

Review Paper on Personality & Academic Achievement of Adolescent of Working and Home maker mothers

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Abstract:

The objective of the paper is to examine the Personality and Academic Achievement of Adolescent of working and home maker mothers. By studying various related literature review and by gathering information based on these, the researcher has presented a set of quality parameters related to the Personality of adolescent students. Stress and tension are prevalent among secondary school pupils going through the adolescent stage. Adolescents typically experience more adjustment issues during this time with regard to their homes, schools, society, health, etc. In actuality, our Indian mothers' duty to care for their relatives and other family members is a mystery. However, in the present scenario, it is predicated on being a purely vigilant multi-role player, particularly courageous and loving. The quality parameter set can act as a series of items for adolescent students to check their Personality and academic achievements. It would help in believing the mother's working status adequately impacts adolescents' personality and academic achievement.

This review authenticates and extends the addressed finding of existing literature by presenting a designed outlook for personality and academic achievement, relevant for Adolescent students whose mothers are working and home maker.

Key Words: Adolescent, Personality, Academic Achievements, Mothers Employment

1. Introduction:

Adolescence is a fragile stage of every human's life. It's a period that emerges from childhood and merges into adulthood. The adolescent period is when childhood ends and the revolutionary process of changes begins. Changes in physical, mental, social, moral, and emotional are visible at that period. All the required changes impacted the individual Personality. At this point, people differ in nature and personality; this is the law of nature. This variability has a significant influence on whether life, including that of students, is successful or unsuccessful. Students in secondary schools go from Class IX to Class XII during their adolescent years. Teenagers are both the vibrant promise of the future and the vitality of the present. As a result, adults concerned about the well-being of young people and our society's future progress—such as parents, educators, seniors, and other adults—should take adolescents' academic performance and adjustment seriously. Motivational concepts such as achievement motivation, academic self-efficacy, and school grades were examined. Every motivational factor was favorably associated with academic success, with academic self-efficacy having a high correlation. In our opinion, students are less focused on accomplishments like high grades or academic success during their teenage years. They are more focused on projecting an image of success to their colleagues.

The mother's role in a child's development is crucial in a family. The mother spends the most time with her child. As a result, a mother has a positive and enduring effect on her child and establishes the groundwork for his or her future growth. Accurately forecasting individual variances in academic achievement has a significant educational significance that extends beyond high school. While we are well conscious of our obligation to shape our students' future personalities and paths in life, we believe that understanding the children's personality characteristics allows us to tailor the

instructional approach to better suit their requirements. In addition to the unique links between academic motivation and personality, the assessments' descriptive results are also fascinating.

Personality is a well-organized pattern of behavior, attitude way of thinking, and feeling that sets him or her apart from others. The best chances for expressing one's personality, including moods, attitudes, and views, come from interacting with others. It includes both inherent and acquired behavioral characteristics that distinguish a person and are apparent in their interactions with their environment and social circle. This research paper's objective is to analyze and synthesize the existing literature to fully comprehend how personality functions as a route to autonomy in academic attainment. Research on Personality and its impact on academic achievement concerning mother employment have demonstrated a direct or negative relationship with adolescence. This suggests that the mother's balanced working status supports the adolescent in mitigating behavioral problems and fostering adaptive behaviour.

2. Methods

Numerous research publications were examined since they included the necessary data. Selected keywords and databases serve as the foundation for the search strategy. Research from both India and beyond that was published in a variety of journals was considered in the study.

3. Review of Related Literature:

Katiyar (2024) used both inferential and descriptive statistics were employed to analyze the gathered data. Frequency and percentage were used to evaluate demographic factors. Statistical techniques were used to analyze behavioral issues. The t-test was used to examine the relationship between the degree of behavioral issues and the samples' chosen demographic characteristics, such as whether or not the women were employed. Children of working women exhibited significantly higher scores on the child behavior checklist compared to children of non-working women, as evidenced by the statistical analysis of their total raw scores.

Latha and Babu, (2023) attempted a study to investigate the personality traits of early adolescents of employed and unemployed mothers. A total of 80 adolescents were selected for the study, with 40 students from non-working mothers and 40 students from working mothers from upper primary schools. The NEO Big Five Personality test was used to gather the data. Mean and Standard Deviation tests were used for analysis, and the t-test was used for the notable result. The result revealed as a noteworthy distinction in the personality qualities of early adolescents whose mothers are employed versus those who were not. The finding also indicated that early adolescence of mothers who works were more emotionally stable, competitive, adventurous, enthusiastic, and tense. However, early adolescents with unemployed mothers were less bright, emotionally stable, peaceful, and laid back.

L Lungulov, S Lungulov, and J Milutinovic (2022) found the predictive connection among several personality qualities and gifted students' academic success. It is hypothesized that the range of personality characteristic influences disparities in academic achievement levels by interacting with cognitive capacities. Several questionnaires, including the Big Five Inventory, Pre-conscious Activity Scale, MOP 2002, Inventory of Moral Competencies, and Inventory of Emotional Competencies, were used on a sample of 473 gifted Serbian students. Standard multiple regression was used to examine personality traits. The results showed that different personality traits predicted academic success across a variety of giftedness areas, and that personality factors contributed around 7% to the variance in gifted students' performance. Any causal inference drawn about personality characteristics as predictors of academic performance should be made with care, even when the deciding effect of the variables under investigation is shown. The results gained provide

new directions for future research on gifted kids in the non-intellectual domain and new factors to consider in teaching practices.

Mishra and Sahoo (2022) found all children of working women exhibit greater adjustment compared to those of non-working women. There are no notable differences between working women's boys and girls when it comes to their homes. Compared to males, girls of non-working mothers are more adaptable. Working mothers are required to adhere to a set schedule due to their job environment, and as a result, they raise their kids in a way that equates to a particular discipline. Non-working women may exhibit a degree of laxity and inattentiveness towards their children, resulting in a deficiency of motivation and guidance, attributable to the absence of regularity and the demands of household responsibilities.

This study was conducted to elucidate how secondary school children, including both working and non-working women, adapt to their home environments.

Joshi and Upadhyay (2021) The HEXACO personality attributes and sex differences in academic success and personality traits were investigated in by the researcher. The relationship among HEXACO attributes and academic accomplishment as well as the capability to forecast students' academic achievement using personality traits and demographic data were also investigated in this study. Gender disparities in academic attainment and personality factors were also investigated in this study. Sample sizes of 377 students were taken in this study. Students' personality traits were assessed using the HEXACO-PI instrument. The findings indicated a connection between academic success and a few specific personality traits. When it came to the distinctions between male and female pupils, emotionality (E) revealed the biggest variation. Academic achievement did not significantly differ between males and females. HEXACO characteristics Academic success showed a positive link with extraversion (X) and conscientiousness (C). Academic achievement was reliably predicted by personality traits X and C, but not by demographic factors. Therefore, personality qualities must be considered to raise pupils' academic performance.

Moreira, Pedras, and Pombo, (2020) studied to characterize how personality traits, learning styles, and overall wellbeing predict students' academic achievement. Their cross-sectional study involved 602 students in total, who answered a series of questionnaires measured their well-being, learning style, and personality. To evaluate affective and non-affective well-being, two indices were computed. The findings provided some support for the theories put forth. The immersed learning technique, affective well-being, temperament, and character aspects of the personality, and these elements were identified as strong predictors of academic performance. A holistic approach to education acted as both a complete and partial mediator in the connection among academic success and personality. The findings advance our knowledge of the unique contributions that personality, learning style, and well-being type make to academic achievement. Personality is the most reliable indicator of academic achievement after learning style and level of well-being enlighten policymakers and school administrators about the necessity of promoting teenage personality development to boost academic achievement. These findings also had ramifications for all levels of educational policies and practices, such as emphasizing the importance of well-being as a learning resource. To suggest that education serves as a crucial societal asset for tackling current and future challenges including justifiable progress, it is essential to understand the association among character, health, and education.

Patel and Singh, (2017) the aim of their research was to ascertain how both employed and non-employed mothers influence their children adjustment and academic performance. The study was conducted in the Itanagar Complex of Arunachal Pradesh, India. Sample sizes were taken as 187 students from public and private secondary schools. Class 10th board marks and Adjustment inventory used as a tool for Academic Achievement and Personality. The connection among the

variables found in the study was determined through the statistical analysis. After analyzing the data, it was found that there was no notable change in the academic performance of male and female students whose mother were employed compared to those whose mothers were not.

Yousuf and Peerzada (2017) looked at the academic success and parental support of Kashmiri children of working and non-working moms. Sample sizes of 600 students were taken in this study, 300 of whom were the children of working moms and the remaining 300 of whom were not. It made use of the Kusum Aggarwal (1999) Parental Encouragement Scale. Regarding statistics Correlation, t-test, mean, and SD were employed. According to the study's findings, parental support for children of working women is higher than that of children if non-working mothers. Furthermore, results showed no discernible variation in academic performance between kids whose mothers worked and those who didn't.

Khan And Shah (2016) investigated the variation in personality characteristics between students of employed and non-employed mothers., From the primary schools in the Kashmir valley's two districts, Srinagar and Shopian, a sample of 8—pupils, 400 of whom were the students of employed mothers and the remaining 400 of whom were the students of non-employed mothers were chosen at random. Personality questionnaire (HSPQ) by Cattle was utilized to access the personality traits of children whose mothers were employed and whose mothers were not. Statistical techniques were used to examine the data. The conclusions showed that the children of working mothers were discovered to be gregarious, emotionally unstable, hyperactive, assertive, cheerful, tough-minded, adventurous, insecure, internally restrained, and uncontrollably tense, and the opposite was true of non-working mothers.

Thirumeni Pushparaj (2015) investigated the link between secondary school students' personalities and their academic achievement. This study employed the survey research approach. Using the proposed simple random selection technique, 500 students—250 males and 250 girls—were included in the study's sample. The researcher employed personality scales that were created in 2015 to gather data. Additionally, the State Board, Aided, and Matriculation Boards used the academic accomplishment marks earned in the IXth grade to evaluate the progress of their students. The study's conclusions showed that: (i) There were no discernible personality differences between secondary school students who are male and female. (ii) There was no discernible disparity in the academic achievement of secondary school students.

Mohammad and Anand (2014) looked at the relationship between introvert and extrovert personality qualities and academic distinctions of children of working and non-working mothers. Researcher used the personality inventory developed by Dr. Yashvir Singh and Dr. Har Mohan Singh, Study findings indicated that there was a remarkable difference in the academic achievement of students whose mothers were working and those whose mothers were not working, there was no revelatory link between male children's introversion personality trait and academic achievement whereas there was no revelatory link found between the male children's extrovert personality trait and academic achievement.

Ahsan, Moahmmad & Kumar, A. (2013) investigated the academic achievement levels of children with employed versus non-employed mothers, with direct attention on gender differences. The findings indicated that male children of non-employed mothers tend to had slightly higher average academic result. Conversely, girls' children of employed mothers exhibit marginally higher average scores. This apparent neutrality may be linked to the highly competitive nature of contemporary education, where both genders receive equal treatment and opportunities. In recent years, women have increasingly entered the workforce while effectively balancing their various roles. The current generation has adapted to the notion of mothers working outside the home, suggesting that maternal employment does not negatively impact children's academic performance.

Furthermore, the quality of time mothers dedicate to their children is comparable in both scenarios, as stay-at-home mothers often find themselves occupied with household responsibilities.

Khan, Mahmood & Hassan, Asma. (2011) studied the academic achievement of working and non working mother. 1. Studies have revealed a notable disparity in academic achievement composite scores between children of employed mothers and those of mothers who do not work. Children whose mothers do not work have exhibited superior academic performance compared to those whose mothers are employed. 2 Their Results showed that the average scores of children with working mothers are lower compared to those of children with non-working mothers in the school main subjects.

Arthur E. Poropat (2008) presented an analysis between personality and academic performance using statistical technique- correlation. The sample size was exceeding 70000 and used five factors Model. Even though there were comparison between the samples from secondary and higher education. It was found that only three traits like Openness to Experience, Agreeableness, and Conscientiousness were extremely correlated with the academic achievement. Future study directions were suggested along with potential reasons for these moderator effects

4. Conclusions:

Most of the reviews emphasized the influence of Personality and Academic Achievement on the childhood or early adolescents' students while the proposed research will take the influence of personality and academic achievement on adolescent students with reference to their mother's working status. Few studies, to extent of the author's knowledge, have examined the consequences of a mother's employment condition on teenagers. Adolescence is a thrilling time when kids grow stronger, bigger, and more mature in their thinking. Then, this is also the most confusing and stressful age. A lot of kids experiment with tobacco, alcohol, and other drugs. At this age both parents' care is crucial. Mother though is the center of any family, when a mother works, she must balance her time between her job and her family but sometimes the kids may feel abandoned. One drawback of working mothers is that they provide their kids with less supervision, which may potentially increase the likelihood of negative peer pressure. This has a detrimental impact on teenage personality traits or features. However, this review of the literature suggests that mother should balance their work and family. They should prioritize their children after work, spend quality time with their children, and listen to them.

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