

Exploring the Relationship Between Parental Employment Patterns and the Academic Achievements of their Children in Tirana

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Abstract

This research aims to achieve a multifaceted objective by assessing the impact of parental employment and unemployment on the academic performance of youngsters spanning the age range from 14-15 to 19-20, who are actively engaged in educational pursuits within the city of Tirana. To fulfill this objective, the study has laid out a set of specific goals. Firstly, it seeks to investigate into the relationship between parents' employment statuses and their children's academic achievements. Additionally, it delves into the distinct and separate impacts that maternal and paternal employment statuses exert on the educational outcomes of their children.

To accomplish this comprehensive analysis, data has been collected through the employment of the ASEBA questionnaire. This questionnaire is widely acknowledged and respected for its rigorous standardization procedures and its effectiveness in evaluating a broad spectrum of factors, including emotional well-being, behavioral tendencies, and social competencies. Particularly, the ASEBA questionnaire has demonstrated its efficacy in the context of assessing these dimensions among children and adolescents.

As the empirical findings of this investigation unfold, they reveal a nuanced relationship between parental employment status and the academic achievements of students. While certain subjects demonstrate statistically significant correlations with employment status, these associations varies across different domains. Interestingly, the data suggests that maternal employment, in many instances, displays somewhat weaker linkages in contrast to paternal employment. Given the complexity of these dynamics, further research is needed to attain a more profound and comprehensive understanding of how employment, gender roles, and academic performance interconnect within the specific context of Albania.

Keywords: *Youth, full-time employment, part-time employment, academic performance.*

1. Introduction

The role parents play in their children's lives is crucial during both early childhood and adolescence. Parental employment models have a wide-ranging impact on children, primarily through their influence on family income and the time parents can devote to their children. Whether parents are employed or unemployed, and consequently, their income, directly shapes the outcomes of their children, as it determines the financial resources available for investment in their well-being. These investments can take the form of educational resources, such as seeking out the best schools and purchasing

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specific educational materials like books, computers, smartphones, iPads, and more. Additionally, parents' employment status affects their ability to make social and cultural investments that shape their children's personality, emotional development, behavioral patterns, and various other aspects of their growth. When parents are employed, they may have limited free time to engage with their children in a meaningful manner, including talking, providing guidance, reading together, or assisting with homework. This reduced interaction can have adverse consequences for their cognitive development.

The attitudes and aspirations of children are, in part, influenced by the values and expectations they are exposed to. Therefore, a parent's income from their job and their job position can serve as a source of information for the child, shaping their perception of their parents as role models and influencing their future expectations. Additionally, parents' employment status can have both favorable and unfavorable consequences for children through the influence of social capital, which impacts both individuals and families. Employment serves as a means to enhance the socialization of parents, leading to the development of social parental capital, which, in turn, affects their children in various ways.

Buchel and Duncan (1998) conducted a study exploring how parental socialization influenced their children's academic achievements. They found that the outcomes were a mix of both positive and negative effects. This underscores the idea that the impact of parental employment can extend to various aspects of child development. They highlighted that parental employment can yield positive results by fostering the development of social networks, which, in turn, can increase the exchange of information between parents and children regarding education and employment opportunities (Coleman, 1988). Social networks are known to play a crucial role in job searching (Granovetter, 1973, Granovetter, 1974) by providing exposure to information, work experience, and job openings. Consequently, parental unemployment may restrict children's access to these valuable social networks and hinder their job search through these channels.

The primary aim of this research is to assess how parental employment and unemployment affect the academic performance of adolescents aged 14-15 to 19-20, who reside in Tirana and are currently enrolled in educational institutions. The specific objectives of the study are as follows:

1. To analyze the influence of parents' employment status on the academic achievements of their children.
2. To investigate the differential impact of both maternal and paternal employment statuses on the academic outcomes of their offspring.

The operationalization of key words

In our exploration of how the employment status of parents affects the academic well-being of young individuals, it is essential to provide clear definitions for key terms used in this study:

1. "Youth" or "youngsters" in this context refers to individuals ranging from 14 to 15 years old up to 19 to 20 years old, which corresponds to the period when they typically attend high school.
2. "Full-time employment" denotes a type of job where individuals work a minimum of 40 hours per week.
3. "Part-time employment" is characterized by fewer weekly work hours compared to full-time employment, with work schedules typically determined by the employer. Part-time employment usually involves working less than 30 hours per week.

4. "Academic performance" encompasses the varying levels of achievement in all subjects within the high school curriculum in Albania, categorized into four levels: excellent, below average, average, and above average.

2. Literature Review

2.1 Employment, cognitive development and education

Fostering the development of cognitive abilities in children is unquestionably a complex undertaking, one that can be significantly impacted by the factor of parental employment in various ways. As discussed earlier, the increase in household income resulting from employment allows parents to make greater investments in their children's human capital. This can involve allocating more resources to education, acquiring educational materials such as books, enlisting personal tutors for academic support, or even opting for non-public educational opportunities (Becker, 1981; Ermisch et al., 2001).

However, Weinberg (2001) presents a critique of this investment model. He argues that it overlooks the child's own skills and decision-making abilities. According to Weinberg, higher income levels may prompt parents to incentivize their children with monetary rewards in exchange for improved performance and achievements, while lower-income parents may not have the financial capacity to do so. Living within a low-income family can elevate parental distress levels, potentially disrupting a child's social environment and impeding cognitive development (Parcel and Menaghan, 1994). Growing up with an unemployed parent can lower a child's expectations and aspirations, conveying a negative pattern to them and diminishing their motivation to invest in their education (Ermisch et al., 2001). Additionally, a parent's human capital, encompassing their education, qualifications, and knowledge, plays a significant role. This capital not only involves the inheritance of knowledge, including innate skills, but also fosters a culture of learning. White and Kaufman (1997) found that family social capital, such as parental or sibling support with homework, can counteract the negative effects of low socioeconomic status and low parental educational investment on a child's academic outcomes.

However, the impact of parents' employment extends beyond economic resources. Employed parents may have less time available for interacting with their children, reading to them, or assisting with homework, negatively affecting cognitive development. Parental involvement in a child's education, such as attending school events or participating in voluntary activities, may be influenced by parental employment, particularly part-time employment, which consumes time that could otherwise be devoted to school-related engagement (Winqvist Nord, et al., 1997).

Empirical evidence concerning the effects of early and current parental employment on children's cognitive abilities is varied and incomplete. Haveman and Wolfe (1995) conducted a review of existing evidence (primarily from the US) and found that some studies reported contradictory effects on children's educational attainment, while others did not identify any significant impact.

Joshi and Verropoulou (2000) conducted a study involving two different samples: 1,700 school students whose mothers were part of the 1958 National Child Development Study (NCDS) and children from the Birth Cohort Study (BCS) born in 1970, studied in adulthood. Their findings were diverse. Maternal employment during a child's first year had a notably negative impact on later reading skills, while maternal employment during the second to fourth years of a child's life had a positive effect on mathematical skills but no significant impact on reading abilities (NCDS).

These findings suggest that maternal employment has different consequences when children are very young versus when they are older and attending school. For preschool children, it can be tentatively stated that maternal employment might have some short-

term negative effects on cognitive development (though the evidence is not entirely convincing) and later academic achievements. However, when children are older and in school, maternal employment tends to have a positive impact on their educational attainment, possibly due to increased financial resources for the family and the role modeling effect it provides for children. According to the "Three Cities Study," a non-experimental longitudinal study involving single or marginalized mothers with low incomes, maternal employment is associated with improvements in adolescent mental health (Chase-Lansdale et al., 2004).

2.2 Parental Employment Patterns and Their Consequences on Child Development

Research conducted over the past four decades indicates that the employment status of mothers may not be a singularly significant variable in producing statistically significant results or differences when comparing children of employed and unemployed mothers. These relationships should be examined with careful consideration of the potential effects of other variables, including social class, maternal marital status, full-time or part-time employment, parental attitudes, and the child's gender. The complex path linking a mother's employment status to children's outcomes involves multiple steps. To comprehend how a mother's employment impacts children, we must first understand its effects on the family, as subsequent consequences largely occur through the family unit. Additional studies, such as Lois Wladis Hoffman's "The Effects of Maternal Employment on Children and the Family," suggest that the aspects of family life influenced by a mother's employment status, in turn, affect children. These aspects include the role of the father, the mother's well-being, and parenting styles, which encompass how parents interact with their children and their goals for them.

The participation of women in the labor market has seen a substantial increase in many countries over recent decades, particularly among mothers with young children. This trend has sparked intense debates concerning its potential long-term implications for children's welfare and outcomes. The overall impact of both maternal and paternal employment on children's cognitive and educational achievements remains ambiguous. On one hand, children may benefit from higher family incomes, but on the other, parental employment reduces the time parents spend with their children. Some studies have not found short-term or long-term effects on children's academic achievements due to maternal employment, and fathers' employment does not appear to affect long-term educational attainment in children significantly. These studies emphasize that it is not the quantity of time parents spend with their children that is crucial for cognitive development and academic achievements but rather the quality of that time, which is minimally influenced by parental employment.

A significant portion of studies in this area has reported statistically significant results related to maternal employment and early childhood development. Some of these studies have identified adverse effects on children's socio-emotional and cognitive outcomes resulting from maternal employment, while others have found positive associations between increased maternal employment and child well-being. However, some studies have not detected significant effects on children's well-being related to maternal employment.

Variations in findings across studies often depend on factors such as the duration of maternal employment, especially the length of employment during a child's first year, which may have more negative consequences on child well-being than later employment. Differences can also arise due to the economic diversity of the study samples. Several non-experimental studies have investigated the effects of parental employment on adolescent development, but the results are mixed. Many studies have not found significant links between parental employment and teenage academic achievement, criminal behavior, or substance abuse, while others have identified positive associations between parental employment and various socio-emotional aspects of adolescent

development. Conversely, some studies have reported negative effects on adolescent academic achievement.

In summary, children whose mothers worked full time during the first year of their lives tended to exhibit lower cognitive achievements than children whose mothers did not work. Children from highly educated families could benefit from extended maternity leave, while children from less educated families might suffer academically. The impact of parental employment on children's educational performance varies depending on numerous factors. For instance, the quality of care provided by non-parental caregivers, such as grandparents or educators, can influence the outcomes. There is no statistically significant evidence of differences in adolescent outcomes between mothers who work full time and those who do not work. Some studies have shown that mothers working full time while their children are under the age of five, despite increasing family income, have less physical time to interact with their families, potentially affecting academic achievement. Prolonged periods of full-time maternal employment when children are between one and five years old tend to reduce the likelihood of children achieving top grades, increase the likelihood of early unemployment and economic inactivity, raise the chances of children experiencing psychological stress in early adulthood, and decrease the likelihood of girls becoming mothers before the age of 21. Part-time maternal employment has less of an impact on adolescents or young adults, and prolonged part-time employment when children are preschoolers contributes to reduced academic achievement, although to a lesser extent than full-time employment during the same period. The impact of fathers' employment is generally less significant than that of mothers. Long-term paternal employment tends to reduce the likelihood of children experiencing unemployment and economic inactivity in early adulthood, decrease the likelihood of children experiencing psychological stress, and increase the likelihood of children achieving high academic evaluations. Furthermore, maternal employment status affects the family and children, with the majority of impacts appearing to be positive, including higher academic achievement, improved social behavior, a greater sense of competence and effectiveness among girls, and overall family adaptation to maternal employment. In two-parent households, fathers assume greater responsibility for household and childcare tasks, leading to benefits for the child. In working-class families, employed mothers tend to exhibit greater well-being than full-time homemakers, which positively affects their parenting. Even in middle-class families where mothers did not exhibit high levels of well-being, they did not demonstrate low levels either. Ultimately, the most important factors for children and young people are stability and the quality of maternal care, with maternal employment generally not playing a negative role in these aspects.

3. Methodology

This research employs a quantitative descriptive approach, which aims to delineate the attributes of a population or a studied phenomenon by collecting data without intervening in the manipulation of the environment. In this study, data collection relied on the ASEBA questionnaire, a tool recognized for its rigorous standardization and effectiveness in assessing emotional problems, behavior, and social competencies in children and adolescents.

3.1 The population of study and sampling

Population refers to the entire group from which data can be collected to achieve the research objectives. In our study, which seeks to investigate the impact of parents' employment patterns on their children's academic performance, the population comprises all young individuals, specifically focusing on high school students in Tirana. The sampling process involved three stages and followed a clustered approach. Initially, all public city schools in Tirana were selected, except for Sinan Tafaj school, which was

used for piloting purposes. In the second stage, a random selection process was used to choose at least three classes from each school. Finally, the questionnaire was administered to students within the selected classrooms.

The sample size was determined using a formula for sampling, assuming an infinite number of adolescents in the population: $N = (Z^2 p(1-p)) / c^2$

In this formula, Z represents the Z value (1.96 with a 95% confidence interval), p is the proportion of selection of a specific value expressed as a decimal (0.5 to maximize the sample size), and c is the confidence interval expressed as a decimal (in this case, $0.03 = \pm 3$ for the margin of error). By calculating based on this formula, our sample size should have consisted of 1167 students. However, to account for potential non-responses or incomplete responses from some students, a larger sample size of 1260 was ultimately chosen.

3.2 Piloting the questionnaire

Although the questionnaire's development and its suitability for achieving the study's objectives have previously been validated in other countries, a pilot phase was conducted to address issues related to language (translation), relevance to the context, and individual question comprehension. It was essential that the questionnaire's language remained straightforward and devoid of any ambiguity, that the instructions were clear, and that the individuals being surveyed had the opportunity and the knowledge to respond to the questions.

The pilot testing of the questionnaire involved a sample of 30 students from the "Sinan Tafaj" school. The selection of students for the pilot study aimed to ensure a diverse range of academic performance levels, parents from various social and economic backgrounds, and different ages to achieve a broader representation. Additionally, experts were consulted to review the questionnaire and provide input on issues related to data coding and its suitability for the planned data analysis. Following the pilot testing, some questionnaire questions were revised to eliminate ambiguity and improve clarity. Furthermore, an additional section inquired about the socioeconomic status of parents, and certain open-ended questions that were neither answered nor relevant to the study were removed from the original questionnaire.

3.3 Research Tool

In this study, data collection was facilitated through the utilization of the Youth Self-Report (YSR), a component of the ASEBA assessment system. YSR is a frequently utilized instrument for children, designed to gauge problematic behaviors across two broad dimensions: Internalizing and Externalizing. Furthermore, it provides scores for eight empirically established syndromes and DSM-oriented scales, alongside a summary score for Total Problems. This assessment also evaluates "Total Competency," encompassing a child's proficiency in activities, social interactions, and academic performance. Importantly, it parallels the caretaker-completed Child Behavior Checklist (CBCL) and the teacher-completed Teacher Report Form (TRF), permitting input from multiple sources.

The roots of the ASEBA approach can be traced back to the 1960s when Achenbach sought to create a more defined framework for understanding the psychopathology of children and adolescents than what was available in existing diagnostic systems. During this period, the Diagnostic and Statistical Manual of Mental Disorders (DSM) had only two categories for childhood disorders. In 1966, Achenbach embarked on an investigation to uncover the diverse symptoms that could lead a child to receive psychiatric treatment. This involved collecting data from the mental health records of 1000 patients and consulting literature available at the time. He compiled a comprehensive list of behavioral characteristics exhibited by children, which later formed the basis for the development of the CBCL.

4. Data Analysis

4.1. Descriptive Analysis

In this section, we provide a univariate analysis of the data gathered from the questionnaires. We commence with an in-depth summary of the sample's characteristics.

4.1.1. Demographic Characteristics of the Selected Sample

Table 4.1 illustrates a significant distribution across various high schools. The sample encompasses nearly all of Tirana's public high schools, with a focus on those institutions with larger student populations to ensure representativeness. To be specific, the "Ismail Qemali" gymnasium contributed 247 students, constituting 19.9 percent of the total sample. The "Partizani" gymnasium was represented by 125 students, equivalent to 10.1 percent of the surveyed students, while the "Sami Frashëri" gymnasium accounted for 118 students, or 9.5 percent. The gymnasium with the lowest participation rate is "Alex Buda," with 52 respondents, making up approximately 4 percent of the sample. Gymnasiums such as "Abdullah Keta" and "Besnik Sykja" share a similar representation, each comprising around 5 percent of the entire sample. Likewise, the "Eqerem Cabej" and "Arben Broci" gymnasiums contribute approximately 6 percent, while the "Cajupi" and "Myslym Keta" gymnasiums each account for about 8 percent. The "Qemal Stafa" gymnasium is represented by roughly 7 percent of the sample.

Table 4.1. Sample distribution according to Tirana gymnasiums

Characteristics	Frequencies	Percentage
High Schools		
Abdulla Keta	66	5.3
Aleks Buda	40	3.2
Arben Broci	73	5.9
Besnik Sykja	61	4.9
Cajupi	94	7.6
Eqerem Cabej	79	6.4
Ismail Qemali	247	19.9
Myslym Keta	94	7.6
Partizani	125	10.1
Petro Nini Luarasi	99	8.0
Qemal Stafa	91	7.3
Sami Frasherri	118	9.5
Sander Prosi	52	4.2

Regarding the socio-demographic characteristics of the final sample, there were 1,239 high school students. The collected demographic information includes age, gender, family composition, and parental education levels. Table 4.2 provides an overview of the students' demographic attributes.

The sample is composed of 716 males and 471 females, constituting approximately 60 percent and 40 percent of the total sample, respectively. In terms of age, the majority fall within the 16-18 age range, with the most prominent groups being 17-year-olds (34.4 percent) and 16-year-olds (34 percent). Respondents in age groups beyond 16-18 years

account for a mere 2.3 percent of the sample. The average age of the respondents is 16 years and 7 months.

Table 4.2 parents' employment

Employemnt				
Unemployed	302	24.9	112	9.4
Part time	107	8.8	172	14.4
Full Time	726	59.9	788	65.9
Other	77	6.4	123	10.3

As observed in the table above, there is a higher percentage of unemployed mothers (24.9 percent) compared to fathers (9.4 percent). Full-time employment is the predominant category for both groups, with fathers having a 6 percent higher representation. Part-time employment is less common, with 8.8 percent of mothers and 14.4 percent of fathers working part-time.

In terms of the respondents' academic performance, they assess their performance on a scale ranging from failing or non-passing to above-average. Ten subjects were included in this assessment: Mathematics, Literature, Albanian Language, Natural Sciences (Chemistry, Physics, Biology), Social Sciences (History, Geography, Citizenship, Economics), Foreign Languages, Technology, Arts (Music, History of Art, Visual Arts), Physical and Sports Education, as well as Career and Life Skills.

The data revealed that students tend to struggle the most in the subjects of mathematics and natural sciences, with failure rates of approximately 4 percent each. Conversely, there is a significant self-assessment of above-average academic performance in foreign language (47 percent), technology (50 percent), arts (65 percent), physical education and sports (72 percent), and career and life education (70 percent). It's noteworthy that very low percentages of respondents perceive their performance as "below average." Such instances are evident in literature (7.6 percent), social sciences (7 percent), physical education (4 percent), as well as career education and life skills. Most students tend to evaluate their academic performance as average across all subjects, regardless of whether they have high failure rates or predominantly above-average percentages.

4.2 Bivariate Analysis

This section involves the testing of certain hypotheses presented in this study. Given the quantitative nature of the questions and response options, and the relevance of these variables to specific groups, the hypotheses are tested using the chi-square test and contingency tables. The null hypothesis for these tests assumes independence between variables. However, in our case, the relationships have a clear cause-and-effect direction, and the hypotheses are formulated to reflect this predetermined relationship. A confidence level of 5 percent is selected, which means that the null hypothesis is rejected when the probability of observing a chi-square value is less than 0.05.

The subsequent analysis and examination of associations between different variables are based on the results of contingency tables and the chi-square test for assessing the statistical significance of these associations. Interpretations of these connections are made only if the tests for academic performance are valid, ensuring that less than 20 percent of the table cells have expected frequencies of less than 5 and that the expected minimum value is at least 1. Since the data collected regarding parents' education level and the academic performance of high school students are categorical in nature, Kendall's correlation coefficient is utilized as a measure of the strength of association between them.

The Relationship Between Parental Employment Status and Academic Performance

In this section, we present the results of cross-tabulations between parental employment status and students' academic performance in selected subjects or groups. Similar to the previous cross-tabulations, we aim to test whether students with parents who are full-time employees perform better academically compared to those with part-time or unemployed parents.

First, we analyze the relationship between maternal employment and students' academic performance. (Table A21)³ displays the tests on the relationship between maternal employment status and mathematical performance. The results reveal a positive and statistically significant correlation at the 5 percent level, with a correlation coefficient of 0.064, indicating a weak relationship. Specifically, 6.5 percent of students with unemployed mothers have poor math scores, while 2.8 percent of students with full-time employed mothers perform poorly in math.

Similarly, when looking at academic performance in literature (Table A22) and Albanian language (Table A23), we find statistically significant correlations at the 5 percent level, albeit with negligible correlation coefficients. These results suggest that maternal employment has limited impact on academic performance in these subjects.

However, the relationship between maternal employment and academic performance in natural sciences (Table A24) is statistically insignificant at the 5 percent level, meaning that variation in maternal employment status does not significantly affect academic performance in natural science subjects.

In the case of social sciences (Table A25), a negative and statistically significant correlation at the 5 percent level is observed. The correlation coefficient is quite low at -0.003, but it's worth noting that students with full-time employed mothers are less likely to fail in social sciences.

When examining academic performance in foreign languages (Table A26) and technology (Table A27), both display positive and statistically significant relationships at the 5 percent level. However, the correlation coefficients are relatively modest. Students with full-time employed mothers tend to have higher academic performance in these subjects.

For arts (Table A28), the relationship between maternal employment and academic performance is positive and statistically significant at the 5 percent level, but the correlation coefficient is only 0.6 percent. Still, students with full-time employed mothers are more likely to excel in arts, while those with unemployed mothers tend to perform worse.

Conversely, the relationship between maternal employment and academic performance in physical education and sports (Table A29) and career education (Table A30) does not meet the criterion that less than 20 percent of cells should have expected frequencies of less than 5. Therefore, the chi-square tests for these subjects are inconclusive.

Next, we analyze the relationship between paternal employment and students' academic performance. The results reveal a generally positive and statistically significant correlation between paternal employment and academic performance in various subjects, including mathematics (Table A31), literature (Table A32), Albanian language (Table A33), and natural sciences (Table A34).

In contrast, the relationship between paternal employment and academic performance in social sciences (Table A35) is positive but statistically insignificant at the 5 percent level.

In order to optimize space utilization, the inclusion of tables within the study has been omitted. ³

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Academic performance in foreign languages (Table A36) shows a positive and statistically significant correlation with paternal employment. This relationship is stronger compared to maternal employment, indicating that students with employed fathers are more likely to perform well in foreign languages.

Similarly, academic performance in technology (Table A37) displays a positive and statistically significant relationship with paternal employment. The weak correlation suggests that students with full-time employed fathers tend to perform better, although the difference is not substantial.

Finally, for arts (Table A38), the relationship between paternal employment and academic performance is positive and statistically significant at the 5 percent level, albeit with a correlation coefficient of only 0.3 percent. Students with employed fathers, especially those working full-time, are more likely to excel in arts.

However, the relationships between paternal employment and academic performance in physical education and sports (Table A39) and career education (Table A40) do not meet the criteria for conclusive chi-square tests.

In summary, the study reveals various degrees of correlation between parental employment status and students' academic performance in different subjects. While some subjects show statistically significant relationships, the strength of these relationships varies, with maternal employment generally demonstrating weaker correlations compared to paternal employment.

5. Discussion

Parental employment and its impact on their children academic performance

Numerous studies have explored the effects of maternal employment on children's cognitive development. Some findings suggest that children whose mothers work full-time during their first year of life may exhibit lower cognitive achievements than those with non-working mothers. However, this study focuses exclusively on high school students and their academic performance, shedding light on the potential impacts of both mothers' and fathers' employment status.

When we consider the relationship between maternal employment and students' academic performance in different subjects, a weak link emerges in mathematics, where the data shows that students, on average, perform at a similar level regardless of their mothers' employment status. In literature, no significant differences in academic performance are observed among students with mothers working full-time, part-time, or not working. However, in Albanian language, a higher percentage of students with full-time working mothers achieve above-average academic performance.

Surprisingly, in the natural sciences group of subjects, the analysis does not support a significant relationship between maternal employment and academic performance. Social sciences, on the other hand, reveal that even with full-time working mothers, a significant percentage of students admit to struggling in this subject.

The connection between maternal employment and academic performance in foreign languages is statistically significant, with a higher percentage of students with full-time employed mothers achieving above-average results. However, it's noteworthy that the percentage of students with failing grades is also higher among those with full-time employed mothers.

In the technology subject, we observe relatively high numbers of failing students, whether their mothers are unemployed or work full-time. Academic performance in arts shows that students with full-time working mothers are more likely to achieve above-average

results, while the percentage of failing students remains higher among those with full-time employed mothers.

Overall, this study does not confirm a statistically significant relationship between maternal employment and the academic performance of high school students in Tirana, Albania. These findings contrast with studies suggesting that maternal employment positively affects older children's educational achievement by increasing financial resources and providing role models.

Turning to paternal employment, fewer studies have explored its impact on children's academic performance, with limited evidence pointing to less statistical significance compared to maternal employment. However, this study contradicts these findings. The analysis reveals that higher levels of paternal employment correlate positively with students' academic performance in mathematics, literature, and foreign languages.

In Albanian language and natural sciences, students with fathers working part-time achieve above-average academic performance. In foreign languages, over seventy percent of students with fathers working full-time excel academically. In technology, the results indicate little difference in above-average academic performance between students with part-time and full-time working fathers. In arts, most students with fathers working full-time perform above the average.

These contrasting results between this study and international research may be attributed to Albania's cultural characteristics and traditional values. In Albanian culture, fathers are often viewed as authoritative figures responsible for providing for their families and fostering their children's success, especially among those of the same gender. To delve deeper into this discrepancy, future research could focus on gender's impact on children's academic performance and its influence on attitudes and behaviors related to child well-being.

This study reveals a complex relationship between parental employment status and students' academic performance. While some subjects show statistically significant relationships, the strength of these associations varies. Maternal employment generally demonstrates weaker correlations compared to paternal employment. Further research is needed to fully understand the interplay between employment, gender roles, and academic performance in Albania.

6. Conclusions

The father's employment status appears to exert a more significant influence on enhancing the academic performance of young people compared to the mother's employment status, according to the findings from this study. The data revealed that students whose fathers worked full-time achieved above-average scores in most cases. In general, students with parents who worked full-time tended to exhibit higher academic performances compared to students with unemployed parents.

Specifically:

- In the subject of mathematics, students across all categories of maternal employment (full-time, part-time, or unemployed) demonstrated average academic performance.
- In literature, there were no significant differences in academic performance among students, regardless of their mother's employment status, as the percentages were quite similar across the three categories.
- In the natural sciences, no variations were found between academic achievements and maternal employment.

- In Albanian and foreign languages, the highest percentage of students reporting above-average academic performance had mothers who worked full-time.
- In social sciences, even though some respondents had mothers employed full-time, a substantial percentage of them (less than half) admitted to struggling in this subject.
- Students whose mothers were unemployed reported difficulties in technology.
- Regarding academic performance in arts, the results showed that the number of students achieving above-average results with full-time employed mothers was higher than the number of students with unemployed mothers. However, the number of students failing in this subject, whose mothers worked full-time, was still higher than those with unemployed mothers.

When it comes to the father's employment status and its impact on academic performance:

- In mathematics and literature, students' academic performance was positively correlated with their fathers' employment, with higher performance associated with full-time working fathers.
- In the case of foreign language, there was a positive and statistically significant relationship between the father's employment and students' above-average performance, with over seventy percent of respondents whose fathers worked full-time achieving high academic results.
- In Albanian and natural sciences, students achieving above-average performance often had fathers who worked part-time.
- In technology, the results showed negligible differences in above-average academic performance between students with fathers employed part-time and those with fathers working full-time.
- In academic performance in arts, similar to most other subjects, a majority of students with full-time working fathers achieved above-average results.

In conclusion, the father's employment status appeared to have a more pronounced influence on the academic performance of young people in this study. Students with full-time employed fathers tended to excel in various subjects. However, it's essential to consider the specific subject and its individual dynamics when interpreting the relationship between parental employment and academic performance.

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