

The impact of gender, some demographic characteristics and parent-teacher relationship on adolescent academic achievement

Ledia KASHAHU¹

Abstract

This study aims to determine the influence of sex, some demographic characteristics (parental education, family income, family structure, housing density) as well as parent-teacher relationship, on the academic achievement of the pupils of the 9th grade of 9-year schools of Tirana. To achieve this goal three questionnaires were applied and rigorous evidence was held about the obtained grades for each student (N=714) during the academic year 2010-2011.

It was found that the parent-teacher relationship is an important predictor about academic achievement of adolescents. Academic achievement of students can also be predicted by gender, parents' level of education and the level of household's monthly income, but on the other hand parent structure of the family, or housing density are not significant predictors of these achievements. *academic achievement, teacher.*

Keywords: -parent relationship, socio-economic status.

Literature Review

Academic achievement is considered by scholars as one of the main goals for the school-age children (García Coll & Szalacha, 2004). According to modern theories, child development and his progress in school is related to some personal factors such as gender, socio-economic background of the family, the interaction of the child with the family environment, and family cooperation with the school (Bronfenbrenner, 1998, Cicchetti & Toth, 2000, Eitle 2005, Jacobs & Harvey, 2005).

One of the most comprehensive theoretical framework for understanding the development of the child and their academic achievements is the theory of Epstein (1997, 2005, 2011) known differently as the model of overlapping spheres. This model is focused on the roles that parents and schools have in order to enable the connection between school and family in order to promote the success of the child. In this model, the school and the family are presented as two circles that attract and push each other depending on the level of cooperation between school and family. Three forces constrain

1. Author: Ledia Kashahu, kashahuledia@yahoo.com, "Aleksander Moisiu" University, Durrës, Faculty of Education, Department of Pedagogy, Lecturer

the amount of interaction: the strength A, which refers to biological and real time, age and level of students in its social context while he continues school; forces B and C which present practices of families and schools. The relationship between home and school and in particular the parent-teacher relationship is seen as very important by the researcher. Development and success of the students are at the center of this model.

Another factor that appears to have an impact on students' academic achievements, is the sex. Gender differences in relation to academic achievement are highly debated by scholars in recent decades (Chambers & Schreiber 2004, Eitle 2005). If we refer to the study of Chambers and Schreiber (2004), both sexes or show negligible changes or no changes at all in the academic achievement. But in the study conducted by Eitle (2005) it was found that besides the differences between the achievements of boys and girls have not been great, the girls are presented with good academic achievement in language and reading while boys have higher achievement in mathematics and science. However, studies are showing lately, that in some cases girls are the ones that show higher achievement than boys regardless of the type of subject (Chambers & Schreiber, 2004). Researchers also give explanations about these findings. They explain that the girls are the ones that make more efforts to achieve high grades but are even more obeyed than the boys against the authority of parents and teachers and therefore have higher academic

The relationship between students' academic achievement and socio-economic status also had a special attention of the researchers of the science of education. Socio-economic status (SES) of the students usually refers to a combination of these family indicators: parents' educational level, their job positions and household income level (Jeynes 2002; Sirin, 2005). All these studies but also some others have estimated family background as a very important factor associated positively and academic achievement of students (Davis-Kean, 2005; Eamon 2005; Hochschild 2003; Jeynes 2002; McNeal 2001; Sirin, 2005). Students who come from families with low SES have lower test points and have a greater opportunity to leave school (Eamon 2005; Hochschild, 2003).

According to researchers, families with low SES affect negatively at students' academic achievement because they do not provide with opportunities for gaining access to more resources that children need for their learning and even produce increased levels of family stress (Davis-Kean, 2005; Eamon 2005). Low socio-economic level is associated with a set of indicators that determine the well-being of adolescents including the academic achievements. (Beauvais & Jenson, 2003). Findings of studies have demonstrated that poverty contributes to adolescent school failure because inadequate health and malnutrition do not allow full mental development, a necessary condition for the maximum development of their potential in education (Eamon, 2005).

Researcher Jeynes (2005), by using NELS data (1992) analyzed three aspects of parental involvement and family structure, to see how these affect students' academic achievements. Results indicated that family structure is of the predictors of academic achievement. In another study of the same author (Jeynes, 2002), it is explained that the family structure can affect the quantity and quality of time parents can spend with the child.

Researchers have found that parents' education has a direct positive connection with students' academic achievements and is a significant predictors of their achievement. Parental education level affects the structure of the family environment (Linver, Brooks-Gunn, & Cohen, 2002; Yeung, Linver, & Brooks-Gunn, 2002), or in different styles of parenting (Mistry, Vanderwater, Houston, & McLoyd, 2002). Maternal educational level

is another factor that affects students' academic achievement (Magnuson, 2003). Mothers with higher educational level, self-esteem in their skills to help children and cooperate with teachers, is related to high scores of children in testing (Eamon, 2005; Jeynes, 2002; Magnuson, 2003).

Housing density is another factor related to child development and academic achievement. High level of overcrowding is an aspect of chaotic environment, which is characterized by high level of overcrowding or frequent entrances and exits, which indicate an increase in noise level and lack of structuring the physical and spacious environment where no one has his space (Wachs & Corapci, 2003). Studies have shown that a chaotic environment is associated with the range of options for achieving not desired results. There are empirical findings that show that a chaotic environment, unstructured physically and in time is a potential risk for poor cognitive performance, and low academic achievement (Brown & Low, 2008; Deater-Deckard, Mullineaux, Beekman, Petrill, Schatschneider & Thompson, 2009)

Research in the field of education have also shown that students' academic achievements are closely related to parental involvement in education (Eppler & Weir, 2009; Epstein, 2011; Henderson & Mapp, 2002; McWayne, Hampton, Fantuzzo, Cohen, & Sekino, 2004; Stevens, 2006). Parental involvement in education refers to the role of parents in children's education at home and in school. This role appears in different forms: the presence in the school, communication with teachers and helping with homework. Scientific findings converge to a point, making a maximum estimate of the benefits that come as a result of parental involvement in relation to academic achievement during the whole process of education (Epstein, 2011). Parent-teacher relationship is a form of parental involvement, which has proved to have strong links with the academic achievement of students, especially in the case of the Albanian language. It is found that there is a moderate positive relationship between cooperation and parent-teacher communication and achievement of ninth grade students at annual grade on the native language but also at the exams at the end of this course (Kashahu, 2012).

The purpose of the study

This study aims to:

- Determine the impact of teacher-parent relationship in the overall academic achievement of adolescents after previously controlling variables such as gender, parental education, family status of parents, family income, housing density.
- Determine the impact of teacher-parent relationship, in two separate subjects like mathematics and mother tongue language after previously controlling variables such as gender, parental education, family status of parents, family income, housing density.

Methodology

To realize the objectives of the study, 9-year public schools of Tirana were divided by location into three areas (the 1st area; the central area schools, the 2nd area; the midtown area schools, 3rd area; suburban schools). They randomly selected 21 schools, while maintaining the reports area / school, and selected the students. The study has a quantitative nature. To collect the data to 730 measuring instruments were distributed by

which 714 of them were gathered.

Participants

In this study, students of the 9th grade 9ta classes of 9-year public schools of the city of Tirana participated (N = 714) of whom 367 (51.4%) were boys and 347 (48.6%) girls, as well as mathematics teachers (N = 24) and native language (N = 22) that taught during the 2010-2011 academic year.

Instruments

For the purposes of this study it was used a measuring instrument consisting of three parts; The first part aimed at gathering personal and demographic data for students (N = 714), age, gender, father's education, mother's education, family situation of parents, housing density, household income.

The second and the third aimed at collecting data on parent-teacher relationship based on self-reporting of Teachers of Mathematics (Part II) and native language (Part III) and consists of two Likert type subscales, 1 not agree to 5 totally agree. Instrument was taken from the literature and it was adapted adapted. This instrument measures the cooperation (19 items) and communication (5 items). Factorial analysis with the data of this study confirmed that the factors were consistent with those of the original scale. Parent-teacher cooperation is measured by the average of the claims 1, -2, 3, -4, 5, 6, 7, -8, -9, 10, -11, -12, 13, -14, 15, -16, 17 18, -19. Higher scores indicate support, security, mutual trust relationship, availability, and sharing common expectation for the child, in parent-teacher relationships. Reliability is $\alpha = .97$ for the second part, and $\alpha = .93$ for the third. The teacher-parent communication is measured by the average of the claims 20, 21, 22, 23, and 24. Higher scores indicate more emotion and division of information between teachers and parents. Reliability is $\alpha = .89$. for the second, and $\alpha = .74$ for the third.

Measuring academic achievement

In this study, academic achievements are measured by maintaining a rigorous evidence of the grades taken by students (N = 714) in mathematics and mother tongue language, as well as grades obtained by them in the examination of release in both cases. Apart from these two subjects, there were drawn the results from the school records and relevant classes and annual grades of main subjects (native language, English, mathematics, physics, chemistry, biology, history, geography) and it was calculated their average. Data collection procedures.

First, the first part of the instrument with general information was completed by students in grades 9ta (N = 714).

The second and third part of the instrument was distributed to teachers of mathematics and the mother tongue language teachers, and for a period of two weeks almost all distributed instruments were gathered. At the end of the school year, the annual grades and grades of the release exams for each student were gathered. All this data was collected during the period January to July 2011.

Data processing procedures

Statistical data were processed with SPSS. It was done the analysis of processing of the scale of cooperation and communication language and mathematics teachers with

parents. Factorial analyzes were carried out to confirm compliance of factors with the original scale and their reliability analysis. Through descriptive analysis, the groupings of the grades of pupils was done in three levels: lower level for students with grades 5 and 6, middle level for students grades 7 and 8, and higher for students with grades 9 and 10. To assess the impact of gender, parental education, family income, family structure, housing density and parent-teacher relationship, on the student's academic achievement, linear regression analyzes were carried out by the method enter. In this paper there are reported those results that are statistically reliable.

Results

The impact of teacher-parent relationship in the overall academic achievement of adolescents

The objective of this study was to reveal the impacts of teacher-parent relationship in predicting the average grade of students, having been previously controlled the variables such as gender, parental education, family status of parents, family income, housing density, based on the report by teachers of mathematics and mother tongue language. To achieve this goal regressive analysis were carried out, totally 6 in number with enter method. In the first block it was placed gender (1 = gender) in the second block father's educational level (2 = father's education level), in the third block the mother's educational level (3 = mother's education level), in the fourth block financial condition (4 = financial situation), in the fifth block housing density (5 = housing density), in the sixth block family structure (6 = family structure) and the seventh block parent-teacher cooperation by mathematics teachers and the mother tongue teacher (7.1 cooperation 7.2communication). The average grade of the student reports for teachers of mathematics, is predicted positively by gender $\beta = .19$, $t = 6.56$, $p < .001$, $R^2 = 8\%$, father's education $\beta = .15$, $t = 3.92$, $p < .001$, $R^2 = 13\%$, and two dimensions of parent-teacher relationship, cooperation $\beta = .58$, $t = 14.48$, $p < .001$, and communication $\beta = .10$, $t = 2.51$, $p < .01$ with variance $R^2 = 38\%$. While according by the language teachers the average grade is provided positively by gender $\beta = .21$, $t = 5.86$, $p < .001$, $R^2 = 7\%$, father's education $\beta = .19$, $t = 4.83$, $p < .001$, $R^2 = 14\%$, and the mother $\beta = .09$, $t = 2.06$, $p < .05$, $R^2 = 3\%$ and the two dimensions of the co-parent-teacher relationship $\beta = .43$, $t = 11.99$, $p < .001$, and communication $\beta = .09$, $t = 2.63$, $p < .01$ with $R^2 = 12\%$ explained variance.

Table 1. Regression analysis to predict the average grade level of the parent-teacher relationship according by the teacher of mathematics and the native language teachers

Predictive variables	According by the teacher of mathematics	According by the teachers of the native language
	Average	Average
	β	β
1. Gender	0.19**	0.21***
2. Father's education	0.15**	0.19***
3. Mother's education	0.04	0.09**
4. Financial income	-0.005	0.02

5. Housing density	0.001	0.00
6. Family structure	0.008	-0.06
<hr/>		
7. Teacher-parent relationship		
7.1 Cooperation	0.58***	0.43***
7.2 Communication	0.10**	0.09**

The impact of teacher-parent relationship in academic achievement in mathematics and the mother tongue

Study also aimed at finding out how much the parent-teacher relationship affects in predicting the student's grade in specific subjects such as mathematics and language, by previously controlling the variables such as gender, parental education, family status of parents, family income, housing density, based on the reports of teachers of mathematics and mother tongue language teachers, even in these cases the analysis of regression were performed with the enter method, including the six blocks; gender, parental education, family status of parents, family income, housing density, and at the last block it was placed teacher-parent cooperation and communication.

According to the reports done by the teachers of mathematics.

Findings show that annual grade in mathematics is positively predicted by the gender $\beta = 12$, $t = 4.55$, $p < .001$, $R^2 = 4.7\%$ and from the two dimensions of parent teacher relationship, cooperation $\beta = .70$, $t = 19.73$, $p < .001$, and communication $\beta = .08$, $t = 2.19$, $p < .05$. Math grade variance being explained by the two dimensions of teacher-parent relationship according to math teacher is $R^2 = 49\%$. The grade of the exam of mathematics is positively predicted by gender $\beta = .11$, $t = 3.37$, $p < .001$, $R^2 = 3\%$, father's education $\beta = .15$, $t = 3.70$, $p < .001$, $R^2 = 16\%$, and maternal $\beta = .08$, $t = 1.98$, $p < .05$, $R^2 = 2.5\%$ and the parent teacher cooperation $\beta = .57$, $t = 13.3$, $p < .001$, and explained variance $R^2 = 32\%$.

Table 2. Regression analysis to predict the level of the grades from the parent-teacher relationship according to the mathematics teachers

Predictive variables	Annual grade of mathematics	Exam grade of mathematics
	β	β
1. Gender	0.12*	0.11**
2. Father's education	0.06	0.15***
3. Mother's education	0.06	0.08*
4. Financial income	0.07	0.07
5. Housing density	-0.02	0.02
6. Family structure	-0.02	0.05

7. Teacher-parent relationship		
7.1 Cooperation	0.70***	0.57***
7.2 Communication	0.08*	0.06

According to the reports done by the language teachers

The language grades are positively predicted by gender $\beta = .22$, $t = 6.45$, $p < .001$, $R^2 = 10\%$, father’s education $\beta = .12$, $t = 2.83$, $p < .01$, $R^2 = 11\%$, and the mother $\beta = .12$, $t = 2.80$, $p < .05$, $R^2 = 2\%$ and the two dimensions of the parent-teacher relationship, cooperation $\beta = .49$, $t = 14.31$, $p < .001$, and communication $\beta = .08$, $t = 2.28$, $p < .05$ with variace $R^2 = 38\%$. The grade of the release test on the native language is predicted positively by gender $\beta = .20$, $t = 5.47$, $p < .001$, $R^2 = 11\%$, father’s education $\beta = .16$, $t = 3.41$, $p < .001$, $R^2 = 11\%$, and maternal $\beta = .14$, $t = 2.99$, $p < .01$, $R^2 = 3\%$, financial condition $\beta = .12$, $t = 2.85$, $p < .01$, $R^2 = 3\%$ and parent teacher cooperation $\beta = .36$, $t = 9.64$, $p < .001$, and explained variance was $R^2 = 24\%$.

Table 3. Regression analysis to predict the level of the grades from the parent-teacher relationship according to the language teachers

Predictive variables	Annual grade	Exam grade
	of language	of language
	β	β
1. Gender	0.22***	0.20***
2. Father’s education	0.12**	0.16**
3. Mother’s education	0.12**	0.14**
4. Financial income	0.06	0.12**
5. Housing density	-0.05	-0.007
6. Family structure	-0.04	-0.05
7. Teacher-parent relationship		
7.1 Cooperation	0.49***	0.36***
7.2 Communication	0.08*	0.03

Discussion

The main purpose of this study was to define the effects of teacher-parent relationship in the overall academic achievement of adolescents but also in specific subjects such as mathematics and mother tongue language by previously controlling the variables such as gender, parental education, family situation of parents, household income, housing density. It was found that the academic achievements of students of 9th grade are predicted in an essential way from the parent-teacher relationship, but also other variables such as gender, parental education, and to some extent monthly income are predictors of these achievements, although a relatively small way.

It was found that the academic achievements of students of 9th grade are related to sex. Study findings coincide with those of other researchers (Ceballo, McLoyd & Toyokawa, 2004, Chambers & Schreiber 2004, Eitle 2005). Through the conducted conversations with teachers of mathematics and language we found that girls study more, obey more to the authority of teachers and parents, and are more persistent to achieve quality until they finish the task. This is why they achieve higher results than boys. The conclusions are the same as Ceballo, McLoyd and Toyokaëa (2004), explaining that girls make more efforts.

Regarding parental education, the regression analyses showed significant connection between fathers and mothers educational level of students grades in mathematics and mother tongue language. The higher the level of education of parents, higher is the academic achievement of adolescents in both cases and the corresponding release examinations. The same direct positive achievements are discovered by other researchers (Eamon, 2005; Jeynes, 2002). While teachers were completing the questionnaires they said that the more educated parents seek for more detailed and specific information about the child. They want a detailed information about the aspects where their children have difficulties and work on this. While for the less educated parents it was sufficient with the information the teacher provided for them. This may be one of the reasons that children of better educated parents achieve even greater results. It was shown that even family income is predictive about the grade of native language exam. Housing density is not related to academic achievement, except for tests of mathematics where personal possession of a room is associated with achievements. Also, the family situation of the parents is not related to performance.

An important finding in this study is the fact that the parent-teacher relationship is substantial for the academic achievement of adolescents in all cases. This study provides empirical evidence that shows that when the relationship between the parties is based on understanding, the parties know how to share the duties, common expectations for the child, while offering support and availability, security and foster mutual trust in the relationship, cooperation becomes effective and therefore the benefits of the students are expressed through high academic achievement. These findings are synchronized with those of researchers Dauber and Epstein (1993) who found that cooperative relationship between home and school is the strongest predictor in academic achievement than can be the characteristics of the family background. This reinforces the idea that, if many schools include the family in the education of children, less socio-economic characteristics of the family will explain the academic achievement of adolescents.

Parent-teacher communication is also a predictor of student achievement. This contradicts the findings of some studies (Fan & Chen, 2001; Deslandes, 1996) that show that the level of a 9-year school, there is a negative relationship in some aspects of parental involvement and school performance. For example Deslandes (1996) observed negative relationship between frequency of contact with parents and teachers and academic achievement. She explains that communication between teachers and parents is more intense when the teenager faces the problems at school. However, in her study, communication is measured by the frequency of meetings. In this study the first communication is another optical. The aim was to find out how open is communication, so how teachers show through their communication with parents, how satisfied or concerned are they about the progress of the teenager, or how much do they ask for opinions and suggestions from the parents with their work with the children.

The findings of this study are important for the education of teachers. Future teachers, teachers in service, but the leaders should be part of education programs that will guide them towards effective ways to achieve fruitful cooperation and communication with parents. The above results make us think about the necessity of cooperative programs between the school and the family to achieve the realization of a higher quality parenting who focus on the care, supervision, emotional support, which parents can benefit it from the educational experts, in our case teachers. Teenagers who come from families with risky factors such as low economic level and low level of the education of parents can achieve better academic results if schools include these types of families in programs that help parents improve their parental skills by supporting motivation and the appropriate behaviour, which is in favor of education. Training activities which support effective parenting and support groups can address specific problems faced by parents as a result of the lack of time (Epstein, 1996).

Furthermore, these findings lead us towards the promotion of cooperation between school and family throughout the years of schooling of the children, but in particular, during the teenage years. Being an accomplice in education is a major challenge for the school as an institution of education, because it needs its human resources like the professionals help parents to better support their children in the process of education. Schools can organize seminars, trainings and activities for parents so that they can improve their skills in many areas such as skills to support their children's learning, the knowledge needed on legislation that sets out the rights and obligations between teachers as professionals and parents, where parents will be aware of the support they need to provide to the child, both teachers and they as parents. The study showed that security, mutual trust relationship, availability, sharing of common expectations for the child as well as the open communication between the parties has a positive significant relation on the academic achievements of students.

On the other hand both parents and teachers need continuing education to deepen, and to find effective way to be reliable to each other, to build mutual relationship, to accept the importance of being available at a given moment, as well as sharing common expectations for the child, building open communication between them. The ability to communicate clearly and effectively with children's teachers, but eve with parents should be made part of long-term strategies and medium-term development plans of the school. Leaders together with teachers and parents should work hard on the cooperation between school and family so that it would be an important part on the annula school's plan and not only a slogan but a goal to be achieved.

References

- Beauvais, C. & Jenson, J. (2003). The well-being of children: Are there neighborhood effects? Discussion paper 31, Canadian Policy Research Network: Ottawa, Ontario
- Bronfenbrenner, U. (1998). The ecology of developmental processes. (Com P.A. Morris). In E. Damon & R.M. Lerner (Eds), Handbook of Child Psychology: Vol 1: Theoretical Models of Human Development (993-1028). New York: Wiley
- Brown, E.D., & Low, C.(2008). Chaotic living conditions and sleep problems associated with children's responses to academic challenge. Journal of Family Psychology, 22, 920-92.
- Ceballo, R., McLoyd V., & Toyokawa,T. (2004). The influence of neighborhood quality

on adolescent's educational values and school effort. *Journal of Adolescent Research*, 19(6), 716-739.

- Chambers, E. A., & Schreiber, B. J. (2004). Girl's academic achievement: Varying associations of extracurricular activities. *Gender and Education*, 16(3), 327-346.
- Cicchetti, D., & Toth, S. L. (2000). Developmental processes in maltreated children. In D. Hansen (Ed.), *Nebraska symposium on motivation: Child maltreatment* (Vol. 46, pp. 85-160).
- Conger, R. D., Ebert-Wallace, L., Sun, Y., Simons, R. L., McLoyd, V. C., & Brody, G. H. (2002). Economic pressure in African American families: A replication and extension of the family stress model. *Developmental Psychology*, 38, 179-193.
- Davis-Kean, P.E. (2005). The influence of parent education and family income on child achievement: The indirect role of parental expectations and the home environment. *Journal of Family Psychology*, 19(2), 294-304.
- Dauber, S. & Epstein, J. (1993). Parents' attitudes and practices of involvement in inner-city elementary and middle schools. In N.F. Chavkin (ED), *Families and schools in a pluralistic society* (53-71). Albany: State Univ of NY Press.
- Deater-Deckard, K., Mullineaux, P. Y., Beekman, C., Petrill, S. A., Schatschneider, C., & Thompson, L. (2009). Conduct problems, IQ, and household chaos: A longitudinal multi-informant study. *Journal of Child Psychology and Psychiatry*, 50, 1301-1308.
- Eamon, M. K.(2005). Social-demographic, school, neighborhood, and parenting influences on academic achievement of Latino young adolescents. *Journal of Youth and Adolescence*, 34(2), 163-175.
- Eitle,T. McN. (2005). Do gender and race matter? Explaining the relationship between sports participation and achievement. *Sociological Spectrum*,25(2), 177-195.
- Epstein, J. L. (1996). Family-school links: How do they affect educational outcomes? In A. Booth & J. Dunn (Eds.), *Family-school links: How do they affect educational outcomes?* Hillsdale, NJ: Lawrence Erlbaum Associates.
- Epstein, J. L. (2005). School, family, and community partnership in the middle grades. In T.O.Erb (Ed.), *This we believe in action: Implementing successful middle level schools* (pp.20). Westerville, OH: National Middle School Association.
- Epstein, J. Coates, L., Salinas, K., Sanders, M., & Simon, B. (1997). *School, family and community partnerships: Your handbook for action*. Thousand Oaks, CA: Corwin.
- Epstein, J. L. (2011). *School, family, and community partnerships: Preparing educators and improving schools* (44-69). (2nd ed.). Philadelphia, PA: Westview Press.
- Eppler, C., & Weir, S. (2009). Family assessment in K-12 settings: Understanding family systems to provide effective, collaborative services. *Psychology in the Schools*, 46(6), 501-514.
- Evans, G. W. (2004). The Environment of Childhood Poverty. *American Psychologist*, 59, 77-92
- Fan, X. Chen, M. (2001) Parental involvement and students' academic achievement: A meta analysis. *Educational Psychology Review*. 13(1):1-22.
- García Coll, C., & Szalacha, L. (2004). The multiple contexts of middle childhood. In R. Behrman (Ed.), *The Future of Children*, 14(2), 81-97.
- Henderson, A., & Mapp, K. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: National Center for Family & Community Connections with Schools.

- Hochschild, J. L. (2003). Social Class in Public Schools. *Journal of Social Issues* 59(4), 821-840.
- Jacobs, N., & Harvey, D. (2005). Do parents make a difference to children's academic achievement? Differences between parents of higher and lower achieving students. *Educational Studies*, Vol. No. 4, 431-448.
- Jeynes, W. H. (2002). Examining the effects of parental absence on the academic achievement of adolescents: the challenge of controlling for family income. *Journal of Family and Economic Issues* 23(2).
- Kashahu, L. (2012). The Influence of family functioning and school-family relationship in adolescent academic achievement at the subject of the Albanian language. *Studime sociale Revistë e Institutit të Sociologjisë Vol 6 nr 2.* 91-101. Tiranë
- Linver, M. R., Brooks-Gunn, J., & Kohen, D. E. (2002). Family processes as pathways from income to young children's development. *Developmental Psychology*, 38, 719-734.
- Magnuson, K. (2003). The effects of increases in welfare mothers' education on their young children's academic and behavioral outcomes: Evidence from the National Evaluation of Welfare-to-work Strategies Child Outcomes Study (No. 1274-03). Madison, WI: University of Wisconsin, Institute for Poverty Research.
- McNeal, R. B. (2001). Differential effects of parental involvement on cognitive and behavioral outcomes by socioeconomic status. *Journal of Socio-Economics* 30(2), 171.
- Mistry, R. S., Vandewater, E. A., Houston, A. C., & McLoyd, V. C. (2002). Economic well-being and children's social adjustment: The role of family process in an ethnically diverse low-income sample. *Child Development*, 73, 935-951.
- Sirin, S.R. (2005). Socioeconomic status and academic achievement: A met analytic review of research. *Review of Educational Research*, 75(3), 417-453.
- Stevens, J. (2006). Family partnership policy. Albany, NY: New York State Education Department.
- Vickers, H. S., & Minke, K. M. (1995). Exploring parent-teacher relationships: Joining and communication to others. *School Psychology Quarterly*, 10, 133-150.
- Yeung, W. J., Linver, M. R., & Brooks-Gunn, J. (2002). How money matters for young children's development: Parental investment and family processes. *Child Development*, 73, 1861- 1879.
- Wachs, T.D., & Corapci, F. (2003). Environmental chaos, development and parenting across cultures. In C. Raeff & J. Benson (Eds.). *Social and Cognitive Development in the Context of Individual, Social, and Cultural Processes*, New York: Routledge.