

Personality Traits and Academic Achievement of Adolescents of Working and Home-Maker Mothers: A Comparative Analysis

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Abstract: The present study was undertaken to examine the differences and correlations between personality and academic achievement among adolescents of working and homemaker mothers, and to investigate the impact of mothers' working status on the personality traits of their adolescents. The sample consisted of 80 adolescents (40 working mothers' adolescents, 40 home-maker mothers' adolescents), studying in class XI, and their 10th class results were taken as an academic achievement. They were assessed with the Five Personality Traits Inventory (FPTI), constructed by Prof K.S. Misra, former Dean of the University of Allahabad. A significant difference was found between adolescents of working and home-maker mothers in some traits of personality, and no difference was found in academic achievement. Correlation was found between the consciousness, openness, extraversion traits, and academic achievement of working mothers and consciousness and agreeableness traits and academic achievement of home-maker mothers.

Keywords: Adolescents, Personality traits, Academic Achievement, Working mothers, and Home-makers mothers.

Introduction

Children undergo significant physical, emotional, and social changes during adolescence. The adolescent period is a critical time in life, characterized by stress and anxiety. The mother plays a critical role in raising a child. She's the one who's constantly by her side, the person to whom she looks for affection, care, direction, confidence, and support. Adolescents gain confidence and stability from their mother's love and support. A mother teaches her children the difference between good and evil and helps them learn how crucial discipline is in life. At this stage, a mother's role is crucial, as it significantly influences a child's academic achievement, emotional stability, and personality development. A teenager's personality and academic growth are greatly influenced by the family environment, particularly the role of the mother. In today's scenario, the culture of working mothers is rapidly developing in Indian society. Changing social structures, the spread of education, and economic needs have encouraged women to step out of the confines of home and actively participate in the workforce. Working mothers not only contribute to the family's economic strength but also play an important role in shaping children's personalities, self-reliance, and social adaptation. Traditionally, homemaker mothers have continuously provided children with emotional support, discipline, and stability. On the other hand, working mothers teach children the importance of independence, time management, and self-confidence by balancing modernity and tradition. Homemaker mothers provide continuous emotional support, discipline, and stability to their children. Through their guidance, adolescents develop responsibility, cooperation, and sensitivity. On the other hand, working mothers give children opportunities for independence, self-reliance, and social adaptation. By balancing modernity and tradition, they teach children the importance of self-confidence and time management. It was found that working mothers teach children independence and self-reliance, while homemaker mothers contribute more to emotional stability and discipline. Adolescents' personalities and accomplishments are impacted by the mother's involvement in many ways, regardless of whether she works or stays at home (Singh & Kiran, 2014; Dandona, 2016).

Need and Significance

In the field of psychology, the study of personality traits and academic achievement has been a topic of great interest and debate. One particular area of focus has been the influence of parental roles, specifically the impact of working versus stay-at-home mothers on adolescent development. The relationship between parental

roles and adolescents' personality traits and academic achievement has been the subject of extensive research and discussion in recent years.

The role of mothers in the upbringing of children has long been a topic of interest in psychology. Traditionally, mothers have been seen as the primary caregivers and nurturers of children, responsible for shaping their personalities and influencing their academic success. However, with the changing dynamics of modern society, the roles of mothers have also evolved. Many women today are balancing the responsibilities of work and home, leading to questions about how this dual role impacts their children

The influence of mother roles on the development of adolescents has been a subject of research. Working mothers, who often have less time to spend with their children due to work commitments, may struggle to provide the same level of emotional support and guidance as stay-at-home mothers. This can lead to differences in the development of personality traits and academic achievement in adolescents. On the other hand, home-maker mothers may have more time to spend with their children, allowing them to provide more emotional support and guidance. This can lead to a more nurturing and supportive environment for the development of personality traits and academic achievement in adolescents. However, stay-at-home mothers may also face challenges in terms of providing financial stability for their families, which can impact the overall well-being of their children

This study aims to explore the relationship between the personality traits and academic achievement of adolescents and the roles of their mothers. Specifically, we will compare the personality traits and academic achievement of adolescents with working mothers to those with stay-at-home mothers. By examining the differences between these two groups, we hope to gain a better understanding of how parental roles influence the development of adolescents

The significance of this study lies in its potential to shed light on the impact of parental roles on the development of adolescents. Understanding how working versus home-maker mothers influence the personality traits and academic achievement of their children can have important implications for parents, educators, and policymakers. By identifying the factors that contribute to the development of adolescents, we can better support and nurture the next generation of young adults

In conclusion, the study of personality traits and academic achievement in adolescents is a complex and multifaceted area of research. By examining the influence of parental roles, specifically working and home-maker mothers, we hope to contribute to the growing body of knowledge on this topic. Through our comparative study, we aim to provide valuable insights into how parental roles shape adolescents' personality and offer recommendations to support their growth and success

Objectives of the Study:

1. To compare the personality traits of adolescents of working and home-maker mothers.
2. To compare the academic achievement of adolescents of working and home-maker mothers.
3. To study the relationship between personality traits and academic achievement of working and home-maker mothers

Hypotheses of the Study

- H01: No significant difference between the personality traits of adolescents of working and home-maker mothers.
- H02: No significant difference between the academic achievement of adolescents of working and home-maker mothers.
- H03: No significant relationship between the personality traits and the academic achievement of working mothers.
- H04: No significant relationship between the personality traits and the academic achievement of working mothers.

Review of Literature:

Latha and Babu (2023) stated the mothers' roles and the time they spend with their children in their research paper. The needs of the modern family and the empowerment of women led him towards employment. Adolescence is an age of strife and storm; lots of changes occur at that time, and children grow bigger and stronger over time. They behave more maturely during this period of time. Their study focused on personality traits of early adolescents

Ahmed et al (2023) explained that the effects of anxiety and intense unpleasant feelings on memory, span of attention, and insecurity were explained by the negative correlation between neuroticism and academic achievement

Upadhayaya and Joshi (2021) investigated HEXACO personality traits and how personality traits and demographic factors impacted academic success. Students' personality characteristics were assessed using HEXACO-PI. Students' self-reported GPAs were collected to assess their academic performance. There was no discernible gender difference in academic success. The findings demonstrated a strong relationship between

academic success and Extraversion(X) and Conscientiousness (C) attributes.

Ali et al. (2018) assessed the academic achievement of a representative sample of students by examining their annual examination results from 9th grade. The data were collected, underwent analysis, and interpretation using descriptive, inferential statistics, and factor analysis. The values that came from regression analysis showed that out of the eight main source traits, "Independence," "Intelligence," "Emotional Stability," and "Friendliness" were the only traits that could predict academic achievement of students to some degree, whereas the other four traits had little to no effect or even a negative effect on predicting academic success

Kumar and Kumar (2017) found that academic performance is positively associated with conscientiousness and negatively associated with neuroticism. Anxiety, tension, sympathy-seeking, resentment, compulsive behavior, feelings of hopelessness, and low self-esteem are all signs of neuroticism. These individuals are emotionally disturbed. These factors cause adolescents' academic performance to decline. Academic success is not significantly correlated with other personality qualities

Khan and Shah (2016) investigated the differences in personality characteristics between children of working and non-working mothers. The personality profiles of children of working and non-working mothers were assessed using Catell's high school personality questionnaire (HSPQ). The t-value, mean, and S.D. were used to examine the data. The findings showed that children of working mothers were outgoing, emotionally unstable, overactive, assertive, joyful, carefree, had lower self-strength, were adventurous, tough-minded, internally restrained, insecure, self-sufficient, uncontrolled, tense, and the opposite was true for children of non-working mothers

Jensen (2015) suggested that openness was linked to intrinsic motivation, deep learning, and general knowledge, while conscientiousness was associated with extrinsic motivation, achievement oriented learning, and higher academic performance

Agarwal (2014) found that children of working mothers had worse emotional stability than children of nonworking mothers. All six personality traits—Activity-Passivity, Enthusiastic-Non-Enthusiastic, Assertive-Submissive, Suspicious-Trusting, Depressive-Non-Depressive, and Emotional Stability-Emotional Instability—showed significant differences between children of working and non-working mothers. Children of non-working mothers were found to be more energetic, aggressive, active, trustworthy, and non-depressed

Methodology:

Research Design:

In this research, the Descriptive Survey Method was used.

Variables:

1. Independent Variable: Working Mothers Home-Makers Mothers
2. Dependent Variables: Personality Traits Academic Achievement

Operational Definition of Variable:

Working mothers:

For this study, a working mother refers to a woman who has completed graduation or a higher educational qualification and is currently engaged in paid employment, and takes care of her children and family. She balances two main roles:

- 1 Professional duties included contributing to the workforce and generating an income.
- 2 Family duties included child-rearing, household management, and caring

Home-Maker Mothers:

For this study, a home-maker mother refers to a woman who has completed graduation or a higher educational qualification but mostly manages the household and cares for her children, rather than working outside the home. Her position is to provide a secure and loving atmosphere for the family.

Personality Traits:

In the present study, personality traits refer to the relatively consistent patterns of thoughts, feelings, and behaviors that differ from person to person. These traits include Conscientiousness, Openness Neuroticism, Agreeableness, Extraversion

- Conscientiousness demonstrated responsibility, self-control, organized, and goal-oriented conduct.
- Openness represented curiosity, imagination, creativity, and a desire to experiment with new ideas.
- Neuroticism refers to emotional instability, anxiety, moodiness, and sensitivity to stress.
- Agreeableness reflected friendliness, teamwork, trust, and care for others.
- Extraversion indicated sociability, excitement, assertiveness, and willingness to be with people (John et al., 2008).

Academic Achievement:

Academic achievement was the level of success students demonstrated in educational activities, often measured by grades, examination scores, standardized test scores, and overall academic performance. For this study, academic achievement refers to a student's academic success as assessed by the percentage of marks obtained in the 10th board examination

Sample:

Participants were selected using convenience sampling, which is a non probability sampling technique. In this approach, adolescents are selected for data collection based on their accessibility and proximity to the researcher. The present study involves 80 adolescent students of the 11th class from the CBSE schools of Greater Noida

1. 40 Adolescent students of the 11th class, of working mothers
2. 40 Adolescent students of the 11th class, of home-maker mothers

Tools used:**1. Five Personality Trait Inventory FPTI:**

Prof. K.S. Misra developed the Five Personality Trait Inventory (FPTI 2023), which is based on the Five-Factor Model of Personality, as given by Costa and McCrae. The FPTI adapts these Big Five personality concepts for use in psychological assessment and counseling situations in India. This tool assesses the personality on five dimensions, namely Conscientiousness, Openness and Neuroticism, Agreeableness, and Extraversion. This tool has 50 items, 10 each of five dimensions. The scoring system follows the Likert-type scale, Nearly Always (1) to Nearly Never (5). The Reliability of the inventory is based upon Split-half and Alpha Reliability

2. Academic Achievement:

10th Board class marks were taken as the academic achievement of adolescent students.

Statistical Techniques:

In this study, hypotheses were tested using the following statistical technique

1. The t-test was used for measuring the difference between the personality traits and academic achievement of adolescents of working and home-maker mothers.
2. Correlation was used to measure the relationship between the personality traits and academic achievement of adolescents of working and home-maker mothers.

Data analysis was performed using the software MS Excel and Zamovi.

Ethical Concern:

The researcher received approval from the school and involved those students who voluntarily participated and provided their consent. Students were assured their information would be kept confidential and used for research purposes only

Results and Discussion:

H0 1: No significant difference in the personality traits between adolescents of working and home-maker mothers

Table 1: Comparison between the Personality traits of Adolescents of Working and Home-Maker Mothers

Personality Traits	Groups	N	Mean	SD	t- value	Level of Significance
Conscientiousness	Adolescents of working mothers	40	37.45	5.88	3.53	Significant
	Adolescents of home-maker mothers	40	33.23	4.76		
Openness	Adolescents of working mothers	40	35.98	5.88	1.95	Not significant
	Adolescents of home-maker mothers	40	33.60	4.99		
Neuroticism	Adolescents of working mothers	40	32	6.04	4.18	Significant
	Adolescents of home-maker mothers	40	26.82	4.96		
Agreeableness	Adolescents of working mothers	40	33.57	5.72	-0.79	Not significant
	Adolescents of home-maker mothers	40	34.57	5.55		
Extraversion	Adolescents of working mothers	40	36.85	5.34	1.87	Significant
	Adolescents of home-maker mothers	40	34.72	4.77		

Table 1 results indicated that adolescents of working and home-maker mothers were compared in terms of personality characteristics using independent samples t-tests. Adolescents of working mothers scored considerably higher on conscientiousness ($M = 37.45$, $SD = 5.88$) than those of homemakers ($M = 33.23$, $SD = 4.76$), with a strong effect ($t = 3.53$, $p < .01$, Cohen's $d = 0.79$), indicating a large effect, which suggests that adolescents of working mothers had high self-discipline, organized, and goal-oriented compared to their counterparts with adolescents of home-maker mothers. Adolescents of working mothers ($M = 35.98$, $SD = 5.88$) scored marginally higher on Openness than adolescents of homemakers ($M = 33.60$, $SD = 4.99$), with a

medium effect that did not achieve statistical significance ($t = 1.95$, $p = .055$, Cohen's $d = 0.42$). Adolescents with working mothers scored considerably higher on neuroticism ($M = 32.00$, $SD = 6.04$) than adolescents of home-maker mothers ($M = 26.82$, $SD = 4.96$), with a strong effect ($t = 4.19$, $p < .001$, Cohen's $d = 0.94$), which suggests that adolescents of working mothers may experience a higher level of anxiety and emotional instability. There was no significant difference in agreeableness between adolescents with working mothers ($M = 33.57$, $SD = 5.72$) and adolescents of home-maker mothers ($M = 34.57$, $SD = 5.55$), $t = -0.79$, $p = .430$, Cohen's $d = -0.18$, indicating a minor effect. Lastly, adolescents of working mothers ($M = 36.85$, $SD = 5.34$) scored higher on extraversion than adolescents of homemaker mothers ($M = 34.72$, $SD = 4.77$), $t = 1.87$, $p = .064$, Cohen's $d = 0.42$, indicating a medium effect that was marginally significant. The above result revealed that conscientiousness, neuroticism, and extraversion, all three personality traits, had visible differences between adolescents of working and home-maker mothers, and the remaining two personality traits, openness and agreeableness, showed no difference between the groups. While openness and agreeableness were not statistically significant, openness may be described as showing a trend toward significance. The null hypothesis was rejected for conscientiousness, neuroticism, and extraversion, but was not rejected for openness and agreeableness.

H02: No significant difference in the mean score of the academic achievement between adolescents of working and home-maker mothers.

Table 2: Comparison between the Academic Achievement of the Adolescent of Working and Home-Maker Mothers

Group	N	Mean	SD	t-value	Level of Significance
Academic achievement of adolescents of working mothers	40	80.027	13.73	-0.040	Not significant
Academic achievement of adolescents of home-maker mothers	40	80.135	9.70		

Table 2 results showed that adolescents of working and home-maker mothers were compared in terms of academic achievement using an independent samples t-test. Academic achievement did not substantially vary between adolescents of working mothers ($M = 80.03$, $SD = 13.73$) and adolescents of home-maker mothers ($M = 80.14$, $SD = 9.70$); $t = -0.04$, $p = .968$, Cohen's $d = -0.01$. This suggests that there was no discernible difference in the two groups' academic achievement. It indicates that adolescents of working mothers and adolescents of home-maker mothers had no major difference in academic achievement. Then, the null hypothesis was not rejected.

H03: No significant relationship between personality traits and the academic achievement of adolescents of working mothers

Table 3: Correlation between Personality Traits and the Academic Achievement of Adolescents of Working Mothers

Personality Traits	r value	t-value	Level of Significance
Conscientiousness	0.56	4.15	Significant
Openness	0.68	5.72	Significant
Neuroticism	-0.21	-1.33	Not Significant
Agreeableness	-0.06	-0.37	Not Significant
Extraversion	0.68	5.72	Significant

Table 3 presents the Pearson product-moment correlations between personality traits and academic achievement of adolescents of working mothers. The results showed a substantial and positive correlation between conscientiousness and academic achievement ($r = .56$, $t = 4.15$, $p < .001$). Additionally, there was a significant positive correlation with openness ($r = .68$, $t = 5.72$, $p < .001$). There was a relatively strong positive correlation with extraversion ($r = .68$, $t = 5.72$, $p < .001$). Conversely, there were no significant relationships between neuroticism

($r = -.21$, $t = -1.33$, $p > .05$) or agreeableness ($r = -.06$, $t = -0.37$, $p > .05$). These results suggested that extraversion, conscientiousness, and openness were associated with academic achievement of adolescents of working mothers, whereas agreeableness and neuroticism were not significantly correlated.

H04: No significant relationship between personality traits and the academic achievement of adolescents of home-maker mothers.

Table 4: Correlation between the Personality Traits and the Academic Achievement of

Adolescents of Home-Maker Mothers

Personality Traits	R value	t-value	Level of Significance
Conscientiousness	0.38	2.5	Significant
Openness	-0.02	-0.1	Not Significant
Neuroticism	0.08	0.5	Not Significant
Agreeableness	0.56	4.0	Significant
Extraversion	-0.14	-0.9	Not significant

Table 4 showed that the relationships between personality traits and academic achievement of adolescents of home-maker mothers were analyzed using Pearson product-moment correlations. Conscientiousness results showed a positive correlation with academic achievement ($r = .38$, $t = 2.5$, $p < .05$). Additionally, there is a strong positive correlation with agreeableness ($r = .56$, $t = 4.0$, $p < .001$).

Conversely, no significant relationship was found between academic achievement and extraversion ($r = -.14$, $t = -0.9$, $p > .05$), neuroticism ($r = .08$, $t = 0.5$, $p > .05$), and openness ($r = -.02$, $t = -0.1$, $p > .05$). These results indicated that conscientiousness and agreeableness were positively correlated with academic achievement. However, openness, neuroticism, and extraversion were not significantly correlated with academic achievement.

Interpretations:

Table 1 results showed the differences in personality traits among adolescents of working mothers and home-maker mothers. The results showed that there was a significant difference in conscientiousness, neuroticism, and extraversion, while there was no significant difference in openness and agreeableness between the adolescents of working and home-maker mothers. This suggests that adolescents with working mothers tend to be more organized, responsible, and goal-oriented, outgoing, sociable, and assertive, and also experience higher levels of anxiety and emotional instability compared to their counterparts with home-maker mothers. No difference was found in openness and agreeableness between the groups, suggesting that adolescents of working mothers and home-maker mothers have similar levels of creativity, curiosity, and willingness to cooperate with others. Overall, these findings suggest that the employment status of mothers may influence the personality traits of their adolescents, particularly in terms of conscientiousness, neuroticism, and extraversion.

Table 2 findings showed that the study investigated the academic achievement of adolescents of working and home-maker mothers. A total of 80 adolescents participated in the study, containing 40 adolescents of working mothers and 40 adolescents of home-maker mothers. The academic achievement of adolescents was measured using their 10th board Percentage

The result indicated that there was no significant difference in academic achievement between adolescents of working and home-maker mothers. The mean scores of both groups were the same, and the difference was not statistically significant. These results suggested that the academic achievement of adolescents was similar whether the mother was working or home-maker. Therefore, in the current study, there was no significant correlation between mothers' work status and variations in adolescents' academic achievement

Table 3 findings revealed significant positive correlations among the personality traits of adolescents with working mothers. Specifically, conscientiousness, openness, and extraversion were positively correlated with academic achievement, indicating that adolescents who scored high on these traits tended to achieve better academically. These findings suggested that adolescents with working mothers who exhibit conscientiousness were also likely to be open to new experiences and exhibit extraverted behaviour. These findings supported previous research that linked to conscientiousness, openness, and extraversion with academic success and achievement behaviors (Jensen, 2015; Komaraju et al., 2011).

On the other hand, neuroticism and agreeableness were found not to be significantly correlated with academic achievement. This result suggested that individuals who scored high in neuroticism were not necessarily more or less agreeable, and vice versa. However, the results were also consistent with earlier studies that found agreeableness generally had a weak correlation with academic achievement, while neuroticism frequently showed either a negative or non-significant association with academic achievement (Poropat, 2009; O'Connor & Paunanen, 2007; Komaraju et al., 2011).

Table 4 findings assessed the relationship among personality traits of adolescents with home-maker mothers. The analysis revealed that conscientiousness and agreeableness showed a significant correlation, while openness, extraversion, and neuroticism did not show significant correlations. The correlation analysis showed a moderate positive correlation between conscientiousness and agreeableness. This finding suggested that adolescents who exhibit higher levels of conscientiousness were also likely to display higher levels of agreeableness. This result was consistent with previous research that found a positive relationship between these two personality traits (Costa & McCrae, 1992). In contrast, no significant correlation was found between openness, neuroticism, and extraversion. This finding suggested creativity and curiosity, emotional stability, and sociability were not significantly related to academic achievement among adolescents of home-maker mothers

Conclusion:

The study aimed to explore the differences and relationships between personality traits and the academic achievement of adolescents of working and home-maker mothers. The findings of the study revealed that there was a significant difference in conscientiousness, openness, and extraversion traits of personality between adolescents of working and home-maker mothers; rest trait, neuroticism and agreeableness, were not significantly different between groups. In academic achievement, there was no significant difference between adolescents of working and home-maker mothers.

The results suggest that personality traits play a crucial role in determining academic achievement in adolescents, regardless of their mothers' employment status. This finding is consistent with previous research that has highlighted the importance of personality traits in predicting academic performance. Conscientiousness, in particular, has been consistently linked to academic achievement due to its association with self-discipline, organization, and goal-directed behavior.

Furthermore, the significant impact of openness and extraversion on academic achievement highlights the importance of individual differences in shaping educational outcomes. Openness to experience may lead to greater curiosity and willingness to explore new ideas, while extraversion may facilitate social interactions, communication skills, and assertiveness in academic settings. It is important for educators, parents, and policymakers to recognize the role of personality traits in academic success and to provide support and intervention that cater to individual differences. By understanding and leveraging students' unique strengths and weaknesses, it is possible to enhance their academic performance and overall well-being.

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