interesting phenomenon of "coping insularity" and gender-differential academic resilience in female teacher trainees. While the well-documented general trend of higher neuroticism in females according to the well-established psychometric literature, the female trainees in this sample were able to dissociate their emotional vulnerabilities from their academic duties, revealing unique routes of cognitive adaptation and academic perseverance that saved their final outputs from emotional variability.

Besides, results of the study of the third and fourth hypotheses (H_{03} and H_{04}) clearly support the idea that stream-based specializations (Science and Arts) do not lead to significant differences in academic performance, taking into account neuroticism. This consistency across both streams highlights the efficiency of modern integrated professional courses such as the Integrated Teacher Education Programme (ITEP). The highly structured academic environment—continuous comprehensive evaluations, disciplined instructional delivery and micro-teaching schedules—serves as a powerful institutional protective buffer. This common professional framework neutralizes the destructive potential of individual neurotic traits, equalizing academic achievement across different academic disciplines.

In conclusion, neuroticism continues to be an important risk factor for academic underachievement in male trainees, whereas institutional structures and socio-cognitive adaptation mechanisms provide a significant protection for female trainees and across academic streams. These results highlight the importance for higher education systems, and in particular teacher training colleges, to look more closely at the generalizations. To counteract the effects of psychological vulnerabilities and promote the highest levels of academic resilience in future teachers, it is necessary to develop gender-sensitive psychological support systems and well-organized collaborative instructional environments.

Educational Implications

The present study aimed at evaluating and comparing the academic achievement of undergraduate teacher trainees enrolled in Integrated Teacher Education Programme (ITEP) considering neurotic and non-neurotic personality dimensions. Importantly, the findings reveal that a large majority of the trainees consistently exhibit vulnerabilities across the neuroticism spectrum, exhibiting increased anxiety and apprehension about their future professional and academic prospects. Their constant psychological stress had a strong effect on their cognitive concentration and caused a gradual deterioration of their personality development.

These results therefore suggest an important institutional implication for universities. Institutions of higher learning should work with their Departments of Psychology to create systematic, structured and accessible guidance and counselling cells for undergraduate teacher trainees only. Universities can strategically empower trainees to cope with academic anxiety by establishing strong institutional mechanisms for psychosocial guidance, mentorship and psychological counselling . The availability of such an all-encompassing psychological support system will not only act as a buffer against emotional instability but also set a basis for positive changes in their learning processes, psychological well-being and eventual scholastic achievement.

References

[1] American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). American Psychiatric Publishing. https://doi.org/10.1176/appi.books.9780890425596

[2] Barlow, D. H., Sauer-Zavala, S., Carl, J. R., Bullis, J. R., & Ellard, K. K. (2014). The nature, diagnosis, and treatment of neuroticism: Back to the future. *Clinical Psychological Science*, 2(3), 344-365. https://doi.org/10.1177/2167702613505532

[3] Chamorro-Premuzic, T. (2003). *Personality traits and intellectual competence: The relationship between personality traits, academic performance, psychometric and subjectively-assessed intelligence* (Publication No. 10014718) [Doctoral dissertation, University College London]. ProQuest Dissertations and Theses Global.

[4] Child, D. (1964). The relationships between introversion–extraversion, neuroticism and performance in school examinations. *British Journal of Educational Psychology*, 34(2), 187-196. https://doi.org/10.1111/j.2044-8279.1964.tb00624.x

[5] Costa, P. T., Terracciano, A., & McCrae, R. R. (2001). Gender differences in personality traits across cultures: Robust and surprising findings. *Journal of Personality and Social Psychology*, 81(2), 322–331. https://doi.org/10.1037/0022-3514.81.2.322

[6] Deb, S., Strodl, E., & Sun, J. (2015). Academic stress, parental pressure, and anxiety among Indian high school students. *International Journal of Psychology and Behavioral Sciences*, 5(1), 26-34. https://doi.org/10.5923/j.ijpbs.20150501.04

[7] Eysenck, H. J. (1947). *Dimensions of Personality*. Kegan Paul, Trench, Trubner & Co.

[8] Entwistle, N. J. (1996). Personality traits and academic attainment. *British Journal of Educational Psychology*, 66(3), 321-333. https://doi.org/10.1111/j.2044-8279.1996.tb01202.x

[9] Gupta, M. (1987). *A study of relationship between locus of control, anxiety, level of aspiration, academic achievement of secondary students* (Unpublished doctoral dissertation). University of Allahabad. In M. B. Buch (Ed.), *Fourth Survey of Research in Education (1983-88)* (pp. 824-825). NCERT, New Delhi.

[10] Gupta, S. P., & Gupta, A. (2013). *Uchchatar Shiksha Manovigyan* [Advanced Educational Psychology]. Sharda Pustak Bhawan, Allahabad.

[11] Joshi, G. (2000). Neuroticism, extroversion and academic achievement as related to gender and culture. *Indian Psychological Review*, 54(1), 74-78.

[12] Kline, P. (1966). Extraversion, neuroticism and academic performance among Ghanaian university students. *British Journal of Educational Psychology*, 36(1), 92-94. https://doi.org/10.1111/j.2044-8279.1966.tb01844.x

[13] Khan, D. (2020). Gender Differences in Personality Traits in Relation to Academic Performance. *MIER Journal of Educational Studies, Trends & Practices*, 10(1), 124–137. https://www.academia.edu/92690329/Gender_Differences_in_Personality_Traits_in_Relation_to_Academic_Performance

[14] Kusum, K. (2010). Impact of personality on academic achievement of semester-system students. *Journal of Community Guidance and Research*, 27(2), 145-152.

[15] McKenzie, J. (1989). Neuroticism and academic achievement: The Furneaux factor. *Personality and Individual Differences*, 10(5), 509-515. https://doi.org/10.1016/0191-8869(89)90031-1

[16] Meher, V., & Bariha, K. (2025). Assessing academic resilience among prospective teachers: A descriptive study of Western Odisha. *Issues and Ideas in Education*, *13*(1), 43–54. https://doi.org/10.15415/iie.2025.131005

[17] Meitei, L. C., & Devi, A. B. (2025). Self-esteem and academic achievement among high school students in Imphal East District, Manipur. *International Journal of Research - GRANTHAALAYAH*, *13*(11), 181–192. https://doi.org/10.29121/granthaalayah.v13.i11.2025.6590

[18] Nowak, K., Olejarz, Z., Drygała, Z., Wyrwał, J., Zielińska, Z., Słowik, M., Nowak, K., Nieć, Maria., Gierlach, K., & Krasuska, M. (2024). The vicious circle mechanism in atopic dermatitis: Psychological distress as cause and effect

of atopic dermatitis. *Journal of Education, Health and Sport*, *53*, 60–74. https://dx.doi.org/10.12775/JEHS.2024.53.005

[19] Munjirin, A., & Pahlevi, F. (2023). Relationship Between Neuroticism Personality And Academic Performance. *Amandemen: Journal of Learning, Teaching and Educational Studies*, 1(2), 52–57. https://amandemen.my.id/index.php/i/article/download/36/7

[20] Savitsky, B., Findling, Y., Ereli, A., & Hendel, T. (2021). Anxiety and coping strategies among university students during environmental and social crises. *BMC Psychology*, 9(1), 1-11. https://doi.org/10.1186/s40359-021-00592-2

[21] Schultz, T. W. (1961). Investment in human capital. *The American Economic Review*, 51(1), 1-17.

[22] Sheikh, A. S. (1995). Personality traits and psychogenic needs of rural and urban female students. *Indian Psychological Review*, 44(3), 12-18.

[23] Shinde, S., Marulasiddappa, R., & Kumar, A. (2024). Psychological distress, coping mechanisms, and academic performance among undergraduate university students in India. *Indian Journal of Clinical Psychology*, 51(1), 42-49. https://ijcp.in/index.php/ijcp/article/view/1294

[24] Singh, P. (2010). Development of Higher Education. *University News*, 48(51), 8-14.

[25] Singh, S. (2015). Manastap evam shaikshik uplabdhi ka tulnatmak adhyayan [A comparative study of neuroticism and academic achievement]. *Anveshika: Journal of Teacher Education*, 10(2), 23-24.

[26] Srivastava, A., & Maurya, S. (2025). Personality dimensions as predictors of academic burnout and psychological well-being among Indian undergraduates. *Indian Journal of Positive Psychology*, *16*(1), 88–95. http://iahrw.org/our-services/journals/indian-journal-of-positive-psychology/

[27] Srivastava, D. N. (2010). *Vyaktitva Ka Manovigyan* [Psychology of Personality]. Agrawal Publications, Agra.

[28] Sweetland, S. R. (1996). Human capital theory: Foundations of a field of inquiry. *Review of Educational Research*, 66(3), 341-359. https://doi.org/10.3102/00346543066003341

[29] Verma, S. & Singh, P. (2025). Mapping Minds: Exploring How Personality Traits Shape Academic Motivation and Academic Performance in Young Indian Adults. *International Journal of Creative Research Thoughts (IJCRT)*, 13(5), 620–629. https://ijcrt.org/papers/IJCRT2505620.pdf

[30] Virmozelova Angelova, N., & Hristos Nasi, K. (2021). Burnout syndrome concerning some personality factors among Greek teachers. *Athens Journal of Social Sciences*, *8*(1), 67–82. https://doi.org/10.30958/ajss.8-1-4

[31] Widiger, T. A. (2011). The DSM-5 dimensional model of personality. *Personality Disorders: Theory, Research, and Treatment*, 2(4), 215-234. https://doi.org/10.1037/a0023349