



The Impact of Working Parents on Student Academic Performance and Well-Being: A Case Study on Selected Students in Sharjah

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ABSTRACT

In recent years, shifting family dynamics, marked an increase in dual-earner households, have brought attention to the impact of parental employment on student academic performance and well-being. While studies have explored this issue in various contexts, limited research has focused on students in the United Arab Emirates, particularly in Sharjah. This study examines the specific challenges students face in Sharjah due to the work lives of their parents, considering the unique sociocultural environment and family structures within this context. The analysis will draw upon relevant theories of child development and family dynamics, including those of Rousseau, Hall, Freud, Hill, Erikson, Vygotsky, Baumrind, and Bowlby, as well as the Dual-Earner Family Model and Resource Theory of Family Power, to provide a comprehensive framework. Ultimately, this study aims to inform parents, educators, and counselors in Sharjah, enabling them to understand and address the impact of parental work patterns on the outcomes of the student in a better way and develop more effective support strategies.



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Introduction

In recent years, family dynamics have changed dramatically. The growing proportions of households with both parents working has had an impact on the impact of students in terms of academics and overall well-being. (Vadivel et al., 2023b). Numerous studies have shown that parental involvement improves student academic performance and well-being.

Until now, when parents struggle to balance their work with home responsibilities, students face difficulties with academics and increased stress. This study attempts to analyze the specific issues that students encounter as a result of their parental employment status, which are influenced by the cultural and economic context of Sharjah.

Statement of the Problem

Previous studies looked at how working parents affect the academic performance of a student and well-being in several countries like the United States, where parental work schedules were studied, and the United Kingdom, focusing on work-life balance (PMC, 2019). In China, researchers analyzed “left behind children” which were children left behind by migrant workers (Bai et al., 2016), while in India, they looked at the impact of working mothers. However, limited research was conducted on students in the United Arab Emirates, particularly in Sharjah. The unique socio-cultural environment of Sharjah, along with its educational system and family structures, provides a better understanding of the impact of parental employment on student outcomes.

Objectives of the Study

This study aims to approach the impact of working parents on the academic performance and well-being of students aged 6-24 studying in Sharjah. The study attempts to analyze

academic performance and well-being due to their parent employment status.

Research Questions

The researcher attempts to answer the following questions:

How do the employment status of parents and their presence and involvement throughout the academic journey of a student collectively influence the academic success of a student and emotional well-being?

Can the psychoanalytic theory of Freud, which focuses on early childhood experiences, the id, ego, and

superego, explain how the employment status of a parent affects the academics and wellbeing of a student?

Significance of the Study

This study is significant as it aims to provide a better understanding of how working parents affect the academic achievement and well-being of selected students in Sharjah. The results will help parents understand how their absence might impact the educational and emotional health of their children. Understanding these characteristics may allow parents to reconsider and adjust their work schedules to limit their absence in the house to better support their children, ensuring a healthy home environment. This would also benefit Educators in Sharjah, as this will permit them to identify the difficulties students face in working-parent households. Given this, educationalists can change their teaching methods to support these students more effectively. Moreover, counselors will be able to gain a better understanding of how the work-life balance of parents in Sharjah may shape stress or emotional difficulties in students. This can help them provide more focused support to those who need it.

Literature Review

This chapter provides the background literature relating to the impact of working parents on student well-being and academics, including its definition, theories, and the various factors influencing the emotional and academic outcomes of students. The chapter further provides information about how the work patterns of parents, time spent with children, and the balance between professional and personal life affect the academic performance and well-being of students.

Definitions

In this paper, it is crucial to acknowledge that the definitions given below will help to settle the ideas examined in this study. Providing clear definitions leads to a better understanding, clear interpretation, and shared use of the terms to enhance the overall clarity of the research. This research focuses on how parental employment or unemployment affects children in terms of education and emotional health in Sharjah, United Arab Emirates.

Student

When studying the effects of working and unemployed parents on students, it is critical to understand that a student is defined as anyone aged over 5 but under 25. According to the Cambridge Dictionary, the term

‘Student’ is referred to as someone pursuing their education (2025).

Parent

The word ‘parent’ refers to resident parents, including biological parents and stepparents. We look at the work patterns of parents living with a young person, both now and during the earlier years of the child. (Linda, 2009).

Educator

An educator is a trainer professional with particular knowledge, skills, training, and ability that enable them to give structured educational instruction. They have a variety of roles which is determined by their area of specialization and workplace, overall, they all have common observations (What Is an Educator? (With Definition, Skills and Duties), 2024).

Family

According to Barnad, a family is a group of people connected by marriage, blood, or adoption, living together in one home and interacting as spouses, parents, children, or siblings. A family is different from a household, which can also include people like boarders or roommates. It is also not the same as relatives, who might live in different homes. While families are often linked to married couples, the main part of a family is the bond between parents and children, even though not all married couples have children (2024). A family, based on the definition from the Office for National Statistics (ONS 2005a), includes a married or cohabiting couple with or without dependent children or a single parent with dependent children.

Academics

Academics refer to anything associated with schools, colleges, and universities or focused on studying and intellectual pursuits rather than practical skills. The term is often used to describe someone knowledgeable and passionate about learning.

Wellbeing

According to Linda Cusworth, Well-being does not have a single agreed definition and has been studied in fields like sociology, psychology, medicine, health economics, and advertising (2009). However, in a study done by Tchiki Davis, Well-being is the overall state of feeling healthy, happy, and fulfilled. It encompasses having strong mental health, being satisfied with your life, finding meaning or purpose in what you do, and handling stress effectively. Well-being is about living in a way that allows you to thrive and feel good about yourself and your circumstances (2024).

Theories

The understanding of impacts and how to analyze them has been debated for years. Various philosophers and scholars proposed different theories and studies to analyze these impacts. In short, these theories collectively emphasize that human development is shaped by a combination of social, environmental, psychological, and biological factors. Thus, education should align with natural growth and development stages.

The “Emile” of Jean-Jacques Rousseau (1712-1778)

A Swiss-born French Philosopher and Writer, Jean-Jacques Rousseau argued that a proper education is free from human-made constructs meant to control others and instead allows nature to guide learning following human nature (Peckover, 2012). Therefore, a true education fosters natural growth rather than adhering to a fixed system. This theory suggests that rigid school systems or curriculums, in other words, are not considered ideal. The ideas of Rousseau can be particularly relevant in understanding how working parents might affect the learning of children when a natural, relaxed approach to education is contrasted with the pressures of modern family life in Sharjah.

Child Development Theories by G. Stanley Hall (1844-1924)

An American Psychologist, Granville Stanley Hall stated there are three stages in the development of children. Their first stage (up to the ages of 6-7) is one during which they learn by sense, quickening physical growth, but without much reasoning or idea for group action. During the second stage (from the age of eight), reasoning becomes possible, yet children are still too young to tackle complex moral issues. In the third stage, adolescence brings sexual maturity and the ability to understand moral issues, and Hall argued that high school should focus on preparing students for life, not just academic study. The theory of Hall suggests that the development of children occurs in stages, each with its own needs. Education should align with each stage, addressing the current abilities and understanding of the child. It proposes that education should be adjusted to fit the developmental stage of the child, such as sensory learning in the early years, reasoning and social development in the middle years, and life preparation in adolescence (G. Stanley Hall - New World Encyclopedia, n.d.). As working parents frequently face challenges in balancing these stages with the needs of their children, the theories developed by Hall may help determine the best educational options for children from dual-income homes in Sharjah.

Psychoanalytic Theory of Sigmund Freud (1896)

An Austrian neurologist, Sigmund Freud hypothesized that human personality is made up of three components: The Id, Ego, and Superego. The Id is the inborn, unconscious part driven by basic desires. The Ego deals with reality, balancing the impulses of the Id and the constraints of the outside world. The Superego represents personalized societal rules and moral standards (MSEd, 2024). Thus, the ongoing conflict between the 3 aspects forms a personality and behavior. While the theory of Freud might not be centered on education, it can be useful in understanding the psychological difficulties that children of working parents may undergo, specifically in balancing the competing demands of home, school, and social life. In Sharjah, working parents' emotional absence may cause problems within the Id or Ego of a child, limiting their development.

The Family Stress Model (1949)

Reuben Hill, an American sociologist developed a model of how economic hardship and

poverty affect the relationship between parents, which in turn influences the well-being and development of children. Financial struggles create stress within families, leading to difficulties in parental relationships, which then negatively impact the emotional and social development of children (Msw, 2022). This theory is highly relevant to understanding the challenges faced by children in families where both parents work in Sharjah, especially given the cost of living. It indicates that improving financial stability and parental relationships could help enhance outcomes for children and overall family health, showing the interconnection between socioeconomic stress, and educational performance. While the model developed by Hill has been validated by several studies, its application in a more affluent region like Sharjah might be affected by socio-cultural differences.

Psychosocial Development Theory of Erik Erikson (1950)

A theory by Erik Erikson, a German psychoanalyst and visual artist, proposes that people move through developmental stages depending on how they cope with social challenges at different stages in their lives (What Is Psychosocial Development Theory? - Social Work Theories, 2024). Moreover, each stage of development is determined by how individuals deal with the social issues and conflicts they face. Personal growth is influenced by how effectively one handles social crises, with each challenge serving as an important milestone in development. The theory developed by Erikson suggests

that students, particularly those of working parents, may face challenges in navigating their identity of formation, which might impact their academic and social experiences in the demanding school systems of Sharjah.

Sociocultural Theory of Lev Vygotsky (1962)

A Russian- Soviet physiologist, Lev Vygotsky, emphasized the impact of social and cultural experiences on child development. He argues that the development of a child is best understood through their social interactions, with these interactions being vital for growth. As children receive guidance from more knowledgeable individuals, they gradually become capable of independent intellectual functioning. According to Vygotsky, development is shaped by social context, and learning occurs through interaction with others (Simply Psychology, 2024). This claim aligns with the concept that children of working parents may face limits in the quantity or quality of social guidance they receive at home. As a result, these children may require help from instructors or extended family members to compensate for the lack of parental supervision.

The Parenting Styles of Diana Baumrind (1960s)

Diana Baumrind, an American Clinical psychologist, identified three primary parenting styles: authoritarian, authoritative, and permissive. These styles describe how a parent disciplines and interacts with their children. In the 1980s, Stanford researchers Eleanor Maccoby and John Martin expanded on the work of Baumrind by introducing a fourth style, neglectful parenting (Muraco et al., 2020). Baumrind later emphasized the authoritative style as the most effective in fostering healthy child development, but all four styles remain widely recognized in parenting studies. Authoritarian parenting is strict, with high expectations, rigid rules, and little room for discussion, often relying on harsh punishment for disobedience (WebMD Editorial Contributor, 2023). In contrast, authoritative parenting provides a balance of nurturing and structure, with parents explaining rules, listening to their children, and enforcing boundaries through reasoning. Permissive parenting is warm and affectionate but lacks clear rules and discipline, with parents often failing to monitor their children effectively or set mature behavioral expectations ("Parenting Styles," 2017). Lastly, neglectful parenting involves minimal involvement in the life of a child, with little attention, guidance, or emotional support provided (Higuera, 2019). Authoritative parenting is often linked to the most positive outcomes, fostering self-discipline, social competence, and resilience. On the other hand, permissive and neglectful parenting styles are associated with less favorable developmental results, such as

impulsivity, aggression, and challenges in achieving goals. Ultimately, the theory underscores the importance of a balanced, supportive, and structured approach to parenting.

The Attachment Theory of John Bowlby (1969)

John Bowlby, a British psychiatrist and psychoanalyst, described the emotional ties and bonds that build between individuals in long-term partnerships (MSEd, 2023). His work stressed the importance of relationships such as those between parents and children. It helps to highlight the potential challenges that children of working parents may experience, particularly in terms of emotional security and the formation of relationships with peers and teachers.

Ecological Systems Theory – Urie Bronfenbrenner (1979, Expanded 2000s)

An American psychologist, Urie Bronfenbrenner developed the ecological systems theory (1977) states that the environment of a child consists of interconnected systems, each affecting development in different ways. The microsystem is made up of direct connections with individuals and environments such as family, school, and peers. The mesosystem has to do with the interactions between multiple microsystems, such as how a family-related situation affects their academic experience. The exosystem consists of external surroundings that have an indirect impact on the child, such as local governments or parents' workplaces. The macrosystem considers larger cultural and socioeconomic factors, such as cultural values and social standards. Finally, the chronosystem refers to the changes and transitions that occur in the life of a child, such as relocating to a new city or going through a family event, which can have a big impact on development (Simply Psychology, 2024a). This theory is particularly useful in understanding the multiple factors affecting children of working parents. The various systems interact to influence both academic and emotional outcomes for these children in Sharjah, where cultural norms may add complexity to these systems.

The Dual-Earner Family Model (2000s)

The Dual-Earner Family Model theory refers to a family structure in which both parents work outside the home, which became more common as women entered the labor field and families needed two incomes (Hall & MacDermid, 2009). This model addresses the difficulties of balancing work and family responsibilities since both parents must manage careers while also caring for and engaging with their children. Children in dual-earner families may experience varying emotional and academic

outcomes due to limited parental involvement. This model is uncommonly relevant in the Sharjah context, as both parents working long hours can create emotional and academic difficulties for children, necessitating effective community and educational support systems.

Resource Theory of Family Power (2000s)

Originally proposed by Wolfe and continued by Blood and Wolfe, the resource theory proves how family dynamics are influenced by the resources that are contributed by individual members. This theory defines resources as anything one family member can offer to help fulfill their needs or goals. Resources such as income, education, love, and attention (Hesse-biber & Williamson, 1984). According to the theory, the family member with the greatest resources holds the most decision-making power. Power relations in dual-earner families can vary, affecting both parental and child development. This can be especially important in understanding the difficulties that children of working parents confront in terms of academic support, emotional attention, and overall stability.

Impact

Building upon the theoretical framework of child development and family dynamics, this study now examines the measurable impacts of parental employment on students. Over the past five years, the role of working parents in shaping the academic performance and well-being of students has gained significant attention. As work dynamics continue to evolve, students are increasingly adapting to new family structures, influencing their educational outcomes and emotional resilience.

Impact on Academics

The impact of working parents on the performance of students may be very complex. On one hand, most working parents have a high income and therefore can provide more educational resources that include tutoring, extracurricular activities, and better technology that improve the performance of the student. However, on the other hand, work schedules could sometimes limit parents time on supporting their children with school work.

Parental Employment Status and Academic Achievement. Several studies have investigated the effect of parents' employment status on the academic performance of their children. One possible explanation is that working parents can devote less time to interacting with their children, thus impacting the academic achievement of a student. Alternatively, the economic security associated with employment may provide

superior resources, such as tutors or learning tools (Topor et al., 2010).

While specific studies from Sharjah are limited, research from similar cultural contexts offers beneficial perspectives on this topic. A study highlighted in the IZA World of Labor by Schildberg-Hörisch suggests that the quality of the parental time spent with children is more crucial than the quantity (2016). This research indicates that although parental employment significantly reduces the amount of time parents get to spend with their children, meaningful interactions remain a notable factor in the cognitive development and educational achievement of a child.

Additionally, a study published by Van Ewijk and Slegers found that parental education and socioeconomic status seriously influence the academic achievement of a student. The research specified that students from families with higher socioeconomic status and better-educated parents tend to perform better academically. (2010)

These findings suggest that while working parents may have less time to interact with their children, the quality of time spent and the resources provided can positively influence academic outcomes. Therefore, in the context of Sharjah, it is essential to consider both the economic benefits of parental employment and the importance of meaningful parent-child interactions in supporting the academic success of a student.

Time Management and Classroom Engagement. Time management not only helps students improve their academic performance but also increases their engagement in their learning process, and their academic performance increases since proper time management helps students to be more focused and attentive, which enables critical thinking (University of Washington, 2024). This approach will prevent procrastination, which results in improved learning, reduced stress, and improved health by prioritizing necessary rest. Effective time usage

is about getting academic, work, and social commitments in reasonable order while leaving room

for engaged and reflective practices among students ((LibGuides: Independent Learning: Time Management, n.d.).

Access to Educational Resources and Parental Involvement. In a research done by Đurišić and Bunijevac, parental involvement in the education of their children starts at home, where parents offer a safe and supportive environment, relevant learning experiences, and a positive attitude towards the school (2009).

Research conducted by Epstein (2009), Greenwood & Hickman (1991), Henderson & Berla (1994), Rumberger et al. (1990), Swap (1993), and Whitaker & Fiore (2001) indicated that students whose parents are actively involved tend to have greater educational success. Most studies indicated that parental involvement is most effective as a partnership between educators and parents (Davies, 1996; Emeagwali, 2009; Epsetin, 2009).

Parental Expectations and Academic Pressure. The expectations of the parents greatly influence the academic performance of children. Various studies indicate that students whose parents hold high expectations are likely to earn higher grades and better test results and are more likely to continue higher education than other students whose parents hold lower expectations. Such high expectations encourage motivation, resilience, and aspirations for further education. However, such expectations usually stand upon the evaluations of the academic ability of a student, as well as their availability of resources to maintain such success. The typical measures for assessing parental expectations involve asking parents how far they think their child will go academically or what kind of grades the student may attain (Haider, 2022).

Academic pressure is a challenge faced by the majority of students due to high expectations. Students can experience decreased academic performance, mental problems such as anxiety or depression, and may even drop out of school if they experience stress related to academics (Marks, 2024). These outcomes make it critical to balance the bridge of high expectations with emotional support to promote both academic success and mental health (Pascoe et al., 2019).

Impact on Emotional Well-being

The implications of working parents could be two-sided, it makes students feel neglected

or ignored, especially at a young age while they are still attached to the emotional care of their parents. The children adapt and grow into more responsible and independent individuals, or sometimes stress and feel anxious due to work commitments at home. It is not a question of quantity of the time but the quality of that time which is more important in influencing a child's psychological like. Parents who manage to maintain the emotional spirit alive with their jobs, can give stability and security to their children.

Parent-Child Communication and Bonding. Children develop the best when they feel safe and loved. A close bond with parents supports brain development, self-confidence, resilience, and the ability to form

relationships. Responding to the needs of the child fosters a sense of security, which helps them adapt and cope with these challenges. On the other hand, abandoning these needs may lead to insecurity and clinginess (“What You Need to Know About Parent-child Attachment,” n.d.).

Quality Vs. Quantity of Parent-Child Interaction. Parent-child communication quality is, in fact more affecting the academic outcome of a student than the quantity of communication. Indeed, frequent conversations about school do not improve academic outcomes because students seek independence and may perceive such interactions as intrusive. Quality communication, however quality communication helps in the development of a positive self-concept in students, which improves their academic performance. When parents listen actively,

respect the opinion of their children, and involve them in decision-making, students are likely to

develop, autonomy, confidence, and a positive self-image that are necessary for proper academic functioning (Zhang, 2020b). Thus, the quality between the parents and the child itself is more crucial in determining academic success.

Motivation to Learn. Motivation plays a significant role in the ability of a student to solve problems, evaluate their progress, and stay determined. Students who are highly motivated take learning as enjoyable, approach problems with solutions out-of-the-box and analyze concepts from new perspectives. Students with stronger motivation also have more resilience, paying less attention to social pressures and stress while focusing on tasks. Students who are motivated to learn are more likely to cope with setbacks, such as criticism or lower grades, as they remain curious and ready to learn rather than fear failure (Howley-Rouse, 2024).

Self-Esteem and Confidence. Based on the findings of the University of Queensland, Self-esteem and confidence are closely related but have a few differences, Self esteem is all about the attitude of an individual toward themselves and their value, whereas confidence reflects what and individual believed about themselves and how well they can cope with particular situations. More specifically, self-esteem is the base of confidence, giving the individual opportunities to take challenges and motivate themselves to higher levels (2019).

Low self-esteem or lack of confidence may affect daily situations while others face ongoing difficulties. Negative experiences strengthen the self-doubt of an individual and gets them into a discouragement cycle. Whereas,

Low confidence may cause shyness, difficulty in expressing their ideas, and social anxiety (Sissons, 2024).

Emotional Resilience and Coping Mechanisms.

Emotion-focused coping strategies are directed toward the management of emotional responses to stress, rather than to the

solution of the problem itself. In that way, attention to aspects within the control of one can help control the emotional reactions to situations that cannot be influenced by one (Admin, 2024). While it may not resolve the problem directly, it minimizes the emotional impact of the stressor. Combined Impacts

The combined impact of being a child of two working parents on academic performance and psychological well-being relate to the conditions of the family and support. The students are likely to excel in their studies with good emotional health when the working parents can balance work and home life. Vice versa, if the parents are burdened with work or fail to provide adequate emotional support, students are likely to suffer academically and emotionally. Nevertheless, success in either of these, results in an unbalance between financial stability, parental involvement, and support mechanisms from school and the environment.

Balancing Academic Success and Emotional Well-Being. While academic success is important, its crucial to balance between them and well-beings. A student who focuses too much on academics without taking care of themselves may suffer some negative effects on their mental health, increases stress levels, and reduces overall happiness (Balancing Academics and Well-being, n.d.-b). The importance of this balance enables students to lay the groundwork for long-term success in academic excellence and personal well-being.

Work-Life Balance of Parents. Work-life balance is the balance of work obligations and personal life, which includes family, social activities, hobbies, and self-care. A healthy work-life balance allows parents to be more emotionally present and attentive to the needs of their children, which is critical for their growth and development. A well-balanced lifestyle decreases stress, enhances general well-being, and helps to prevent burnout, resulting in increased personal and professional happiness (Work-life Balance: Tips for You and.

Your Family, 2024).

Parenting Styles of Working Parents and Their Effects. The Parenting Theory of Diana Baumrind pinpoints three major parenting styles: authoritative, permissive, and uninvolved. These different styles vary on the level of

involvement, demands, and communication between parents and their children. Baumrind argues that the quality of the relationship between parents and their children influences the emotional, social, and academic development of children in several ways (Sanvictores & Mendez, 2022b).

Authoritative Parenting. The most effective style where the parents have a warm, responding relationship with their children and expect so much but also communicate clearly while being responsive to their children. They encourage open communication and involve their children in setting goals and expectations. Children growing up in authoritative homes develop confidence, responsibility, have higher emotional control, and are happier socially and physiologically. They also tend to perform high in academics too since the element of independence motivated them to understand that they can do things on their own.

Permissive Parenting. Marked by warmth and nurturing but low expectations and little structure, permissive parenting often act more like friends to their children than as authority figures. The children are allowed a great deal of independence to make their own decisions regarding bedtime, homework, and screen time. Children from permissive homes tend to have higher self-esteem and better social skills but have difficulty with self-regulation. The lack of boundaries and guidance can lead to impulsive, demanding and sometimes selfish behavior. Besides, the absence of absence of clear rules may contribute to unhealthy habits, such as lack of responsibility, which can lead to long-term consequences like obesity or academic struggles.

Uninvolved Parenting. Considered the most detached type of parenting, where parents are hands-off and emotionally uninvolved in the lives of their children. Uninvolved parents provide their children with the basic needs, but only offer little emotional support or guidance. This type of parenting usually forms more independent children, such children are more likely to experience problems with emotional regulation, use less effective coping strategies, and show poor academic performance and social relationships (MSEd, 2024). Some of the children develop resilience, but most of them are usually not well-equipped to handle emotional or social challenges because the parents failed to guide and involve themselves in the life of their child.

Various Factors That Influence the Emotional and Academic Outcomes

Several factors influence the emotional and academic outcome of a student, especially in households with working parents. Parental involvement, financial stability, and open communication play key roles in

academic achievement and emotional stability. Access to educational resources, environment, resilience of a student all contribute to the development of a child.

Emotional Availability of Parents

The emotional availability of a parent of a child is their response to emotions which characteristically are care, affection, attentiveness, and closeness. The important qualities to evaluate are four key qualities: attentiveness, guidance, non-interference, and patience. Attentiveness is the ability of the caregiver to identify and respond suitably to the needs of the child. Guidance is allowing a child to learn and explore providing support and setting clear boundaries without overwhelming the child. Non-interference offers room for children to exercise their independence and make their decisions without undue interference. Patience mirrors a calm, understanding approach, avoiding criticism or negativity, and anger management (Criscuolo et al., 2022).

Household Responsibilities and Academic Focus

Household responsibilities had negative impacts on the academic performance of the students, as household responsibilities take away time for studying. The reduction in study time contributed to lower academic achievements, as the student faced competing demands on time. Therefore, while household responsibilities can help students learn practical skills they may interfere with the focus and time needed for schoolwork ("Associations Between Household Responsibilities and Academic Competencies in the Context of Education Accessibility in Zambis," 2013).

Parent-Teacher Collaboration

Open communication between parents and teachers helps them share important information about the strengths, struggles, and progress of a student. Regular updates and conversations keep both sides informed and make it easier to solve problems together. When parents and teachers work as a team, they give students steady support, helping them meet learning and behavior goals in a safe and encouraging environment. Research shows that students with involved parents do better in school, with higher grades, better attendance, and a more positive attitude toward learning. Parent-teacher partnerships also support the emotional and social growth of a child. When children see their parents and teachers working together, they feel more confident and secure, knowing they have people they can count on. These partnerships also help identify and fix learning or behavior problems early, making it easier for students to succeed in school (Parent-Teacher Partnerships: Bridging the Gap for Student Success, n.d.).

Methodology

This Chapter explains and describes the methods and steps that were taken to collect the data of the impacts on students in Sharjah within the age range of four to twenty-four. The researcher attempted to examine the psychosocial effects behind the impact of working parents on students that are based on well-being, personality, and overall academics.

Description of Data

The data was collected mainly through one method, which is simply sending out a questionnaire forms filled up by students with students. These questionnaires include various categories such as demographics, academic performance, wellbeing, and what is the impact of working parents on the daily life of a student. While the majority of the analysis was qualitative, some quantitative figures were included in order to explain their findings further. The questionnaires were designed to capture a range of data points related to the experiences by students. Demographic information was collected to understand the distribution of participants across different age groups and educational levels within Sharjah, as well as parental employment statuses. Academic performance was assessed through self-reported ratings of overall academic performance and questions related to parental involvement in school-related tasks, such as assisting with homework, projects, and studying. Students were also asked to rate the engagement of their parent in school activities, including attending meetings and events. Emotional well-being was evaluated through questions assessing the frequency of study-related stress, self-esteem, and motivation to learn. Parental influence was measured by asking students to rate the importance of parental involvement in their education for academic success, and to rate the extent to which having working parents affected their emotional well-being. Finally, the questionnaires included open-ended questions targeting the perceived impact of parental work schedules on the daily routines of students, communication patterns and overall well-being. This multifaceted data collection approach allowed for a comprehensive understanding of the complex relationship between parental work schedules and the academic and emotional experiences of students in Sharjah.

Methodology

In order to satisfy the objectives of the research, a survey was conducted by sending students from the age of four to twenty-four questionnaire forms to fill up about how the work schedules of their parents and related factors

impact their academics and emotional well-being. Prior to distribution, the questionnaire was designed to capture both quantitative and qualitative data, including demographic information, self-reported academic performance, standardized measures of emotional well-being, and open-ended questions regarding perceived parental influence. The questionnaires were distributed to students residing within Sharjah. The sample was divided into the following age cohorts: 6-11 years old (Primary School), 11-14 years old (Middle School), 14-18 years old (High School), and 18-24 years old (University). Once the questionnaires were completed, they were collected and organized according to these defined age cohorts, and the responses pertaining to academic performance, emotional well-being, and perceived parental influence were compiled separately for subsequent analysis.

Rationale of the Study

To achieve varied findings, students ranging in the age from 6 to 26 years were chosen at random rather than by age group. The researcher did not go beyond this age range since students over the age of 24 may not have the same influence as someone who is still in their educational path. As a result, this large age range enables the study of developmental disparities in how parental work schedules affect students at different phases of their education. Furthermore, it enables a more thorough study of the long-term influence of working parents on academic performance and emotional well-being. The wide range, extending from preschool to university, was chosen to reflect the diverse experiences of students in Sharjah and to better understand how parental work patterns affect them at each step of their educational journey. The questionnaire method was deemed adequate for collecting self-reported data on academic performance, emotional well-being, and perceived parental influence across a wide age range.

Procedure of the Analysis

When analyzing the results, a variety of factors were considered. The analysis was divided into three main categories, the employment status of the parent, the impact on the academic achievement of a student, and the impact on the emotional wellbeing on a student. The researcher decided to study these aspects as previous studies have stated that these parameters influence the impact of the working parents on the student. This could range from how long their parents work to their financial situation. The analysis was based on the questionnaire forms that were submitted, and each category was studied individually according to the division mentioned previously. For the qualitative analysis, thematic analysis

was used to detect recurring patterns and themes in the questionnaire responses. The researcher labeled parts of the data, then grouped the labels to find patterns and insights. This technique enabled a thorough grasp of understanding of the subjective experiences and perceptions of the students. The quantitative analysis used descriptive statistics to summarize the data. This includes calculating frequencies, means and the standard deviations for variables such as self-reported academic performance, parental involvement ratings, and emotional well-being scores. Graphs such as bar charts and pie charts, were utilized to visually display the distribution of responses to illustrate key findings. Specifically, graphs were used to analyze the distribution of responses across age cohorts for factors such as perceived parental influence, self-esteem, and study-related stress. This quantitative approach provided a statistical overview of data, complementing the qualitative insights obtained through thematic analysis. Furthermore, comparative analysis was performed across age cohorts to examine potential variations in the impact of parental work schedules on students at various developmental stages. This involved comparing the distribution of responses and identifying statistically significant differences between age groups where applicable. This comparative approach allowed for a deeper understanding of the evolving challenges and support needs of students as they progressed through their educational journey.

Conclusion

This chapter dealt with the corpus description, methodology, rationale of the study, and procedure of the analysis. The study explored the impact of working parents on the wellbeing and academics of a student. Based on the assigned objectives, the research data and results were analyzed. The next chapter will present the findings of this analysis, followed by a discussion of their implications and limitations.

Results and Discussion

Introduction

This chapter discusses the findings of the research and presents the data results, which aimed to analyze the impact of working parents on the academic performance and emotional well-being of students in Sharjah, United Arab Emirates. This research was conducted on students aged 6 to 24 years, representing four educational stages: primary school (6-11 years), middle school (11-14 years), high school (14-18 years), and university (18-24 years). Data was collected solely through survey forms. Descriptive statistics were used for quantitative data,

while thematic analysis supported qualitative interpretation. Results are presented by age group and categorized under academic and emotional outcomes.

Data Representation and Discussion

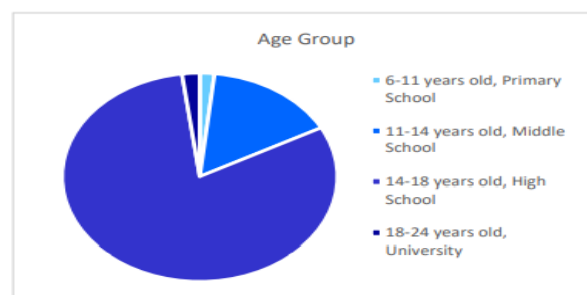
The findings are presented through various means including statistics, graphs and textual representations.

Demographic Characteristics of Students

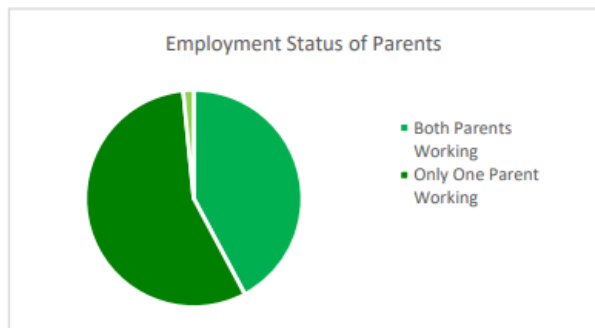
This section provides a breakdown of the demographic characteristics of the participants, including age group, educational level, parental employment status, and involvement at meetings or events held by the institution.

Age Groups of Students. The student that the researcher selected were divided into four different age groups in order to effectively study the impacts faced by students. The selected age groups were 6 to 11-year-olds, 11 to 14-year-olds, 14 to 18-year-olds, and 18 to 24-year-olds.

Number of Students Per Age Group. There was a total of 62 participants in the study. The distribution of age and level of education was as follows: 1 (1.6%) students were at primary school level (6-11 years); 9 (14.5%) middle school level (11-14 years); and the majority 47 (75.8%) High School level (14-18 years); and 5 (8.1%) university level (18-24 years).



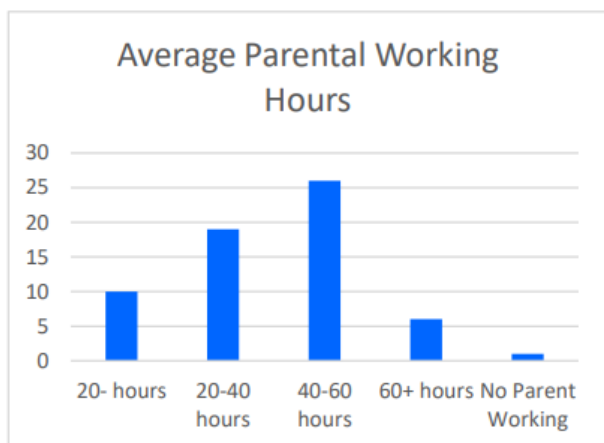
Employment Status of Parents. The majority of students, 36 (58.1%) indicated that they had only one working parent. This was followed by 25 (40.3%) students who said they had two working parents. Only 1 (1.7%) indicated they had neither parent working, which is the lowest in the group.



Parental Working Hours.

Parent workloads varying from the data. The most frequent category of 26 students (41.9%)

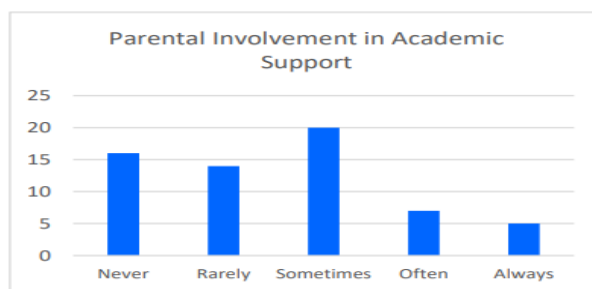
reported that their parents work 40 to 60 hours a week. This is followed by 19 students (30.6%) whose parents work 20 to 40 hours a week. 10 (16.1%) students reported that their parents work less than 20 hours, while 6 students (10.3%) reported their parents work over 60 hours per week. Surprisingly, only 1 student (1.6%) reported both parents not working. It can be seen from these statistics that the majority of the students come from families where there is at least one parent with medium to heavy workloads. Parental Involvement in Academic Support.



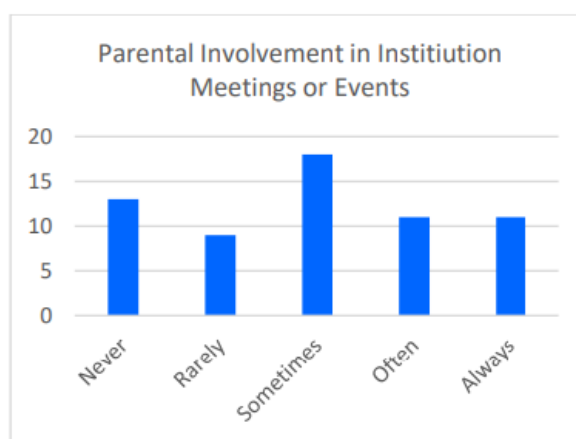
Parental Involvement in Academic Support. The extent of parental support in helping their students academically differed significantly. 20 students (32.3%) indicated that their parents occasionally assist them with their studies, and this was the most frequent response. 16 students (25.8%) indicated that their parents never assist them with their

studies, while 14 students (22.6%) indicated that they seldom get assistance. 7 students (11.3%)

reported that they often receive assistance, and a small percentage of the respondents, 5 students (8.6%), indicated that they always receive assistance. The results reveal that while some students receive constant parental assistance, a significant majority of them have little or no academic assistance in the home.

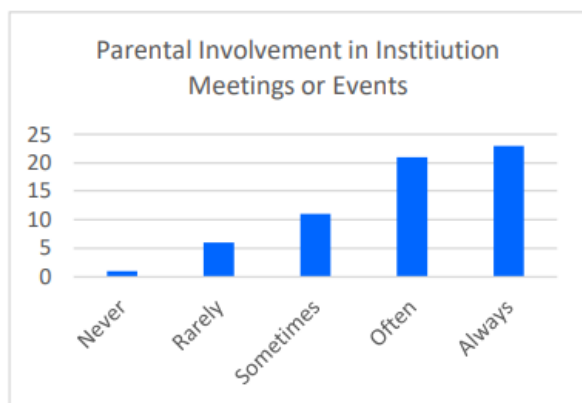


Parental Involvement at Institution Meetings or Events. Attendance at institution meetings and events varied among parents. The most frequent answer was "sometimes," given by 18 students (29%), representing a moderate level of participation. This was followed by 13 students (21%) who responded that their parents never attended such events, and 11 students (17.7%) who said they attended regularly. The same number, 11 students (17.7%), said that their parents went regularly, and 9 students (14.5%) said they rarely participated. This distribution suggests that despite a certain number of parents actively participating, many participate only infrequently or never.



Student Perception of Parental Employment

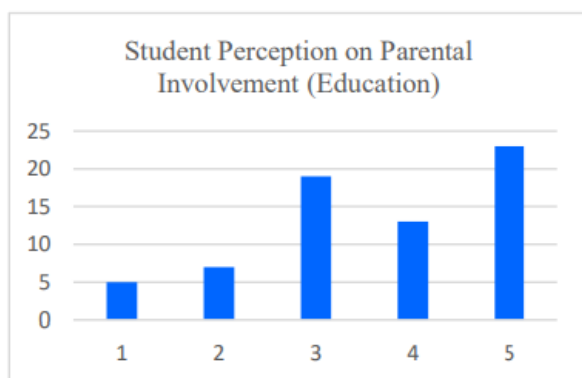
This section provides an analysis based on the perceptions of students on parental involvement in their education and how parent work schedules impact academic performance and emotional well-being.



Students Perception of Parental Availability. 1 student (1.6%) stated they never have time to talk to their parents, and 6 students (9.7%) said it wasn't a normal occurrence. 11 students (17.7%) indicated at times they do have time to talk with their parents. 21 students (33.9%) said at times they do have enough time, and 23 students (37.1%) indicated always they do have time to talk to their parents.

Student Perception of Parental Involvement in Education.

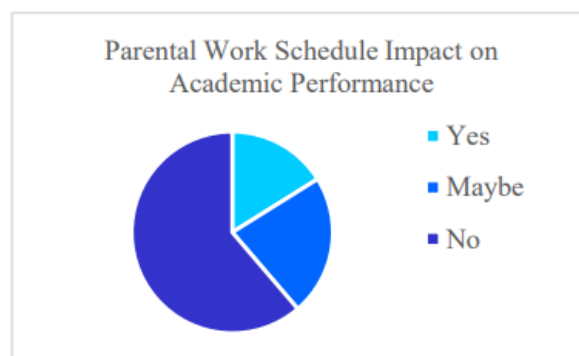
When questioned regarding the significance of parental involvement in their school life, 5 students (8.1%) marked it as 1 star (Not Important), 7 students (11.3%) marked it as 2 stars, 19 students (30.6%) marked it as 3 star, 13 students (21%) marked it as 4 stars, and 18 students (29%) marked it as 5 stars (Very Important). From these responses, the general average rating was 4.5 stars, a broad general belief in the significance of parental involvement.



Impact of Parent Work Schedule on Academic Performance.

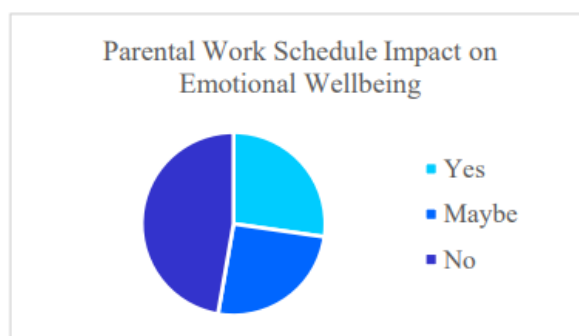
38 students (61.3%) said their academic performance is not affected by the work schedules of their parents. 10 students (16.1%) believe it is affected, while 14 students (22.6%) were unsure. This suggests that although many students feel unaffected, a significant number still

experience or perceive some influence based on parental availability.



Impact of Parent Work Schedule on Emotional Wellbeing.

Out of the participants, 15 students (24.2%) believe that the work schedule of their parents affect how they feel emotionally. Meanwhile, 26 students (41.9%) feel it does not have any impact, and 21 students (33.9%) are unsure. This suggests that while a large portion of students report no emotional effect, a considerable number remain uncertain or are influenced from the work schedules of their parents.



Student Stress Levels.

When students were asked about how often stressed they felt about their studies, 0 students (0%) said never, and only 3 students (4.8%) reported feeling stressed rarely. A moderate number, 12 students (19.4%) said they sometimes feel stressed. The majority of respondents indicated higher levels of stress, with 26 students (41.9%) reporting that they often feel stressed and 21 students (33.9%) stating they always experience academic stress. These results suggest that stress is a significant concern for many students, with over 75% reporting frequent or constant stress related to their studies.

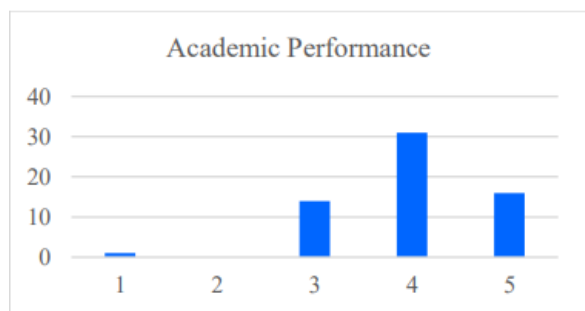


Student Perception on Impacts

This section provides an overview of how students perceive the impact of the work of their parents and involvement on their academic performance and overall well-being. The responses reflect a range of perspectives on the emotional, academic, and social impacts of having working parental engagement influence their daily lives and motivation.

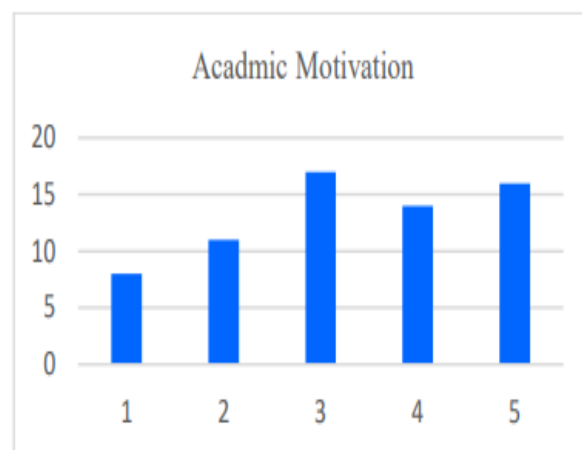
Student Academic Performance.

According to the evaluations of students, most related their academic performance positively on a scale from 1 (Very Poor) to 5 (Excellent). 1 student (1.6%) rated themselves with 1 star and no students (0%) selected 2 stars. 14 students (22.6%) chose 3 stars, while 31 students (50%) rated themselves with 4 stars. Additionally, 16 students (25.8%) gave themselves a 5-star rating. The average rating was 3.98, indicating that students generally perceive their academic performance to be above grade.



Student Academic Motivation.

According to the evaluations of students, levels of academic motivation varied widely. 8 students (12.9%) rated their motivation as 1 star (Not Motivated), while 11 students (17.7%) gave it 2 stars, reflecting low motivation. 17 students (27.4%) selected 3 stars, indicating a moderate level of motivation. Meanwhile, 14 students (22.6%) rated their motivation with 4 stars, and 12 students (19.4%) gave it a full 5 stars, indicating high motivation. The average rating was 3.18, suggesting that while some students are highly motivated, many falls into the mid-to-low motivation range, highlighting an area where additional support or encouragement could be beneficial.



Student Motivation.

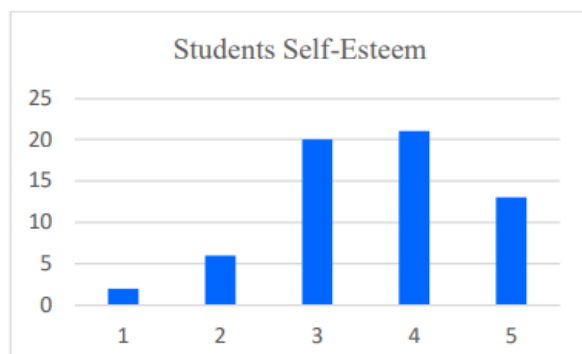
When students were asked to rate their overall motivation on a scale from 1 (Very Low) to 5 (Very High), response varied. 4 students (6.5%) rated their motivation as 1 star, and 7 students (11.3%) selected 2 stars, indicating low levels of motivation. 17 students (27.4%) chose 3 stars, showing moderate motivation. The most common response was 4 stars selected by 21 students (33.9%), while 13 students (21%) rated themselves 5 stars, reflecting high motivation. These results suggest that most students consider themselves at least moderately motivated, with a significant portion feeling highly driven in their academic pursuits.

Student Self-Esteem.



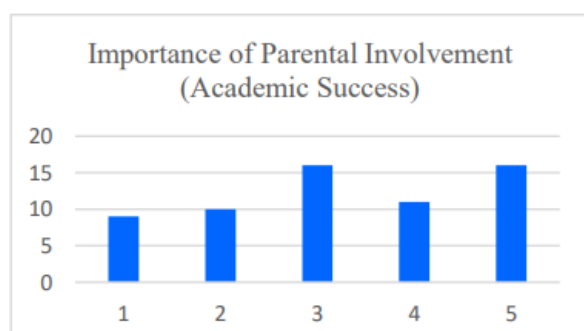
When students were asked to rate their self-esteem on a scale of 1 (Very Low) to 5 (Very High), students gave a range of responses. 2 students (3.2%) rated themselves with 1 star, and 6 students (9.7%) selected 2 stars, indicating low self-esteem. 20 students (32.3%) gave themselves a 3-star rating, suggesting moderate self-esteem. 21 students (33.9%) rated their self-esteem at 4 stars, and 13 students (21%) selected 5 stars, reflecting high self-esteem. The average rating was 3.6 showing that

while most students view themselves in a fairly positive light, there is still a notable portion with lower self-perceptions.



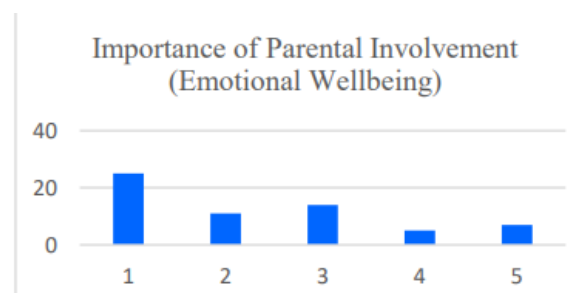
Importance of Parental Involvement in Academic Success.

The responses indicate a range of student perspectives regarding the role of parental involvement in academic success. Specifically, 9 students (14.5%) rated the importance as 1 star and 10 students (16.1%) as 2 stars, suggesting a relatively low perceived value. In comparison, 16 students (25.8%) selected 3 stars, reflecting a neutral position. A total of 11 students (17.7%) rated the importance as 4 stars, while 16 students (25.8%) assigned the highest rating of 5 stars, indicating a strong belief in the positive impact of parental involvement. The overall average rating was 3.24, demonstrating a moderate level of perceived importance among the participants.



Importance of Parental Involvement in Emotional Wellbeing. The overall average rating for perceived importance of parental involvement in emotional wellbeing was relatively low, at 2.32 out of 5. A considerable portion of students, 25 (40.3%), rated this aspect as 1 star, indicating that they consider it not important. Additionally, 11 students (17.7%) selected 2 stars, and 14 students (22.6%) chose 3 stars, suggesting a

generally neutral opinion. Only 5 students (8.1%) rated it 4 stars, and 7 students (11.3%) gave it 5 stars, showing they think it is very important. These results suggest that most students do not see parental involvement as a key part of their emotional wellbeing.



Combined Impacts.

The responses to the question of how parental work schedules influence the grades and emotional status of a student varied extensively with both positive and negative views. Some students felt that there was no effect of the work schedules of their parents on their performance and mood, while others were complaining about the lack of emotional support due to the fact that the parents were busy. The provided answers presented a deeper understanding of how parents' work like overlaps with the educational and emotional needs of a student

Positive Responses.

A few students reported that the work schedules of their parents did not negatively affect their emotional health or academic success. These students drew on themselves in managing school pressures and were encouraged in diverse ways by their parents, despite their busy nature. One of the students elucidated, "Personally I don't believe that my parents working schedule affects my studies because I am in high school and I am responsible enough to take care of my studies." Another stated, "It doesn't affect me because they are doing this to provide me with a perfect life," highlighting the fact that students appreciated the hard work of their parents to ensure their own security and future success even if it meant that they were away from home more often. Some students also mentioned that the flexible working hours of their parents or work-from-home opportunities enabled them to be more accessible for support when required. For example, one of the students replied, "I don't

think it impacts my education to a large degree; however, emotionally it is pleasant to have someone to talk to when you are feeling overwhelmed." These responses account for approximately 28% of the respondents, showing that to some students, parents' work schedules were of no concern, or even as a positive factor on their overall well-being.

Negative Responses.

Conversely, a significant portion of students expressed concerns about the emotional and academic consequences of the work schedules of their parents. Many students mentioned feelings of neglect, loneliness, or emotional distance, particularly when parents were unable to provide time or attention during critical moments. One student expressed, "They never have time for me to spill my feelings and I do not feel good around them I always keep my secrets to myself," reflecting a sense of isolation. Another student said, "Their stress stresses me out," pointing to the way in which the work-related stress of parents can trickle down to impact the emotional well-being of their children. For some students the lack of time spent with parents was particularly problematic during stressful academic periods. One student mentioned, "Only my dad works and my mom is a housewife but dad usually handles all the aspect of school so I wish he was more present and less stress and tired from work so that I could come to him when he gets back from work and talk about important stuff, everything always gets put away for later because he is busy and it is the end of the academic year and I am stressed with university applications but I feel guilty to stress him too." Another student shared, "Back then my parents used to have more time so they helped me study a lot since I was a kid, but after a few promotions, they barely have any time now which forced me to learn how to do everything on my own. On the emotional part, I think it has affected me greatly since right now all I can think about is trying not fail in reaching what I assume are their expectations. I do not have a clear picture of what they expect of me as their elder son as I do not communicate with them on deeper level much". Responses like this highlight that the emotional disconnect caused by parental absence due to work schedules could intensify feelings of anxiety and stress among students. Around 40% of the responses reflected negative impacts, with students reporting a lack of emotional connection, feeling neglected, or even being affected by the work-related stress of their parents.

Neutral Responses. A third group of responses took a more neutral stance, acknowledging that while the work schedules or parents did not significantly affect their education or well-being, the students still wished for

more time with their parents. These students did not report a direct impact on their studies but expressed a desire for increased family interaction and emotional support. One student mentioned, "It does not affect my education so much, but for wellbeing, it would be nice to spend more quality time with them." Another student noted, "Since only one of my parents work, and it is not too many hours, I do not feel much of an impact. However, if it were both parents with more working hours, I would definitely feel overwhelmed and sad." These neutral responses often emphasized the resilience of a student and their ability to manage their academic responsibilities independently, but there was also a fundamental desire for deeper emotional connection. Some students reported that the lack of time with their parents made the demands of school and personal life overwhelming. As one student put it "The less quality time I spend with them leads me to have more of an overwhelming type of experience while studying because you always just need some time with your parents as a family before drifting off to your own world of studies and academic expectations." About 32% of the responses were categorized as neutral, where students recognized the limited time with their parents but did not feel it significantly impacted their academic performance.

Conclusion. The responses reveal that the experiences of students with the work schedules of their parents vary significantly. While some students are unaffected or even appreciative of the work schedules of their parents, a significant number feel emotionally disconnected or stressed by the lack of time and support from their parents. These diverse perspectives highlight the complex balance that parents must manage between work and family life, and the profound impact this can have on the emotional well-being and emotional success of their child.

Conclusion

This chapter displays the results and conclusion of this research. This section begins with an overview of the findings that answer the research question. It is followed by the implication of the study, the delimitations and the recommendations for further research.

Summary of the Findings

The research investigated that the impact of working parents on the academic performance and emotional well-being of students aged 6 to 24 across primary, middle, high school, and university levels in Sharjah, United Arab Emirates. Data collected via surveys from 62 participants, were analyzed using descriptive statistics and thematic analysis. Demographics of the students

were also analyzed and compared as they helped in understanding the impacts of having employed parents. For example, students with employed parents faced a greater challenge in obtaining parental support for academic and well-being challenges, while students with one parent employed or none, had more readily available parental assistance.

Employment, working hours, involvement, and availability of the parents impacted their children to the greatest extent, influencing not only their academic performance but their overall emotional well-being. However, further research about the families and lives of students revealed the significance of employed parents was beyond what the student portrayed. Therefore, it was proven that students with employed parents are more likely to face struggles with their academic performance and emotional well-being.

Implications of the study

The research can help the general public, specifically parents and educators in Sharjah, in understanding the struggles of their students as a result of their working parents. Researchers with an interest in the study of the impacts of working parents on the academics and wellbeing of

a student would gain insight through this paper. The results build on existing evidence of past research and studies conducted on a different scale about similar topics. The findings do fit with the theory that the id, ego, and superego, illuminate the impact of the employment status of the parent and their presence and involvement throughout the academic journey and emotional well-being of a student. As upon asking the students, the researcher found a majority claiming that they are mature enough to be independent. The experiment provides a new insight into the relationship between the working hours of a parent and the outcome of a student. The results of the study should be taken into account when considering what impacts should be analyzed.

Delimitations of the Study

The generalizability of the results is limited by the age group of 6 to 24-year-olds. In addition, the study was conducted solely on students studying in Sharjah. The reliability of the data might be impacted by the student through false assumptions in their responses. It is beyond the scope of this study to research about children in different cities other than Sharjah as well as different ages.

Further Research

Further research is needed to establish how the gender of the student affects the impacts. Moreover, future studies should take other aspects that were not mentioned in this study. Some aspects include marital status of the parents, family routines, and number of siblings. While this paper touched upon the amount of time working parents spend on their careers and considered some age ranges, future research could delve deeper by examining a wider spectrum of working hours and including a wider variety of student age groups such as preschoolers and older university students.

Conclusion

This section reinforces the results of the study based on the research questions. The relevance of the research and propositions for further research were stressed under this part. The findings of this study might be helpful to educators in Sharjah, and the parents of students studying in Sharjah. The resourceful intervention of the contribution made by this study would hope to bring up new facts on the impact of working parents on student academics and well-being of selected students in Sharjah.

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