

# Impact of Parents' Workaholism on their Children's Academic Self-Concept, Anxiety, and Depression: A Study on Private Schools of Lahore



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## Abstract

The modern professional landscape demands significant dedication from individuals, often prioritizing professional obligations over personal well-being and familial relationships. This study explored the impact of parental workaholism on the emotional well-being of 8th-grade students attending private schools in Lahore, Pakistan. Through a quantitative correlational research design, data were gathered from 825 students across five tehsils in Lahore. The study examined five variables: (a) workaholism maternal, (b) workaholism paternal, (c) academic self-concept, (d) anxiety, and (e) depression. Applying advanced statistical analyses, including correlations and step-wise multiple linear regression, the study revealed significant insights. Findings indicated a moderate correlation between parental workaholism and negative emotional outcomes in children, including increased anxiety, depression, and feelings of solitude and alienation. Furthermore, the study underscored the importance of addressing work-life balance and fostering supportive familial environments for the holistic development of children. This research contributed to the understanding of the complex interplay between parental work behavior and its ramifications on the emotional lives of children, emphasizing the need for a balanced approach to work and family life in modern society.

**Keywords:** Workaholism Paternal, Workaholism Maternal, Anxiety, Depression.

## Introduction

People allocate a considerable portion of their daily existence towards fulfilling their aspirations and objectives, thereby naturally aligning their work with their needs and aspirations. Employment exerts a profound influence on people's lives, being paramount for both economic prosperity and personal advancement. An individual ardently endeavors to fulfill these necessities and aspirations, yet confronted with fluctuating familial responsibilities, financial constraints, and escalating societal expectations, both partners find themselves compelled to dedicate extensive hours to sustain their household. They invest considerable effort, toil diligently, and on occasion, even assume supplementary vocations to address their requirements. Such obsessive work habits are referred to as workaholism (Tahir & Aziz, 2019). Workers who are compelled or obsessed with their jobs find it hard to control their work habits, communicate badly, struggle to assign assignments, and have low self-esteem. Burnout, strained relationships with coworkers, and lower productivity can result from stress. It signifies that they are suffering from a work addiction or workaholism (Flowers & Robinson, 2002; Sorensen & Feldman, 2007). Smith (2022), and Clark (2023) reported children who grow up in homes where

work trumps social relationships with family and personal time management are more likely to suffer from elevated anxiety, despair, and isolation. Children may experience feelings of being rejected and being unimportant due to a lack of quality time and emotional support. A variety of detrimental psychological and emotional effects, such as sadness, stress, depression, anxiety and a distorted self-concept, may actually develop in children of workaholic parents. Some kids may react to their parents' workaholism by rebelling, engaging in undesirable behaviors to gain attention, or isolating themselves from the family. Children may experience stress and confusion due to their parent's workaholic schedule's unpredictability and irregularity. Chronic stress can exacerbate mental health problems including anxiety disorders.

Many research studies have already been carried out to elucidate the association among health risks related to workaholism and addicts of work. However, not enough research has been done to determine how parents' workaholism affects their kids and personal lives. The present study will concentrate on how parents' obsession with work can impact their children's lives. When people set priorities for their career over their personal life, it might eventually leave them feeling empty and

guilty. Workaholism has a deleterious effect on the family system, and their children's upbringing is also impacted by this. Workaholic parents must acknowledge the possible harm that their actions may be causing their children and take steps to rectify it. This can entail getting professional counsel, establishing boundaries for working hours, and prioritizing spending quality time with the family. The adverse consequences of workaholism on the family system can also be greatly reduced by being upfront with children about their emotions and anxieties. It is important to offer emotional support, assurance, and a healthy balance between work and family life to promote the wellbeing of both workaholic parents and their kids.

### Literature Review

The term alcoholism is the root of workaholism. It is similar to the addictions in that it negatively impacts Psychological, societal, and physiological health of the individuals. The word "workaholism" was originally used to describe people who were addicted to their jobs in a 1971 book by Wayne Oates. "The compulsion or unrestrained need to work endlessly" was how he defined workaholism (Oates, 1971). As noted by Oates (1971), people who are workaholics struggle in interpersonal connections and feel socially inept in their homes. Some claim that a workaholic exhibits certain traits, such working past organizational or financial constraints, focusing on the job even when they are not at work as well as and spending a significant amount of time on work-related tasks without being asked (May, 2022). According to family therapist Robinson (2012), individuals who become workaholics may have come from broken families; he found that offspring having fathers categorized as workaholic fathers experienced greater despair and anxiety than offspring having fathers categorized as non-workaholics. These results were conceived by Robinson (1998) suggesting that the workaholic parents who are emotionally detached from their children can lead to high expectations for their children's work. Adolescents raised in households where work takes precedence over familial interactions and personal time allocation are prone to experience heightened degree of anxiety, depression, with feelings of loneliness (Smith 2022; Clark, 2023). These findings resonate with contemporary theories emphasizing the importance of a nurturing familial environment in fostering resilience and psychological well-being among adolescents (Jones & Johnson, 2024). The adverse relationship between parental workaholism and adolescents' academic self-perception highlights the nuanced interplay between familial dynamics and academic outcomes. This aligns with recent research elucidating the multifaceted influences of parental

behaviors on adolescents' academic motivation and achievement (Brown & Lee, 2023). Finding a balance between one's professional and family roles can be particularly challenging for those who are highly career-driven, commonly referred to as workaholics. It is important to recognize that juggling these two roles can be difficult, but it is essential to prioritize quality time with loved ones to maintain a healthy work-life balance. A study by Andreassen et al. (2014) found a negative correlation between work motivation and positive job-to-family spillovers, as well as a positive correlation between positive job-to-family and negative family-to-job spillovers. This occurs as a result of workaholics devoting more time and energy to their jobs, leaving little time and energy for their families and themselves (Tabassum & Rahman, 2013).

Because of their dedication to their profession, workaholics frequently gain tangible benefits and move up the corporation pyramid. These advantages improve the workaholic's social position and make it possible for their family to live comfortably, if not luxuriously (Asghar et al., 2017). Work-family conflict results from deficiency of resources—money, moments, energy, along with attention—to dedicate to family responsibilities and from work expectations that outweigh the resources needed to meet family obligations. For example, a worker stays late at work may feel that their family and leisure time is being compromised. In a similar vein, an employee has to manage a range of work-related demands that lead to stress and can make it challenging to keep up with maintaining a positive relationship with friends and family members (Tahir & Aziz, 2019).

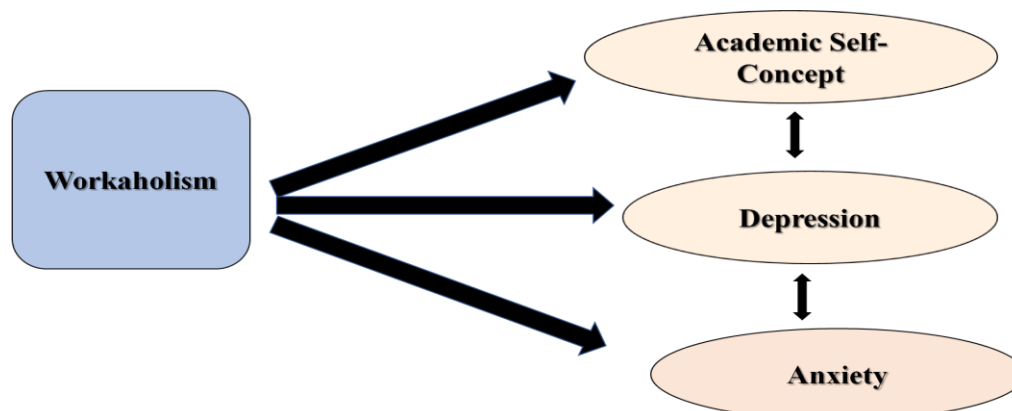
But not every workaholic will have the same experiences with workaholism and its effects. For instance, gender norms that suggest women should prioritize their families above their careers already cause problems for working women when it comes to performance reviews. However, because workaholic women go against gender standards even farther, workaholic attitudes may be more damaging to them (May, 2022). Součková et al., (2014) noted that children of workaholics frequently face psychological, emotional and physical problems. It is common for children of people who are categorized as workaholic; to fall short of the high expectations their workaholic parent(s) set for them. Consequently, individuals experience lower degrees of self-acceptance, a higher degree of externally centre for control, a sense of incompetence, and a desire for praise. When contrasting the offspring of non-workaholic parents with those of workaholic parents, reports greater bodily complaints and are more likely to develop a workaholic personality. According to Robinson and

Kelley (1998), children of workaholic mothers are less likely than those of workaholic fathers to experience psychiatric issues. Compared with children whose fathers were non-workaholic, youngsters having workaholic fathers suffer from higher levels of anxiety and depression. However, there was no appreciable difference in the anxiety or depression levels of children whose moms were workaholics and those whose mothers were not (Robinson & Kelley, 1998). Additionally, adult children of non-workaholic dads had lower levels of anxiety, despair, and exterior control center than did adult offspring of workaholic dads. However, no distinctions were seen among grown-up offspring of non-workaholic mothers and grown-up offspring of workaholic mothers. Offspring of workaholics' parents could experience emotions of discontentment, inadequacy, feeling of failure, also anxiety during their childhood and adolescence if they grow up in a dysfunctional home. These sentiments may eventually cause the child to develop an addiction to work. The research conducted by Andersen (2023), which demonstrates that higher degree of workaholism were associated by a negative assessment of an individual's familial

organizational functioning properly, indicative of lack emotional connection; gives a convincing justification for why workaholism causes problems in the family structure, ineffective communication, unclear family responsibilities (Ornek & Kolac, 2020). The findings demonstrated a strong and positive relationship between working unduly as reported by parents and working extensively as reported by adult children.

### Conceptual Framework of the Study

The impact of parental workaholism on children's academic self-concept and mental health is a pressing concern in contemporary society. Workaholic tendencies among parents often lead to compromised familial dynamics, affecting children's perceptions of their academic abilities and contributing to anxiety and depression. This conceptual framework seeks to explore the relationship between parental workaholism, children's academic self-concept, and psychological well-being, aiming to uncover underlying mechanisms and inform interventions for healthier familial dynamics and optimal child development.



### Research Questions

1. What is the interactive effect of parents' workaholism, students' academic self-concept, anxiety, and depression?
2. What is the predictive value of parents' workaholism towards academic self-concept, anxiety, and depression of 8th-grade students of private schools?

### Sampling

A multistage sampling technique was applied to gather the data. Five administrative tehsils of Lahore (City, Shalamar, Model Town, Cantt, and Raiwand) comprised the sample of the study. Three private schools from each of the five administrative tehsils of Lahore city were taken as the sample of the study. The sample was chosen by the researcher at several stages from several clusters. Every Lahore private

school had an equal chance of being chosen. Students who met the requirement of having working parents were chosen by criterion sampling. Based on random sampling, students from each school were chosen and to ensure the desired number of students (55 students) from each school, the various campuses of the respective schools were chosen. Moreover, the sample size of students was disproportionate. A sample of 825 students was selected to accumulate data for the study.

### Methodology

The study aimed to inspect the impact of parents' workaholism on 8th-grade students' academic self-concept, anxiety, and depression in private schools. To meet the objectives of the study, the researcher used a quantitative paradigm and correlational research design.

### Instrumentation

To gather respondents' perspectives, an adapted survey with closed-ended questions was employed. The researchers used closed-ended questions as these are decisive in nature because they are meant to yield measurable facts (Ponto, 2015; Mohajan, 2020).

There were four sections in the questionnaire. Section I comprised demographic information, Section II, collected information regarding workaholic behavior of the parents (both maternal and paternal), Section III recorded perceptions of the children of workaholic parents about academic self-concept, anxiety, and depression. The reliability of the questionnaire was determined  $\alpha = 0.838$ , indicating a significant level of reliability.

Confidentiality was maintained by using code numbers for participants and pseudonyms for schools in order to preserve privacy. The first step of the analysis was to compute the standard deviations, means, and percentages. Confirmatory factor analysis was employed to factorize the data, and then inferential analysis was performed. With the appropriate statistical software (SPSS), advanced statistical procedures, including correlations and multiple linear regression (step-wise), were used to answer research questions.

### Findings

Pearson product moment correlation was used to scrutinize the relation among variables. Pearson product moment correlation was applied to

establish relationship among all the extracted factors: workaholism maternal (WM), workaholism paternal (WP), academic self-concept (ASC), anxiety (An), and depression (D). A substantial proportion of the factors under investigation exhibited positive correlations with each other, as elaborated upon in the following sections.

The findings reflected that the highest positive correlation was found between workaholism maternal and workaholic paternal ( $r = .997^{**}$ ;  $p < .000$ ).

There was a weak correlation between workaholism maternal and academic self-concept ( $r = .235^{**}$ ;  $p < .000$ ); however, a moderate correlation was observed between workaholism maternal and anxiety ( $r = .570^{**}$ ;  $p < .000$ ). The results showed a weak correlation between workaholism paternal and academic self-concept ( $r = .239^{**}$ ;  $p < .000$ ); however, a moderate correlation was found between anxiety and workaholism paternal ( $r = .570^{**}$ ;  $p < .000$ ). A weak correlation was observed between anxiety and academic self-concept ( $r = .301^{**}$ ;  $p < .000$ ). The findings reflected a moderate correlation between workaholism maternal and depression ( $r = .431^{**}$ ;  $p < .000$ ), similarly, a reasonable correlation was found between workaholism paternal and depression ( $r = .431^{**}$ ;  $p < .000$ ). However, a weak correlation was found between academic self-concept and depression ( $r = .343^{**}$ ;  $p < .000$ ). A moderate correlation was found between anxiety and depression ( $r = .599^{**}$ ;  $p < .000$ ).

**Table 1** Correlation matrix of Factors influencing Academic Self-Concept, Anxiety, and Depression by Workaholism Maternal and Workaholism Paternal

	WM	WP	ASC	A	D
WM	1	.997**	.235**	.570**	.431**
WP		1	.239**	.572**	.431*
ASC			1	.301**	.343**
A				1	.599**
D					1

### Multiple Linear Regression using Step-wise Method

The correlation analysis results suggested a prevailing trend of positive and significant correlations among most factors. In response, step-wise regression was employed to discern vigorous predictors of workaholism exhibited by maternal and paternal figures concerning their children's academic self-concept, anxiety, and depression. The conceptual framework stipulated five variables, with workaholism maternal and workaholism paternal designated as independent variables, and academic self-concept, anxiety, and depression as dependent variables. The study sought to explore the influence

of parental workaholism on students' academic self-concept, anxiety, and depression.

### Multiple Linear Regression using Step-wise Method with Dependent Variable 1: Academic Self-Concept

Overall, two models were generated with leading factors: Workaholism Maternal and Workaholism Paternal; these variables provide only one model because academic self-concept was extensively correlated with the independent variables. To examine the effect of the dependent variable following proposition was proposed.

**H1:** There is a significant impact of workaholism maternal and paternal on the academic self- concept of the 8th grade students.

The results of the model are depicted below:

**Table 2 Multiple Linear Regression using step-wise Methods (Academic Self-Concept as Dependent Variable)**

	Model	B	t-value	p-value
1	(Constant)		10.308	.000
	WP	.239	16.723	.000

Both variables Workaholism maternal and paternal were used to predict the academic self- concept. Model 1 illustrated that workaholism paternal was singularly responsible for 24% of the discrepancy in students' academic self-concept ( $r=.239$ ;  $P=.000$ ). However, workaholism maternal was excluded from the model as a predictor ( $r=-6.02$ ;  $P=.203$ ); explaining that workaholism maternal as not a predictor of the academic self-concept.

**Multiple Linear Regression using Step-wise Method with Dependent Variable 2: Anxiety**

To predict the impact of parent's workaholism on anxiety of the 8<sup>th</sup> grades studying in the private

schools, regression model was used and following hypothesis was made. Overall, two models were generated with leading factors: Workaholism Maternal and Workaholism Paternal; these variables provide only one model because anxiety was significantly related with one independent variable. To explore the impact, following proposition was put forth.

**H2:** There is a significant impact of workaholism maternal and paternal on the anxiety in 8<sup>th</sup> grade students.

The results of the model are depicted below:

**Table 3 Multiple Linear Regression using step-wise Methods (Anxiety as Dependent Variable)**

	Model	B	t-value	p-value
1	(Constant)		23.626	.000
	WP	.506	16.828	.000

Model 1 depicted that dependent variable anxiety (An) was have a predictor in the model that is Workaholism Paternal (WP). The model explained that workaholism paternal caused 50% of the anxiety in the students ( $r= .246$ ;  $P=.559$ ). However, workaholism maternal was excluded from the model as a predictor ( $r=-6.02$ ;  $P=.203$ ); explaining that workaholism maternal as not a predictor of the academic self-concept.

**Multiple Linear Regression using Step-wise Method with Dependent Variable 3: Depression**

Overall, two models were generated with leading factors: Workaholism Maternal and Workaholism Paternal; these variables provide only one model because depression was significantly related with the independent variables. In order to investigate the effect following hypothesis were proposed.

**H3:** There is a significant impact of workaholism maternal and paternal on the Depression in 8<sup>th</sup> grade students.

The results of the model are depicted below:

**Table 4 Multiple Linear Regression using step-wise Methods (Depression as Dependent Variable)**

	Model	B	t-value	p-value
1	(Constant)		34.630	.000
	WP	.431	13.704	.000

Both variables workaholism maternal and paternal were used to predict the academic self-concept. Model 1 illustrated that paternal workaholism was singularly responsible for 43% of the variance in depression of students ( $r=.431$ ;  $P=.000$ ). However, workaholism maternal was excluded from the model as a predictor ( $r=.210$ ;  $P=.632$ ); explaining that workaholism maternal as not a predictor of depression.



Upon delving deeper into the research findings, a nuanced picture emerged and multiple linear regression analysis results supplemented the correlation results. The data analysis uncovered a compelling association between parental workaholism and its impact on the mental well-being of students, particularly concerning anxiety and depression levels. The models illustrated that workaholism paternal was singularly responsible for 50% discrepancy of the anxiety in the students, and workaholism paternal was singularly responsible for 43% of the variance in depression of students. However, maternal workaholism was not found to be a predictor of variation in the student's mental health and was consequently removed from the models.

### Conclusions and Discussion

The above findings concluded that the correlations provided valuable insights into the complex interplay between parental workaholism, academic self-concept, and anxiety among students. Understanding these relationships can inform interventions aimed at promoting healthier family dynamics and supporting the mental well-being of students. The highest positive correlation was observed between workaholism maternal (WM) and workaholic paternal (WP), concluding a strong association between the workaholic tendencies of mothers and fathers within the family unit. This finding concludes that the workaholic tendencies of mothers and fathers are not isolated phenomena but rather coalesce to form a broader pattern of work-related behavior within the family context.

A moderate correlation was observed between workaholism maternal (WM), workaholism paternal (WP), and anxiety (An), indicating a significant relationship between maternal workaholism and the levels of anxiety experienced by the students. This concluded that the work habits and behaviors of mothers and fathers may contribute to higher levels of anxiety among their children, potentially due to increased family stress or pressure. The observed moderate correlation between workaholism maternal (WM), workaholism paternal (WP), and anxiety (A) spotlights the complex interaction involving parental work habits and mental well-being of students. The finding explained that maternal and paternal workaholism may indeed exert a notable influence on the degrees of anxiety that their young children were feeling. This correlation underscores the importance of recognizing the broader familial context in understanding the origins of anxiety among students. It suggests that familial dynamics, influenced by parental work habits, exert significant effects on how psychological health of children and teenagers evolves. The moderate correlations

between workaholism maternal, workaholism paternal, and depression indicate a notable association between parental work habits and depressive symptoms among students. Both maternal and paternal workaholism may contribute to higher levels of depression among their children. The acknowledgment that both maternal and paternal workaholism may contribute to higher levels of depression among their children underscores the pervasive influence of parental behavior on the mental well-being of young individuals.

The moderate correlation between anxiety and depression emphasizes the intricate interplay between these two psychological states and their impact on students' well-being. This finding underscores the significance of recognizing the co-occurrence of anxiety and depressive symptoms and suggests that interventions targeting anxiety may offer dual benefits in addressing depressive symptoms among students. The implication of a noteworthy affiliation in anxiety and depression spotlights the importance of comprehensive mental health support systems that address both conditions concurrently. By acknowledging the interconnected nature of anxiety and depression, interventions can adopt a more holistic approach to promoting mental well-being among students. The meticulous analysis, encompassing both correlation and multiple linear regression techniques, unveils a compelling association between paternal workaholism and various psychological dimensions, notably anxiety and depression levels among students. Notably, the regression models elucidate that paternal workaholism accounts for a moderate proportion of the variance in students' academic self-concept, indicating its significant impact on how students perceive their academic abilities and achievements. Another study by Andersen et al., (2019) supports these findings by highlighting the negative impact of workaholism on family relationships. Their research suggests that workaholic behavior not only leads to time conflicts but also contributes to emotional distancing and strain within familial relationships. This emotional toll can further exacerbate the challenges faced by individuals striving to balance their professional and personal lives.

Moreover, the analysis underscores the pronounced influence of paternal workaholism on anxiety levels among students, with the regression models revealing a substantial contribution to the variance in anxiety experienced by students. This finding underscores the profound psychological toll of paternal workaholism on students' emotional well-being, highlighting the need for targeted interventions to mitigate anxiety symptoms and promote healthier coping mechanisms among affected individuals. Similarly, the regression

analysis demonstrates that paternal workaholism also plays a significant role in shaping the variance in depression levels among students, albeit to a moderate extent. This suggests that the pervasive workaholic behavior exhibited by fathers can contribute to feelings of sadness, hopelessness, and despair among students, further underscoring the importance of addressing parental workaholism in fostering positive mental health outcomes among youth. Conversely, the exclusion of maternal workaholism from the regression models indicates that while paternal workaholism exerts a substantial influence on students' academic self-concept and mental well-being, the same cannot be said for maternal workaholism. This disparity in the impact of parental workaholism highlights the need for a nuanced understanding of the differential effects of parental behavior on student outcomes, thereby informing more targeted interventions and support strategies. In conclusion, the results of current study offer valuable insights into the multifaceted relationship among parental workaholism and its consequences on students' academic and psychological well-being. By recognizing the distinct role of paternal workaholism in shaping various facets of student life, stakeholders in education and mental health can develop more effective interventions to support students affected by parental workaholism and promote resilience and well-being in academic settings. Hassell (2023) reported that work that was excessive and obsessive took up heavy percentages of individuals' time, effort, and emotional openness, leaving them with less times to spend with their significant others and kids. Parents frequently talked about how their jobs kept them from being physically present in their children's lives and about their absence from the family sphere. It seems that fathers' involvement in children's lives, particularly in emotional support and nurturing, has a significant impact on their psychological well-being. When fathers are excessively focused on work and less available for emotional connection with their children, it can contribute to feelings of neglect and insecurity, exacerbating symptoms of anxiety and depression. It might also possible that children may perceive their mothers as workaholic but the mothers always try to provide emotional support and listen to the problems of the children. The expectation of being workaholic and caregiver goes with maternal role. But the role of paternal figure always seems a important role in the society.

According to Robinson and Kelley (1998), the probability of mental problems in children of workaholic moms is lower than that of workaholic dads. Compared to children whose fathers are not workaholics, children whose fathers are workaholics suffer from higher levels of anxiety and

sadness. There was no discernible variation in the anxiety or depression levels of kids whose mothers were workaholics and kids whose moms weren't. Additionally, young adults of non-workaholic fathers showed fewer manifestations of anxiousness, hopelessness, and external sources control issues than grown-up youngsters having workaholic fathers. By prioritizing family time and taking steps to manage work-related stress, fathers can help protect their kids from the harmful effects of workaholism.

To address these problems and establish better work habits, it is critical for people who are experiencing fixation or compulsion at work to get assistance from a therapist or counselor. Individuals who make positive adjustments and seek support can enhance their overall quality of life and well-being. According to the research, (Robinson & Kelley, 1998) young children having workaholic fathers are prone to experience anxiety and depressive behavior at a young age than those of non-workaholic fathers. This finding is significant, as it highlights the need for parents to strike a healthy work-life balance for the sake of their children's wellbeing.

### **Recommendations**

Following recommendations are proposed to address the effects of parents' workaholism on students' academic self-concept and mental health, including anxiety and depression, based on the comprehensive analysis and conclusion drawn from the research findings.

### **Family Support Systems**

Private school management should encourage open communication and supportive family environmental workshops, where children feel comfortable expressing their feelings and concerns and encourage parents to engage in quality time with their children, emphasizing the importance of bonding activities and emotional support. Private schools management and its relative communities can play a role in supporting students by providing resources and support services for families experiencing high levels of stress and pressure due to parental workaholism.

### **Stress Management and Coping Skills**

Implementation of stress management and coping skills training programs should be arranged by the private school authorities for both parents and students to help them effectively manage academic pressure and work-related stress. The students should be equipped with effective stress management skills to cope with anxiety stemming from familial stressors. Arranging and Implementing programs or workshops focused on mindfulness,

relaxation techniques, and healthy coping strategies by the private school management can empower students to navigate anxiety-inducing situations more effectively. And in order to educate the parents to help them recognize the signs of workaholism and encourage them to prioritize a healthy work-life balance, parents' resources and workshops should be arranged for parents at community level also at private schools' management.

### **Promotion of Work-Life Balance**

The policy makers and other stake holders should initiate some policies and initiatives that promote work-life balance should be advocated in the workplace, encouraging employers to prioritize employee well-being and offer flexible work arrangements. By fostering a culture of balance and flexibility, parents can better fulfill their familial responsibilities while maintaining fulfilling careers. Parents should be encouraged to prioritize work-life balance and cultivate healthy coping mechanisms to manage work-related stress.

### **Longitudinal Research and Evaluation**

Longitudinal studies may be conducted to further explore the enduring consequences of parental workaholism on students' academic self-concept and psychological outcomes.

Further research might help to explore the underlying mechanisms linking workaholism, family time, and mental health outcomes among students. Continuous evaluation of the effectiveness of interventions and support strategies to refine approaches and address evolving is needed over time. Based on this understanding, targeted interventions can be developed by private school management and other stakeholder to mitigate negative effects and promote positive family experiences and psychological well-being.

### **Encourage Quality Family Time**

Quality time spent together can foster emotional connection and support, contributing to better mental health outcomes for adolescents. Initiatives should be implemented to promote meaningful family engagement among students, regardless of parental work schedules. The importance of meaningful interactions and bonding activities within families should be emphasized by the private school management. Parents should be encouraged to allocate dedicated time for family activities, such as shared meals, outings, and engaging conversations. This can include organized family activities, counseling services, and workshops aimed at strengthening family bonds and communication.

### **Promote Self-Care Practices**

The students of 8<sup>th</sup> grade are at a delicate step of

adolescent; private school management should take steps to educate students about the importance of self-care and stress management techniques. The development of healthy coping mechanisms, such as mindfulness, relaxation exercises, and physical activity should be encouraged by parents and private schools' educators as well. As empowering adolescents to prioritize their mental and emotional well-being might help mitigate the impact of external stressors and promote resilience.

### **Raise Awareness and Reduce Stigma**

The culture of openness and understanding surrounding should foster mental health issues. And all the stakeholders of the community i.e. parents, teachers, and youngsters should be aware about the signs and symptoms of anxiety and depression, as well as available resources for seeking help. By reducing stigma and increasing awareness, individuals might be likely to seek support and access appropriate interventions when needed.

By implementing these recommendations, in the end, all the stakeholders can collaborate to promote healthier and more supportive environments for students to thrive by reducing the negative effects of parents' workaholism on students' educational self-concept and mental health.

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