

## **Parental Involvement at Home and School at Elementary Level: Effect of Occupation**

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### **Abstract**

Parental occupations are considered to have a profound effect on the academic development of their children because the nature of occupation affects the time parents spend at work and at home and the attention they give to their children especially on their studies. This quantitative study was designed to investigate the parental involvement at home and school on the basis of their occupation by using descriptive research design. Population of the study consisted of all the students of public and private schools of Lahore city. A random sample of 300 students was selected from 6,300 schools. Self-developed and validated questionnaire Parent Involvement at Home and School (PIHAM) was used. It had two parts. The first part consisted of demographic information [students' gender, age, and parental occupation] and the second part consisted of 30 items related to seven factors of parental involvement at home and school. The Cronbach's alpha of the scale was  $\alpha=.86$ . Descriptive statistics (Mean & standard deviation) and one-way ANOVA were applied to analyze the data. Results of the study indicated that the involvement of parents got effected due to their occupation. Parents' involvement with their children's academic affairs varies according to the nature of their occupation. On the basis of results, it is recommended that schools should provide guidelines to parents that how their involvement affects academic life of their children and how they can get more involved with them. Parents who cannot get time for their children they should provide such resources and materials to their children which can facilitate their learning.

**Key words:** Parental Involvement, occupation, elementary school, children, home, Pakistan.

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## **Introduction**

Education is one of the basic human rights. It is considered as the key to success in life by ensuring sustainable development. The Affective participation of an individual in societies is not possible without proper education, which is crucial to enhance peace and stability worldwide. Education not only makes an individual skillful to earn lively hood but also helps to develop their personality by turning them out as knowledgeable, rational and beneficial. Who not only can avail opportunities for their better living but also can create opportunities for the well-being of others (Ababa et al., 2012; Farooq et al., 2011; Juma, 2016; Memon et al., 2010; Oginni et al., 2013). This discussion leads to the point that education is considered as a first step for the development of individuals and culminates in the nation development at large. Researchers and academicians have long been working to explore the variables affecting students' academic activities (Ayanleye, 2015). All the stakeholders of an education system, i.e., parents, society, and government institutions are responsible for attaining educational objectives and have profound effects on the long life of children. Being more closely related to their children's parents have more intense effects on them.

Family is an important component of students' academic environment. Especially parental involvement can increase quality and efficiency of students' education. According to Cetin and Taskin (2016), parental involvement is a systematic approach that involves parents' participation in their children's activities, which helps increase academic and practical experiences, developing, improving, and sustaining communication between educational institutions and home. It also involves parents' involvement and contribution in enriching the school curriculum.

According to Ayanleye (2015), there are a number of factors that affect the academic development of children, including but not limited to gender, age, ethnicity, geographical location, socio-economic status, religious affiliations, marital status, parental occupation and qualification, school background and language they speak. Matalaka (2014), found that the success of a child in school largely depends on the way he gets management by his /her parents at home because the home environment develops skills, attitudes, and behaviors that lead him towards their path of success. Parents' socio-economic status affects

educational outcomes of children because the provision of educational resources to children depends on their financial position (Ayanleye, 2015).

Socio-economic status (SES) is a key aspect of parental involvement with children. It may be defined as the categorization of people with similar, educational, occupational and financial features. The SES depends on many factors and varies among the individuals in a society, mainly on the basis of occupations that vary in prestige. Individuals' capabilities and interests lead them to different occupations; on the other hand, some have more opportunities than others to choose higher-status-occupation, so their children can show a different level of educational attainment (Usaini & Abubakar, 2015). According to Ayanleye (2015), parents' occupation affects their children's success in school studies. The time and money parents spend on their children depends on the nature of their occupation. He further argued that mother occupation substantially impacts the duration and quality of time she spends with their children.

According to Marmot (2004), "Occupations are ranked into most prestigious occupation and lower ranking occupation. The most prestigious occupations are physicians, surgeons, lawyers, chemical & biomedical engineers, and communication analysts. While lower ranking occupation are food preparation workers, counter attendants, bartenders and helpers, dishwashers, janitors, maids and housekeepers, vehicle cleaners, and parking lot attendants."

According to this classification, high-status occupations contain more challenging tasks, demand high cognitive ability, and control their work settings. Whereas low-status occupations are considered as less respected, considerably less paid and more laborious, comparatively riskier, and allow less independence (Usaini & Abubakar, 2015). On the basis of these factors, it may be inferred that some professions enable individuals to spare more time for themselves and their families, while other professions such as soldering, piloting and banking demand more working hours, and individuals get limited time to themselves and their families.

According to Malik, Rafiq and Qayyum, (2020), some parents can ensure all necessary provisions for the education of their children despite having busy schedules, but due to less parental attention, these children may get distracted and perform poorly in academics despite having all the educational provisions. According to Hawthorne (2004), to become like their parents, some children tend

to imitate them, especially in choosing a career; it may lead them to work harder in their studies. In case they don't want to be like them, they may go away from them. Children of medical doctors may be interested in becoming a medical doctor; it may lead them to work hard in their studies to attain their future aspiration (Ayanleye, 2015).

Research has proved that parents' involvement plays an important role in developing cognitive, social, moral, emotional and academic faculties of children. Theories given by different theorists (Bandura, 1977; Bronfenbrenner, 1979 & Epstein, 2010) provide baseline for this study. According to Bandura's theory of "Social Learning" there is a vital role of parents in molding the attitudes and behaviors of their children towards school. These attitudes and behaviors are learnt either intentionally or unintentionally while living with parents. So parents' occupation affects their child's tendency towards education and career choice. According to Bronfenbrenner's (1979) ecological systems theory, child development occurs in diverse, interconnected contexts that affect each other. According to this theory, the nature and intensity of communication between different situations can affect children. He stressed that the parent-teacher relationship significantly affects child development. This theory also supports the theoretical framework of this study by justifying the effects of PI on children's schooling.

Similarly, Epstein's (2010) theory seems to be directly related to the PI in the education of children. This theory emphasizes the collaboration of families, communities and schools to safeguard the socio-emotional welfare and academic success of all learners. This theory categorizes parental involvement into the following six types: "basic parenting; facilitating learning at home; volunteering at school; communicating with the school; participating in school decision-making, and collaborating with the community." Research related to PI has defined and measured the phenomena differently, ranging from parents' engagement in their child's activities at home and school to attitude of parents towards their child's education, teachers and school. Keeping in view the importance of PI at home and school in the academic success of learners, it has been observed that there is a scarcity of research regarding the impact of parental occupation on PI in the context of Pakistan. This study attempts to examine the influence of parental occupation on their involvement with their children's academic activities at home and school at the elementary level.

### **Objectives of the Study**

Following objectives guided the study:

1. To identify parental involvement in academic activities of elementary school students at home.
2. To identify parental involvement in academic activities of elementary school students at school.
3. To identify difference in parental involvement in academic activities of elementary school students at home and school on the basis of their occupation (labour, low rank job, middle rank job, high rank job, small scale business, large scale business & parents with no any occupation).

### **Research Questions**

This study answered the following questions:

1. What is the extent of parental involvement in academic activities of elementary school students at home?
2. What is the extent of parental involvement in academic activities of elementary school students at school?
3. What is the difference in father parent's involvement in academic activities of elementary school students at home and school on the basis of their occupation (labour, low rank job, middle rank job, high rank job, small scale business, large scale business & father with no any occupation)?
4. What is the difference in mother parent's involvement in academic activities of elementary school students at home and school on the basis of their occupation (labour, low rank job, middle rank job, high rank job, small scale business, large scale business & mother with no any occupation)?

### **Research Hypotheses**

Following hypotheses were developed to be tested:

**H<sub>01</sub>:** There is no significant difference in the level of father parent's involvement in academic activities of elementary school students at home and school on the basis of their occupation (labour, low rank job, middle

rank job, high rank job, small scale business, large scale business & father parent with no any occupation).

**H<sub>02</sub>:** There is no significant difference in the level of mother parent's involvement in academic activities of elementary school students at home and school on the basis of their occupation (labour, low rank job, middle rank job, high rank job, small scale business, large scale business & mother parent with no any occupation).

### **Methodology**

Quantitative approach and descriptive research design was used to conduct this study. Population of the study consisted of all the students of public and private schools of City Lahore. A random sample of 300 students was selected from 6,300 schools, 68.3% students were falling in the 10-12 age group and remaining were in the 12-15 age group. 54.3% were girls; and 55.3% were the students of grade eighth. Half of the (50%) students were selected from public schools. A self-developed and validated questionnaire "Parent Involvement at Home and School" (PIHAM) was used for data collection. It had two parts. The first part of the questionnaire consisted of demographic information [students' gender, age, type of school (public & private), parents' education and parental occupation] and the second part of the questionnaire contained 30 items under seven factors of parent involvement at home and school (parents' involvement in academic activities at home, parents involvement in personality development, parents help in case of any problem in academic activities at home, provision of required material at home and school, parents involvement in school related problems, participation in parent teacher meeting and parents interest in school related activities). Most of the items of the questionnaire were developed on the Epstein (2010) model of six types of identified parent involvement including parenting, communication, volunteering, learning at home, decision making, and collaboration. Responses of the items were rated on five point Likert type scale from 'strongly agree = 5' to 'strongly Disagree = 1'. The Cronbach's alpha of the scale was  $\alpha=.86$ . Data were analyzed by applying descriptive (Mean & Standard deviation) and inferential statistical techniques (one-way ANOVA).

**Results**

Table 1

*Descriptive Statistics Regarding Parental Involvement at Home*

<i>Factors</i>	<i>Min</i>	<i>Max</i>	<i>Mean</i>	<i>SD</i>
Participation in academic activities at Home	8.00	16.00	13.00	2.08
Help in academic Problems	8.00	20.00	16.86	2.96
Personality Development	6.00	16.00	12.24	2.59
Provision of Material	12.00	20.00	17.83	1.75
Total	42.00	72.00	59.93	7.34

Table represents that most of the elementary school students responded that their parents are highly involved in their activities at home. The mean score for the provision of required material was highest ( $M=17.83$ ;  $SD=1.75$ ) than the sub-scale of parents help in case of any problem ( $M=16.86$ ;  $SD= 2.96$ ) followed by the parents' involvement in academic activities at home ( $M=13.00$ ;  $SD=2.08$ ) and their focus on personality development of children ( $M=12.24$ ;  $SD=2.59$ ). Overall mean score of students' perception about their parents' involvement in their academic activities at home is subsequently high ( $M=59.93$ ;  $SD=7.34$ ). Henceforth, it is inferred that parents of majority elementary school students are highly involved with them in academic related activities at home.

**Table 2***Descriptive Statistics Regarding the Parental Involvement in School*

<i>Factors</i>	<i>Min</i>	<i>Max</i>	<i>Mean</i>	<i>SD</i>
Involvement in school related problems	7.00	16.00	14.01	1.98
Parent-Teacher Meeting	7.00	12.00	10.01	1.40
Provision of Material	12.00	20.00	17.83	1.75
Interest in school activities	8.00	16.00	13.65	2.24
Total	43.00	64.00	55.50	5.51

Table depicts that overall mean score for parental involvement in school is substantially high which shows that parents are much involved in school matters of their children at elementary school level. The mean score for the provision of material required in school was highest ( $M=17.83$ ;  $SD=1.75$ ) than the sub-scale of parents' involvement in their children's school related problems ( $M=14.01$ ;  $SD= 1.98$ ) followed by the parent interest in school activities ( $M=13.65$ ;  $SD=2.24$ ) and parent-teacher meeting ( $M=10.01$ ;  $SD=1.40$ ). Overall mean score of students'

responses about their parent involvement in their academic activities at school was high ( $M=55.50$ ;  $SD=5.51$ ). Hence, it is determined that according to elementary school students their parents are highly involved in their school matters. Highest mean score for the provision of school requirements shows that beside their all other engagements most of the parents provide material required in school. It is also inferred that in spite of low participation in parent teacher meetings, parents take interest in their children's school matters and get involved in school related problems.

**Table 3**

*Comparison of Father Parent Involvement at Home and School on the Basis of their Occupation*

Variables	Groups	df	F	p
Involvement in school related problems	Between	6	1.71	.118
	Within	293		
	Total	299		
Parents-Teacher meeting	Between	6	.71	.573
	Within	293		
	Total	299		
Academic activities at home	Between	6	1.56	.158
	Within	293		
	Total	299		
Personality development	Between	6	3.56	.002
	Within	293		
	Total	299		
Help in academic problems	Between	6	3.92	.001
	Within	293		
	Total	299		
Provision of material required in home and school	Between	6	1.41	.211
	Within	293		
	Total	299		
Parents interest	Between	6	2.89	.011
	Within	293		
	Total	299		

One way between group analysis of variance applied to explore the impact of father occupation on their involvement with their elementary school children at home and school. The results of one-way ANOVA showed that there is no statistically significant difference at the .05 level of significance in the scores of

following factors of parental involvement at home and school [Involvement in school related problems,  $F(6, 293) = 1.71, p = .118$ ; parents-teacher meeting,  $F(6, 293) = .71, p = .573$ ; academic activities at home,  $F(6, 293) = 1.56, p = .158$ ; Provision of material required in home and school,  $F(6, 293) = 1.41, p = .211$ ] on the basis of their occupation. On the other hand, a statistically significant difference found at the  $p \leq .05$  level of significance in the following factors of parental involvement at home and school [personality development,  $F(6, 293) = 3.56, p = p \leq .05$ ; parents help in problems,  $F(6, 293) = 3.92, p \leq .05$  and parents interest,  $F(6, 293) = 2.89, p \leq .05$ ] on the basis of father occupation.

Therefore, it may be inferred that the occupation of father has no influence on their involvement at home and school regarding some of the factors i.e. their involvement in school related problems, participation in parents-teacher meetings, involvement in children's academic activities at home and provision of academic material required in home and school. Their involvement at home and school remained same in spite of having different occupations. But parental involvement at home and school differs according to their occupation regarding some aspects i.e. personality development, parents help in academic problems and parents interest.

**Table 4**

*Overall Comparison of Father Involvement at Home and School in terms of their Occupation*

Variable	Groups	df	F	p
Parental Involvement at Home	Between	6	3.97	.001
	Within	293		
	Total	299		
Parental Involvement at School	Between	6	2.44	.026
	Within	293		
	Total	299		

Table illustrated that there is a statistically significant difference at the  $p \leq .05$  level of significance in the overall scores for father involvement at home,  $F(6, 293) = 3.97, p = .001$  and in school,  $F(6, 293) = 2.44, p = .026$  with respect to their occupation. On the basis of these results, null hypothesis of the study that there is no significant difference in the level of father involvement in academic activities of their children at home and school on the basis of their occupation is rejected. Hence, it may be concluded that the involvement of father depends on

their occupation, and they have different levels of involvement in their children's academic affairs according to the nature of their occupation.

**Table 5**

*Post Hoc Analysis for Comparison of Father Parent Involvement at Home and School in Terms of their Occupation*

Variables	Occupation		Mean Difference (I-J)	p
	I	J		
Personality development	Small Scale Business	Large Scale Business	1.93	.029
	Low Rank Job	Large Scale Business	2.31	.002
Parents help in academic problems	Small Scale Business	High Rank Job	1.81	.017
	Small Scale Business	Large Scale Business	2.23	.025
Parents interest	Low Rank Job	High Rank Job	1.46	.006
	Small Scale Business	High Rank Job	4.31	.039
Parental Involvement at Home	Small Scale Business	Large Scale Business	5.62	.021
	Low rank Job	High Rank Job	4.37	.015
Parental Involvement at School	Low Rank Job	Large Scale Business	5.68	.011
	Low Rank Job	High Rank Job	3.04	.044

The results of post-hoc analysis revealed that father parent with small scale business ( $M=12.67$ ,  $SD= 2.15$ ) and low rank job ( $M=13.05$ ,  $SD=2.30$ ) were more involved in their children's personality development which is one of the important factor of parental involvement at home and school than the father parent with large scale business ( $M= 10.74$ ,  $SD= 2.92$ ). There was statistically no significant difference found in the mean scores for father involvement in their children's personality development on the basis of some other occupations [father parent with no any occupation ( $M= 12.82$ ,  $SD= 1.47$ ); laborer ( $M= 12.47$ ,  $SD=$

2.57); middle rank job ( $M= 12.02$ ,  $SD= 2.87$ ) and high rank job ( $M= 11.68$ ,  $SD=2.51$ ).

Fathers with small scale business ( $M= 17.83$ ,  $SD= 1.87$ ) were more helping for their children in their academic problems at school than the fathers with high rank job ( $M=15.93$ ,  $SD= 3.46$ ) and large scale business ( $M= 15.59$ ,  $SD= 3.63$ ). On the other hand, there was statistically no significant difference in the mean scores for fathers help in their child's academic problems on the basis of some other occupations like father with no occupation ( $M= 17.64$ ,  $SD= 1.39$ ), working as a laborer ( $M= 17.59$ ,  $SD= 2.21$ ), low rank job ( $M= 17.44$ ,  $SD= 2.28$ ) and middle rank job ( $M= 16.40$ ,  $SD= 3.49$ ).

Results further revealed that fathers with low rank job ( $M= 14.33$ ,  $SD= 2.06$ ) showed more interest in their children's school activities than the father with high rank job ( $M=12.88$ ,  $SD= 2.35$ ). Conversely, there was statistically no significant difference observed in the mean scores for fathers' interest in their child's school affairs on the basis of some occupation like laborer ( $M= 14.15$ ,  $SD= 2.02$ ), small scale business ( $M=13.69$ ,  $SD=2.13$ ), middle rank job ( $M= 13.45$ ,  $SD= 2.43$ ), large scale business ( $M= 13.26$ ,  $SD= 2.07$ ) and fathers who have no source occupation ( $M= 14.18$ ,  $SD= 1.83$ ).

Overall involvement of fathers at home in their child's education with small scale business ( $M= 62.07$ ,  $SD= 5.42$ ) and low rank job ( $M= 62.13$ ,  $SD= 6.58$ ) was at highest level than the large scale business ( $M= 56.44$ ,  $SD= 8.13$ ) and high rank job ( $M=57.75$ ,  $SD= 7.88$ ). On the other hand, there was statistically no significant difference in the mean scores for the involvement of father at home having other different occupations such as laborers ( $M= 60.94$ ,  $SD=7.28$ ), middle rank job ( $M= 58.95$ ,  $SD= 7.84$ ). Fathers having no occupation ( $M = 60.64$ ,  $SD=4.20$ ) were also at the same level of involvement in their children academic matters.

It was also inferred that the overall involvement of fathers at school with low rank job ( $M= 57.25$ ,  $SD= 5.21$ ) was at the highest level than the involvement of fathers with high rank job ( $M= 54.21$ ,  $SD= 5.92$ ). Conversely, the involvement of father parent was not significantly different on the basis of some other occupations such as fathers with laboring occupation ( $M=56.44$ ,  $SD= 5.28$ ), with small scale business ( $M= 56.11$ ,  $SD= 5.34$ ), with middle rank job ( $M= 54.53$ ,  $SD= 6.06$ ) and fathers with large scale business ( $M= 54.11$ ,  $SD= 5.34$ ) to some

extent were equally involved in their children school matters. Fathers with no occupation ( $M= 55.64$ ,  $SD= 3.04$ ) were also equally engaged in their children academic activities.

**Table 6**

*Comparison of Mother Involvement at Home and School on the Basis of their Occupation*

Variables	Groups	df	F	p
Involvement in school related problems	Between	6	1.54	.166
	Within	293		
	Total	299		
Parents-Teacher meeting	Between	6	.91	.427
	Within	293		
	Total	299		
Academic activities at home	Between	6	1.22	.297
	Within	293		
	Total	299		
Personality development	Between	6	1.38	.224
	Within	293		
	Total	299		
Help in academic problems	Between	6	2.91	.009
	Within	293		
	Total	299		
Provision of material required in home and school	Between	6	2.21	.042
	Within	293		
	Total	299		
Parents interest	Between	6	3.07	.006
	Within	293		
	Total	299		

The results of one-way ANOVA showed that there is a statistically no significant difference at the .05 level of significance in the mean scores of elementary school students' responses regarding involvement of their mother at home and school [Involvement in school related problems,  $F(6, 293) = 1.54$ ,  $p = .166$ ; participation in parents-teacher meeting  $F(6, 293) = .91$ ,  $p = .427$ ; participation in academic activities at home  $F(6, 293) = 1.22$ ,  $p = .297$ ; personality development  $F(6, 293) = 1.38$ ,  $p = .224$ ]. Conversely, there was statistically significant difference in mothers' involvement at home and school at  $p \leq .05$  level of significance in the following factors i.e. help in case of any problem  $F(6, 293) = 2.91$ ,  $p \leq .05$ ; provision of academic material required at

home and school,  $F(6, 293) = 2.21, p \leq .05$  and parents interest in academic activities in school,  $F(6, 293) = 3.07, p \leq .05$ ] on the basis of mothers' occupation. Therefore, it may be inferred that the occupation of mothers has no influence on their involvement at home and school in their children's academic activities regarding some of the factors i.e. involvement in school related problems, parents-teacher meeting, participation in academic activities at home and personality development. Whereas, mothers' involvement differs on the basis of their occupation regarding some of the factors of parental involvement at home and school i.e. help in case of any academic problem and parents interest.

**Table 7**

*Overall Comparison of Mother Parent Involvement at Home and School in Terms of their Occupation*

Variables	Groups	df	f	p
Involvement at Home	Between	6	2.32	.033
	Within	293		
	Total	299		
Involvement in School	Between	6	2.81	.009
	Within	293		
	Total	299		

Overall results presented in the table clarified that there is a statistically significant difference at .05 level of significance in the mean scores of elementary school students' responses for their mothers' involvement at home  $F(6, 293) = 2.32, p \leq .05$  and in school  $F(6, 293) = 2.81, p \leq .05$  with variation to their occupation. On the basis of these results, null hypothesis of the study that there is no significant difference in the level of mother parent's involvement in academic activities of elementary school students at home and school on the basis of their occupation is rejected. Hence, it may be concluded that the involvement of mother is dependent on their occupation just like that of the fathers. They have different levels of involvement in their children's academic matters at home and school according to the nature of their occupation.

**Table 8**

*Post Hoc Analysis for Multiple Comparisons of Mothers Involvement at Home and School on the basis of their Occupation*

Variables	Occupation		Mean Difference (I-J)	P
	I	J		

Help in academic problems	Small Scale Business	Middle Rank Job	1.91	.034
	Small Scale Business	Middle Rank Job	1.47	.028
Parents Interest	Laborer	Middle Rank Job	3.96	.042
	Laborer	Middle Rank Job	3.01	.033
Involvement at Home				
Involvement in School				

The results of Post Hoc analysis using the Tukey HSD had shown the different levels of mothers' involvement at home and school on the basis of their occupation. It was found that mothers with small scale business ( $M= 17.82$ ,  $SD= 1.93$ ) were more helping for their children in their academic problems at home and school than the mothers with middle rank job ( $M= 15.91$ ,  $SD= 3.46$ ). On the other side, it was also evident that there was no statistically significant variance exists in the mothers' help in case of any academic problem their children are facing on the basis of their occupations like laborer ( $M=17.29$ ,  $SD= 2.51$ ), low rank job ( $M= 16.43$ ,  $SD= 3.01$ ), high rank job ( $M= 16.29$ ,  $SD= 3.53$ ) and large scale business ( $M= 15.33$ ,  $SD= 3.70$ ), similarly house wives were also equally helping ( $M=17.15$ ,  $SD= 3.02$ ) for their children in their academic affairs.

Mother parent having small scale business ( $M= 14.36$ ,  $SD= 1.94$ ) were more interested in their children's educational matters related to school than the mothers who had middle rank jobs ( $M= 12.88$ ,  $SD= 2.54$ ). On the contrary, there was statistically no significant difference in the mean scores of mothers' interest regarding their children academic activities related to school on the basis of other occupation such as laborer ( $M= 14.01$ ,  $SD= 2.01$ ), low rank job ( $M= 13.71$ ,  $SD= 1.91$ ), high rank job ( $M=13.04$ ,  $SD= 2.35$ ) and large scale business ( $M=2.92$ ,  $SD=2.64$ ), similarly, mothers who are not doing jobs ( $M= 13.00$ ,  $SD= 2.58$ ) were also interested in their children's academic affairs.

Overall the mothers doing laborious work ( $M= 61.26$ ,  $SD= 7.20$ ) were more involved at home in their children educational matters than the mothers with middle rank jobs ( $M= 57.21$ ,  $SD= 7.66$ ). On the other hand, mothers with small scale business ( $M= 61.40$ ,  $SD= 6.28$ ), mothers with low rank job ( $M= 60.04$ ,  $SD= 7.43$ ), mothers with high rank jobs ( $M= 58.33$ ,  $SD= 7.74$ ) and mothers with large scale business ( $M= 57.50$ ,  $SD= 7.40$ ) were equally involved at home in their

children's academic activities. Mother parent with no occupation ( $M=59.12$ ,  $SD=7.33$ ) were also at the same level of involvement.

### **Conclusion**

This study designed to identify the levels of involvement of parents belong to different occupations, in the academic activities of their children at home and school. Conclusively, it can be said that responses of most of the elementary school students revealed that their parents are involved in their academic activities at home and parents' occupation is one of the main aspects of parental involvement. Similarly, their responses also revealed that parents' occupation is also one of the prime factor of their involvement in the academic activities of their children in school. Findings of the study further revealed that the occupation of father parent has no influence on their involvement at home and school regarding some of the sub-scales of parental involvement such as parental involvement in school related problems, parents-teacher meeting, academic activities at home and provision of material to their children required in home and school. Their involvement at home and school remained same in spite of having different occupations. But some of the sub-scales of parental involvement at home and school (personality development, parents help in academic problems and parents interest) showed the difference in the father parent involvement in terms of their occupation.

Overall it may be concluded that the involvement of father parent is depends on their occupation. They have different levels of involvement in their children's academic affairs according to the nature of their occupation. Father parent with small scale business and low rank jobs were more involved in their children's educational matters at home and school this may be due to less job demands and availability of more leisure time for their children than the father parent with large scale business and high rank jobs. Furthermore, it may be inferred that the occupation of mother parent has no influence on their involvement at home and school in their children's academic activities regarding some of the sub-scales as parental involvement in school related problems, parents-teacher meeting, academic activities at home and personality development. But some of the sub-scales of parental involvement at home and school (provision of material required in home and school, parents help in academic problems and parents interest) showed the difference in the mother

parent involvement according to the nature of their occupation. Overall it inferred that the involvement of mother parent is dependent on their occupation just like that the father parent. They have different levels of involvement in their children's academic matters at home and school according to the nature of their occupation. Mothers working as a labor, housewives, with small scale business and low rank jobs were more interested and helping in their children academic matters because they have enough time for their children at home and can also participate in their children's educational matters at school.

### **Discussion**

This study aimed to determining the parental involvement at home and school on the basis of their occupation in Pakistani context. The major findings of the study indicated that most of the parents are interested and participated in their children's academic activities. Beside their all other engagements most of the parents provide material required in school. It is also inferred that in spite of low participation in parent teacher meetings, parents take interest in their children's school matters and get involved in school related problems. The results of this study are aligned with the study conducted by the different researchers (Fernández-Alonso, Álvarez-Díaz, Woitschach, Suárez-Álvarez, & Cuesta, 2017). Different studies (Al-Matalka, 2014; Rafiq, Fatima, Sohail, Saleem, & Khan, 2013; Sapungan, & Sapungan, 2014; Smith, Wohlstetter, Kuzin & De Pedro, 2011) have been conducted in different cultural contexts and scenarios to identify parental involvement and showed the consistent results. A study conducted by the Wulandary (2017) showed inconsistent results with the findings of the present study. Results further revealed that the involvement of father parent and mother parent is dependent on their occupation. They have different levels of involvement in their children's academic affairs according to the nature of their occupation. Parents with small scale business and low rank jobs were more involved in their children's educational matters at home and school as they have more leisure time for their children than the parents with large scale business and high rank jobs. A study conducted by different researchers (Ntitika, 2014; Usaini, & Abubakar, 2015) exposed that financially parents can provide their children with required materials and resources but the present study revealed that parents with high rank occupation were less involved in their children academic matters. It can be said that the parents with high rank occupations may be able to provide good resources and facilities to their children but they don't have enough time to

participate in their academic activities at home and school. Another study conducted by (Walter, 2108) showed the influence of parents' occupation on their children's academic performance which is indirectly consistent with the results of the present study. Finding of the present study are also aligned with the study conducted by (Al-Matalka, 2014), which revealed that the socioeconomic status of the parents is associated with their involvement and the presented study focused on the parental occupation which is one of the component of socioeconomic status. A study conducted by the researchers (Odoh, Ugwuanyi, Odigbo, & Chukwuani, 2017), not showed only the level of financial support and motivation of students depends upon their parent's occupation but the availability of the material required for better academic performance is also associated with the parents' occupation. The results of the studies conducted by Ononuga (2005), and Ogunshola and Adewale (2012) in the similar area are also aligned with the results of the current study.

### **Recommendations**

Following recommendations are made on the basis of results of the study:

- Parents lest of their occupation should focus to provide the favorable home environment to their children for the sake of their learning. Specially parents with high demanding jobs should keep in their mind that whatever they are doing that is all for their children and if they are being ignored, their status and wealth is all in vain.
- Parents with high stake occupations should try to manage time to take part in their children's academic activities by interacting with their teachers at school. They should regularly attend parent-teacher meetings.
- Government should provide more opportunities for earning to parents with low rank jobs. In this way they can provide best resources and materials to their children to facilitate them in their learning.
- Parents with high rank jobs should take interest and provide help to their children in their studies by managing their time.
- Teachers should understand diversity in the socioeconomic status of different students and treat them equally either they belong to the mediocre family or elite class.

- Future researches should be conducted to investigate the influence of parental occupation on students' academic performance at different levels in the context of Pakistan.

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