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THE INFLUENCE OF HOMELIFE ON STUDENT ACHIEVEMENT LEVELS IN
THEIR GLOBAL HISTORY AND GEOGRAPHY CLASS

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by

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ABSTRACT
THE INFLUENCE OF HOMELIFE ON STUDENT ACHIEVEMENT LEVELS IN
THEIR GLOBAL HISTORY AND GEOGRAPHY CLASS

Bryan Frank

The purpose of this phenomenological study was to discover: (a) parents' perception of the support they provided at home and how it impacted their child's academic success in a Global History and Geography course and (b) the child's perception of how their homelife impacted their success in their Global History and Geography class. The study participants were three parents and nine children who had completed the 10th grade Global History and Geography Regents class, which culminated in the administration of the New York State's Global History and Geography Regents exams.

Prior studies have considered the influence of homelife on student academic success. These studies have generally focused on a student's overall academic achievement. The research that explored specific content areas was predominately in the area of literacy. The results of several of the studies have shown a positive correlation between a homelife that emphasized academics and a student's academic success in school. However, several studies exposed that the student participants did not perceive a relationship between their homelife and their academics in school, and some students reported that their homelife might have hurt their academic success in school.

This study concluded that a majority of the students perceived that their parents or other resources provided at home were an influencing factor in their academic success in their Global History and Geography course. Likewise, most of the parents had the perception that their active involvement in their child's home life directly impacted their child's academic success in their Global History and Geography course.

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CHAPTER 1

INTRODUCTION

The Global Regent's exam has the highest failure rates in New York State (NYSED, 2019). Until 2016, passing the Global Regents was required to graduate from high school. Currently, New York State Education Department (NYSED) requires the passing of one social studies Regents' exam. If a student fails one exam, they are required to take an exam in another content area. In addition, since 2016, students are must take two years of Global History and Geography in high school. Most schools provide these courses in a student's freshman and sophomore year of high school. It makes sense that at the conclusion of the course, students should try to pass the Global History Regents so that they are not delayed in graduating high school.

Several studies have shown that active parental involvement with their child's education drops off as the child moves up in grade level (Dulabaum, 2016). This research focused on the Global History and Geography course, which students have difficulty passing and, thus, have been delayed or unsuccessful in graduating from high school. This study analyzed perceptions regarding parental involvement, specifically in a 10th-grade Global History and Geography class. Furthermore, this research analyzed student perceptions of the role of homelife on their academic growth in social studies. In this study, the impact of academic support at home—which includes assistance with social studies work and other materials such as providing literature, including newspapers and journals, is included in the study.

Homelife can be a factor in a student's success in school. Several researchers have shown that students perform better academically when they have active parental involvement at home (Epstein, 2002;Tazouti, Malarde, & Michea, 2010; Marcenaro-Gutierrez & Lopez-Agudo, 2017). Other researchers have noted that greater parental support at home and school activities can have a significant impact on student academic success (Gordon & Cui, 2012).

Educators have observed that parents who promote learning through various methods and provide ready access to resources assist a child's intellectual growth. This has precipitated schools to assist parents in helping their children at home with academic support. Parents can provide direct instruction to ensuring that resources are made available to help their children. The National Education Goals (1994) have identified policies that should be adopted to ensure that all students receive support in school and at home. Every school should promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children (National Education Goals, 1994).

Joyce Epstein, a leading scholar in the field of school and community relations, developed a handbook to assist teachers and administrators in developing programs that build better relationships between schools and parents. In her handbook, she identifies six ways that have been proven effective to build better school-community relationships (Epstein, 2002). For this study, method #4 has the most relevance and provides a guide for how classroom teachers and the school community guide parents to effectively assist their children at home to understand the curriculum in a specific subject area. To support her

framework, Epstein (2002) provides an example of how a middle school was able to guide parents in helping their children at home with science homework.

The Epstein (2002) model not only impacts social studies but other curriculum areas as well. The establishment of the common core learning standards and the adoption of English Language Arts (ELA) reading and writing standards for the New York State K-12 Social Studies Framework (2015) has identified cross-curricular skills required by teachers to instruct ELA, social studies, science, and mathematics. The social skills emphasized in the new curriculum focus on the analysis and interpretations of primary source documents. The new structure of the Global History and Geography Regents represents a significant shift away from the recitation of arbitrary facts with a greater emphasis placed on reading and interpretations of documents. The instructional guidance provided by a high school in any of the core classes that focus on close reading, writing techniques, and interpretation of materials help develop social studies skills that students will need in class and on the Global History and Geography Regents exam.

Purpose of the Study

The purpose of this phenomenological study is to determine the influence of homelife on student achievement levels in a 10th-grade Global History and Geography class. Parents were interviewed to determine the level of support they provide and their perception of its influence on their child's success. Also, the child's perception of the influence of their homelife was examined. Finally, data was analyzed to see how student and parent perceptions correlate with student growth. The perception of homelife and its impact on academics is the primary focus of this study (Creswell, 2007).

The phenomenology approach is a less prescribed way of conducting research. In this phenomenological study, parents' perceptions of how their homelife impacts their children's academic success in their Global History and Geography course. Data was obtained from a total of 14 participants. Information was collected from three parents and three students, two independent students, one focus group of four students, and two teachers who instruct a global history and geography course. There has been a perception that children coming from an environment in which reading and discussions of current events are the norms may be better prepared academically, particularly in social studies, where extensive reading and analysis of information is required. The purpose of this study is to examine the types of academic support for social studies that take place at home and parents' perceptions of the impact of that support on students' academic abilities in social studies.

Theoretical Framework

The social cognitive theory posits that individuals will, at times, model the behavior they observe in others (Bandura, 1971). A critical part of this theory is that individuals learn to model behaviors that elicit a positive response, thus reinforcing that behavior (Bandura, 1971). For example, if children observe their parents as having a focus on reading and are rewarded in some measure by reading themselves, then the children will spend more of their free time reading (Bandura, 1971). In addition, the more time spent reading that children engage in, the more their accrued knowledge will have a direct impact on their academic success. Students, in other words, will mimic the positive behavior they observe at home. If parents advocate reading and intellectual discourse, students will perceive these things as important (Schunk, 2016). Bandura's (1971) work in

the 1960s and 1970s looked at the influence of others on children's behavior and found

that parents have a significant influence on the development of their children in all areas,

including academic development.

When a child's home environment is stable and reinforces positive behaviors that

have a direct impact on his or her academic success, the child will seek to get back into

equilibrium if an event happens that is outside of his or her conditioning. A child in such

an environment has been conditioned through positive role modeling at home that

discussion about academic topics is normal and positive behavior. To avoid conflict and

maintain a positive relationship, the child may show that he or she likes the content or is

more open to it—which may translate to better assessment scores (Schunk, 2016).

The humanistic theory differs from social cognitive theory, behaviorism, and other

theories that focus on the scientific study of the individual and conditioned response. The

humanist rejects these processes and tries to understand the whole person, focusing on the

concept of free will. Furthermore, humanists focus on qualitative processes, for example

by using in-depth interviews to understand why certain students are more successful than

others. When analyzing drive and ambition (Schunk, 2016), a student's academic success

or lack thereof might be more complex than simply a conditioned response and gaining

equilibrium.

The social cognitive theory, as well as the humanistic theory, are related to the

current study. Bandura (1971) suggests that children learn from behavior observed and

modeled in their homelife and it reinforces behavior, positive or negative, that can impact

academic growth. Parents may perceive that their support at home by providing resources,

helping with homework, or explaining social studies concepts will directly impact their

child's academics success in their social studies class. The humanist theory, on the other hand, focuses more on an individual's free will and level of ambition and drive. In this study, in-depth interviews to determine the student's perception about the impact of homelife on their drive to succeed in social studies' classes.

Significance of the Study

The instruction of social studies has evolved from the traditional image of a teacher lecturing in front of a class for an entire period. Historically, social studies classes have featured a "chalk and talk" style of instruction in which teachers present information on a historical topic while students are passive learners. Until recently students were expected to answer "Jeopardy"-style multiple-choice questions and use the information when answering document-based essays. There has been a shift in the last 20 years from students memorizing a set list of facts to students learning skills that promote their critical thinking skills and ability to analyze information as a historian (Framework, 2015; Mandell & Malone, 2007). There has been a development of inquiry-based instruction examining, among other subject areas, cause and effect, turning points, and change and continuity (C3 Teachers, 2015; Mandell & Malone, 2007). In particular, the global history curriculum and Regents exam emphasize understanding reliability, the point of view, change and continuity, cause and effect, and identifying enduring issues that continue over time. Levesque (2010) found that historical inquiry is complex and could be a difficult skill for an untrained parent to understand while noting that there are different levels of assistance that a parent can provide at home to enhance a child's understanding of content. Parents may have little knowledge of history but can nonetheless provide resources that help their children.

Beyond a teacher trying to make material relevant and meaningful to students, several skills promote the learning of social studies. The ability to read, interpret, and understand primary- and secondary-source text material and images can enhance a student's understanding of social studies concepts. So, too, can exposure to current events and historical information through different mediums, as can access to experiences and material outside of school. Based on the social studies framework (2015) developed by the New York State Education Department, there is less of a need for parents to recall historical events and historical individuals to help their child and more of an emphasis on furthering the development of their child's inquiry and thinking skills (Framework, 2015).

Gaston, Martinez, and Martin (2016) reinforce the importance of incorporating ELA skills in the new social studies framework (2015) and as an important part of instruction. The researchers studied the impact of teaching literacy strategy or direct instruction on student acquisition of information, academic achievement, and student motivation regarding the content (Gaston et al., 2016). In 2015, the use of literacy strategies and ELA standards was integrated into the K-12 social studies framework adopted by the NYSED. There has been an acknowledgment that students who are comfortable reading material, such as primary source documents, will have a greater understanding of content and more developed critical thinking skills. Gaston et al. (2016) identified skills that have been incorporated into the framework, specifically interpreting documents. The practices identified by Gaston et al. (2016) should be utilized in social studies instruction and carried over to the instruction at home–for example, when a student is reading a book, newspaper, or magazine. Gaston et al. (2016) found that students who

taught literacy strategies scored higher on a unit test. Gaston et al. (2016) demonstrated that cross-curricular skills have a positive impact on student retention of ideas.

Wanzek et al. (2018) reinforced Gaston et al.'s (2016) findings on the impact of a greater focus on literacy strategies when teaching social studies content. Wanzek et al. (2018) found that there was an increase in content acquisition when the time was spent in the class providing text strategies. When talking about the current study, content plays less of a role for parents to understand. These studies reinforce skills that parents can use to help their children interpret content material.

Research Questions

RQ1. How do parents perceive the impact of homelife on their child's academic success in social studies?

RQ2. How do students perceive the impact of homelife on their academic success in social studies?

Definition of Terms

Regent's exam: End-of-year New York State assessment. For this study, the Global History and Geography Regents scores will be reviewed (nysed.gov).

The phenomenological study: Analyzing and collecting data on a group of individuals who have experienced a similar phenomenon (Creswell, 2011).

504: Child who receives learning accommodations but does not have special education classification. This terminology is used for a student who does not fall under identified special education categories (Education).

NYSED: New York State Education Department.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Homelife has a significant impact on a student's success in school (Häfner et al., 2018; Schmitt & Lipscomb, 2016; Wanzek et al., 2018). Gaps in educational learning and performance can be linked to the home itself and the cultural influences immediately surrounding the home (Clark, 2015; Harris & Robinson, 2018). Students who have an active parental atmosphere at home, as well as easy access to reading materials, have been proven to have better educational performances (Bailey, 2017; Vang, 2017). Further, children who have parents that are academically involved are constantly engaged in schoolwork, which links to positive educational outcomes (Jungert & Koestner, 2015; Song, Bong, Lee, & Kim, 2015). Furthermore, the impact of parental influence at home on student success has been shown to be significant even amongst students who come from various socioeconomic status and/or from diverse backgrounds (Hill, Witherspoon, & Bartz, 2018; Mayo & Siraj, 2015; Vang, 2017). That is, students have more chances to succeed academically when they have active parental involvement at home (Epstein et al., 2018; Marcenaro-Gutierrez & Lopez-Agudo, 2017).

Despite the clear evidence for educational benefits to supporting children at home, there are only a few studies who have analyzed the impact of homelife on students' success in a subject (Bailey, 2017; Ebuta & Ekpo-Eloma, 2014). Further, parents' perceptions of how their homelife impacts their children have not been empirically explored. This is vital to address given that parent's perceptions, willingness, and engagement to help their child's educational process, are crucial factors in fostering parental involvement at home (Doctoroff & Arnold, 2017; Froiland & Worrell, 2017).

Furthermore, with little home support or negative support at home students are less likely to achieve academically (Dulabaum, 2016; Wilk, Clark, Maltby, Tucker, & Gilliland, 2018).

Children often experience various challenges in their academic journey, calling out the need for parental support. Dulabaum (2016) noted that when children are not supported in their academic journey, especially in specific content academic areas, students become disengaged, often resulting to negative academic outcomes. However, it has been found that there is a significant lack of research that delves into the influence of parental influence at home and students' academic performance on a specific area of topic such as social studies. That is, existing studies have generally focused on a student's overall academic achievement, or in the specific area of literacy. This is vital to discuss given that social studies skills require focus on close reading, writing techniques, and intensive interpretation of materials (Heafner, 2017; Wanzek et al., 2018). Further, there is conflicting literature that exists regarding the perceptions of students regarding the relationship between their homelife and their academics in school (Randall, Bohnert, & Travers, 2015; Schiffrin & Liss, 2017; Williams, 2013). This is underscored by a study by Williams (2013) wherein the authors outlined that students perceive that parents have a minimal role in their academic success and that role is viewed negatively. As a result, there is an increasing need for more studies that takes into account parents' perception of the support they provided at home as well as child's perception of how their homelife impacted their success in school. This calls out for more studies related to the types of academic support for social studies that take place at home and parents' perceptions of the impact of that support on students' academic abilities in social studies.

The problem that this study will address is the lack of exploration of the influence of homelife on student achievement levels in a 10th-grade Global History and Geography class (Harris & Robinson, 2016; Marcenaro-Gutierrez & Lopez-Agudo, 2017). In addition, research has been called for in having a set of analysis regarding parents' perceptions of how their homelife impacts their children in their social studies class (Bailey, 2017; Burns, Martin, & Collie, 2018). Having this set of analysis is important given that the influence of homelife can be an important factor in a student's success in school (Schmitt & Lipscomb, 2016). As such, there have been several studies arguing how students could do better at school with an active parental atmosphere at home, as well as access to reading materials (Benner, Boyle, & Sadler, 2016; Ryter, 2015). Researchers have also identified other factors that influence how students could perform better academically; that is, children coming from an environment in which reading and discussing current events are the norms may be better prepared academically, particularly in social studies, where extensive reading and analysis of information is required (Benner et al., 2016; Ryter, 2015). However, little research has delved specifically on the impact of success in social studies on students who have parents or guardians helping them academically at home. Investigation into student success in social studies is vital given that the social studies field requires more extensive reading and analysis of information (Burns et al., 2018; Heafner, 2017).

Further, identifying the types of academic support for social studies that take place at home and parents' perceptions of the impact of that support on students' academic abilities in social studies may effectively equip and empower teachers, administrators, and parents with regards helping children at home with their social studies curriculum.

Supporting children at home with their social studies curriculum could lead to better chances in attaining student success in the field of social studies, which may result to higher students' scores on the New York State Social Studies Regents exam (Heafner, 2017; Ma et al., 2016).

The objectives of this phenomenological study are to determine the influence of homelife on student achievement levels in a 10th-grade Global History and Geography class. Providing the specific ways in which homelife influences student achievement levels may consequently be used as an educational guideline or set of policies in helping parents improve student achievement levels with respect to the level of support they provide and its impact on their child's success (Benner et al., 2016). The study also aims to contribute to the educational field by examining the relationship between parental involvement at home in their children's social studies curriculum and student growth in a social studies class (Bailey, 2017). This includes identifying ways/mechanisms in which academic support at home could be exhibited effectively for students to better achieve academic success. This could, in turn, bridge the gap existing regarding the types of academic support for social studies that take place at home and parents' perceptions of the impact of that support on students' academic abilities in social studies (Bailey, 2017; Song et al., 2015). The findings of this study could aid in advocating parents who aim to help their child achieve academic support by identifying the types of academic support that could effectively impact students' academic abilities in social studies.

The majority of the literature included was published between 2015 and 2019, specifically in terms of academic support that take place at home, the impact of that support on students' academic abilities, and the types of academic support for social

studies practiced at home It is worth noting that in the course of this study, older studies were included as part of the references. The research articles that were chosen for inclusion in the study addressed topics of academic support at home, academic achievement, academic abilities in social studies, and how student achievement in social studies is enhanced by ways/mechanism of academic support at home.

With the objective to address the research problem and questions presented in the previous chapter, the researcher discussed the background presented by starting with the process of identification of literature search and strategy. This section of the study outlines how the literature review was generally built. In the next section, the research will focus on the theoretical framework of the study. The third section expounds on the details of the framework used, which is centered on the types of academic support for social studies that take place at home, and researches with discussions centered on the impact of academic support that take place at home on students' academic abilities in social studies will follow. A section on the impact of the relationship between students with an active parental atmosphere at home, access to reading materials, and academic achievement will then be discussed, consequently. Lastly, the fourth section is the summary and synthesis of findings, presenting the conclusion of the literature review section and the key points to highlight for this study.

Theoretical Foundation

Social cognitive theory. Bandura's (1971) social cognitive theory will be used as a theoretical foundation for the study in exploring the types of academic support for social studies that take place at home and its impact on students' academic abilities in social studies. Social cognitive theory is a philosophical approach that is based on the reciprocal

determinism between behavioral, environmental, and personal factors in relation to their constant interactions constituting the basis for human interaction (Bandura, 1971). The author posits that individuals will, at times, model the behavior they observe in others (Bandura, 1971). Additionally, social cognitive theory has been widely used in exploring why people behave as they do (Bandura, 1971). One of the principles of Bandura's (1971) view is that one's behavior is mostly determined by both the environment and one's personal characteristics. The author of the theory posits that personal characteristics are further shaped by behavior; hence, one's behavior and personality consequently influence one's environment (Bandura, 1971). Another principle of Bandura's (1971) social cognitive theory is that motivations and actions are situationally bound or constrained; as a result, acting individuals have subconscious perceptions regarding the moral consequences of their actions in view of familiarity or proximity. Kreps and Monin (2011) further delved into the theory of social cognitive and noted that social cognitive theory is a philosophical view that argues that people select from a wide range of actions based on their preferences, personal motivations, and competencies, focused on the situational, environmental, and cultural influences that shape them.

Bandura's (1971) social cognitive theory has also been used in social science, in health, communication, education and business, and in understanding the relationship between personal norms and societal norms and how it shapes one's own actions (Deaton, 2015; Kreps & Monin, 2011). According to Deaton (2015), there is an increasing number of scholars who are familiar with social cognitive theory, finding it a robust framework to explain how various factors might be utilized to stimulate attention, memory, and motivation, relating to the acquisition of knowledge for students. Deaton (2015) argued

that applying the concepts of Bandura's (1977) social learning theory serve as a fruitful resource toward enhanced student engagement and learning.

As it relates to the parental influence on child's academic success in school, social cognitive theory will provide additional understanding from a parent-child perspective (Schunk, 2016). For example, as children observe their parents reading more and are rewarded in some measure by reading themselves, children will spend more of their free time reading (Bandura, 1971). That is, children will mimic the behaviors and actions they observe at home. As such, social cognitive theory will aid in providing insights on the impact of academic support that take place at home on students' academic abilities in social studies (Schunk, 2016). With reference to social cognitive theory, this qualitative research seeks to discover parents' perception of the support they provided at home and how it impacted their child's academic success in a global history and geography course and the child's perception of how their homelife impacted their success in the global history class.

With the additional factors to consider in exploring parents' perception of support at home and child's perception of their homelife, therefore, social cognitive theory will act as a basis point for this study as a normative theory and guide to explain the factors relevant to understanding the influence of homelife on student achievement levels. A vast majority of past studies focus on the influence of homelife on student's overall academic achievement; however, little to none put a direct weight on how students perceive the relationship between their homelife and success in academics, including how parents could enhance homelife as a strategy to engage their child and in turn enhance their child's academic success (Bailey, 2017).

Therefore, in reference to social cognitive theory (Bandura, 1971) as a point of reference, together with the body of literature available, school districts, teachers, administrators, and parents can better identify ways/mechanisms in which children at home could be supported with their social studies curriculum. That is, social cognitive theory (Bandura, 1971) will support the present study in building a discussion that there are various impacts of homelife, parental involvement, and perceived parental support on student academic success (Jungert & Koestner, 2015; Povey et al., 2016; Song et al., 2015). This study will also apply social cognitive theory (Bandura, 1971) in the analysis and exploration on how parents perceive the impact of homelife on their child's academic success in social studies, as well as how students perceive the impact of homelife on their academic success in social studies.

This framework will act as a backbone to the literature in building relevant researches or tools that explores the connection that exists between parents who actively help their children at home and children's academic success. This framework could also provide additional empirical evidence on how children could be effectively engaged in their schoolwork through factors of homelife, cultivating a homelife environment that is conducive for studying. Understanding how factors of homelife, as well as parental support, can affect outcomes for their child's academic success is also important for the comprehension of the significance of the purposed study. Thus, identifying the impacts of homelife on student achievement levels is vital in the objective of educational institutions and parents to support children's educational process, and provide ready access to resources assist a child's intellectual growth (Marcenaro-Gutierrez & Lopez-Agudo, 2017; Randall et al., 2015; Schiffrin & Liss, 2017).

Through the various pool of literature that will be discussed in the next pages, this study will serve as an extension of scientific knowledge relative to that of bringing awareness to parents on how they could provide academic support and guidance to their child, and clarifying whether students perceive a relationship between their homelife and their academics in school. As such, all this information will be placed within the conceptual framework of social cognitive theory. This theory will serve as both a way to conceptualized and categorize the purposed study as well as a method for designing the qualitative method and analysis that this study will use.

With a focus on exploring the influence of homelife on student achievement levels in a 10th-grade Global History and Geography class, this study will review and outline past literature on parental involvement on their child's educational process and/or academic success in relation to homelife and perceived parental support, highlighting the specific factors of homelife that impact students' academic outcomes in school. This body of literature will aim to outline Bandura's (1971) social cognitive theory and its relevance as a framework in exploring and understanding the role of homelife and parental support on student achievement levels. An outline of homelife and its impact on student academic success will first be discussed, followed by a review of parental educational involvement as a factor that contributes to student academic success. Types of parental academic support will be discussed to identify which factors to consider in providing the child's needed academic support, considering factors such as socioeconomic status and diversity backgrounds. These relevant factors are important focus points of the current study in order to grasp and clearly understand how children may be supported in their social studies curriculum in light of the challenges that they face in their educational journey.

This understanding will lead to bringing awareness to parents and educators and providing a set of teaching guidelines and techniques at home that aim to positively impact student's achievement levels in school. With this objective, this literature review will then delve into studies that aid in underlining parenting strategies for child achievement—which will also aid in highlighting the importance of having parental engagement and involvement at home to support their child's academic advancement. The following sections will explore these specific factors by outlining previous research, which are validated and peer reviewed. The ensuing body of sections in this literature review will also be compared and contrasted to previous analyses in other studies and determine their corresponding significance to this study.

Homelife and Student Academic Success

Homelife has a significant impact on student academic success. Several authors noted that a homelife filled with adversity could impact children, yielding lower academic achievement than their counterparts (Häfner et al., 2018; Skilbred, Iversen, & Moldestad, 2016). Marjoribanks (2017) underscored this in his book, outlining the relevance of families and learning environments, and its impact on their children's academic success. After conducting a detailed assessment of family environments and performing analysis of children's academic performance in Australia, Canada, and England, the author outlined that several factors exists in homelife that contribute to the welfare of children's success (Marjoribanks, 2017). These factors include family environments, siblings, and social status (Marjoribanks, 2017). As such, this body of literature could provide initial context regarding the association between homelife and student academic success such that homelife is comprised of various factors such as family environments, siblings, and social

status, in additional to parental support and involvement (Marjoribanks, 2017; Skilbred et al., 2016).

Skilbred et al. (2016) delved into this topic, studying how young people who spent part of their childhood in foster care succeeded academically despite having adverse experiences in homelife. Focusing on students who grew up with foster families, the authors conducted interviews with 13 foster parents and 16 young adults with ongoing or completed university studies (Skilbred et al., 2016). The researchers indicated that the young adults' motivation and effort, and the qualities in the foster home impact student achievement in school (Skilbred et al., 2016); That is, when students felt a sense of belonging at their foster homes, they were more likely to achieve student success. Further, major factors at home such as promoting core values (i.e. taking school work seriously and giving one's best), as well as providing order and structure in the foster children's lives, were identified as key factors that influenced student achievement in school (Skilbred et al., 2016). Shaunessy-Dedrick, Suldo, Roth, and Fefer (2015) noted this in their study, outlining that an unstable homelife results in decreased chances of student success; as such, after interviewing 30 students, the authors identified several chronic stressors experienced by students at home. These stressors at home significantly contribute to academic and social-emotional risk: instability and family discord (such as instances when parents fighting or divorcing; a distracting environment that is not conducive for studying), financial problems, and providing childcare for other siblings or children (Shaunessy-Dedrick et al., 2015). This body of knowledge could provide substantial evidence regarding the ways in which parent support could impact academic achievement

of their children, as well as the perceptions of children regarding parent support or involvement in their schooling (Shaunessy-Dedrick et al., 2015).

Unstable homelife exhibited by residential mobility impacts academic performance among children. Several authors underscored that families should provide children with a stable household, especially when they are below kindergarten levels (Schmitt & Lipscomb, 2016; Schmitt, Pratt, & Lipscomb, 2017). Schmitt and Lipscomb (2016) delved into this topic, exploring the associations between residential mobility and early academic skills among low-income children. The authors obtained data from 3,627 children who were 4 years old, on average (Schmitt & Lipscomb, 2016). The results of the study revealed that residential mobility is a significant factor that impacts academic readiness for low-income children (Schmitt & Lipscomb, 2016). In their study, residential mobility was defined as either not moving or moving one or more times during prekindergarten.

Schmitt et al. (2017) delved into the similar topic of residential mobility wherein the authors aimed to determine whether residential mobility predicts behavioral problems for children living in non-parental care during the transition to kindergarten. The authors obtained data from 300 children. In their study, residential mobility was defined as never moved, moved one to two times, and moved more than three times during the prekindergarten and kindergarten years (Schmitt et al., 2017). The findings revealed that residential mobility is a predictor of both internalizing and externalizing problems for children living in non-parental care (Schmitt et al., 2017). This affects the affected children's academic skills and achievement, in turn (Schmitt et al., 2017). This body of knowledge could provide empirical knowledge regarding the factor of an unstable homelife exhibited by residential mobility and its impact on academic performance on

children. As such, parents should strive to provide their children with a stable homelife and mobility to ensure that their academic skills and performance are enhanced and well developed (Schmitt & Lipscomb, 2016; Schmitt et al., 2017).

Parental Educational Involvement and Student Academic Success

Parental educational involvement is known to be a significant factor in influencing students' academic success. Several authors have noted that as parents are more involved, whether home- and school-based, students' academic achievement levels increase (Benner et al., 2016; Dumont et al., 2012; Pinquart, 2016). The missing link of academic parental involvement is a vital issue that school districts are struggling to address. As such, Dobbs (2018) noted that the gap between students' home and school lives should be bridged for them to attain levels of academic achievement. Castro et al. (2015) further delved into this topic, exploring parental involvement and its impact on student academic achievement. The authors conducted a meta-analysis quantitative study involving 37 studies from 2000 to 2013 (Castro et al., 2015). The results of the study showed that when parents were focused and engaged through supervision of their children's learning activities, children performed at optimal levels academically (Castro et al., 2015). Further results indicated that children performed even better when families which have high academic expectations for their children, developed and maintained communication with them regarding their school activities, and helped them to develop reading habits (Castro et al., 2015).

Boonk, Gijselaers, Ritzen, and Brand-Gruwel, (2018) arrived at the same conclusion as Castro et al. (2015). The authors conducted a review of the relationship between parental involvement indicators and academic achievement (Boonk et al., 2018). In the same manner as Castro et al.'s (2015) study, the authors reviewed 75 past studies

from 2003 and 2017 related to parental involvement and students' academic achievement (Boonk et al., 2018). The findings of their study indicated that when parents exhibit support at home, their children often have higher academic levels (Boonk et al., 2018). That is, parents could support their child's academic achievement by (a) promoting reading at home, (b) having high expectations/aspirations for their children's academic achievement and schooling, (c) having continuous communication between parents and children regarding school, and (d) parental encouragement and support for learning (Boonk et al., 2018).

Porumbu and Necşoi (2013) concluded similarly in their study, as the authors aimed to explore the relationship between parental involvement/attitude and children's school achievements. Like Boonk et al. (2018) and Castro et al. (2015), Porumbu and Necşoi (2013) reviewed past literature related to the topic of parental involvement and its influence on children's school achievement at the middle- and high-school levels. The authors found that parents who exhibit the following actions effectively support their child's academic achievement: having an authoritative parenting style, communicating parental high and clear expectations and aspirations for their children's academic achievement and schooling, having communication between parents and children about their school activities (Porumbu & Necşoi, 2013). Further, Porumbu and Necşoi's (2013) unique study found that parents who plan for future communications with their child's teachers about their child's learning progress or difficulties are effectively providing academic support to their child, yielding higher academic levels for their child. This body of knowledge could provide empirical results regarding the specific ways in which parents

could provide support to their children in their educational progress (Boonk et al., 2018; Castro et al., 2015; Porumbu & Necşoi, 2013).

This body of knowledge is in line with other findings such as that of Pinquart (2016) who found that parents who exhibit an authoritative parenting style have effectively supported their child's academic outcomes. Khajehpoura and Ghazvini (2011) conducted a similar study that aimed to explore the role of parental involvement on children's academic performance. The authors added to this and assessed how specific kinds of parental involvement could increase children's academic levels (Khajehpoura & Ghazvini, 2011). As such, 200 male students in Tehran were surveyed while parental involvement questionnaire scores and academic performance grades were gathered (Khajehpoura & Ghazvini, 2011). The authors showed that parental involvement enhances academic performances of their children by exhibiting the following actions: going to parent classes, being involved in home-based learning such as checking their child's learning status/progress, talking to their children about school-based topics, and being involved in educational activities (Khajehpoura & Ghazvini, 2011). As such, this body of literature could provide empirical knowledge regarding the ways in which parents could be involved in their children's academic journey as well as the ways that parents can provide support to their children academically (Boonk et al., 2018; Khajehpoura & Ghazvini, 2011).

Even students in past studies have attested to the vital impact that parental support has on their education (Ma, Shen, Kreen, Hu, & Yuan, 2016; Shaunessy-Dedrick et al., 2015). Shaunessy-Dedrick et al. (2015), for example, delved further into this topic and interviewed 15 successful and 15 struggling high school students. With the aim to explore

students' perceived stressors, coping strategies, and intrapersonal and environmental

factors, the authors aimed to identify how students perceive to influence their success in

college-level courses (Shaunessy-Dedrick et al., 2015). The results of their study showed

that students valued their parents' involvement in their academic aspirations, influencing

their success in school. The results further indicated that family support at home created

an environment that facilitated focused studying (Shaunessy-Dedrick et al., 2015). That is,

students who had desirable home conditions, including stability (minimal discord between

family members, financial predictability, etc.), consistent parental expectations, and

sufficient family economic resources were more likely to achieve student success

(Shaunessy-Dedrick et al., 2015). Ma et al. (2016) conducted a similar study, exploring

the impact of parental support on early education learning outcomes. That is, the authors

aimed to explore the relationship between learning outcomes of children and educational

involvement of parents in the early stages of childhood education (Ma et al., 2016). Based

on 46 studies and 100 effect sizes, the results indicated that there is a significantly positive

relationship between learning outcomes and parental involvement (Ma et al., 2016). In

fact, various types of parental involvement (behavioral, personal, and intellectual) all had

significant effects on learning outcomes of their child (Ma et al., 2016). Although other

types of support were linked to learning outcomes (community support, schools, and

partnership development) of the child, parental involvement in the forms of home

supervision and behavioral involvement was found to be the strongest influencer of child

learning outcomes (Ma et al., 2016). As such, this body of findings could provide more in-

depth information regarding the positive impact that parent availability or involvement can

have on their child's learning outcomes

Conversely, the lack of parent availability or involvement has adverse effects on their child's schooling. The lack of parent involvement is often perceived by children as low parent support for learning, which results to low levels of academic achievement (Ma et al., 2016; Shaunessy-Dedrick et al., 2015). This body of findings could provide empirical information regarding the impact of parental support and homelife on student academic success (Ma et al., 2016). As such, this could be used as reference by parents who aim to provide support for their children, as the results indicate which factors make up a home environment that is conducive for studying (Ma et al., 2016; Shaunessy-Dedrick et al., 2015). Additionally, this body of findings could provide empirical data regarding the impact of parental educational involvement on their children's academic performance as well as the ways in which families could provide academic support at home for their children (Boonk et al., 2018; Castro et al., 2015; Dobbs, 2018).

Types of Parental Academic Support

There are various types of academic support. Several researchers noted that academic support can be home-based or school-based (Benner et al., 2016; Jeynes, 2017; Song et al., 2015). Benner at al. (2016) and Song et al. (2015) delved into this topic, exploring the types of educational or academic support. Song et al. (2015) conducted an analysis into the role of perceived social support in adolescents' academic motivation and achievement. Using Korean Educational Longitudinal Study data, the authors analyzed students from Grade seven to Grade nine and their perceived parental support (Song et al., 2015). The results of the study indicated two types of parent's support: emotional and academic (Song et al., 2015). The results reported that parental emotional support had most impact on supporting student academic motivation and achievement in contrast to

other types of support (including social support from peers and teachers) (Song et al., 2015). The findings also indicated that parental academic support is a significant predictor of academic performance, as well as mastery goal academically (Song et al., 2015).

Benner et al. (2016) conducted a similar study but focused on varying students from difference socioeconomic status. Deriving data from 15,240 10th grade students, Benner at al. (2016) aimed to explore the associations between both school-based involvement and parental educational expectations and adolescents' cumulative high school grades and educational attainment (Benner et al., 2016). The results of the study indicated that for disadvantaged students or those who come from low socioeconomic status, school-based involvement is found to be more beneficial (Benner et al., 2016). On the other hand, for students who come from high socioeconomic status, parents' academic involvement at home is more beneficial in terms of increasing achievement levels academically (Benner et al., 2016). These findings could reveal the different types of parental involvement, and how it could be beneficial to student achievement outcomes with respect to their socioeconomic status.

Park, Stone, and Holloway (2017) conducted a similar study to that of Benner et al. (2016), focusing on school-based parental involvement on student achievement and learning. The authors focused on conducting an elementary school-level analysis on the exploration of school-level parental involvement and its relationship to school-level results (Park et al., 2017). Using social capital theory and analyzing 914 public schools, the authors employed a multi-level modeling analysis wherein the results of the study indicated that schools that had high levels of parental involvement also had a higher percentage of students with grades above national/state standards in mathematics and

reading achievement (Park et al., 2017). This body of findings could also prove the parental involvement is a predictor of student achievement (Benner et al., 2016; Park et al., 2017).

Like Benner et al.'s (2016) findings, Park et al. (2017) found that students with low socioeconomic status responded better to school-based parental involvement in contrast to students with high socioeconomic status. The authors further added that positive learning environments in school could be built and enhanced by creating more avenues for parental involvement at school settings such as social networks among parents and parent-teacher conferences (Park et al., 2017). This body of findings could provide an initial context regarding the differences of academic support, and which types of academic support influence students' academic levels with respect to their socioeconomic status (Benner et al., 2016). Moreover, this body of literature could provide empirical information regarding the factor of students' socioeconomic status and how it is a significant factor to consider when proposing types of parental involvement (whether school-based or home-based) (Benner et al., 2016; Park et al., 2017).

Other studies underscored the factor of parental involvement as a predictor of student achievement. Like Benner et al. (2016) and Park et al. (2017), Daniel, Wang, and Berthelsen (2016) noted that parent school-based involvement is a significant predictor of children's achievement. The authors Daniel et al. (2016), however, focused on children's reading achievement, rather than academic achievement as a whole. More specifically, the authors also focused on school-based parental involvement during the early stages as a factor that predicts improved educational reading outcomes (Daniel et al., 2016). As such, Daniel et al. (2016) explored the impact of self-regulated learning behaviors in the

association between early school-based parent involvement and children's achievement,

analyzing data from the Longitudinal Study of Australian Children. The authors found that

early school-based parent involvement predicts children's reading achievement, but not

numeracy achievement (Daniel et al., 2016). Further, this relationship was found to be

stronger among children who belong to middle and higher socioeconomic families (Daniel

et al., 2016). This body of literature could provide more in-depth analysis regarding the

impact of parental involvement on student achievement, including the importance of

parental involvement during the early stages of the child's life. This is vital given that

early parent school-based involvement is a predictor of reading achievement (Daniel et al.,

2016).

Positive Parenting Strategies for Child Achievement

According to Dobbs (2018), it is highly challenging for students to learn

academically if their homelife is unstable. The authors further underscored the need to

support students who are experiencing difficulties in their homelife, as this can leave them

with constant feelings of hopelessness—which is detrimental to their academic

achievement (Dobbs, 2018). The author identified that students with low socioeconomic

status are the ones who struggle with homelife challenges the most (Dobbs, 2018). In

order to address these issues, Dobbs (2018) underscored that both teachers and parents can

work together in helping the students with homelife issues by building trust and

relationship with the student. Superville (2017) noted similarly, teachers, schools, and

districts need to work alongside children's parents in helping them support their children's

academic endeavors. Superville (2017) argued that because parents are often hesitant to

take part in their child's academic and learning process because they feel unable to discuss

concerns with their child's teachers (Superville, 2017). As such, there is more need for teachers, schools, and districts to reach out to children's parents in order to effectively engage them in being involved in their child's academic process (Dobbs, 2018; Superville, 2017). This is especially vital for those who belong to the low socioeconomic status, and those who have English as a Second Language due to language barriers (Dobbs, 2018; Superville, 2017).

Several authors have noted the importance of strategies for parents to engage their child and enhance their educational process (Arens & Jude, 2017; Doctoroff & Arnold, 2017; Froiland & Worrell, 2017). Doctoroff and Arnold (2017) and Froiland and Worrell (2017) delved into this topic and aimed to identify how parents could use strategies in order to engage their child's school achievement. As such, the authors employed 61 elementary school children and explored how parental behaviors could impact their task engagement (Doctoroff & Arnold, 2017). With videotaped sessions, the authors of the study reported that children who have high engagement levels often have higher measures in reading achievement (Doctoroff & Arnold, 2017). The authors showed that there is parental support for autonomy, children are more engaged and thus have higher levels of achievement (Doctoroff & Arnold, 2017). In fact, parental support, in this case, predicted reading achievement, even controlling for support for relatedness and competence (Doctoroff & Arnold, 2017). This concept points to the vital role that parents have in effectively engaging their children.

The findings in Doctoroff and Arnold's (2017) study are in line with that of Froiland and Worrell (2017). Froiland and Worrell (2017) captured data from 227 students in an ethnically and racially diverse high school regarding parental autonomy support,

student intrinsic life goals (i.e. community feeling), student goals for educational

attainment and later academic performance (GPA). The results of the study showed that

parental autonomy support was significantly and positively linked to academic

performance (Froiland & Worrell, 2017). In fact, results indicated that when student

experience parental autonomy support, they tend to have higher levels of intrinsic life

goals—which is positively associated to higher levels of GPA (Froiland & Worrell, 2017).

As such, this body of knowledge could provide empirical data regarding the importance of

providing parental autonomy support—as this could foster intrinsic life goals and higher

educational achievement (Doctoroff & Arnold, 2017; Froiland & Worrell, 2017).

  In line with parental involvement, positive parenting strategies have been shown to

effectively engage children. This is vital given the significant link between children's

engagement and achievement (Arens & Jude, 2017; Doctoroff & Arnold, 2017). Arens

and Jude (2017) delved into a study that aimed to explore two facets of parental

involvement (subjective importance and family activity) and how these facts impact

academic achievement of their children. Using data derived from ninth-grade secondary

school students related to German language (Sample 1: $N = 4476$) and English language

(Sample 2: $N = 4440$) domains, the authors of the study found that family activity as a

faced of parental involvement has a positive correlation to student achievement, in both

language domains (Arens & Jude, 2017). Further results showed that family activity was

lower among students related to German language, which calls out the need for parents

who were born abroad to focus on family-building activities to effectively engage their

children (Arens & Jude, 2017). There were no found differences between the students

(with respect to German and English language domains) in terms of parents' subjective

importance (Arens & Jude, 2017). This body of findings could provide initial context regarding the association between parental support and student achievement (Dobbs, 2018; Doctoroff & Arnold, 2017). This body of findings could also provide empirical justification that child engagement is a significant mechanism that could be used as a strategy for parents to help their child's achievement or academic success such as enhancing engagement and having family activities (Dobbs, 2018; Doctoroff & Arnold, 2017).

Doing homework together has been found to be an effective strategy for engaging children and enhancing academic outcomes. Several authors noted that homework behaviors, parental involvement in homework, and student achievement are significantly linked (Dumont et al., 2012; Núñez et al., 2017). Núñez et al. (2017) gathered data from 1250 seventh to tenth grade students in order to explore the relationship between students' prior achievement, their homework behaviors (i.e., time spent on homework, homework time management, and amount of homework), and their perceptions of parental involvement in homework (i.e., parental control and parental support). The authors utilized structural equation modeling wherein the results of their analysis showed that students' prior academic performance was significantly related to both students' homework variables (Núñez et al., 2017). That is, the authors indicated that achievement levels and homework behaviors were higher when students had higher levels of perceived parental support behaviors about homework (Núñez et al., 2017).

Parental involvement in homework enhances student learning, engagement, and achievement altogether (Núñez et al., 2017). Dumont et al. (2012) arrived at a similar conclusion, exploring parental homework involvement and its impact on educational

outcomes. The authors employed grade 8 students who described their parents' homework involvement (Dumont et al., 2012). Initial analysis with the use of structural modeling found that parental support and perceived parental competence to help with homework were both significantly and positively related to academic outcomes (Dumont et al., 2012). This body of results could provide initial evidence regarding how parental educational involvement is significantly related to academic outcomes (Castro et al., 2015; Dumont et al., 2012; Núñez et al., 2017).

Negative Parenting Strategies for Child Achievement

Parental strategies can be defined in various ways, having different impact on their child's academic performance. There are several authors that have underscored various parenting styles that could result to negative outcomes for their child's educational process (Inguglia, Ingoglia, Liga, Coco, & Cricchio 2015; Randall et al., 2015; Ricard & Pelletier, 2016; Schiffrin & Liss, 2017). Schiffrin and Liss (2017) noted this as the authors focused on parents who are overinvolved with their child's education. Utilizing data gathered from 192 students and their mothers, the authors of the study found that having a helicopter parenting style results to children being less motivated to learn and having avoidance goals for learning (Schiffrin & Liss, 2017). The authors further noted that having a helicopter parenting style has adverse consequences for their child's wellbeing and academic achievement, which is linked to a child's sense of entitlement (Schiffrin & Liss, 2017). Randall et al. (2015) conducted a similar study, focusing on parental factors and its impact on child's educational outcomes. The authors of the study gathered data from 88 tenth graders and their parents from four high schools from affluent communities. The results of the study indicated that students who perceived more parental pressure had

negative effects on their school activities and academic performance (Randall et al., 2015);

the more perfectionistic they perceived their parents to be, the more pressure students felt

to perform academically. In turn, this results to maladaptive behaviors and negative

academic outcomes (Randall et al., 2015; Schiffrin & Liss, 2017). This body of findings

could provide empirical knowledge that parental styles exhibited toward children are

significant to take into account when supporting children academically. That is, having

parental styles such as helicopter parenting and being perfectionist could result in negative

student outcomes in school (Randall et al., 2015; Schiffrin & Liss, 2017).

Authors Burke, Segrin, and Farris (2018) and Kouros, Pruitt, Ekas, Kiriaki, and

Sunderland (2017) delved further into the topic of helicopter parenting and its impact on

students' academic outcomes. Kouros et al. (2017) also explored the construct of child's

adjustment, self-reliance, and wellbeing relating to parental autonomy support and

academic outcomes. The authors surveyed 118 undergraduate students regarding measures

of parenting and mental health and wellbeing (Kourus et al., 2017). The results of the

study indicated that helicopter parenting is not only detrimental to academic performance,

but it also predicted lower levels of wellbeing (among female students) and social anxiety

(among male students) (Kouros et al., 2017). Burke et al. (2018) noted similarly, referring

to helicopter parenting or overparenting as detrimental to a child's development.

Examining data gathered from 302 parent-young adult dyads, the authors utilized

structural equation modeling to delve into this topic further. The results revealed that

overparenting is negatively correlated to student adjustment and academic functioning, as

well as performance (Burke et al., 2018). This body of knowledge could provide empirical

evidence that parenting strategies such as helicopter parenting could have adverse impacts

on their child's academic goals as well as other vital factors such as their child's psychological wellbeing (Burke et al., 2018; Kouros et al., 2017)

Other researchers highlighted the negative effects of vigilant parenting on child's academic outcomes. Quach, Epstein, Riley, Falconier, and Fang (2015) and Deb, Strodl, and Sun (2015) delved further into this topic and aimed to explore the associations between various psychosocial factors and academic stress among Indian high school students, as well as its impact on academic performance. Deb et al. (2015) gathered questionnaire data from 190 students from grades 11 and 12 from three public and three private schools. The findings of the study revealed that 63.5% of the respondents felt academic pressure and academic stress, which was found to be significantly correlated to parental pressure (Deb et al., 2015). In fact, the findings revealed that 66% of the respondents felt pressure from their parents to perform academically (Deb et al., 2015). It was also reported that anxiety levels were higher among children who had fathers with lower education level (nongraduates) attainment (Deb et al., 2015). It is vital to address given that academic stress could result to psychiatric problems such as anxiety. In fact, 33% of the respondents in the study reported high anxiety levels due to academic and parental pressure (Deb et al., 2015). Quach et al. (2015) conducted a similar study, focusing on parental pressure and its impact on students' academic work and psychiatric symptoms. The authors gathered data from 997 students in four Beijing high schools wherein the results revealed that academic pressure on the adolescent brought about by parents result to adverse effects on children's mental health such as depression and anxiety (Quach et al., 2015). This body of findings could provide more in-depth knowledge regarding the negative impact (academically and psychologically) that could result from

vigilant parenting and academic pressure from parents (Deb et al., 2015; Quach et al., 2015).

Engagement for Parents in Supporting Child Achievement

Parents should be continuously supported in their aims to engage their child's learning development. Some authors underscored this importance especially for parents those from low socioeconomic background and/or those with linguistically diverse backgrounds (Barrueco, Smith, & Stephens, 2016; Fischer, Barnes, & Kilpatrick, 2017; Povey et al., 2016; Kim, 2018). Fischer et al. (2017) noted that parents should be engaged, especially those from low socioeconomic background, in taking part in their children's education. The author Kim (2018) stated similar conclusions, conducting a meta-synthesis of qualitative research on parental involvement on child education. Specifically, Kim (2018) synthesized publications from 2000 examining parental involvement and child academic success in 16 developing countries. The findings of his study indicated that family-school-community partnerships are vital for positive child development outcomes wherein parents must be supported by schools and their communities in engaging their child's educational journey (Jeynes, 2017; Kim, 2018). This was found to be most important especially in developing or underprivileged contexts (Kim, 2018). Fischer et al. (2017) added to this, noting that parents also need to be equipped in order to effectively support their children's education and aspirations. The authors indicated that support to parents can be given in various ways; one of the ways is to provide parents with access to information they need about possible education pathways within and beyond school (Fischer et al., 2017). The authors further underscored the need to develop and implement parent engagement programs and resources that are efficient and effective (Fischer et al.,

2017). Through such programs, parents are engaged in supporting their children's academic aspirations, which is crucial to their success (Fischer et al., 2017).

Povey et al. (2017) underscored similar findings to that of Fischer et al. (2017) and Kim (2018). The authors focused on the role of parents in schools and building parent-school partnerships to enhance student academic outcomes (Povey et al., 2017). Delving further into this topic, the authors conducted surveys to principals and presidents of parent organizations and (both government and public) schools (Povey et al., 2017). The results of the study showed that parents who come from low socioeconomic status or disadvantaged families don't feel capable or confident to get involved in their child's educational process. Further results indicated that these parents lack confidence to get involved due to their perceptions of being unwelcomed by the schools (Povey et al., 2017). Although these findings are not generalizable to all school districts (due to the limited scope of the study), these findings could provide initial information regarding empirical reasons why parents from disadvantaged backgrounds need to be extended support in supporting their child's educational process. As such, this could be used by school districts and organizations as reference in providing a more welcoming atmosphere for these parents to engage in their child's educational process, especially for those who come from low socioeconomic backgrounds (Fischer et al., 2017; Povey et al., 2017).

Parents in linguistically diverse families need additional support in engaging and advocating their child's learning development. Barrueco et al. (2016) noted that parents who have linguistically diverse backgrounds should be supported in engaging their children and their schoolwork (Barrueco et al., 2016). Thus, the authors explored past research that could help inform policies and enhance early care and education programs to

promote parent engagement in linguistically diverse families (Barrueco et al., 2016). The

authors of the study argued that government agencies need to provide adequate resources

to foster early care and education programs for the engagement of parents in linguistically

diverse families (Barrueco et al., 2016). Barrueco et al. (2016) outlined that parents in

linguistically diverse families should be offered culturally sensitive chances to take part in

classroom and center activities. As such, this body of findings could provide empirical

evidence regarding the need to support parents in linguistically diverse families, as well as

those coming from low socioeconomic status, in supporting their children's learning

(Barrueco et al., 2016). This body of literature could, therefore, be used as an empirical

reference to justify the need for federal and state agencies to develop and implement

meaningful program policies aimed at promoting children's home language while working

on English language development (Barrueco et al., 2016; Fischer et al., 2017).

Conclusion and Summary of Findings

      This literature review covered relevant experiences and studies on parent involvement, homelife, and student success in order to identify the specific types of academic support for social studies that take place at home and parents' perceptions of the impact of that support on students' academic abilities, as well as provide insight on unique experiences regarding academic support at home (Castro et al., 2015; Barrueco et al., 2016; Fischer et al., 2017). Bandura's (1971) social cognitive theory will be used as a theoretical foundation for the study in analyzing parents' perceptions of how their homelife impacts their children's academic abilities and performance wherein the framework will provide insights on how children could be effectively and academically supported at home (Dumont et al., 2012; Núñez et al., 2017).

      Researchers have noted that parents who promote learning through various methods and provide ready access to resources assist a child's intellectual growth (Ryter, 2015; Schmitt & Lipscomb, 2016; Wanzek et al., 2018). That is, parents that are academically involved are constantly engaged in schoolwork—which links to positive educational outcomes (Jungert & Koestner, 2015; Song et al., 2015). However, there is conflicting literature that exists regarding the perceptions of students regarding the relationship between their homelife and their academics in school (Randall et al., 2015; Schiffrin & Liss, 2017; Williams, 2013). Thus, more studies are needed that take into account parents' perception of the support they provided at home as well as children's perception of how their homelife impacted their success in school. Several researchers have delved further into the study regarding how students could do better at school with an active parental atmosphere at home as well as access to reading materials (Benner et al.,

2016; Ryter, 2015). Multiple author found that children coming from an environment in which reading and discussing current events are the norms may be better prepared academically, particularly in social studies, where extensive reading and analysis of information is required (Benner et al., 2016; Ryter, 2015). However, little research has delved specifically on the impact of success in social studies on students who have parents or guardians helping them academically at home.

Marjoribanks (2017) found that several factors exists in homelife that contribute to the welfare of children's success including family environments, siblings, and social status whereas Skilbred et al. (2016) argued that young adults' motivation and effort and the qualities in the home impact student achievement in school. Shaunessy-Dedrick et al. (2015) added to this in their study, outlining that an unstable homelife results in decreased chances of student success. However, academic parental involvement is a vital issue that school districts are still struggling to address (Castro et al., 2015). This body of knowledge is in line with other findings such as that of Boonk et al. (2018) who noted that parents and schools need to work together in engaging their child's learning development in order to achieve academic success.

Even students in past researches have attested to the vital impact that parental support has on their education (Ma et al., 2016; Shaunessy-Dedrick et al., 2015). That is, Shaunessy-Dedrick et al. (2015) found that students valued their parents' involvement in their academic aspirations at home, which propelled their success in school. Additionally, Ma et al. (2016) noted that when children have high perception levels of parental support, learning development outcomes are enhanced especially during early education stages. According to the authors, parental involvement in the forms of home supervision and

behavioral involvement was found to be the strongest influencer of child learning outcomes (Ma et al., 2016).

On the other hand, the lack of parent availability or involvement has adverse effects on their child's schooling and academic outcomes. In fact, the lack of parent involvement is often perceived by children as low parent support for learning—which results in low levels of academic achievement (Ma et al., 2016; Shaunessy-Dedrick et al., 2015). In promoting parental support at home for children, Benner at al. (2016) and Song et al. (2015) aimed to identify the types of educational or academic support that significantly impacts academic performance. Song et al. (2015) found that parental emotional support had most impact on supporting student academic motivation and achievement in contrast to other types of support (including social support from peers and teachers) while Benner et al. (2016) identified parents' academic involvement at home as another beneficial method in terms of increasing achievement levels academically. As such, intervention strategies and parental support should vary in accordance to the child's family's socioeconomic status and home environment, according to Park et al. (2017) and Benner et al. (2016). As such, this is vital to address given that there are different types of parental involvement, varying in terms of its impact on student achievement outcomes (with respect to their socioeconomic status and home environment).

Many authors have underlined the need for strategies for parents to engage their child and enhance their educational process (Arens & Jude, 2017; Doctoroff & Arnold, 2017; Froiland & Worrell, 2017). Doctoroff and Arnold (2017) and Froiland and Worrell (2017) argued that children who have high engagement levels often have higher measures in academic achievement; in fact, parental support is a significant predictor of

achievement levels. Therefore, educational organizations and parents should work together to ensure effective engagement of their child—which could enhance overall academic achievement levels (Arens & Jude, 2017; Dobbs, 2018; Núñez et al., 2017).

Gap in Literature

Despite the literature available relating to parental involvement, homelife, and enhancing children academic outcomes, there have been several constraints in terms of available and reliable literature for the use of this study. As such, there is a gap in the literature regarding the perceptions of parents regarding their willingness and engagement levels to help their child's educational process (Doctoroff & Arnold, 2017; Froiland & Worrell, 2017). That is, perceptions of parents have rarely been tackled and explored by existing literature that of which results to an incomplete and unaddressed outline of support types that are employed at home to engage student success. Also, there are only a few studies that have analyzed the impact of homelife on students' success in a particular subject (Bailey, 2017; Ebuta & Ekpo-Eloma, 2014). This gap needs to be addressed and tackled further by future researchers, wherein educational organizations and parents can refer to in order to provide needed support of students in specific areas of study (such as social studies). This research is vital given that social studies skills require focus on close reading, writing techniques, and intensive interpretation of materials (Heafner, 2017; Wanzek et al., 2018). Moreover, there is conflicting literature that exists regarding the perceptions of students regarding the relationship between their homelife and their academics in school (Randall et al., 2015; Schiffrin & Liss, 2017; Williams, 2013). Perceptions of students regarding homelife, parental support, and their academics in

school were found to be one of the least explored of the constructs in the literature (Randall et al., 2015; Schiffrin & Liss, 2017).

Moreover, there is a limited amount of empirical studies—either quantitative or qualitative—that have examined the need for more programs to engage parents to aid in supporting their children at home, as well as the types of academic support that take place at home. This is important since there is a lack of exploration of the influence of homelife on student achievement levels for specific areas of study (Marcenaro-Gutierrez & Lopez-Agudo, 2017). As such, there is a prevalent need to support the students in their academic journey in various and specific contexts such as social studies (Bailey, 2017; Burns et al., 2018). Some of the past studies have underscored that supporting children at home with their social studies curriculum could lead to better chances in attaining student success in the field of social studies (Heafner, 2017; Ma et al., 2016).

Chapter 3 will discuss the qualitative methodology and systematic steps that were utilized to answer the research questions on this topic of homelife and its impact on student success in the field of social studies. The next chapter will also outline the research design employed for this study, which is in line with the purpose of the study, the research population, and the sampling method that was used for a randomized, balanced set of unbiased data. Following this, will be a chapter that will discuss the detailed methodology by which the data will be derived in this study. This chapter will discuss the steps from procedures of recruitment, participation to data collection, and addressing concerns regarding the validity of the results of this qualitative research.

CHAPTER 3

METHODS AND PROCEDURES

Research Questions

    RQ1. How do parents perceive the impact of homelife on their child's academic success in social studies?

    RQ2. How do students perceive the impact of homelife on their academic success in social studies?

Research Design

    The research design chosen for this study was phenomenological. It was chosen because the study is analyzing the lived experience of the participants of the study. Through interviews identify themes that assist in the exploration of the phenomenon being studied (Creswell, 2007)

    The participants were asked a general question about the phenomenon. Which was to identify it. In this way, the researcher gathered information without guiding the responses of the participants. The researcher identified themes based on their responses. Using the Moustakas model put forth by Creswell (2007), the researcher identified statements and themes considered substantial.

    The questions put forth by this study allowed the researcher, through semi-structured interviews, a more profound understanding of how parents saw their impact on their child's academics in global studies and how students perceived their parent's impact on their academics in global studies. The researcher utilized a one-on-one interview

format and introduced artifacts. The study took place in two high schools in a large

suburban school district on Long Island in the state of New York.

Demographics of the School District

For this study, purposive or convenience sampling was utilized (Groenwald, 2004).

The demographics of the district under study are 84.2% white, 5.2% Asian, 7.8%

Hispanic, 1.2% black, and 1.3% multiracial. On the Global History Transitional Regents

exam administered in 2018, the district achieved a passing rate of 92% in comparison to

the overall passing rate for New York State of 73%. Also, the district's mastery rate (a

score of 85% or higher) was 66% in contrast to an overall mastery rate for New York State

on this exam of 39% (New York State Report Card, 2019).

The study participants were located through the school district's high school social

studies department by teachers who identified parents they felt met the research criteria

and who were also willing to participate in the study (Katilmis, 2017). Three parents and

three students were interviewed. The students were the children of the parents

interviewed. To participate in the study, the children had to complete the Global History

and Geography course and Global History and Geography Regents exam. To enhance the

reliability of the study, other interviews were conducted beyond the initial three parents

and three student participants. Data was gathered from other interviews independently and

artifacts were also gathered to cross-reference statements made by the participants about

their academic success in the course.

The researcher collected and analyzed all data gathered during the study. In

addition, two students were interviewed who completed the course. A focus group of four

students were interviewed who completed the course and two teachers who are Global

instructors were interviewed.

Demographics

The study participants are parents and teachers of/and children who have

completed the 10th grade Global History and Geography Regents class, which culminated

in the administration of the New York State's Global History and Geography Regents

exams. The study took place in two high schools in a large suburban school district on

Long Island in the state of New York.

Codes were used to replace the names of the participants. Parents were coded as

P1, P2, and P3; students as S1, S2, S3, S4, and S5; and teachers as T1 and T2. For the

focus group participants, codes F1, F2, F3, and F4 were used. Tables 1 and 2, respectively,

show the key demographics of participants who participated in the individual interviews

and participants who participated in the focus group discussion.

Table 1

Individual Interviews Demographic Data

Participant Code	Role	Sex	Age	Race
S1	Student	M	18	W
S2	Student	F	24	W
S3	Student	F	23	W
S4	Student	F	17	W
S5	Student	M	21	W
T1	Teacher	M	30	W
T2	Teacher	M	46	W
P1	Parent	M	50	W
P2	Parent	F	56	W
P3	Parent	F	-	W

Table 2

Focus Group Demographic Data

Participant Code	Role	Sex	Age	Race
F1	Student	M	18	W
F2	Student	F	17	W
F3	Student	F	17	W
F4	Student	M	18	W

Table 3 displays individual participant's demographic information, with each student's age, the listing having two or one parent in their household while growing up, the level of education for each parent, the global history course grade and the global history regents score.

Table 3

Individuals Demographic Data

Student/Age	No. of Parents in household	Parent Education	Global History Course Grade	Global History Regents Score
S1/18	**2**	**F – BA/MS** **M – BA/MS**	**B+**	**85**
S2/24	**1**	**F – HS**	**B**	**74**
S3/23	**2**	**F – HS** **M – HS**	**B+**	**77**
S4/21	**2**	**F – HS** **M – HS**	**A+**	**93**
S5/17	**2**	**F – HS** **M – HS**	**B**	**90**

Methods of Data Collection/Instruments

The primary instruments were semi-structured face-to-face interviews and the collection of artifacts, which included final grades in the course and students' grade on the Global Regents exam. Data was collected from semi-structured interviews (Appendices B and C) of parents and their children who completed the 10th grade Global History and Geography and Global History and Geography Regents exam. Separate interviews were conducted to gather perceptions of two former students who completed the Global History and Geography course and completed the Global History and Geography Regents exam. The researcher included a focus group of four students who recently completed the Global History and Geography course and the Global History and Geography Regents to provide their perceptions on the role of their parents and homelife in their academic success in the course. To gather greater independent evidence, two Global History and Geography teachers were interviewed about the role of parents in student academic success. The researcher was looking for the development of themes based on the interviews (Creswell 2007). Besides conducting interviews, the researcher gathered data from the participants and PowerSchool, which was the districts software program that stores students' grades and scores on assessments.

Interviews

Three parents who had their children take a Global History and Geography class were asked a series of questions focusing on their perceptions of homelife impacting academics (Appendix B). The children of the parents interviewed were interviewed independently of their parents and were asked about their perceptions of their homelife

impacting their academics in global history (Appendix C). This process allowed the gathering of data from the two groups independently to avoid undue influence.

The interview process allowed the researcher to develop a deeper understanding with the participants. Ultimately this allowed greater exchange of information, especially with the participants providing information that allowed the researcher a greater understanding of the participant's perspective. The exploratory, recorded interviews were conducted independently of each other and over several weeks. This time allowed the researcher to reflect on the responses of the participants. The questioning was semi-structured, and, avoiding any leading questions about the impact of homelife on social studies' classes (Fraenkel, Wallen, & Hyun, 2012). After the interviews, the parents and students had the opportunity to do member checking to ensure that their responses were recorded accurately (Fraenkel et al., 2012). The responses allowed the researcher to identify common themes that exist among the participants. Coding of the data was utilized based on the themes identified by the researcher during the interview phase (Fraenkel et al., 2012). This process of interviewing was utilized for the two students interviewed independently, the focus group, and the two teachers who were interviewed.

Artifacts

The gathering of artifacts helped the researcher understood the context of the phenomenon. The researcher was trying to understand what the artifact says about the phenomenon. The researcher, independently of either group gathered artifacts that were indicative of how academically the students did in their Global History and Geography course throughout a year. The artifacts that were gathered about each student were their

final grades in their Global History and Geography course and their scores on the Global

History and Geography Regents exam.

Interviews

3 parents and 3 students

Parent and Student Perceptions

Homelife and academic growth in global class.

Interviews   Class grades and score on the Regents exam

Focus group, teachers, two students
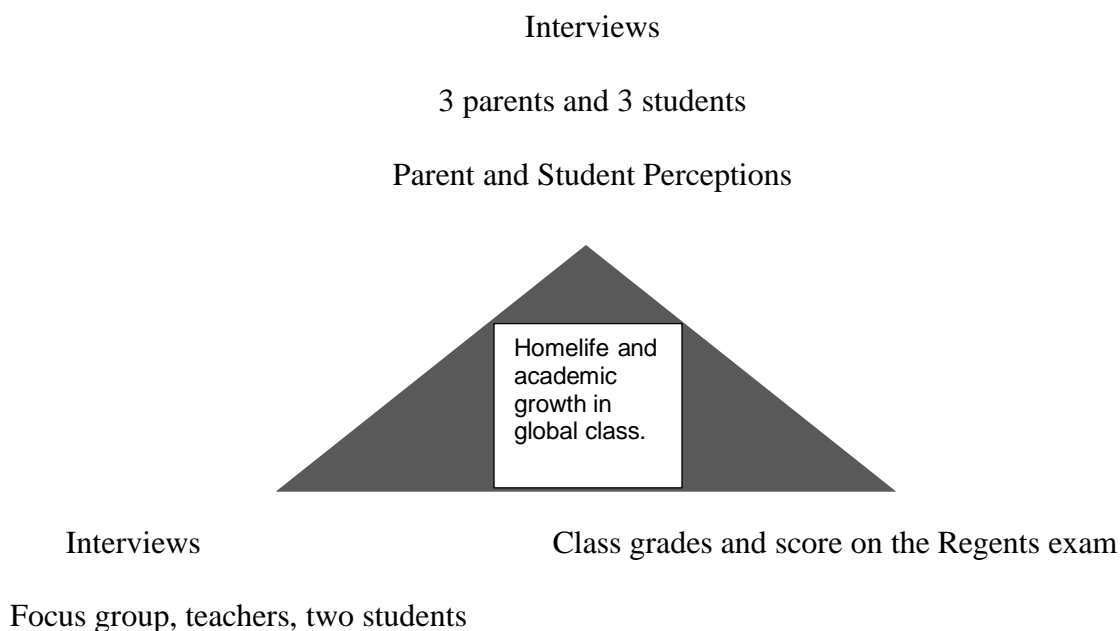
Figure 1. Homelife and academic growth.

Utilizing all the instruments provided different perspectives about the phenomena.

Moreover, triangulating the data (Figure 1) provided a greater validation of the findings

and, as Denzin (Mathison, 1988) noted, reduces the influence of researcher bias in the

study.

Procedures

A semi-structured interview process was used with an interview protocol of

converting the research questions to sub questions based on the primary question. The

interview protocol was based on the research questions. The sample for the one-on-one

interviews were three parents who have or had students in a Global History and

Geography course. The sample participants had children attending two large suburban

high schools in the same district. The interviews included the three students, who were the children of the parents in the study.

The interviews with the parents and student participants lasted approximately 20-30 mins and was transcribed by the Rev app. After the Rev app did the initial transcription, the research manually confirmed the accuracy of the transcription. The interview scheduled for each participant started with a general introduction to the topic, with the parent participants asked a series of questions focusing on their perceptions and overall view of their role in helping their children at home with schoolwork. There was an emphasis on collecting greater detail about how the participants and their homelife impacted their child's understanding of the Global History and Geography course (Creswell 2007). The length of the interviews varied based on the responses of the participants.

The students interviewed, including the two independent students and the focus group members, were asked their perceptions of their homelife's impact on academic performance in their Global History and Geography class.

Coding and Analysis

The analysis of material used a similar method discussed by Creswell (2007The initial coding followed the descriptive coding format, filtering the phrases and looking for common statements or themes as described by Saldana (2009). A review of the notes was conducted, and certain key phrases are classified. The researcher created more concise terms that were used to describe specific concepts. Based on the key phrases and terms identified, commonality between key phrases and quotes was made (Katilmis, 2017). After each interview, the researcher read the transcripts freely before coding. The

interviews were coded to categorize data. The coding evolved into a list of codes or themes. The researcher identified common themes found among all participants. The researcher continued to revise the codes and create a final code structure for all participant interviews. The NVivo software program were used to assist the researcher in identifying words and terms to identify themes that develop during the interview process.

Based on the analysis of the responses by the subjects, and the other data points previously mentioned, the researcher tried to answer the research questions about the role of homelife on student academics in a Global History and Geography course. Moreover, through the analysis of this material and other artifacts, the researcher identified the perceived role of homelife in a student's academic performance in social studies.

Codes were used to replace the names of the participants. Parents were known as P1, P2, and P3. The student the designations were S1, S2, and S3. Each related parent and student had the same corresponding number. Independent student interviews were S4 and S5. The focus group participants were designated F1, F2, F3, and F4. The teachers were designated T1and T2.

Data Analysis

Ten interviews and one focus group discussion were analyzed using a phenomenology approach. This method was appropriate because the researcher directly interacted with parents and teachers of/and children who have completed the 10th grade Global History and Geography Regents class, which culminated in the administration of the New York State's Global History and Geography Regents exams. Thus, this design allowed the researcher to utilize the lived experiences of parents and teachers of/and students who have completed the aforementioned courses. The aim was to elicit their lived

experiences and translate those experiences into knowledge that may guide teachers, administrators, and parents toward a better understanding of how to help children at home with their social studies curriculum.

After each interview, the researcher read the transcripts freely before coding. The interviews were then initially coded to categorize data. These codes were discovered inductively and followed a descriptive coding format, filtering the phrases and looking for common statements or themes as described by Saldana (2009). Based on the key phrases and terms identified, categories were created based on commonality between key phrases and quotes (Katilmis, 2017). In the next step, the identified categories were compared among all participants and overarching themes were identified. Themes were revised constantly until a final code structure that covered and fit all interviews was developed. The specific software program that was used to assist the researcher in identifying these themes was Nvivo12.

Trustworthiness

The process of triangulation of data was necessary for the researcher to gather information from multiple sources that are independent of each other. Triangulation allowed the researcher to discover the various perspectives about the phenomenon. The collection of multiple points of data helped to validate results.

Ethics

The ethics of interviewing required that the subjects are fully informed about the study to sign a consent form. In addition, throughout the whole process, the subject was treated with respect by the interviewer and could view their responses to ensure accuracy. The researcher followed these ethical considerations.

CHAPTER 4

RESULTS

The purpose of this phenomenological study is to discover (a) parents' perception

of the support they provided at home and how it impacted their child's academic success

in a global history and geography course and (b) The child's perception of how their

homelife impacted their success in the global history class.

The accompanied research questions for this study are:

RQ1. How do parents perceive the impact of homelife on their child's academic

success in social studies?

RQ2. How do students perceive the impact of homelife on their academic success

in social studies?

This chapter will start with describing the setting and demographics. Subsequently,

the data collection and data analysis procedures will be reintroduced, and evidence of

trustworthiness will be briefly recounted. Once this is done, extracted themes will be

explained and supported with participants' quotes.

The analysis of 10 individual interviews and one focus group discussion resulted in

several themes that were attained in correspondence with the social cognitive theory as

presented by Bandura (1971) as well as the two research questions introduced in the

introduction of this chapter. In the following sections, all themes will be represented per

research question and supported by statements made by the participants. Furthermore,

tables will be used where relevant.

RQ1. How do parents perceive the impact of homelife on their child's academic success in social studies? In relation to this research question, the analysis resulted in four main themes: (a) understanding of social studies, (b) active involvement, (c) passive involvement, and (d) perceived role and impact. In the first theme, statements regarding parents' understanding and evaluation of social studies were explored. In the second theme, ideas and perceptions in relation to how often and how comfortable parents feel about talking to their children about politics and history were discussed. Statements regarding the availability of other resources in the household formed a third theme, which was called passive involvement. Lastly, the fourth theme explored how parents perceive their role and impact on their child's educational success in full detail. All these themes were further elucidated in the following sections and were backed with participants' quotes as well as frequency tables that provided information about the relative importance of the themes.

Theme 1: Understanding of social studies. In a first theme, parents' understanding of social studies was elucidated. In this respect, two subthemes evolved: defining social studies and perceptions of how social studies are taught. They respectively explored statements relating to how parents define and understand social studies and their perceptions regarding how social studies are taught in school. Both subthemes are discussed in the below sections.

Subtheme 1: Defining social studies. A first subtheme covered ideas about the meaning of social studies. In this respect, all three parents linked social studies to history. P2 and P3 respectively said in this respect that it entailed "learning about history" and "Social Studies to me is history. Anything about American history, European history,

current history, old history." Interestingly, P1 added to this that "It's the exploration into prior civilizations, to understand and gain an insight into our current world circumstance coupled with what the future may hold for us." P2 raised a similar thought and found that "going with the theory that history repeats itself, so it's important to teach them about history." These statements already signified that both these parents attached great value to social studies.

Regardless of the perceived importance of social studies, P2 recognized English and mathematics as more important subject because "I think those are the things that are used most often in almost all settings."

Subtheme 2: Perceptions of how social studies is taught. A second subtheme emerged from statements related to how parents evaluated the way social studies are taught at school. In this regard, P1 and P2 both believed that the main focus was on American History. P1 explained:

It's a heavy focus on our own American history, which doesn't give enough time for the modern era. I believe it tries to give a well-balanced understanding of world cultures and world religions, etc. I believe that it's done from a hands-on approach to be able to understand the intricacies of more commonalities of what happens in different cultures.

As was illustrated by this participant, social studies were believed to mainly focus on history—inevitably leading to less attention for the modern society. This suggested a perceived gap in the social studies curriculum. However, P2 added to this that "there are many different styles of teaching," and the way social studies is taught would depend on the school and teacher.

Another observation was made by P2, who found that "I think there isn't a lot of social studies in the elementary. The middle school, it's very hands-on. And then high school economics was very current and up to date." This idea suggests that social studies only become more relevant later in a student's school career. However, this perception was contested by P3, who (contrariwise to P2) stated:

My most memorable experiences for social studies, believe it or not, is from elementary school. The way they taught it way back then. I won't tell you how long ago that was, but it was very basic. We used books, we used maps, we used dittos, we didn't use electronic anything, and that's how I learned, and that's, to me, how... I remember reading a book and really getting something out of it, or reading a lesson about Christopher Columbus and remembering that, because of the way it was taught then.

Interestingly, not only did this participant imply that he or she recalled a good experience with how social studies were taught in elementary school, but also suggested that the physical use of books and maps provided him or her a much better understanding of the subject then electronic devices could have done. However, when asked whether he or she evaluated the movement towards more electronic use positive or negative, he or she stated: "From my generation, I would say minus. For the younger generation, I would say plus, because that's all they know."

Theme 2: Active involvement. In a second theme, ideas and perceptions in relation to how often and how comfortable parents feel about talking to their children about politics and history were discussed. In this regard, P1 and P3 both said to be very comfortable about talking to their children about politics and history, due to their own interest in and knowledge about these subjects. P3 said "It was one of my favorite subjects

in school. Believe it or not. And my dad was a big history buff, so we always talked about history growing up." This participant added that he or she felt to have inherited his or her interest in history from his parents, and that he now is passing it on to his child. This participant indeed claimed to be "very comfortable" with talking about history and said, "We watch Jeopardy a lot together when we're together, and we're always rocking that history category." However, conversations were limited to history, and the participant said to deliberately not talk about politics in his or her household. When asked why, the participant said, "It's not because of the current anything, it's just we never did." When P3 reflected on her involvement in her child's education, she acknowledged that "I wasn't a helicopter parent, but if they came to me with any questions, I was always available for them."

In addition to this, P1 said that in terms of his/her personal interest and involvement in his/her child's school life, "Social Studies happens to be one of the main ones." However, this participant's involvement did not seem to be limited to social studies, as he added: "I feel very strong in many science classes as well, and English goes very well for me." To conclude, he added to only feel incapable in math and said: "I need to be brushed up on this."

Contrariwise to P1 and P3, P2 said to be "not very comfortable" with talking about social studies at all but gave no specific reason for this. She said that in terms of social studies "I did not have much interaction with my children regarding any of that." This participant also seemed to be least involved in their child's school life, as will be further explored in other sections.

Theme 3: Passive involvement. Statements regarding the availability of other resources in the household formed a third theme which was called passive involvement. In this regard, P1 and P3 both said to have a relatively large number of books and other material related to social studies in their homes. P1, for instance, said that his children were more than welcome to use his "own personal library of books that are there", as well as his/her "unfettered access to news media outlets." P3 further added that: "when my kids were in school, we had encyclopedias. Because we use the encyclopedias then." P3 added:

I have a lot of my father's books about the navy, about his travel throughout Europe and Asia and the Far East and the Middle East when he was in the navy. (...) We have a lot of stuff that we saved from my dad.

An observation was that this participant added that his daughter had brought artifacts from their home in her social study class once, which implies that having a private collection of resources related to social studies at home may positively influence their children's passion and involvement in the subject.

Statements made by P2 suggested that he or she had no other resources available for his or her children except from a computer, which his/her children could consult "if they wanted to." The use of technology as an important source of information was also raised by P1 and P3. P1, for instance, claimed: "we have access to all the different apps for the different websites, for the different news media outlets, etc."

To conclude, one teacher, T2, emphasized that "I don't think it's a tangible support like that, like a computer or something. I feel like it's just being involved." What this participant meant is that regardless of having resources available at home, personal involvement remains key. This idea is further discussed in the next theme.

Theme 4: Perceived role and impact. A fourth and last theme discussed the perceived role and impact parents have on their child's school success. In this respect, two subthemes were identified: (a) perceived role and (b) perceived impact. The former discussed how parents evaluate their role in their child's studies; the latter discussed the impact of the former on their child's success. Both are elucidated further hereunder.

Subtheme 1: Perceived role. A first subtheme discussed how parents evaluate their role in their child's school success. In this regard, all three parents agreed that parents play an important role in their children's education. P3 explained that "we took school very serious in my house, and I was brought up, and my kids were brought up that school was first, then you play." This idea suggests that parents use their own upbringing as an example to raise their children. This parent further added:

I taught my children that school's not optional, and you try your best. Do what you can without stressing yourself out. But to know that this is what's going to carve your history. Your grades are going to bring you into a good college, and then a good college is going to get you, hopefully, into a job. So, my husband and I both felt that homework was homework, schoolwork was schoolwork. First you study, then you play.

Like P3, P2 also stated to find it important "to help guide *them* [children]" but stated that eventually "it's their responsibility to do their work." P2 further added that "For my daughter, it worked perfectly. My son really struggled in school, therefore did not do his work at home."

In alignment with parents' perceptions that they play an important role in their children's education, T2 further emphasized the importance of parental involvement:

It could be helping with homework or helping study or whatever. But I don't think it has to be something tangible like providing something to work on or whatever. Providing a good, steady home. I have students that were going to go through a divorce and going to different houses and ... or they're getting evicted. I had a student this year, he's getting evicted. So, I think it's more of creating that stability.

Besides a stable home, both T1 and T2 also found that parents should provide structure to their children and make them do their homework. In this regard, T1 found:

I've had parents who say, 'I don't know what to do any longer. I can't control them.' (...) And they legitimately will come and say, 'I don't know what to do.' I've been at parent conferences and parents are like, 'I don't know what to do. I don't know why my child ... I can't get them up out of bed in the morning. They just will refuse to get out of bed, and I have to go to work. So, I just, I don't know what to do.' I'm like, 'Well, you're the parent. So, remove the video games, shut the power off in the room at night. Something. You're a parent. Put a cut-off switch in your closet. It's your house.' (...) I think they just don't know what the hell to do or they're not willing to. 'I don't want to upset my child.'

T1 also worriedly said that some parents have a more careless attitude and would make statements such as "I don't see a problem with what they're doing". This teacher continued and explained that some parents might have this attitude "because to them school is social. It's not necessarily academic" and that some parents will have a "'I didn't do that well in school and I'm fine,' type of attitude."

In alignment with the latter, T2 also emphasized the importance of parental involvement in school life and added:

I feel like those are the kids that kind of, they fall in the middle. So, they have a good homelife, but their parents aren't calling you and emailing you and they kind of get through school and they're just like your typical kid. So I feel like I don't have anything really to go off. So, you have your kids who have the helicopter parents, who are all over you, and they are emailing you and calling you and doing whatever. And then you have your kids that no ... the kid could fail. I had some kids this year that weren't coming to school. I'm emailing, calling, there's no answer, no response, no contact whatsoever.

Subtheme 2: Perceived impact. A second subtheme was closely related to the first one but focused rather on the impact parents can have on their children's school success. In this regard, P1 and P3 strongly believed that parents could have a direct impact on their children's education. P3 said in this regard:

my kids knew that if they didn't study, and they didn't get a good grade, that they weren't going to be watching TV and going outside playing and whatnot. So they took it serious, because we made it. We brought them up to be serious about it.

In alignment with this, T1 believed that "If a kid has a very disruptive homelife, they're obviously not going to be studying at home. School will not be their priority and they will be academically probably producing less." This participant shared his or her experience:

I have definitely experienced that. A homelife where a parent doesn't necessarily put boundaries and allows their children to stay up until say, two, three, four in the morning playing video games, that child will produce less academically than one who has parents who say, 'You're going to do your homework and you're going to go to bed at 9 or 10 o'clock at night and get a good night's sleep before school.'

T2 agreed and added that "naturally they aren't going to achieve as high as they can." T2 claimed:

It does always seem that the kids that have a tougher homelife have a tougher time in school. I mean, that's just the way it is. Whether it's usually a lack of homework, it's a lack of support, getting anything done on time is usually not there for those particular kids.

However, T2 continued and added that "that doesn't mean that they don't achieve well" because "some of those kids will do just fine on a test or on a quiz or on a writing sample." The participant continued and explained that the main issue for them is time management "I find that their ability to get anything done on a specific timeline is very difficult."

However, T1 highlighted that there exists a distinct difference between parents who want to take action and change things, and parents who don't:

So some, like the parent who actually will say something, will be like, "I wish my child was doing better. They are failing and/or getting super low grades. I would like them to do better. I don't think that's fine. However, what can I do?" And then, you have other parents who are like, 'Well, they passed, right? So who cares? (...) I was the same way. I was not academic in school and it didn't matter to me and I turned out just fine. So why are we having this conversation?'

In alignment with this, T1 cautioned:

The child will take the parents' lead in many cases. Or, the child is controlling the household and probably has been doing so from a very young age, like the parent has always given in from a very young age.

Both T1 and T2 identify several parental issues that need to be addressed. The most important is the parent's perception of the role of school and in particular social studies courses. Parents set the stage early in a child's academic career about the importance of homelife and its influence a student's academic growth in school.

T1 continued and added that, as a teacher, to overcome this problem it might help to "speak to the student, speak to the parent, through conference, through whatever it be, email or in person." However, this participant believed that if students show no interest in studying at a high school level, "patterns are set," and it becomes more difficult to change things.

RQ2. How do students perceive the impact of homelife on their academic success in social studies? In relation to the second research question, the analysis resulted in two main themes: the school experience and identified influencers. In a first theme, statements and evaluations of courses related to social studies were discussed, as well as students' self-evaluations of their work ethic and engagement in class. In a second theme, sources that may have an impact on the study results of students were discussed. Both themes are further elucidated in the following sections.

Theme 1: The school experience. A first theme explored students' perceptions about the Global History and Geography 2 courses, what other courses they liked, and how they evaluated their own school performance and work ethic. In this respect, two subthemes were identified: course evaluations and perceived school performance. These subthemes are further explored hereunder. Table 8 also gives an indication of the importance of each subtheme.

Subtheme 1: Course evaluations. A first subtheme covered statements regarding evaluations of the Global History and Geography 2 courses, and other classes not related to social studies. In terms of the specific Global History and Geography 2 courses, S1, S2, and S3 evaluated these courses very positively. S1, for instance, said: "I enjoyed it very much. Again, I always loved social studies. That was always my strong suit in classes and stuff so overall it was a great experience and a great class." S1 added:

Just learning about history in general. I don't know what it was, I just always found a distinct interest in it and I always just enjoyed learning about the past, what times were like then, the norms and everything like that.

S3 added that these courses had helped him to get a better understanding of the world in general, which he strongly appreciated:

I love looking at US history and US maps and I love to travel. So I think just memorizing the US map, I had to do it for a former job, and capitals and whatnot, so I find joy in knowing that there's so much out there. So I think geography probably for me, it was enjoyable because I like to explore and learn more about the world and the US.

S2, to conclude, also evaluated the course positively, and especially remarked the way these courses were taught: "It was a different learning aspect than I was normally used to, but I was able to do really well in that class." The participant continued and explained to remember that "that teacher was able to teach through stories and experiences and use movie connections to have her students grasp certain concepts better on a deeper level." He or she found this very valuable and said that this made the class very interesting.

Unlike S1, S2, and S3, two others evaluated the Global History and Geography 2 courses as mediocre. S4 said in this regard: "It was okay. It wasn't anything new. It was a good class. I learned a lot about furthering my education in global history. But it wasn't anything unique or special, I suppose."

S5 also did not evaluate these courses as specifically great, but for another reason: I just remember it being a lot on the smart board, a lot of note taking, where it was kind of like a lecture, almost. (...) Overall I enjoyed the class, but I feel like if there was a couple more activities that could kind of engage the students, engage them more so they could have a better understanding of say, an older civilization, if you could somehow make it an activity or a connection to something going on today (...) I feel like most kids would pay more attention if they realize that, 'Oh okay, this connects to what is going on today.' Like, if someone is interested in the news or something, they can make those kinds of connections.

When asked which courses they had enjoyed most during their high school, three students raised courses related to social studies. S1, for instance, said: "I enjoy social studies as a class very much. It's honestly my favorite subject." S5 also started to enjoy social studies a lot and explained that this is so "because social studies you can always connect what's going on with a bunch of current day, with current events. So, it's always easy to understand, it makes it more realistic to what's going on now." S4, to conclude, more specifically said to like US History "just because I feel like history's like a never-ending story." These last two statements suggest that the idea of a course being applicable to real life can trigger students' interest.

Besides social studies, students also raised other subjects. S3 and S4, for example, both said to like math. S3 stated in this regard "I think I loved math while I was in high school and college because I like numbers and statistics." S4 added: "I have always had a better understanding with math, it's always been one of my better subjects. So, when I understand what's going on with it, it's just something that comes easy to me and I enjoy doing it." These statements signify that having a proper understanding of a subject can lead to genuine enjoyment and interest.

For S5, English was a very attractive course. This participant explained that "My mom used to read to me when I was younger and whatnot." She also added that she did not like all the material in this course, but that "even if I may not have liked it, it was rich with knowledge that you could obtain" and that this made the course interesting. Thus, this suggests that students want to learn new things and that having that opportunity can trigger their interest for a course.

Lastly, besides having a proper understanding of a subject and the willingness to learn new things, two students also mentioned to like gym and more artsy classes because they were "fun." This, to conclude, suggests that students like classes to be pleasant and not too strict.

In summary, these statements suggest that students' interest is mainly triggered by course material being applicable to real life, having a deep understanding of the course material, having the opportunity to increase knowledge, and the course being pleasant and not too strict.

Subtheme 2: Perceived school performance. A second subtheme included comments regarding how students perceived their overall school performances. In alignment with this subtheme, the researcher obtained information regarding students' grades on the Global History course, as well as their results on their Regent exam. These are represented in Table 4.

Table 4

Frequency table school grades

Participant code	Course grade	Regent grade	Learning disability
F1	B	80	YES
F2	B	84	NO
F3	A	96	NO
F4	B	90	NO
S1	B+	85	NO
S2	B	74	NO
S3	B+	77	NO
S4	A+	93	NO
S5	B	90	YES

In terms of how participants evaluated their own school performance, three students evaluated their performance very positively. Four other students said that they were rather happy with their results but believed they could have done better. In this regard, S1 stated:

I did okay. I definitely could have tried better, definitely try to like strive to do better but I was just like an average student really. I wasn't top performance (...) Someone with like a 3.0, just like a normal B range kind of student. Just average.

S2 raised a similar comment, and said that "In high school, I was an average student. (...) I would say a 3.0 student." Also, S4 said that regardless of evaluating his high school career very positively, he believed to have been able to do better. The participant explained:

I think I did really well. I would definitely say I did really well and I'm happy with what I did, but I definitely could have done improvement because sometimes I wouldn't put all 110% effort every day for studying and everything. But, overall, I'm happy with it because I got into the school I wanted to. And, overall, my grades were well (...) and it ended up transforming into a good SAT score which, once again, just helped get into the college I wanted to go to.

S5 also believed that she could have probably done better in high school, and attributed this to his "terrible work ethic." The participant explained:

I have a very poor work ethic, just because it bores me and I never needed to do it. I understand things. Because when I learn something in class, I remember it. For the most part, I've never had much trouble. I've never needed to study with things.

The aforementioned suggests that most participants found themselves to have underperformed during their high school. In relation to this, the next theme will explore perceived key influencers and resources impacting on educational success.

Theme 2: Identified influencers. In a second theme, students' perceptions and ideas relating to who and what had influenced their school results were explored. In this respect, six subthemes were identified: (a) parents, (b) technology, (c) teachers, (d) friends, (e) other family members, and (f) the self. These subthemes are further explored in the following section.

Subtheme 1: Parents. The first and most important identified influencers were parents. S1, S3, and S4, as well as F2 all stated that their parents had helped them quite a lot with their social studies courses and that they had strongly appreciated this as it had contributed to their understanding of the course material. S4, for instance, stated: "My dad

is really into social studies and politics. So, I got my better grasp of those kinds of different things just because I've seen him watching the news and kind of engaged me to do it." According to this participant, this approach had significantly contributed to his understanding of social studies, and had also motivated him to personally engage more in certain topics:

I wouldn't just go to them and write down exactly what they said and put no other detail into it. Whatever I was doing, I would look at what they said and then I would try to come up with my own ideas based off that, and then try to further expand on it, just so that when it came to a test or something, I would be able to remember it, rather than just trying to remember what one of my parents said.

This idea of a parent his or her personal interest in and knowledge of social studies as a prerequisite for being able to help out was also mentioned by others. S1, for instance, accredited his parents' involvement and ability to answer questions to them being in education:

This student indeed believed that the fact that his parents are social studies teachers made a significant difference as it would make it more likely for them to be able to help and answer his questions. This suggests that having a parent who knows a lot about a certain topic could stimulate students to consult their parents when not understanding certain course material. This idea was also suggested by F3, who said to not receive any help from his parents because "I know more about global than my parents do." In alignment with this, S4 further explained that both his parents are strong in different subjects and that he would consult either his mother or father depending on the subject and specific question:

I would turn to my dad when it came to math, or social studies help. And then if I ever

needed help with writing an essay or something to do with English or literature, I would

usually go to my mom, because she was better adapted to that.

Similarly, when asked who S3 would consult most likely when having a question,

the participant said "I guess that depends on my question. I think I would start with my

mom and then go to my dad." However, having parents who know a lot about social

studies was not evaluated as a necessity. Some participants said that their parents

contributed to their understanding of social studies by taking them to museums and

historical sites. F2, for instance, said that his parents would often organize small trips to

historical sites and museums to familiarize their children with historical places: "They're

really in to history and stuff, so they would bring us to historical places or whatever and

show us around but that's about how far that goes."

S3 added to this:

I love the sport of baseball and I love to travel to different baseball stadiums. And around

that time was when I first kind of started to traveling at that point in my life. I wouldn't say

we traveled frequently but little trips here and there. So, exploring and understanding the

map and I guess the globe in and of itself.

Interestingly, this participant also added that "I also just had parents who wanted

us to excel, so I would say their influence on us doing homework or practicing for exams

or studying or whatnot, definitely influenced my understanding of the course." This

participant believed that especially his mother had had an impact on his school results,

although his father had also played an important role.

Contrary to the aforementioned, three students said that their parents' involvement in their social studies courses was very limited. S5, for instance, said that "My family, they aren't very much into history." The participant further explained that her mother is not very involved in her school life, because "I've always done so well in them." The participant continued and said that "It was more science and math that she focused on." She also said that:

my mom feels bad because I suffer from clinical depression and other things. So, she doesn't like getting on my case, because when I get stressed out, my depression gets really bad and I have bad anxiety. (...) I think she's almost too afraid to really get too much on my case.

Subtheme 2: Technology. A second subtheme covered statements related to the use of technology as study resources. This was mentioned by all students. S1, for instance claimed that his computer was his most important resource and explained that it is easy to "google a question that you have and it comes up with an answer and go from there. (...) That was always really helpful, help clarify up some stuff that you didn't know, stuff like that." Also, S2 partially relied on her computer and textbooks: "we had a computer, I had the textbooks at home, so in that aspect I always had access to more information if I needed it." This combination of the internet and textbooks was frequently mentioned. Focus group participant 3 said in this regard that: "Most of our homework and textbook homework, you had to go to the textbook, look it up online, use the computer." Only S4 said to never rely on his textbook and to only use the internet. This participant explained: "I think I definitely used the internet if I needed any other help or some things I didn't know. Or if it was a review of something I didn't really know, I would just look it up." He

added that the advantage of using a computer is that "It's much quicker, and sometimes

you would look for a certain word and it wouldn't be in the textbook. So, looking it up is

better." However, he cautioned that not everything on the internet is reliable:

it all depends on what source you're going from. You can't just click on the first link, like

Wikipedia, and trust that. You gotta look around a little bit, see if it matches up with other

things, and then you know you're right. Cause anyone can make up anything on the

internet, that's the one thing about it.

Other participants said to pay less attention to the type of source. F2 and F3, for

instance, did state to use Wikipedia. F2 shared in this regard: "I wouldn't really look at the

sources. Honestly whatever is answer seems negotiable I'd be like, 'Okay.'" Unlike others,

S5 relied mostly on books and stated:

Reading historical novels from the past, such as novels from the 1880s, such as Jekyll and

Hyde or Dickens. It definitely helped provide a more, a worldview almost because you get

to read something from the eyes of people who lived in that era. I guess it provided

something in that sense. When I did see literature that reflected what I was learning, it was

very interesting. But I suppose it's just like I'm getting to see more of what life was like

back then through the eyes of someone living it.

Subtheme 3: Teachers. Consulting teachers was evaluated as a third resource.

Teachers were indeed believed to play a significant role in how well students would do in

social studies courses. Teachers who managed to bring the subject in an interesting and

attractive way were indeed highly valued. Especially S3 emphasized this and found:

I think I would have to mention the teachers and professors. Obviously, 10th grade is a

little bit of a while ago for me, but I think the teacher makes everything. So if the material

is interesting and the teacher is flat or vice versa, it can only go so far. So I've still had a love for geography all this time, so I would have to say it definitely could have been the teacher influence as well.

S2 added that "it may have not been my favorite subject, but I was always interested to hear what other teachers might have had to say than my current teacher." S5 as well explained that she enjoyed history a lot and this "especially when there are good teachers." The participant continued and said: "I especially enjoyed going because I had great teachers who worked well together." He explained that his history teacher always "made the class amazing to be in" and that "even the kids who hated history enjoyed going." However, according to S4, good history teachers are "more of a diamond in the rough sort of deal." He explained: "You don't really get teachers like that who work so well together and make it so interesting to the point where it's almost hard to forget."

Besides the ability to bring the subject in an attractive way, students also mentioned the importance of having a good relationship with teachers. F4 said in this regard that her teachers played an important role in her social studies courses because "I was close with all my history teachers." T2 confirmed the importance of this and stated: I think I have a very warm classroom environment, so those kids tend to gravitate towards me. So I don't want to say 100% of kids that have had problems at home this year were terrible in class. They weren't, but I think they like being here, which was the difference.

Subtheme 4: School friends. A few participants (4) raised their friends as influencers. Friends are indeed regarded as easily approachable, and likely to be interested in the same topics. In this regard, S1 said: "Most of my friends are really interested in

history and stuff. (...) so we would always have talks about it and stuff like, 'Oh, what happened in this war,' or go over stuff." S3 added that:

I think I hung out with people that ... I don't want to say like the typical high school crowd, but I think it was everyone did well in their classes and if you struggled, you would ask for help or whatnot.

This participant also added that "just surrounding yourself with people who were like-minded and driven I guess could have had an impact."

Lastly, F4 stated to have a friend who is very knowledgeable and who can always answer questions:

I think it depends on your friends because I have this one friends, he knows everything. He's crazy. He knows everything. Big into politics, big in to history, big in to everything. He knows everything. So whenever I needed something, I would ask him.

Subtheme 5: Other family members. Two participants identified other family members as big influencers. S3, for instance, said:

I would say my sister and I both were very self-motivated and around that time was when my sister, who's a year older than me, was starting to look at colleges and doing all those trips. So it was very influential in you have to do well in high school to get into a great college and excel in college. So I would say that definitely had an impact.

S5 added:

Just my brother, and we would often go back and forth just talking about it. He's very much into history. He would do research on Prussia and whatnot and he excelled in his history courses just because he loved it so much. He would do tons of research on historical ships and whatnot.

S5 also mentioned her grandfather, who was a Vietnam vet, as an influencer. The participant said that "He'd talk it almost with pride almost." and that "He wouldn't give any indication that it was as hard as we learned it was and how traumatizing it was."

Subtheme 6: The self. A sixth subtheme discussed statements related to how students would rely on themselves to do well at school. Indeed, four participants found that teachers, parents, or friends could only influence them to a certain degree, and that it was eventually mostly up to themselves to make sure they did well at their social studies courses. In this regard, S1 said: "It was just really my pure interest in the subject and what it was about. That was really it. There was no really main influencer. It was just something that I just enjoyed, just, I don't know." S5 added to this that "If I really wanted to, say, go deeper into it, I could easily do it on my own." This participant even claimed that some courses are redundant, and that "I wouldn't need a school course although it is helpful." This participant did indeed come across as very independent, and said that she never needed to consult anyone or anything.

Summary

The purpose of this phenomenological study was to discover: (a) parents' perception of the support they provided at home and how it impacted their child's academic success in a global history and geography course, and (b) the child's perception of how their homelife impacted their success in the global history class. In respect to RQ1, four themes were identified: (a) understanding of social studies, (b) active involvement, (c) passive involvement, and (d) perceived role and impact. Key findings in relation to these themes were that parents of students who are successful do attach great value to social studies and try to be both actively and passively involved in their children's

education. However, lack of knowledge about the subject was identified as a barrier to involvement. Parents acknowledged that their role in their children's success is vital, and that a lack of support and strictness may lead to poor school performances.

The analysis of RQ2 resulted in two main themes: (a) the school experience and (b) identified influencers. Findings highlighted students' general interest in social studies. Taking into account students' reasons for liking certain courses, it seemed as if students' interest was mainly triggered by course material being applicable to real life, having a general understanding of the course material, having the opportunity to increase knowledge, and the course being pleasant and not too strict. In terms of influencers, students identified six key influencers: (a) parents, (b) technology, (c) teachers, (d) friends, (e) other family members, and (f) the self. Of these, parents and technology seemed to have the strongest perceived impact on study results. Especially parents, who were said to be generally positively involved in their children's social studies courses, were deemed significant influencers.

The fifth chapter will elucidate in more detail how the findings relate to previous literature and how they may help guide teachers, administrators, and parents toward a better understanding of how to help children at home with their social studies curriculum.

CHAPTER 5:

DISCUSSION

Implications of Findings

The purpose of this phenomenological study is twofold, namely, to discover parents' perception of the support they provided at home and how it impacted their children's academic success in a global history and geography course, and how the child's perception of his or her homelife impacted his or her success in the global history class. Students' homelife can be a factor in their success in school. Researchers have shown that active parental involvement increases students' academic performance (Marcenaro-Gutierrez & Lopez-Agudo, 2017; Tazouti et al., 2010). The more parents support their children in school activities, the better the students' academic success (Gordon & Cui, 2012). Whereas previous studies in this field were undertaken in the field of literacy, this study focuses on the links between parental influence at home and the students' academic performance in social studies, specifically 10th-grade Global History and Geography class.

The setting for this study involves grade 10 students who attend a Global History and Geography class and their parents. The study took place in two high schools in a large suburban school districts on Long Island, in the state of New York. Students, parents, and teachers who volunteered to participate in the study were included based on their unique experiences regarding academic support at home (Creswell, 2007). The participants attended an interview focused on exploring their perceptions of parental support and homelife in general and the influence thereof on the students' academic success in Global History and Geography.

This chapter contains an analysis of the research findings together with a discussion relating the findings to literature on the topic of parental support and student success. This will be followed by an exploration of the limitations of the study and conclusions and recommendations for future research will conclude the chapter.

Analysis and Discussion

There were two research questions guiding this phenomenological study. The analysis and discussion of the results will be done per research question and per identified theme.

RQ1. How do parents perceive the impact of homelife on their child's academic success in social studies? The first research question yielded four themes pertaining to (a) understanding of social studies, (b) active involvement, (c) passive involvement, and (d) perceived role and impact. Parents' understanding of social studies and their level of comfort in providing discussion opportunities about history and politics were covered in the first two themes. Parents' understanding of social studies included their definition of the subject and perceptions of how the subject was taught at school. One parent argued that social studies ranked second in importance to mathematics and English. Parents remarked that the overall focus of social studies is history and not much on current affairs. Parents were not unanimous about how the subject was taught, although some viewed the use of electronic devices as helpful for today's children who are used to electronic devices. Current teaching of social studies differs significantly from the past where the emphasis was on memorizing facts. The shift in the last 20 years moved from students memorizing a set list of facts to learning skills that promote their critical thinking skills and ability to analyze information as a historian (Framework, 2015; Mandell &

Malone, 2007). By emphasizing thinking and analytical skills, social studies provide vital skills to students. It is sad that one of the parents did not see the value of social studies in their child's life. In fact, when all of the parents were asked to describe social studies, they did not mention civics, economics or other social science courses taught in a social studies department. It can be expected that there are more parents who share such a sentiment and only regard mathematics and English as valuable subjects. Moreover, Gaston et al. (2016) studied the influence of literacy on comprehension in social studies and found that literacy development is directly linked to increased proficiency and understanding of social studies. Wanzek et al. (2018) reinforced Gaston et al.'s (2016) findings on the impact of a greater focus on literacy strategies when teaching social studies content. Wanzek et al. (2018) found that there was an increase in content acquisition when the time was spent in the class providing text strategies. Therefore, by studying social studies the student's thinking and analytical skills as well as English literacy skills are developed.

Parents' support derived from their interest in and previous experience with social studies, those who were fond of the subject at school tended to show more support to their children. Two parents indicated that they were comfortable discussing social studies with their children based on their interest in the subject. Conducting discussions about schoolwork is important to the child's academic success. Ryter (2015) found that children achieve better in social studies if their parents listened to political commentary at home. This behavior resulted in the child having a greater understanding of classroom discussions. Ryter (2015) also found that children who understood history could better grasp current affairs when discussing these topics in class. In general, parental involvement in and expectations of their children's academic work do influence the

children's academic achievement (Benner et al., 2016; Ebuta & Ekpo-Eloma, 2014; Wang & Sheikh-Khalil, 2014; White-Stephens, 2011).

Passive support in terms of availability of reading material at home was included in the third theme. Two of the parent participants with higher performing children indicated that they had a variety of books available that the children could use for their social studies class. These parents also mentioned the presence of electronic devices and apps that were available to their children. The other parent indicated that there was only a computer available to assist the child with schoolwork. In keeping with Ryter's (2015) findings, the availability of reading material and apps to support the child in studying is important for academic success. The parent of the child who was not a high performer did not provide books and other material to support the child and who mentioned that there was a computer available should the child wish to use it, may not provide sufficient support to the child which could lead to the child not achieving in social studies. Levesque (2010) observed that the complexity of historical inquiry could be hard to an untrained parent to understand. There are different levels of assistance parents can provide at home to enhance a child's understanding of content including providing resources that help their children. One of the teacher participants pointed out that being personally involved in the child's schoolwork and academic success is more important than having resources available. This observation of the teacher confirms the finding of Dulabaum (2016) that students with little home support or negative support were less likely to achieve academically.

Theme four included a more detailed discussion of how parents perceived their role in their child's schoolwork and how they influenced the child's academic success. All

the parents indicated that parental involvement in the child's schoolwork was important. This finding is in agreement with Wang and Sheikh-Khalil (2014) who found that parental involvement in terms of educational socialization and emphasizing the importance of education for future success benefitted adolescents' academic achievement. One parent indicated that they drew from their own childhood experiences in teaching their children. This tendency is confirmed by the study of Berkowitz, Schaeffer, Rozek, Beilock, and Levine (2017). Two parents verbalized a firm belief that doing schoolwork is the child's responsibility although the parent would provide support and interest in the schoolwork. Berkowitz et al. (2017) indicated that parents who encouraged independent decision-making, reasoning, and problem-solving in their children benefitted the children the most. In addition, parents related the house rules pertaining to studying and getting good grades linked to privileges such as watching TV. Within this theme, the teacher participants indicated that stability and home and structure in terms of prioritizing homework were important to success in school.

The quality of children's homelife depends on parenting practices such as providing a safe and stable home, cognitive stimulation including discussions between parents and children, and displaying good citizen behaviors (Hill et al., 2018). One teacher discussed limiting access to electronic entertainment in favor of getting schoolwork done and allowing the child to rest sufficiently before going to school. The teachers expressed concern about the parents' perception of school as being a social and not academic experience for children. Confirming the social learning theory (Bandura, 1971; Berkowitz et al., 2017; Hill et al., 2018), one teacher reiterated that children follow their parents' lead

regarding studies and valuing school—which starts at a young age when behavior patterns are established.

Relationship to Prior Research

The findings of this study that some of the parents reinforced their children's social studies education by displaying interest in the content, having discussions with their child on historical events or political affairs and providing a home life that positively promotes studying, serves to confirm previous research. Parents who acted contrary to these findings may not be supporting their children based on their now outdated opinion of social studies and the skillset it brings to students.

RQ2. How do students perceive the impact of homelife on their academic success in social studies? The second research question dealing with students' perceptions of the influence of their homelife on their academic success yielded two main themes, namely, the school experience and identified influencers. Within the first theme, the students discussed their work ethic and classroom engagement and the second theme dealt with sources that could influence their study results. Firstly, the students compared Global History and Geography with other subjects at school and all expressed their liking of social studies. The students highlighted different aspects of the course that they found especially appealing, namely, the history focus, gaining a better understanding of current affairs, and the way the classes were taught. Overall, the students' statements suggested that a proper understanding of a subject can lead to genuine enjoyment and interest. In addition, the students displayed more interest in subjects that could be applied to their life situations, increasing their knowledge, and providing an element of enjoyment during class.

Student participants evaluated their academic performance and overall work ethic. While some indicated that they were fairly satisfied with their performance, others indicated that they could have done better. Metacognitive skills, the ability to judge and control one's own cognitive processes and performance, have received much attention as of late (Özsoy, Memiş, & Temur, 2017). Students' metacognitive knowledge and control is related to their study habits. Özsoy et al. (2017) found that students with good metacognitive skills managed their studies better, leading to increased academic achievement. It is, therefore, encouraging that the student participants displayed metacognitive skills. Secondly the students expressed their views and ideas about whom and what had influenced their school results. Six subthemes were identified: (a) parents, (b) technology, (c) teachers, (d) friends, (e) other family members, and (f) the self.

Parents were identified as the most important influence, which is in contrast with Williams (2013) who noted a perception by students that parents have a minimal role in their academic success and that role is viewed negatively. Students whose parents strongly influenced them in social studies modeled behavior relating to maintaining interest and being up-to-date with current affairs. The students reported following their parents' example, which agrees with the social cognitive learning theory of Bandura (1971). The students related with appreciation—how their parents, and some family members, guided them in their social studies by showing interest and support and discussing issues with them. This finding supports the social cognitive learning theory as well (Bandura, 1971). However, three student participants indicated that their parents did not have a strong influence on their social studies. White-Stephens (2011) and Ebuta & Ekpo-Eloma (2014) found that parental involvement correlated with increased academic achievement. The

finding that most students regarded their parents' involvement as a positive influence in their achievements in social studies supported previous research.

Internet and textbooks were both mentioned as frequently used resources. Only one student participant solely relied on the internet and did not consult the textbook, because it is quicker to use the internet. This student was aware that the internet sources were not always reliable. In a study devoted to internet use of adolescents, the researcher found that adolescents used the internet often and that the kind of the usage was influenced by the environment, accessibility, classroom instructional medium, and the students' gender (Jhala & Sharma, 2016). Although the students found themselves in the internet age, not all of them used the internet extensively as there are individual differences. The findings from this study confirm that of Jhala and Sharma (2016). On the other end of the scale, one student extensively relied on books to find facts needed for social studies. Consulting teachers and the instruction provided by teachers were indicated as a third influence on academic success. The students were appreciative of teachers' innovative ways of presenting classes and mentioned the teacher-student relationship as promoting interest and being successful in social studies.

Frenzel, Becker-Kurz, Pekrun, Goetz, and Lüdtke (2018) studied the influence of enjoyment in the classroom over time. The researchers found that enjoyment levels of teachers and students influenced one another and the resultant classroom interactions and behaviors (Frenzel et al., 2018); teacher enthusiasm significantly influenced students' perceptions of the subject and their engagement with the subject matter. The finding that students noticed and appreciated the teachers' innovative instructional methods and that they enjoyed having fun in class confirmed the findings of Frenzel et al. (2018). Another

positive social influence, mentioned by four participants, was friends who are easily approachable and interested in the same topics. Other members of the family inspired the students either through their work ethics or interest and superior knowledge of social studies.

In studying the influence of friends and family on students' decision to pursue Science, Technology, Engineering, and Mathematics (STEM) careers, Gottfried, Owens, Williams, Kim, and Musto (2017) found that these two groups exerted a positive influence on students' studies. Although the Gottfried et al. (2017) study was focused differently, the finding that friends and family influence students' study habits is significant for the current study. Lastly the student participants discussed themselves as an influence on their academic success. Four students brought the realization that they were ultimately responsible for their actions and achievements, which bears evidence of their metacognitive knowledge. This evidence of students' metacognitive knowledge is important as this yields a positive influence on their study habits and academic achievement (Özsoy et al., 2017).

Limitations of the Study

This study provided valuable in-depth data regarding the lived experiences of students', parents', and teachers' perceptions of the influence of parental support to their children's academic achievement in social studies. The participants' demographics directly influenced their perceptions and lived experiences collected in this study. Being a phenomenological study, this study had a small sample size. This limitation is typical of the study design, as lengthy in-depth interviews are time consuming. The choice of one geographical area and only two schools within the area is another limitation. Using a

larger choice of schools within the geographical area might yield a richer variety of participants in terms of demographics, lived experiences, and perceptions. In addition, the author of the study may be biased due to previous experience in teaching social studies and working in education. However, care has been taken to ensure that the researcher acknowledges possible bias by using meticulous note taking to rule out personal opinions and ensure that only the participants' voices were analyzed.

Recommendations for Future Practice

In this study, the parents' evaluation of the importance of social studies for the child's future was mostly based on their own experience at school. The changes in the curriculum were not known by the parents resulting in some of the parents not valuing social studies as important. It is recommended that parents be informed about the value and intrinsic aims of social studies pertaining to study and analytical skills and how it correlates with other core subjects such as English.

An important aspect of parental support is their interest in the child's schoolwork together with providing resources to the child. It was evident that some parents did not feel comfortable in discussing current affairs with their children. Teachers need to emphasize the importance of watching news and discussing events with students. Social studies teachers could demonstrate discussions in social studies so that parents become more familiar with the type of discussions and experience the contributions children can make in this regard.

Recommendations for Future Research

Future researchers could use a larger sample across different socioeconomic levels and in different regions to further verify the results of this study. In addition, researchers

interested in practice could design a training module for parents whose children take social studies targeting practical ways to support their children. Such training could include insight into the curriculum aims of thinking and analytical skill development and articulation of social studies with English studies to provide insight into the broader influence of social studies in the lives of students. Undertaking such practically focused research would serve to support the goals of National Education (National Education Goals, 1994) by (a) providing schools with training material to promote parental support and (b) ensuring that parents have the necessary skills to provide specific support to their children.

Researchers could study the effect of parental support through discussions and modeling interest in current affairs by reading newspapers and listening to TV news in a quasi-experimental design. In finding specific evidence on how parent activities influence student success in social studies, teachers may be better able to motivate parents to actively support their children.

Conclusion

The focus of this study was on the influence of parental support in their children's social studies education and how students perceived the influence of their homelife on their academic success. The researcher's main aim was to determine how parents supported their children on the topic of social studies to provide insights to teachers, administrators, and parents of how to help children as home with their social studies curriculum. The perceptions of students, parents, and teachers were collected and analyzed. The findings of the study indicated that a majority of the parents felt comfortable to discuss current politics with their children. Similarly, some parents made

printed and internet resources available to their children and were willing and able to discuss the topics of interest with their children while others did not actively or passively support their children. While this variance in the level of parental support was found by other researchers who focused on parent support in other subjects, such as mathematics and English, parents not supporting their children unfortunately results in children not achieving well in social studies. Some of the parents in this study regarded social studies as inferior to mathematics and English and this might have led to less support. The intrinsic value of social studies as a subject that teaches analytical reasoning and writing skills on top of insights into current affairs should be communicated to parents.

Teachers discussed their insights into parents' support to children and the lack of discipline at home. Teachers remarked on parent conferences where parents complained about their children's behavior. The teachers linked student behavior with a lack of boundaries set and enforced by parents. In this study, parents who reported that they supported their children in social studies also reported on the boundaries they set at home. The homelife of such children is, thus, supportive of academic achievement and taking responsibility for their academic work.

Students identified their parents as the main influencing factor in their academic success in social studies. Nearly all students reported that their parents influence on social studies came from the parents' habits to watch and discuss news, their interest in history, the availability of resources such as printed material and the internet. Although internet plays an important role in finding information, the students identified textbooks and other printed material as sources of information when studying social studies. Friends and family members who were interested in history and current affairs were also mentioned as

influential in the students' achievements in social studies. Lastly, students indicated that they realized they were ultimately responsible for focusing their attention on their studies to be successful.

The following important elements are noted:

1. Parent involvement differs. This may be due to their perception of the importance and contribution of the subject to the child's later life. Parent involvement is often molded on the support they receive from their parents.

2. Parents may not feel comfortable discussing current affairs with their children.

3. Passive involvement in terms of the availability of resources at home differs. Parents who provide active support also tend to provide more passive support in terms of available printed material.

4. Parents who are actively involved in their children's studies hold their children responsible for their own success, setting and upholding boundaries at home that provide structure to the children.

5. Students value their parents' interest and support in their studies and regard such parents as the strongest influence in their academic success.

6. Students make use of both internet and printed sources in studying social studies.

7. Students value teachers' innovative teaching methods that instill interest in the subject of social studies. The teacher-student relationship is also recognized as an important influence in achieving in social studies.

8. Family and friends play a role in students' academic achievements, especially when they are interested in social studies. Family and friends can act as a resource or inspiration to students.

9. Students realize that they are ultimately responsible for their own success and need to direct their attention and interest to the study topic.

The results of this study reinforced the belief that home life is an important factor on student success in school both in parent and students' perceptions as well as in the actual student performance. Both active and passive parental involvement can positively impact how a child performs in his/her social studies classes and on the New York State Global History and Geography Regents. An interesting outcome of this study was the students' perception of the influence of peer interaction on success in social studies. Several students felt that peer study groups helped them attain better grades on the exams and overall class average in the Global History and Geography class. Another common theme amongst this study's participants was the use of technology as an educational tool which was perceived to have had a positive impact on academic success.

Studies have shown that parental involvement is greatest at the elementary level and tapers off as the students move on to middle school. By the time a student reaches high school, parent involvement and support with academics diminishes significantly and is often non-existent. What this study, along with other studies in different subject areas has shown, is that both passive and active parent support does in fact help students of all ages perform better in school. School district administration and teaching staff should play a role in helping to educate parents to this fact. A forum such as Parent University could be used to educate the parents on this topic. Many parents believe they are helping their older child to be independent and responsible and feel that it is counterintuitive for them to remain involved with a high-schooler's academic work. It is important for school districts to help guide parents in the ways in which they can best support their child in order to

continue to foster responsibility and independence, while also providing appropriate forms of active and passive support. Some active forms of support to be encouraged would be to have discussions about current events, expose students to historical points of interest, conversations with family members that have relatable life experiences. Some forms of passive support parents can provide would be access to related materials in the home including technology, periodicals and books. In addition, it was uncovered through this study that many parents have a narrow view that the social studies focus is only the study of history. By educating the parents on the full scope of the high school social studies curriculum, parents will be able to better understand how they can provide active and passive support to their children. For example, a parent can discuss family finances, budgeting, and investments to help a child in his/her economics class.

This study revealed that peer study groups had a positive impact on student performance in the social studies. School district administrators and staff should look to provide students with a safe place to conduct peer study sessions in high school. Many schools already provide extra-help sessions to their students. These sessions are often held after school, are teacher-directed and usually intended for struggling students. Districts should examine ways to provide a safe place for students to create peer study groups after school. Most households consist of a family unit with working parents. It is often difficult for a working parent to organize peer study groups on their own due to time constraints and transportation difficulties. If more high schools would consider providing this safe space for kids of all academic backgrounds and abilities to meet to study, it could lead to many positive outcomes. Today, many high school students are going home to an empty house. With the rise in video game uses, it is the perfect time for school districts to

consider this opportunity. If schools provided this safe study place for students to work together on schoolwork and study for exams, it would not only improve their scores in school, but also give them an opportunity to spend time in a safe place interacting, communicating and socializing with peers.

Another common theme that resulted from this study was the students' perception that the use of technology was an important resource and a major factor in the student's achievement of academic success in school. All nine student participants in this study stated that technology use was integral in their success in the social studies. Information literacy is an area that warrants a school district's focus and attention. Students and teachers would benefit from training programs on computer literacy with an emphasis on online research and methodology. With the integration of the English language arts, ELA, into the social studies, science and math curriculums, this type of computer literacy training involving online research and methodology is essential.

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Appendix A
IRB Approval

MEMO

Institutional Review Board
Federal Wide Assurance: FWA00009066

Dr. Raymond DiGiuseppe
Chair, Institutional Review Board
Tel 718-990-1955
digiuser@stjohns.edu

Date: May 23, 2019

To: Bryan Frank

CC: Dr. Barbara Cozza
         Dr. Rene Parmar
         Dr. Mary Beth Schaefer

Dr. Marie Nitopi
IRB Coordinator
Tel 718-990-1440

Protocol #0519-336
Approval Date: May 23, 2019
Expiration Date: May 22, 2020
Protocol Title: The Influence of Home Life on Student Achievement Levels in Their Global History and Geography Class

Please be advised that your human subject protocol has been approved as expedited by the IRB. You may begin your study.

IRB approval of research projects is valid for one year only from the original date of approval. This study expires on May 22, 2020. Approval of the continuation of the research is possible on a yearly basis. A new proposal must be submitted upon request for renewal.

You will not be permitted to collect data more than twelve months from the date of approval without an extension granted by the IRB. Mark your calendar today for April 23, 2020. You should submit your request for continuation on that date and no later.

It is imperative that you keep this memo and the email on file where it can easily be accessed. You will need to provide copies of this document when involved in further correspondence with the IRB

Best wishes for successful pursuit of this research.

Appendix B

Parent Interview Questions

1. How many children do you currently have (have had) as students in your school district?
2. How do you perceive your role regarding your child's schoolwork?
3. Are there certain curricular areas that you feel more comfortable with when helping your child?
4. How do you define social studies?
5. What is your perception regarding how social studies is taught in school?
6. How comfortable are you talking about history and or political events with your child?
7. Do you have resources in your home or delivered to your home that you feel relate to social studies?
8. What impact do you feel you may have on how your child does in social studies class and the Global Regents?

Appendix C
Student Interview Questions
S1, S2, S3, S4, S5, F1, F2, F3, and F4

1. Are you still in high school?
2. What academic areas do you enjoy participating in?
3. How are you doing academically in school?
4. What were your experiences in your Global History and Geography course?
5. What role did your homelife have on your understanding of the material in class?

Appendix D
Teacher Interview Questions

1. What is the impact of a student's homelife on their academic achievement in the global history course?

Vita

Name	Bryan Frank
Baccalaureate Degree	Bachelor of Arts C.W. Post College Long Island University Major: History and Political Science
Date Graduated	6/1993
Other Degrees and Certificates	Master of Science C.W Post College Long Island University Major: Education Conferral Date: 1/1998
	Master of Science School Administration and Supervision/Liberal Studies State University of New York at Stony Brook Conferral Date: 6/2007