

PARENTAL INVOLVEMENT IN A TEENAGER'S ACADEMIC ACHIEVEMENTS IN MATHEMATICS AND NATIVE LANGUAGE COURSES

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Abstract

This study is quantitative in nature and aims to reveal the relationship between several forms of parental involvement with their teenager's academic achievements, differences of parental involvement based on the student's gender, and levels of the student's academic achievement. The study sample included 369 parents of students who are 14 or 15 years old (N = 369). To meet the goals of the study, a measuring instrument of 10 under scale based on self-reporting of parents was applied. Analysis of data was done using statistical package for social sciences (SPSS) and identification of the strength of correlations was used with Davis indicators (1971). Detection of gender differences was conducted by analyzing the T-test, while comparison of the average values for the parental involvement of differences on the basis of the level of achievement was made possible by analysis of variance ANOVA. Results show that there is a positive relationship (from weak to strong) between the academic achievement of students in mathematics and native language with parental involvement aspects. Parental involvement with homework in both mathematics and native language studies is positive and moderate. The parental expectation of progress and achievement in mathematics is strong, while in the case of native language

the expectation is substantial. The study also found gender differences -- parents support girls more than boys. Students with high academic achievement were found to have careful parents who created a suitable environment for learning, were involved more in homework, and reported higher ratings for linguistic and mathematical knowledge in their children, compared with parents of students with average and low scores.

Keywords: Academic achievements, parent-child discussion, homework, parental beliefs, parental attitudes, parents' self-assessment of their efficacy

Review of literature

Academic achievement in adolescence has been the focus of many studies in education sciences, since the forecast of the country's economic growth by the OECD (2010). Over the past three decades, studies have shown that a student's academic achievements as well as his development and well-being are influenced by a range of factors (Beauvais and Jenson, 2003). One of the prominent theories that explain the adolescent's development is the Bronfenbrenner theory (1998), which says that a child's interaction with the family micro-environment is particularly important. Equally important in assessing the impact of parents and researchers is Daubert and Epstein (1993), who "conveys the message that the manners that parents can be involved in education may be predictors and more important than variables themselves even socio-economic status of the families" (Kashahu 2012).

Parental involvement in education has been and is debated by scholars because the many different definitions of its dimensions. However, nowadays two theories dominate:

1. Epstein's Theory (1987, 1997, 2001, 2011)
2. Hoover-Dempsey and Sandler's Theory (1995, 1997, 2005)

Epstein and her colleagues write that parental involvement is displayed in six dimensions:

- family obligations
- communication with the school
- parental involvement with school
- parental involvement in learning activities at home
- decision-making in school
- cooperation with other agencies and community (1997).

Hoover-Dempsey and Sandler discuss parental involvement through a theory that explains in detail what motivates parents to be involved in education by listing several major reasons (2005):

- a personal parental role for their children

- their abilities to help the children succeed in school
- their reactions to being ‘involved in school life’
- the context of their lives as parents

Based on these theories, researchers have tried to study different forms of parental involvement that relate to students’ academic achievement, parent-child discussion (Aldous, 2006; Bishop, and Forgasz, 2007; Ingram, Wolfe and Lieberman, 2007; Van Voorhis, 2003), parental expectations for education (Catsambis, 2002; Einarsdottir and Gardarsdottir, 2009; Hong and Ho, 2005; Patrikakou, 2004; Spera, 2006; Ysseldyke and Christenson, 2002; Jean, 2006), family environment in learning support (Altshul, 2011; Delaney-Black Covington, Ondersma, Nordstrom-Klee, Templin, Ager, etc. 2002; Molfese, Modglin and Molfese, 2003; Wilson and Hughes, 2006), the involvement of parents in homework (Catsambis, 1998; Carter, 2002; Epstein, 2005; Jeynes, 2005; Hoover-Dempsey, etc. 2005; Sheldon and Epstein, 2005), beliefs and attitudes of parents on the importance of specific subjects such as mathematics and language (Der-Karabetian, 2004; Gibson and Jefferson, 2006), self-assessment of their skills to help children (Binns, Steinberg and Amorosi, 1997; Green and Hoover-Dempsey, 2007).

Parent-child discussions

Some researchers have found that the involvement of parents in the home, particularly in parent-child discussions of school problems and implementation of curriculum, has a major impact on academic achievement (Aldous, 2006; Bishop and Forgasz, 2007; Ingram, Wolfe and Lieberman, 2007; Van Voorhis, 2003). Academic achievement positively affected by the existence of healthy relationships, parent-child, which generates a kind of supportive discussion (Ysseldyke and Christenson, 2002). Parent-child discussion, are also associated with parental aspirations for the achievements of children and often are the object of discussion (Jeynes, 2005).

Parental expectations and aspirations

Parental expectations and aspirations are related (Hoover-Dempsey and Sandler, 1995) and the reason why parents are involved in their children’s education and why the involvement is so important for academic achievement. The impact of parental expectations and aspirations is reviewed by other researchers (Goldenberg Reese and Garnier, 2001; Tsui, 2005; Yan and Lin, 2005), and the results show that parental expectations and aspirations are closely connected to the academic achievement, and furthermore these findings are consistent (Aldous, 2006; Cao, Bishop and Forgasz, 2007; Fan and Chen, 2001; Henderson and Mapp, 2002).

When adolescents perceive that parents have higher educational goals for them, they show greater interest in school and better follow the rules to

achieve the higher goals (Spera, 2006). One explanation for parental expectations and aspirations being so important is the fact that they affect the aspirations and expectations that students create for themselves (Hong and Ho, 2005; Patrikakou, 2004).

Family environment to support learning

A family environment that supports learning is also a factor related to student academic achievement. Engaging parents in home learning activities is a strong predictor of achievement in reading and mathematics. Organization of daily regime and school performance is a very important factor and has impact on a student's academic achievement (Ysseldyke and Christenson, 2002). The quality of the family environment provides what is necessary for the learning to have a positive effect on academic achievement (Delaney-Black et al, 2002; Molfese, Modglin and Molfese, 2003; Van Voorhis, 2003; Wilson and Hughes, 2009).

Altshul's study focused on the academic achievement of 1,609 American teenagers of Mexican descent. The study revealed that academic achievement is connected more with the financial investments of parents to increase learning resources at home and the time parents spend dealing with adolescents in the context of school obligations. The researcher found that parents' financial investments to enhance learning resources at home had an even stronger impact than the time spent by parents (2011).

Desforges and Abouchaar described the parental involvement as "good parenting at home," including conditions of a secure sustainable environment, intellectual stimulation, parent-child discussion, the pattern of educational and social values, high expectations for personal achievement, contact with the school for sharing information and participation in school life (2003).

Parental involvement in homework

There are conflicting findings regarding homework. F. Jeynes in his study (2005) stated that homework control is not related to academic achievement. While some studies found that parental involvement in homework is important for academic results of pupils (Hoover-Dempsey et al, 2001), this involvement is especially important when it occurs in math, language and literature (Sheldon and Epstein, 2005). According to Catsambis (1998), the most effective types of parental involvement are those which focus not on monitoring behavior, but those that revolve around adolescent counseling and mentoring. However, parental involvement in homework can also greatly benefit students who have problems in achievement and behavior. Parental involvement in homework (orientation, leadership, not

just oversight) is an important factor that affects academic performance (Carter, 2002; Hickman, Greenwood, and Miller, 1995).

Beliefs and attitudes of parents about the importance of specific subjects

The researcher Der - Karabetian investigated factors affecting student achievement in math in 9-year schools. He found that achievement was related to parental expectations, parental interest in mathematics and parental support. Also he noted that these variables not only affect academic performance but also affect the students themselves and at the same time the teachers hoping for these achievements (2004).

In a study of 3,736 eighth-grade students, researcher Hammouri aimed to discover the relationship between academic achievement in mathematics and attitudes and motivation of students. He discovered that parents with adolescents feel connected emotionally and have a major impact on the beliefs and attitudes about their abilities in this subject. The mother's perception in particular shows a strong positive direct connection with academic achievement in mathematics. This means that students whose mothers greatly value mathematics reach even higher scores. Also, he stressed that when mothers think that math is important, this affects the student more than other people's opinions, like teachers and peers (2004). Researchers Gibson and Jefferson (2006), in their two-year study, confirm these findings.

Self-assessment of parents to support children in math and reading language

One study shows that 87% of students who receive grades A and B reported that their parents were able to help with homework, while 24% of students who receive lower grades reported that their parents were not able to help them with homework (Binns, Steinberg, and Amorosi, 1997). Finally, the way parents are involved in their children's education depends not only on the importance that parents devote to a particular subject, but also by the perception of their skills to lend assistance, especially when it comes to specific subjects such as math and language (Green and Hoover-Dempsey, 2007).

Academic achievement and gender

A study conducted by researcher Kashahu with 714 students in the ninth grade of public schools in Tirana found that academic achievement was associated with gender. Although differences in academic achievement in math and native language are not great between the genders, girls have higher achievements than boys (2013). Studies of gender differences and

parental involvement in education are rare, but among them there are findings that contradict each other.

Mulle's 1998 study which focused on gender differences in parental involvement and academic achievement in math found that parents were similarly involved in the education of girls and boys. Carter and Wojtkiewicz (2000) came to the conclusion that girls have more experience with parents being involved in their education, and parents help boys and girls in different ways. To detect gender differences, authors considered some form of parental involvement as parent-child discussion, the parent-school relationship, parental expectations, parental attendance at school events, and three forms of parental supervision (control homework, restrictions to watch television and constraints on social life).

The purpose of the study

This study aims:

- a) to determine the relationship that exists between adolescent and academic achievement in mathematics and native language, and some aspects of parental involvement in education, namely; parent-child discussion, parental expectations for education, family environment to support learning, parent involvement in homework, beliefs and attitudes of parents about the importance of specific subjects such as mathematics and language, and parental self-assessment skills.
- b) to detect differences of parental involvement on the basis of the student's gender.
- c) to examine differences in parental involvement based on the level of academic achievement.
- d) to reveal the relationship between self-esteem of parents in helping their children with mathematics and native language and their involvement in homework.

Methodology

The study is quantitative. To fulfill the goals, 21 of the 66 nine-year public schools in Tirana were randomly selected. A list of randomly selected students and parents were contacted through teachers. Parents received a letter explaining the purpose of the study. The parents were asked to come to the school for a period of one week. Of 400 parents, 369 were able to gather (N = 369).

For the purposes of this study, a measuring instrument was borrowed from literature (Robinson, 2008) and was translated into Albanian. The instrument was intended to collect data based on self-reporting of parents in relation to some aspects of parental involvement. The instrument consists

with 10 under scale Likert-type, where each scale measure one dimension of parental involvement.

Analysis showed compliance with the original scale and reliability for each factor as follows: parent involvement in homework in math (Cronbach $\alpha = .82$), parent involvement in homework in language (Cronbach $\alpha = .91$), family environment to support learning (Cronbach $\alpha = .62$), parent-child discussion (Cronbach $\alpha = .72$), parental expectations in math education (Cronbach $\alpha = .74$), beliefs and attitudes of parents about the importance of math (Cronbach $\alpha = .62$), beliefs and attitudes of parents about the importance of native language study (Cronbach $\alpha = .62$), self-assessment of parent skills to help children in math (Cronbach $\alpha = .84$), self-assessment of their parents skills to help children in case of mother language (Cronbach $\alpha = .84$).

To achieve accuracy in measuring academic achievement, questionnaires were coded so that parents reporting marks in math and language can be verified by conducting a comparative analysis between the marks reported in the records of the respective classes. Therefore, there was a rigorous evidence of student grades ($N = 369$) in mathematics and native language.

Statistical data were processed with SPSS. They analyzed the processing steps to measure some aspect of parental involvement in education. Factorial analysis was carried out to confirm compliance of the original ranking factors and to analyze their reliability. Through descriptive analysis, student grades were grouped in three levels, the lowest for students with grades 5 and 6, the medium for students with grades 7 and 8, and third level for students with grades 9 and 10.

To identify the strength of correlations, Davis indicators were used (1971). To detect differences in parental involvement with students based on gender, the T-test was done. To examine differences in parental involvement based on the level of academic achievement, the Leuven test was done first and this confirmed the homogeneity of values and then analyzed the ANOVA comparing averages. The results are reported in this paper and are statistically reliable.

Results

The relationship between academic achievement of students in mathematics and native language with some aspects of parental involvement

To study the relationship between academic achievement of students in mathematics and native language with some aspects of parental involvement, correlational analyses were performed. From the processing of the data, it is clear that there is a positive relationship between students'

academic achievement in mathematics and native language with some aspects of parental involvement, specifically parent-child discussion and family environment to support learning show a positive relationship which is poor though statistically valid.

Whereas, when we see parental involvement in homework in both math and native language, the link appears moderately positive. It is striking in this analysis that the link between parental expectations for progress and achievement in mathematics is strong and the subject of native language is substantial.

Beliefs and attitudes of parents about the importance of mathematics and language show moderate positive correlation with academic achievement in both subjects. Also, positive and moderate correlation between self-assessment of parents on their skills, to help children and their achievements in mathematics and mother language (Table1).

Table 1. The relationship between parental involvement in aspects of education with academic achievement in mathematics and mother language

Parental involvement in education	Grades	
	Mathematics	Mother language
1. Discussion parent child	0.21**	0.23**
2. Family environment to support learning	0.25**	0.24**
3. Parental involvement in mathematics homework	0.36**	0.27**
4. Parents' expectations for progress in mathematics	0.79**	0.34**
5. Parental involvement for mother tongue	0.28**	0.66**
6. Parents' beliefs and attitudes about mathematics	0.38**	0.39**
7. Beliefs and attitudes of parents mother tongue language	0.26**	0.30**
8. The ability of parents to support learning in mathematics	0.39**	0.26**
9. The ability of parents to support learning in the mother language	0.10	0.35**

Note : * $p < 0,05$. ** $p < 0,01$

Relations between self-esteem of parents in their skill and their involvement in homework in relevant subjects

Regarding the relationship between self-esteem of parents in their skill and their involvement in homework in certain subjects noted that the correlation coefficients, based on the correlation analysis with Pearson, show moderate positive correlation. This means that as parents feel capable to help their children in math, they are more involved in homework. Even in the case of language, parents who help children through their involvement in homework are parents who feel they are capable and have the ability to contribute in this field.

Table 2. The relationship between self-esteem of parents for their skill and involvement in homework for relevant subjects

	5	7	9	10
5. Parental involvement in mathematics homework	1			
7. Parental involvement for mother tongue	.261**	1		
9. The ability of parents to help in the mathematical	.400**	.281**	1	
10. The ability of parents to help in language	.195**	.366**	.496**	1

Note: * $p < 0,05$. ** $p < 0,01$.

Some aspects of parental involvement and gender

Descriptive analysis showed that parents often discuss problems of school, often or very often create a family environment in accordance with learning and often give weight to language learning and reading. Sometimes dealing with homework in general, sometimes included in the homework on the subject of mathematics and language, and sometimes feels capable of helping children in homework of such subjects.

T-test analysis highlighted the tendency of discussing school problems more with girls than with boys $t(n,367) = 26.03$, $p < 0,01$. Also according to reports by parents, girls create conditions to support learning more than boys, $t(n,367) = 1.94$, $p = 0.05$ more involved in language homework for girls than for boys $t(n, 367) = 3.17$, $p < 0:01$ and work harder to convince girls that math is important $t(n, 367) = 24.02$, $p < 0,05$. Parents feel competent to help girls who possess skills in language $t(n, 367) = 2:38$, $p < 0:05$ (Table 3).

Table 3. The average values of parental involvement in the education of students by gender

Dimensions	Total	Female	Male	t-value n=367
1. Discussion parent child	4.13	4.23	4.00	3.26**
2. Homework in general	2.78	2.83	2.70	1.38
3. Family environment to support learning	4.46	4.52	4.36	1.94*
4. Parental involvement in mathematics duties	2.93	2.93	2.92	0.02
5. Expectations for progress in mathematics	3.29	3.30	3.29	0.02
6. Parental involvement for language and reading	2.74	2.86	2.57	3.17**
7. Beliefs and attitudes of parents for math	3.83	3.89	3.73	2.24*
8. Parents' beliefs and attitudes about language	4.13	4.16	4.08	1.14
9. The ability of parents to help in mathematics	2.66	2.68	2.63	0.47
10. The ability of parents to help in language-reading	3.19	3.29	3.03	2.38*

Note: * $p < 0,05$. ** $p < 0,01$.

The level of student achievement based on some aspects of parental involvement

The level of student achievement in mathematics

By analyses of ANOVA variance, reports by parents show that students who have high achievement in mathematics have an even more convenient environment to learn compared to other groups $F(2, 368)=12:50$, $p < 0.001$, their parents are more involved in general duties $F(2, 368)=27.15$, $p < .001$, have more expectations for progress in mathematics $F(2, 368) = 274.70$, $p < 0.001$, more involved in mathematics homework $F(2, 368)=12:57$, $p<0.001$, more trust in its significance $F(2, 368)=25.22$, $p < .001$, but the language $F(2, 368)=11.27$, $p < 0.001$ and believe that they have more capacity to help their children in mathematics $F(2, 368)=14:28$, $p < 0.001$. Parents whose children have high and average progress in mathematics discuss more with their children, compared with those who have low progress $F(2, 368)=7.98$, $p < 0.001$, more involved in homework of children $F(2, 368)=28.12$, $p < 0.001$, believe that there is more capacity to work with them in the learning of language $F(2, 368)=3.28$, $p < 0.05$.

Comparison of averages of student achievement in mathematics reveals that there are links between the expectations of parents for progress in mathematics, beliefs and attitudes that mathematics is important and the child's level of achievement. As much as they are higher parental expectations and beliefs about the importance of mathematics to the future as high level are academic achievement in mathematics (Table 4).

Table 4. The average value of parental involvement in education, on the basis of grades in mathematics

Degrees of relationship	Level of grades in mathematics			F-Value (d.f.=2, 368)
	Low	Middle	High	
	M	M	M	
Discussion parent child	3.94b	4.19a	4.25a	7.95***
2. Homework in general	2.33b	2.91a	3.05a	28.12***
3. Family environment to support learning	4.28b	4.32b	4.70a	12.50***
4. Parental involvement in mathematics homework	2.52c	2.96b	3.24a	27.15***
5. Expectations for progress in mathematics	2.17c	3.11b	4.36a	274.70***
6. Parental involvement for language and reading	2.46b	2.70b	2.99a	12.57***
7. Beliefs and attitudes of parents mathematical	3.52c	3.80b	4.10a	25.22***
8. Beliefs and attitudes of parents of language-lexi	3.96b	4.07b	4.30a	11.27***
9. The ability of parents to help in mathematics	2.30c	2.63b	2.98a	14.28***
10. The ability of parents to help language-reading	3.00b	3.16ab	3.34a	3.28*

Note: * $p < 0,05$. *** $p < 0,001$. The average values having the same sign does not change between them

The level of student achievement in language

According to reports from parents, students who have high achievement in language have parents who are more involved in homework in general, than parents of students with average or low achievement $F(2, 368)=22.99$, $p < 0.001$, create suitable environment for learning in comparison

with other groups $F(2, 368)=2.10, p<0.001$, involved more in mathematics home work $F(2, 368)=2.16, p<0.001$, have more expectations for progress in mathematics $F(2, 368)=122.67, p<0.001$, more involved in the subject of language homeworks $F(2, 368)=7.22, p<0.001$, more trust in importance of mathematics $F(2, 368)=28.54, p<0.001$ and language $F(2, 368)=15.48, p<0.001$ and believe they have more capacity to help their children in mathematics $F(2, 368)=13.42, p<0.001$ and language $F(2, 368)=5.90, p<0.001$.

Parents whose children have high and average progress in language have a higher level of discussion with adolescents, compared with parents of children with low progress $F(2, 368) = 12.50, p < 0.001$

A comparison of averages by levels of student achievement in language reveals that there is a positive link between beliefs and attitudes that language is important and the level of achievement. So the higher parental beliefs and attitudes about the importance of language for the future, as well as high level of academic achievement in those subjects. (Table 5).

Table 5. The average value of parental involvement in education on the basis of grades of students in the subject of language

Types of parental involvement divided into blocks	Level of grades in language			F-value (d.f.=2, 368)
	Low	Middle	High	
	M	M	M	
1. Discussion parent child	3.87c	4.07a	4.29a	12.50***
2. Homework in general	2.33c	2.64b	3.06a	22.99***
3. Family environment to support learning	4.11b	4.45a	4.60a	10.02***
4. Parental involvement in mathematics homework	2.53c	2.83b	3.16a	16.02***
5. Expectations for progress in mathematics	2.15c	2.89b	4.07a	122.67***
6. Parental involvement for language and reading	2.42b	2.49b	3.05a	22.07***
7. Beliefs and attitudes of parents mathematical	3.42c	3.71b	4.08a	28.54***
8. Parents' beliefs and attitudes about language	3.86b	4.04b	4.30a	15.48***
9. The ability of parents to help in the mathematical	2.23c	2.52b	2.94a	13.42***
10. The ability of parents to help in language	3.01b	3.02b	3.39a	5.90***

Note: * $p<0,05$. *** $p<0,001$. The average values having the same sign does not change between them

Discussion

Parents strive every day for ways to help their children, but often face difficulties especially when children are adolescents. One of the reasons is the fact that children today grow up in a very different time from the teen's parents. Some of the educational differences are related to past practices and often put parents in dilemmas. But in some cases, parents do not practice successful forms of the past, given the opinion that now is a different time and this form is outdated. For this reason they need to be oriented on what to do to receive the required result.

The study shows that parent-child discussion about issues that correlate with the school day, grades earned or plans for the future have a positive effect. Likewise, a family environment that supports learning showed a positive relationship, weak but statistically valid. This means that when parents provide children with everything they need to learn, when they create a special environment suitable to study, parents have taken a step toward their child's higher academic achievement.

These findings are in tune with other studies which focus on parent-child discussion and family environment. And researchers such as Aldous (2006), Bishop and Forgasz, (2007), Ingram, Wolfe, and Lieberman (2007), Jeynes (2005), Sui - Chu and Eillms, (1996) and Van Voorhis (2003), also conclude that parent-child discussion has a positive relationship on academic achievement . At the same conclusion reached Izzo, Weissberg, Kaspro and Fendrich (1999) and Ysseldyke and Christenson (2002), who found that the involvement of parents in home learning activities is a substantial predictor of achievement in reading and mathematics.

Moreover, researchers Ysseldyke and Christenson (2002) explain that the organization of the daily regimen and school performance is a very important factor and has a positive connection with high academic achievements of students. The quality of the family environment ensures a child's needs for learning is positively related to academic achievement of adolescents (Delaney-Black, etc., 2002; Molfese, Modglin and Molfese, 2003; illson and Hughes, 2006).

Whereas, if we see parental involvement in homework in both mathematics and language, the link appears moderately positive. This means that when parents set rules, when not limited by a routine control of homework but ensure that the young adult has knowledge and understanding when carrying the extra activities to reinforce this knowledge, will have the desired results.

Jeynes (2005) has reached different conclusions from those of this study. He stated in his study that homework control is not related to academic achievement. However, there are contradictory findings regarding homework. Some studies indicate that the involvement of parents in homework is important for academic results of students (Hoover-Dempsey etc. 2001) and especially when this involvement occurs in subjects like math, language and literature (Sheldon and Epstein, 2005; Van Voorhis, 2003) .

Striking in this study is the fact that parental expectations for education and achievement in mathematics, is strong, while in the case of language is substantial. Equally interesting is the finding that reveals that parental expectations for high achievement in mathematics related to the high level of mathematical achievement. Also, beliefs and parents attitudes about the importance of the two subjects for the education of children in the

future related to the level of achievement in mathematics and languages in escalated manner.

Expectations and parental aspirations are related (Hoover-Dempsey and Sandler 1995) and the reason why parents are involved in their children's education and why all this involvement is so important for academic achievement. The impact of parental expectations and aspirations is also examined by other studies (Goldenberg etc. 2001; Tsui, 2005; Yan and Lin, 2005), and the results show that parental expectations and aspirations are closely related to academic achievement (Aldous, 2006, Cao, Bishop, and Forgasz, 2007; Fan and Chen, 2001; Henderson and Mapp, 2002). Several studies noted that parental expectations have strong positive correlation with academic performance of students, and these findings are more consistent (Catsambis, 2002; Hong and Ho, 2005; Patrikakou, 2004; Spera, 2006; Zhan, 2006).

Beliefs and attitudes of parents about the importance of specific subjects such as mathematics and language show moderate positive correlation with academic achievement in both subjects. Unlike Der-Karabetian (2004), Hammouri (2004) and Gibson and Jefferson (2006) who found that parents' beliefs and attitudes about specific subjects such as mathematics and language have strong positive correlation with academic achievement.

Regarding the relationship between self-esteem of parents for their skill and their involvement in homework in certain subjects noted that the correlation coefficients show moderate positive correlation. This means that as capable of feeling parents to help their children in math, the more they are involved in homework. Even in the case of mother language, parents who help many children in this case through their involvement in homework, parents who feel they are capable and have the ability to contribute in this area.

The findings of this study have the same conclusion as Hayduk (1988) and Green and Hoover-Dempsey (2007), who found that the evaluation of their parents' skills to help children in particular subjects has affected the desire of parents to be active in children's school assignments.

As reported by parents, there is a tendency to discuss school problems more with girls than with boys. Also, parents create more conditions for girls, are involved in more homework, especially in language and feel more competent to help. These findings are contrary to those of the researcher Muller (1998), who found that parents have the same commitment and are equally involved in education for girls and boys, but are similar to those of scholars Carter and Wojtkiewicz (2000), who claim that there are differences in how parents are involved in the education of children on the

basis of gender, which in this study also indicated that there are more care for girls.

This study compared averages and concluded that there is positive correlation between high achievement of students in mathematics (as reported by parents), and appropriate environment for learning that parents create in comparison with other groups. Likewise, parents of this group of students are more involved in the math homework, have more expectations for progress in math, believe more in the importance of math for the prospects of the child and believe they have more math aptitude that parents than have children with low results. Parents whose children have high and average progress in mathematics discuss more with their children than those who have low progress.

When students have higher achievement in the subject of language (as reported by parents), parents are more involved in homework, create suitable environment for learning in comparison with others, are involved more in language homework, believe more in the importance of language in shaping children, believe they have more capacity to help their children. Parents, whose children have high progress in language have a higher level of discussion with adolescents, compared with parents whose children have low progress.

Conclusion

This study shows that some aspects of parental involvement have strong connections with the academic achievement of adolescents than some other aspects. More specifically, as parents have high expectations for academic achievement in a given subject, the student will have even higher achievements. This is explainable by the fact that even when parents have such high expectations for mathematics or language, they orient more toward working with their children on these subjects. With parental involvement in homework in both math and language, the beliefs and attitudes of parents about the importance of these subjects shows a positive and moderate relationship with academic achievement in both subjects.

Also, positive and moderate presented correlation between self-assessment of parents on their abilities to help children and their achievements in mathematics and language. This finding strongly suggests that parents need to make themselves feel capable to intensify their involvement in homework help. Schools can develop orientation meetings for teachers to offer help to parents to enhance their abilities.

T-test analysis for groups showed that frequent discussions with the child, a suitable condition for learning, involvement in homework and persistence to make clear the importance of subjects for their future,

increases the ability to achieve higher scores. The average grades of girls versus boys prove this.

On the other hand, a comparison of average values by analysis of variance ANOVA revealed that parents with higher involvement have children with higher achievement. This helps teachers to understand that the great work to involve parents in education should start from parents of students with low academic achievement.

The study has several limitations

- Firstly, it is based only on reporting of parents for parental involvement. It has not been possible to examine this involvement from other perspectives such as from students or teachers.
- Secondly, it could examine even more involved aspects of parental involvement such as parent relationship with the school, their involvement in school activities or even control over time their child spends with friends.
- Thirdly, this study has methodological changes compared with other studies of this nature and therefore the comparison of the findings should be taken with reserve.

However, this study, with the authors' knowledge, is the first in Albania (of a correlational nature) that sees aspects of parental involvement related to academic achievement, in contrast with studies conducted so far which have mainly exploratory nature. Moreover, the findings of this study clearly orient us toward indicators that correlate to the academic achievement which would suggest further studies to other factors such as the motivation of students, peer influence, the impact of teaching level, or even the influence of the class climate.

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