ISSN 2347-3614

UNIQUE JOURNAL OF PHARMACEUTICAL AND BIOLOGICAL SCIENCES

Available online: www.ujconline.net

Review Article

ROLE OF PARENTS, TEACHERS, AND COMMUNITY IN ADOLESCENTS` ISSUES

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Received 26-02-2015; Revised 24-03-2015; Accepted 22-04-2015

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ABSTRACT

This paper aims to elucidate the concept of adolescents' issues and role of parents, teachers, and community in modifying or changing them. Many literature reviews have concentrated on the relationship between adolescents' issues based on several theories and factors. In this regard, it is reasonable to refer to identity formation during adolescence, theories of adolescent, parenting styles, important tasks of parents and teachers, and community concerning guidance and support during the period of identity formation, role of employed parents in adolescents, community and adolescents, teacher and moral development in schools, and finally, factors causing the adolescence issues, and intervention programs. Thus, it can be induced that the factors mentioned above would be important aspects in determining the adolescents' issues.

Keywords: Parents, Teachers, Community, Adolescent's issues.

INTRODUCTION

Issues in adolescents such as truancy, pregnancy and abortion, drug abuse, gangsters, violent behaviour, school phobia, smoking etc. are considered to have a negative impact on the society. Seen from a comprehensive approach, school, society and family are the factors associated with the cause and effect of the problems created for adolescents. Studies that associate school direction to family and community involvement are worth being taken into consideration as schools are looking forward to have the cooperation in order to get a desirable student's outcomes in academic matters as well as the behaviour improvement to bring academic progress. Numerous studies on the subject of parental and community connection reveal that a lot of profits can be gained from parenting with parents and communities to develop students` success[1-3] to get students` contact better and to carry out physical and social services[4].

More interestingly, successful school, family, and community partnerships not only are likely to have an effect on students` outcomes, but also might result in optimistic outcomes for schools and families in different aspects[5,6]. For example, it is schools which are greatly concerned with the performance of families and communities in critical events[7]. In the same way, family attitudes about schools are often developed when given more opportunities to be concerned in the schooling of their offsprings both formally and informally[8]. These outcomes are significant in probing the causes influencing students' success and welfare directly and indirectly in society and within family.

There is widely presented a theory of overlapping spheres of influence and structure for participation[5] arguing that schools, families, and communities are the very contexts that simultaneously influence children's learning and that superior overlap among these environments lead to promote children's education and development. Actions taken by school personnel, parents, students, and community member can also raise relations and cooperation among different social elements of interest, as well as decrease the space and discord, between and among these environments while interacting with each other.

Early studies underlined the need for support from the school for the students with a strong and representative partnership team including parents, teachers, and community members as well as adequate time to plan and conduct productive partnership activities[9]. Meanwhile, this kind of partnership can have some different consequences such as:

1) Parenting-helping all families establish supportive home environments for children;
2) Communicating-establishing two- way exchanges about school programs and children's progress;
3) volunteering-recruiting and organizing parents to help at school routines, home, or other locations;
4) Learning at home –providing information to families about how to help students with homework and other curriculum-related materials;

5) Decision-making- having parents from all backgrounds serve as representatives and leaders on school committees; and
6) 6) Collaborating with the community –identifying and integrating resources and services from the community to strengthen school programs[10].

1. Identity formation during adolescence

Adolescence is unanimously taken to be the period of life between childhood and adulthood. The word adolescence coming from the Latin word adolescere, means "to grow up". Typically, adolescence begins with the onset of puberty, in turn, technically referring to the time when an individual is first able to reproduce. Today, the term puberty is more often used to refer to all the physical changes occurring during the early part of adolescence, including changes in body composition of fat and muscle; changes in the respiratory and circulatory systems, which result in greater strength and endurance; and changes in the nervous and endocrine systems. Equally important in understanding the concept of adolescence can be considered to be knowledge of the psycho-social experiences of the individual during this transitional period[11].

From psychological viewpoint, the adolescence is affected by many agents of socialization and other forces, some of which-such as the law- are beyond the teen's influence and control. However, it is confusing to view adolescent as simply buffered by parents, peers, and teachers[12].

Identity formation is generally believed to be related to growth and development. The more capable adolescents become, the greater they change and expand their self-image. Identity and physical development reach a peak during the adolescence phase. The physical changes include changes on the emotional, cognitive, moral, sexual and social levels inclined to threaten the adolescent's sense of security.

During the process of change and alteration, adolescents experience identity confusion in which they lose the stability in self-image of the childhood years while causing self-consciousness and tension. Throughout this critical phase of identity formation, adolescents should have ability to develop, according to Erikson[13], an identity to bridge the gap between who they were as children and what they ought to become as adults**.** They need their parents and teachers `guidance and support specifically to equip them with the self-confidence to answer the identity question (who am I?) in a positive way.

2. Theories of Adolescent

There are several theories proposed to explain the adolescence period. Gesell's growth Patterning Process is a widely used theory which considers development as a process across the time with a gradual pattern in which behavior brings forth characteristic behaviors and trends. Accordingly, Freud`s Developmental Theory describes the psychological development according to biological growth whereas Erikson's theory of human development, in a different angle , describes the personality building in eight stages in life. Lewin's field theory discusses about human dynamic and changes coming from development and behavior over time. Some other theories related are behavior theory, stimulus and response theory.

More importantly, based on Erikson[13] the development is described in eight stages each of which with a conflict an adolescent will encounter or a psychosocial task to undertake. The identities of the following stage of life depend on how successful the person is in resolving the conflict in the passing stages. The psychosocial task having been successfully resolved will lead to a satisfaction in the next stage and failing to undertake the task is supposed to lead to failure in the next stage. In this hierarchy, the first three stages represent infancy and childhood, stage four represents latency, stage five is puberty and adolescent, stage six is young adulthood, and the last two stages represent adulthood and later years in life.

We can summarize eight stages of this procedure as:

(1) The achievement of trust (basic trust versus basic mistrust),
(2) The achievement of autonomy (autonomy versus shame and doubt),
(3) The achievement of initiative (initiative versus guilt),
(4) The achievement of industry (industry versus inferiority),
(5) The achievement of identity (identity versus identity diffusion),
(6) The achievement of intimacy (intimacy versus isolation),
(7) The achievement of generativity (generativity versus stagnation),
(8) The achievement of ego integrity (ego integrity versus despair).

3. Parenting styles

There are presented three styles of parenting which parents can apply to educate their children in different stages. In the first style called authoritative style, parents are both controlling and demanding while nurturing communication with their children. In this case, parents direct their children's activities in a rational way, with a firm control on children, yet they don't restrict them. The children of this kind of parenting are set by a series of standards but are allowed to decide and think about the orders and ask questions while they obey their parents. These parents interacts with their children about the reasons for expected behavior and its guideline. On the other hand, authoritarian parenting is another style in which the child is considered as wilful and parents tend to support punitive, forceful measures to control and restrict the child in mind and action. There are mentioned three aspects these parents may value: keeping children in their place, restricting children's value and assigning household in responsibilities to make them have respect for work. They need to force the child to be obedient and respectful towards parents. As a result, children have to accept their parents' word unquestionably and it is the parents who set the rules for them. Children with authoritarian parents are in danger of behavior problems such as crime and delinquency than those with authoritative and permissive families[14]. Considered in a sharp contrast, the authoritarian parenting style is the permissive parenting style. Basically, permissive parents are no controlling and no demanding, are not very well organized or effective in doing their households and they engage less in training their children to be independent individuals[15]. Children of permissive parents tend to lack impulse control and to be more immature in comparison with those of authoritative or authoritarian families[14].

Adolescents whose parents have adopted an authoritative approach to parenting tend to be independent, self-assured,

creative, and socially skilled, to achieve in school, and to have positive and balanced relationships with peers and adults[16]. Based on this, Harter[17] found that adolescents` self- esteem is enhanced if parents provide their children with love and encouragement. Park and Buried[18], expanding Baumrind's three categories, added indifferent-uninvolved or neglectful style. This category is calcified by parents motivated to do whatever is necessary to minimize the costs in time and effort of interaction with the child. Generally, this parenting style is associated with low levels of involvement.

4. Important tasks of parents and teachers and community concerning guidance and support during the period of identity formation

Parents deliberately create opportunities for adolescents to have opportunity to experience different roles in the adult world while acting independently. Parents and teachers should provide guidance to adolescents towards self-discipline in conduct and in realistic goal-setting. Whereas, the encouragement to act independently does not exclude proper discipline. Limits must still be set, although different from those of previous phases as they must be adapted to situation.

Teachers help adolescents to develop positive self-images by accepting them unconditionally. They must always convey interest in and sympathetic attentiveness to all the adolescents' activities they are dealing with. Likewise, the adolescent is supported to become a self-confident and, eventually, independent individual, accelerating their forming identity, decreasing their conflict with parents and other persons and eventually helping them to have adjustment with the surrounding.

Parents and teachers must encourage adolescents to learn about a vast variety of careers in the modern world. In this way, they can help them to choose a career most suitable to their own talents and personalities. Cognizance should also be taken into consideration for the labour needs of the country because this situation causes them to be satisfied with their job and to reach a high level of life quality .

Parents need to be stable in expressing their values and standards and relatively consistent in expressing their values, attitudes, ideas, and viewpoints to provide their adolescents with a frame of reference to test out their own views, ideals, and beliefs by entering into verbal conflict with their parents. Understanding about the teenager often changes between wanting to agree and wanting to disagree.

In terms of adolescent social life, adolescents are encouraged in continuing involvement with a peer group and not necessarily competing with that peer group. Appreciating the crucial role of the peer group in facilitating the adolescent's development of a released identity, parents do not set up a competition between themselves and the peer groups attitudes, values, and so on. The majority of normally developing adolescents do not join peer groups whose values, attitudes, and rules of behaviour differ greatly from their parents`. If parents' expression is not clear, then adolescents do not know what things are positive ways. They might be exposed to crisis identity or their identity is delayed. Likewise, when parents are aware of the fact that adolescents are not stable enough and might change their minds toward a similar issue simply, they tolerate them better and communication between them is intimate. On the other hand, adolescents learn the things from their friends that they do not learn never from their parents. Under this situation communicating with peers is necessary for them in addition to parents[19].

Conflict between parents and adolescent cannot be denied to be unavoidable. Parents must empathize with the adolescents` need to confront parental values, standards, and beliefs in order to support their adolescents' verbalization and resolution of conflict. When able to express their own views, parents can encourage their teenager to do the same. When there is disagreement, parents need to model an important socially adaptive behavior for their teenager.

5. Role of employed parents in adolescents

Although parental employment is generally believed to be good for children, providing both income and role models, some researchers suggest that long hours of parental employment during a child's first years of life be associated with worse developmental outcomes. Lack of parental supervision owing to employment schedules may be a risk factor for older children as well. Rates of juvenile crime triple during afternoon hours, when many young adolescents are unsupervised[20].

With recent changes having been seen in maternal employment and the status of women in the workplace, it might be case that an increasing proportion of mothers are intrinsically motivated by their jobs; employed mothers with high career aspirations might invest both time and emotions in the workplace. Among such mothers, emotions associated with workplace demands might also be carried over into the home and influence emotions of other family members. Because women have been investing time in the workplace, fathers have taken a more active role in household tasks and child caring[21]. This transformation requires a better understanding of the impact, both positive and negative, parental employment has on day-to-day family processes, specially, the extent to which job characteristics and the quality of the parent relationship influence the transfer of emotions between parents and their adolescents.

6. Community and adolescents

It is believed that learning occurs in different ways and that the formal, mainly curriculum-based learning in school is only one facet of the learning environment surrounding young people. Alternative learning opportunities, like that in youth centres, can be more appropriate for those who fail in school. Imagine, for instance, a group of young girls who often play tenant from school but meet regularly at a youth centre to practice hip-hop dancing. With the help of a youth worker, they take some pictures and together with some info-text put it all together on a web-site to promote their activities. In this informal environment the girls gain new skills and self-confidence that may foster the achievement of additional biographical orientations.

In an integrated community learning network such activities may be the result of cooperation between schools and youth centres in a certain neighbourhood. Schools may open their computer labs in the afternoon for project-oriented media work with youth centres. Both institutions could use the same network infrastructure, bringing the idea of synergy into practice. Youth centre staff may call the same technical

support service as schools and thereby profit from a joint user help desk as a single point of contact. Eventually, the cooperation takes off the ground when youth workers and teachers start to cut-off their biased opinions, attend joint-trainings and closely work together to serve the youths of their catchment area.

There are seen to be possible benefits and challenges of an integrated community learning network for the improvement of learning in its different shapes especially for underserved youth. Building on the idea of the social proximate space as a major point of reference for the socialization of children and youth, we will first discuss the importance of cultural and social capital for learning. Underserved youth regularly only find limited opportunities to accumulate cultural and social capital. The conditions of learning and the acquisition of social and cultural capital could be improved significantly within a regional learning network. Public schools and the entities of youth work, which are, above all, youth centers, are two major role-players in such a network. Against the background of these two institutions, the perils and the possible benefits of a community learning network can be observed. Regarding the age range of the visitors or users of these institutions, we focus on teenagers.

Children and adolescents get most of their physical activity after school participating in programs, taking dance or Karate lessons, or just spending time riding bikes and playing with friends. On weekends and in the summers, young people are free to peruse their interests most of the day. Although youth may participate in community sports and recreation, for the others, these are times of missed opportunities for physical activity[22].

7. Teacher and moral development in schools

When acting as moral agents in a pluralistic society, teachers are embracing the highest and noblest calling of the profession. But what is meant by the notion of teachers as moral agents? And what are some of the responsibilities and moral decisions teachers face during the school day and school year?

A substantial body of literature has documented the importance of students' perceptions of their teacher relationships on their classroom motivation, learning, performance and school completion[23-25]. In a recently performed analysis[26], it was found that students' perceptions of supportive teacher relationships were correlated, on average, between 0.25 and 0.55 with academic and social outcomes including participation, satisfaction, self-efficacy, critical thinking, standardized achievement in math and language, increased attendance, reduced disruptive behavior, and higher grades. Conversely, findings suggest students' motivation and adjustment to school may be adversely affected when their relationships with teachers are distressed[26,27].

8. Factors causing the adolescent issues, influences of friends and family

The youth offending behavior must be addressed in the context of the family instead of the child. Warmth and strong family bonding have the potential to protect children against the development of antisocial and offending behavior. It is seen in the study of Arthur[28] that some factors cause youth offending including poor family management, child abuse or maltreatment, family disruption, poor parental supervision, parent and sibling criminality, teenage parents, unstable living conditions. Parents' failure to set clear expectations for children's behavior, failure to supervise and monitor children, excessive and sever, harsh or inconsistent punishment, weak relationship between parents and children, poor child rearing skills, family discord and low family income. Golemen[29] revealed that adolescence violence is traced to abuse and neglect in childhood. Every study of the personal and social experiences of known juvenile offenders reveals that almost all of them have endured various kinds of abuse, neglect, deprivation and misfortune. Broken homes like divorce or parental separation caused by breakdown of the parent's marriage. The youth offending behavior must be addressed in the context of the family instead of the child. Warmth and strong family bonding have the potential to protect children against the development of antisocial and offending behavior.

Most adolescents are unavoidably exposed to mass media; however, not all adolescents who deviate from the cultural appearance ideals develop body-related concerns. Thus, other factors are likely to contribute to adolescents' increased vulnerability. It may be that messages communicated by the media only become problematic when reinforced by more immediate sociocultural agents such as parents and peers[30]. Although parents and friends may provide social support, they may also increase adolescents' body image concerns through teasing or increasing pressures youth feel to change their appearance.

Pressures from friends and family to conform to the stereo-typical ideal can be working directly (i.e., teasing or criticism about weight) or indirectly (i.e., a friend voicing concern about the size of her own body), and may differ in the degree to which they exert influence[31]. In one longitudinal study of female adolescents, initial deficits in social support and pressures to be thin from family, friends, and the media-but not weight-related teasing-were associated with increased body dissatisfaction over time[32]. These results indicated that pressure exerting messages about the importance of being thin is likely to have more adverse effects on adolescent body satisfaction than weight-related teasing. The effects of pressures to be thin from parents and peers on eating behaviors are of importance even after accounting for adolescents' self-esteem[32].

Pressures from peers to be thin or muscular are particularly powerful during adolescence as females and males are likely to talk to their friends about dieting or body-building[33,34]. Not surprisingly, adolescents making social comparisons and whose relationships and conversations tend to be based on dieting and appearance are more likely to exhibit body dissatisfaction[35]. Research suggests that perceived pressure from peers to be thin is more associated with increases in adolescents' body dissatisfaction over time than pressures to be thin from family or the media[36]. It is important to note that the pressure exerted from peers may be quite subtle with significant effects.).

During adolescence, both males and females become more peer-oriented as reliance on friends for support and approval increases significantly. Lower peer acceptance, perceived social support, and friendship intimacy have been found to

predict poor body image in adolescent females[37]. Results from a 2-year prospective investigation (Stice*et al.,* 2002) suggest that support from peers may play a larger role in predicting negative eating-related behaviors than parental support. In terms of binge eating, in particular, low perceived support from peers was found to be predictive of onset in female adolescents, while support from parents was not[32]. On the other hand, a significant number of studies focusing solely on adolescent males have failed to find evidence for the relation-ship between parent and peer relations and negative eating related attitudes and behaviors[38].

9. Intervention program, school based intervention programs

Adolescent spend almost one third of their daily time in school as a part of the social life contributing to shape their personality. Therefore, schools are expected to contribute towards the moral and ethic, spiritual, mental and physical development of a child. A good curriculum may serve as a fundamental to preventing the children from offending in the future. A good curriculum may motivate the students, help them cultivate a positive attitude, being optimist and grow with a positive approach to the life.

Early intervention programs in school guide the adolescents in handling themselves psychologically, emotionally and physically. Teacher-parent association may serve as an important path to link the parent and school in order to have a better understanding of adolescent in their school performance and home attitude. As such, teacher and parent may have mutual understand towards the child in monitoring the child's overall performance. Problems can be traced and treated in early stage before becoming serious and complicated.

Teachers play an important role in recognizing the students` problems. School counselor is instrumental to ease the adolescent problem in as early stage as they can. For teachers, classroom activities may be convenient and easier to carry out. Another important issue for adoelscets is school holidays may becoming a prime time for adolescent to become involved in antisocial or criminal behavior, activities in holidays may fill up their time contentedly to prevent form the involvement of antisocial activities. The holiday program may include academic and leisure activities such as reading and writing class, art class, sport activities, club and social activities, life skills, health education, sex education, religious class etc.

Besides, mentoring program may also provide advice and guidance for those adolescents at-risk as well as monitor their behavior closely. Adolescents will be monitored closely with appropriate advice and guidance.

The performance of mental health centers, health departments, university affiliated centers is based on the recognition that schools cannot do all of the work alone, and in many cases are overburdened with demands to be addressed in other community systems. A strong connection between schools and other community agencies and programs also assists in moving a community toward a system of care, as linkages between schools and community agencies, and opportunities for developing more comprehensive and responsive programs and services are established[39]. Expanded school mental health also is a framework for program and service delivery within which additional features are critical, such as ongoing interdisciplinary collaboration, family and other stakeholder involvement, quality assessment and improvement, and empirically supported, culturally competent practice.

In advocating partnership with schools to address the mental health needs of adolescent, it is important to emphasize that schools cannot, and should not, be held responsible for meeting every need of students. However, most educators, parents, youth, and communities support an educational agenda involving enhancing not only academic skills but also "students' social--emotional competence, character, health, and civic engagement[40]" and it is imperative that schools meet the challenge when the need directly affects learning and school success[41]. In contrast, there is seen to be compelling evidence that strong positive associations exist between mental health and academic success, but that emotional and behavioral health problems are significant barriers to learning[42,43]. Thus, in addition to enhancing mental health care for youth, SBMH programs and services, involving effective, collaborative strategies to promote the mental health *and* school success of youth, offer significant potential to substantially address the mandates of the 2002 Elementary and Secondary Education Act (No Child Left Behind) and the recently reauthorized Individuals with Disabilities Education and Intervention Act (IDEIA)[44].

Drug abuse is a serious problem to the community[45]. In a study, it was shown that drug prevention designed to be given to all students and selective program that would be offered to students involve in delinquent activities (because such activities has increased the likelihood of drug involvement).

Prevention of pregnancy and abortion should be given attention appropriately. Talks on the knowledge about the consequences of sex, pregnancy and abortion in adolescent can be held once in a while to arouse the sense of responsibility, and of adolescent towards themselves from moral and biological perspectives.

Community and parent based program and support

Community in group or by individual may help family to provide support such as activities or facility to reinforce parent and school in preventing the adolescent issues. Adolescent and family outside schools program including family systems approach that work with adolescent may strengthen the bond between adolescent and their immediate family which is being considered important for adolescents to overcome their identity confusion while enjoying strong family support.

On the other hand, public services can guide young parents towards responsible behavior by providing advice and support such as parenting, structured nursery education, support in schools and positive leisure activities. As in most cases, puberty is believed to be the cause of adolescent delinquent behavior; appropriate aids from society towards this group of people is important. Daycare centre may provide appropriate care and supervision for the children after school or during school holiday. Assistance in kindness and assistance in cash are taken to be important for family with poor income to ensure the basic needs taken care of. Besides, the cooperation of the community towards child curfew scheme that prohibit children under 18 to enter the game center, window shopping complex or streets in school uniform or during school hours or

at night, the authority must be informed as soon as possible to prevent the deviation in any way .

Parenting program covering the parenting skills, communications skills, negotiation skills, parenting styles, punishment and rewards can be so organized for family with children or with adolescent issues that it can work effectively towards their issues. Counseling program and assessment to the counselor have to be acknowledged to the public through media as many of the parents are not used to seeking for consultation when they face the problems in parenting.

Religion is considered to be another path for authorities to prevent adolescent issues. Adolescent with strong religion belief may ease their feeling of uneasiness through religion practice. Therefore, activities such as religion holiday camp, Sunday school, counseling etc. should be held for adolescents.

Other programs such as Anti-drug media campaign, establishing a policy on drugs and alcohol may raise the awareness towards the consequences of drug abuse.

In fact, in human development process, psychological factors contribute to the character building of a person[46]. From the theoretical and empirical findings, it is found that letting the adolescents speak for themselves is a way to make adolescent happy in their daily life. The suggested activities based on the needs from the voice of the adolescents are worthwhile. They joy of self-discovery with the experiences with the self in accomplishment of a task, discovering their abilities in persistency and endurances, being independent, successful performance, religious experience and musical experiences, experiences with the external world like materialistic satisfaction, involvement in outdoor activities like travelling or moving from a place to another one. Besides, experience with others like parental trust, warm and meaningful encounters with parent ad relatives, close friends and age mates, and even strangers, helping others, getting and giving in their life also contribute to the happiness in adolescent life.

CONCLUSION

It is of great significant to understand how the adolescents grow for those involved to be successful in dealing with adolescents problems. Teachers, parents and community are forced to understand youth, listen to them and respond to their needs appropriately so that they can help them to resolve their problems. Programmed at appropriate developmental level, physical activity may help them gain confidence and fulfill the needs to be successful.

Family, in its narrow sense, provides the basic needs and sense of secure for all of us through stability of family status, parenting style and strong bonding among family members considered to be a strong support towards the changes that adolescent face. Accordingly, parents should be assisted and ready to assist in guiding and nurturing the child, through the provision of various resources and support services making them be good parents.

Schools expected to be the agent of knowledge delivery and formal values building need to be sensitive with school policies enforcement. Likewise, Teachers playing the vital role may serve as an educator in delivering knowledge and role model of moral and ethics as expected by the societies. A dedicated teacher may give appropriate attention to the students and change the destiny of a student who is at risk through proper advice and guidance.

Adolescent issues need to be addressed appropriately and early intervention program is in great need for prevention which can be held by school, parents or community through a comprehensive program. Anyway, cooperation and collaboration of all parties are very important in order to make the good growth of adolescents physically, mentally and spiritually so that they can find strong foundation to act on.

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Source of support: Nil, Conflict of interest: None Declared