

AFRICAN AMERICAN PARENTING STYLES INFLUENCE ON CHILDREN AND  
ADOLESCENTS' ACADEMIC SUCCESS

by

Elizabeth F. Martin

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

School of Behavioral Sciences

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APPROVED BY:

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### **Abstract**

The purpose of this qualitative phenomenological study was to examine how parenting styles influence African American children and adolescents' academic success. The theory guiding this study was Diana Baumrind's parenting typologies authoritative, authoritarian, and permissive parenting styles. A sample size of 10 African American participants who had at least one child, 3 months to 18 years of age, were recruited and selected through purposeful and snowball sampling. Each participant was interviewed via recorded Zoom meetings and data were collected utilizing open-ended, semistructured, in-depth interview questions. Three research questions guided this study: (a) what response is given that characterizes parents' relations with their children at home in relation to their academic achievement? (b) regarding scholastic performance, which PS do African American parents exhibit at home most frequently, and (c) what initiatives may be applied in the school systems to help bridge the educational gap for children from minority groups, particularly, African American pupils? The data were analyzed to form themes and subthemes using the grounded theory method. The study findings revealed that authoritative parenting style was the participants' primary parenting style of interaction. This research offered practical implications for teachers, parents, school officials, and law enforcement. Five emerging themes (autonomy, literacy builders/literacy enrichment, generational parenting differences/generational parenting similarities, parental academic quality time, and school quality) and six subthemes were derived from the study.

*Keywords:* authoritarian, authoritative, permissive, parenting style, academic success, African American

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### **Dedication**

I gratefully dedicate this manuscript to the incessant loving memory of my parents, Mr. Nathaniel Flowers and Mrs. Nancy Flowers. Although my parents' formal education was very limited, they were the epitome of higher education and divinely instilled in me a desire to pursue and achieve. I humbly and graciously dedicate this manuscript in perpetual memory of Reverend Virgil Coleman, an educator and visionary who envisioned higher education for many. I am thankful that I was in the vision, for it was Reverend Virgil Coleman who initiated my first steps toward attaining a higher education. I am honored, indebted (especially to my husband), and appreciative to my devoted family who have been my inspiration, motivation, and support system throughout my doctoral-earning journey. I dedicate this document to all the parents who have the amazing and rewarding opportunity to shape, mold, and partake in their children's development, character, and growth, and positively influence their academic success.

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Antica, without your technological savviness and grace to navigate me through the uncharted technology arenas, I don’t know what I would have done. Andreah, thank you for your intuitiveness and the faith in me that I could finish. Elizabeth, thank you for all your wisdom and invaluable insight at the very onset of my doctoral journey. Brittany, thank you for your impeccable reasoning and structured advice. I am grateful to my church (Zoe) family for their prayers. Pastor Willie and Lady Stephanie Shaw, thank you for your love and empowering prayers. Minister Robert and Sister Doris Lee, Elders Keith and Deborah Gladden, thank you for your amazing unselfish help.

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### **List of Abbreviations**

Adapted Alabama Parenting Questionnaire (APQ)

African American (AA)

Socioeconomic status (SES)

Executive function (EF)

Grounded theory method (GTM)

Institutional Review Board (IRB)

New Living Translation (NLT)

Oklahoma Educational Television Authority (OETA)

Parenting styles (PSs)

Parenting Style Questionnaire (PSQ)

Relational Framing Theory (RFT)

## **CHAPTER ONE: INTRODUCTION**

### **Overview**

Parents use a variety of childrearing engaging techniques such as attitudes, beliefs, and conduct to manage and guide their children during their formative years. These techniques are known as PSs (Burke et al., 2019), and they have influences on children and adolescents' educational and academic success. This study entailed the impacts that PSs have on children's education outcomes; specifically, African American (AA) children. When AA students enter kindergarten, they experience greater academic complications than do European Americans (O'Brien Caughy et al., 2020). It is vital that the fundamental reason for the educational deficit AA children display upon entering school, as compared to European American children, be further explored (Calzada et al., 2015). European American groups' PSs have been studied substantially, while the study of the PSs of AA parents is limited; therefore, further integration of African American PSs' influence on children and adolescents' scholastic success is warranted.

This topic has been researched mostly through the lens of bourgeois, European American parents, with little attention paid to AA parenting practices and procedures (Sawyer & Sonnenschein, 2018). This study revealed the scant studies conducted with AA parents. According to O'Brien Caughy et al. (2020), the National Center for Education Statistics of the U.S. Department of Education (2018), educational gaps have lengthy consequences for AA children, including early academic failure that persists throughout elementary school, secondary school, and higher education. The underlying causes of differences in school preparation among young ethnic or racial minority children are many, with poverty being the most prominent. Poverty is related to persistent structural, legal, and institutional practices and culture (O'Brien Caughy et al., 2020). Several experts believe that a family requires a minimum income that is



equal to two times the federal poverty level in order to maintain its standard of living. In 2016, a shocking 61% of African American children and 59% of Latino children were living below 200% of the federal poverty level, which was more than twice the rate of non-Hispanic White children (28%; O'Brien Caughy et al., 2020). It is well-established that childhood poverty is associated with a range of poor consequences, including low academic achievement. Childhood poverty, for example, limits access to supporting services and increases environmental stress and exposure to harsh, inconsistent parenting, while also reducing the availability of supportive resources (O'Brien Caughy et al., 2020).

Parent-child relationship qualities have a big influence on a child's development and adjustment to formal schooling and academic accomplishment (O'Brien Caughy et al., 2020). AA parents employ racialized educational themes to promote resistance, resilience, and overall accomplishment in response to systematic discrimination in schools, according to research findings (Huguley et al., 2021).

The purpose of this qualitative research was to pinpoint international PSs that influence children's educational attainment, in addition to demonstrating the lack of and the need for additional research on PS influences, particularly in the AA community. The research investigation was guided by the following research questions (RQs):

RQ1: What response is given that characterizes parents' relations with their children at home in relation to their academic achievement?

RQ2: Regarding scholastic performance, which PS do AA parents exhibit at home most frequently?

RQ3: What initiatives may be applied in school systems to help bridge the educational gap for children from minority groups, particularly AA pupils?

Numerous studies have hypothesized that PSs are associated with the educational success of young people and teens, but there has been a paucity of data demonstrating how PSs influence the scholastic achievement of AA students, creating a research gap. The research gap mandated an integration of more in-depth studies to close the gap and ultimately close an educational gap. This research study was guided by Diana Baumrind's parenting typologies authoritative, authoritarian, and permissive parenting styles (Odenweller et al., 2014). This study was conducted by recruiting 10 AA participants who met the demographic criteria. Participants were audio-recorded during a Zoom interview; the interview was transcribed with all accounts. Collected data reflected the disproportionate educational achievement AA students have as compared with their counterparts. It was vital to research this phenomenon; PSs have an influence on AA children because their educational career status, which begins with their parents, effects their entire life and ultimately affects society.

Chapter One provides a context for the research, to include who was affected by the problem, and why it is of interest. This chapter also addresses the historical context, theoretical context, and social context. Also included in this chapter is an overview of the issue that motivated the research, as well as a purpose statement, the significance of the problem, definitions, and objectives.

### **Background**

Parents are their children's initial teachers, primary role models; the first people with whom children can form a healthy, secure attachment bond; and the first people who have the opportunity to either have a positive or negative impact on their children's lives, both internally and externally. Children learn the most from their parents (B. Lee & Brown Gavin, 2020). All children are a gift from God; a reward from him (Psalm 127:3, NLT), and they are the ones who

are influenced by this problem because they are the most susceptible individuals in society who are completely reliant upon their parental figures for all of their needs, including cultivating their character, instructional career, psychological support, physical motor development, and morality.

This study was conducted to determine ways fathers and mothers communicate with young adolescents and determine the sort of parenting that is most prevalent in American homes. The study of different PSs is significant because parents may teach their children and include parenting techniques that either encourage success and prominence or failure and despondency. On the other hand, far too many parents lack the resources necessary to guarantee that their offspring will grow up to become the people whom their parents intended. According to Henry et al. (2012), it is essential to comprehend how different PSs influence a student's academic success as well as to make efforts to reduce the educational gap between AA and non-AA children. According to the findings of various studies, academic underachievement has long-term implications, not only for the individual concerned, but also for their family and for social structure as a whole.

### **Historical Context**

Several approaches to parenting have been investigated and found to be connected with a child's level of academic achievement. Notably important factors that determine a student's level of academic achievement is the manner in which their parents bring up their children (Masud et al., 2015). It has been demonstrated and established beyond a reasonable doubt that aspects of parenting such as warmth, support, and even strictness can have an effect on the health and development of children (Sherr et al., 2017). Researchers in the field of social science have spent decades analyzing both the child development and the socialization experiences of AA youngsters in order in to get a better knowledge of the AA community's distinctive cultural

perspective (L. C. Howard et al., 2013). According to L. C. Howard et al. (2013), “much of this early work was motivated by the desire to understand what families did to nurture socioemotional competence and protect positive self-regard in an environment that was hostile to and denigrating of Black persons” (p. 213). This desire drove much of the early research.

### **Social Context**

AA pupils, in comparison to their peers, demonstrate deficiencies in the academic functioning of their institutions (Burchinal et al., 2011). When they start kindergarten, AA children from low-income families have a disparity of at least 50% in academic achievement. The accomplishment gap of 50% can be partially attributed to insufficient opportunities to acquire fundamental abilities that are necessary for academic success and scholastic attainment (Calzada et al. 2015). The financial well-being of a child is intimately tied to the levels of that child’s psychological and physical wellness, including disorders such as a neurodevelopmental inattention impulsivity condition and developmental delays (Akee et al., 2018). A low socioeconomic status (SES) could possibly function as a stressor early in life can help facilitate the growth of psychological difficulties in youngsters (Akee et al., 2018).

The majority of households in the AA community are impoverished, and children in these homes have limited opportunities to be exposed to written language, which hinders their early educational development and results in a lack of linguistic richness (Calzada et al., 2015). Students’ academic success is correlated with aspects of their social and demographic backgrounds, the conditions of their schools, and the ways in which their parents interact or behave (Toldson & Lemmons, 2013). The development of younger children has, traditionally and typically speaking, placed a considerable focus on the experiences of middle-class European American youngsters whose family of origin is comprised of two-parent families (L. C. Howard

et al., 2013). In comparison, fewer studies have investigated the socialization practices of AA parents with very young children (L. C. Howard et al., 2013). As a result, there is a pressing need for additional research that is effective in better comprehending the growth of children who are exposed to poverty during their formative years.

The cultural reproduction theory has been scientifically evaluated and tested, and it has been claimed that cultural capital that has been passed down through generations and owned by families and people has a positive, direct effect on educational achievement (Jaeger, 2011). Scholars and researchers have demonstrated a great deal of interest in children's ethical behaviors, and have focused their attention on PSs such as responsiveness and demandingness. Responsiveness and demandingness often create an emotional atmosphere and parental control in parent-child interactions (Carlo et al., 2007). Literacy programs that are made available to families have been shown to have a favorable influence on children's general academic development as well as their capacity to understand academic ideas (Saracho, 2017).

### **Theoretical Context**

Parenting style is one of the most significant and effective frameworks for preparing, developing, and promoting the growth of children and adolescents. The purpose of this study was to investigate the association among PSs and child and adolescent development (Zandiyeh et al., 2015). A parent's PS is a particular dynamic that they utilize when communicating with their children, and it is an influential aspect on the interactions that occur inside the family (Zandiyeh et al., 2015). Racial and ethnic disparities are the root cause of educational discrepancies among children of AA descent (Cheadle, 2008). Typical factors that contribute to AA students' academic achievement include parenting approaches and evolving disproportions generated by low SES and immigrant status (Mollborn et al., 2014). Educational apertures are a direct result of

these factors. The way in which children are raised provides the structure for their adaptation, and it has a significant impact on the development and outcome of their lives. Parenting has a role in the creation and maturation of their child's behavior since they control the bulk of their children's settings. This is because parents control most of what their children do and see (Bornstein et al., 2018).

After analyzing the associative data of PSs and dimensions with academic achievement in children and adolescents, it was determined that the affiliations between student ability and effective parenting measurements tend to be weaker than the connections between academic achievement and school-specific parental support (Pinquart, 2016). The primary purpose of the current research was to investigate the influences of parent-child interactions in the home and the effects of those interactions on children's academic success or academic difficulties; specifically, in AA households. Interactions between parents while children are still very young have a wide range of potential effects on children (Grzywacz et al., 2011). The coherence verification makes the connection between an infant's cognitive growth, socioemotional development, and health when they are in a setting that is warm and stimulating (Grzywacz et al., 2011). Many times, children, particularly AA children, are born and raised in a household setting that, as a result of poverty and inequities, hinders and even eliminates early literacy. This is the case in many parts of the United States (i.e., in single-parent homes; due to racial social injustice; and from limited access to educational resources).

It is believed that exposing children to literature is an influential dynamic that increases constructive cognitive development (Mancini et al., 2017). In contrast, there is also very little empirical research to acknowledge that family reading time and parents' educational level have any significance on improving children's achievement (J. Price & Kalil, 2018). Reading is an

activity that should be maintained throughout a person's life because it is an essential skill that will always be useful (Mancini et al., 2017). Reading is a habit that can be cultivated in youngsters by having them watch their parents read and then reading themselves. Children's ability to mimic their parents reading can have a direct impact on their desire to read as well as their habit of reading on a daily basis; as a result, it is always academically beneficial for parents to set a good example by reading on a regular basis in front of their children (Mancini et al., 2017).

Throughout the course of this study, a number of PSs were discussed, including authoritative, authoritarian, permissive, adaptive, and helicopter parenting, along with two types of instrumental parenting behaviors (responsiveness and demandingness/control; Rodriguez et al., 2009). This study was conducted to bring attention to the paucity of research on African American PSs, as well as to identify PSs and approaches that contribute to academic achievement for AA pupils with the primary goal of closing the educational gap caused by factors such as discrepancies in the home environments of the children. The academic achievement levels in American society are far lower than the performance levels, which creates significant difficulties for the public health system (Henry et al., 2012). Integrating an awareness of school dropout and the consequences of doing so is important; yet, focusing on dropout status may be limiting in terms of the ability to build effective preventative programs and remedial services to prevent eventual negative outcomes (Henry et al., 2012). When children and teenagers stop attending school, they are no longer subject to the authority of the institution, and it is frequently difficult to communicate with them in the community. As a consequence of this, it might be difficult to provide the proper services to both them and their family. On the other hand, a student's disinterest in their education typically begins at an earlier point in their

academic career, and opting out of school is only the ultimate stage of a very complicated path of school disengagement. The decision to stop attending school is only the final phase of this process (Henry et al., 2012).

However, PSs that are high in warmth and low in harsh control are often associated with healthy child development, and these processes may operate differently depending on the family and cultural context (Ansari & Gershoff, 2016). Although there is no one best way to rear a child, PSs that are high in warmth and low in harsh control are often associated with healthy child development. This study was conducted with the intention of discovering and contributing results regarding the ways in which the family, parenting techniques, and cultural background influence and effect academic performance inside the households of AAs. Differences in academic performance between underrepresented ethnic minority students and majority students are referred to as racial achievement gaps. On the other hand, differences in academic performance between first generation and continuing generation students are referred to as the social-class achievement gap. This is due to the fact that parental education is a proxy for SES (Harackiewicz et al., 2016). There is a wide range of social and economic factors that can be attributed to differences in academic performance, including poverty, the quality of schools, economic resources, and academic preparation (Harackiewicz et al., 2016).

### **Contributing Educational Gap Factors**

#### **Low Income**

According to the ethnic minority competencies model, stressors threaten the psychological well-being of low-income AA adolescents in urban areas (Taylor, 2017). Many dimensions, including schooling, behavioral control, and health, are issues for children living in poverty (Hanson et al., 2013). Taylor (2017) also stated that socioeconomic demands on families



can reduce the adaptability of teenagers and raise the chance of externalizing and internalizing difficulties.

### **Fewer Opportunities**

According to Calzada et al. (2015), kindergarten accounts for at least half of the achievement gap between low-income and AA children. A lack of opportunities to learn the core skills necessary for school performance and academic progress contributes to the achievement gap.

### **Homelessness**

Homelessness and excessive residence relocation among limited-income households, according to Cutuli et al. (2013), generate serious obstacles to learning and accomplishment which occur on a wide scale, compromising efforts to resolve achievement inequalities.

### **Parental Incarceration**

According to Armstrong et al. (2018), incarceration of a parent has major effects on family well-being, including increased poverty and homelessness, fragmented relationships, and low psychosocial well-being for the remaining family members.

### **Deployed Military Parents**

Notwithstanding the considerable strains faced by military families during the last 15 years of Iraq and Afghanistan wars, no parenting programs tailored or developed for military families with school-aged children have been rigorously evaluated (Gewirtz et al., 2018).

### **Depression**

Hughes et al. (2015) found that depression and other stressors were associated with a variety of parenting and child outcomes in low-income families. Taylor (2017) hypothesized that disorderly and dysthymic behaviors in students can have an effect on their schoolwork because

such behaviors get in the way of productive habits like staying focused on the current assignment, showing up to class on time every day, making and keeping friends at school, and being generally engaged in what they are learning.

### **Kinship Ties**

Demanding kinship ties may worsen the relationship between adolescents' adjustment problems and school achievement and participation among low-income AA families (Taylor, 2017). According to the ethnic minority competencies model, stressors exert pressure on the mental health of low-income, urban AA adolescents (Taylor, 2017). Adjustment challenges associated with poverty can have an effect on adolescents' academic achievement (Taylor, 2017). Taylor (2017) also referenced findings suggesting that exposure to community violence was significantly linked to externalizing and internalizing difficulties, which were detrimental to the educational outcomes of AA and Hispanic children.

### **PSs and Children's Academic Success**

Achievement gaps can be caused by a number of social and economic variables, such as poverty, education quality, economic resources, and academic preparation. However, achievement gaps can also be caused by mental factors, such as when first generation and underrepresented ethnic minority students are less interested in their classes, feel stereotyped, or feel worried as to whether they belong in the class or at the institution (Harackiewicz et al., 2016). Also, the differences in how well mainstream and marginal ethnic groups do in school lead to differences in health and wealth throughout life (Henry et al., 2012). Many studies show that the parent-child relationship, especially PSs, is linked to how well kids and teens do in school (Carreteiro et al., 2016). Gregory et al. (2010) also combined research on racial and ethnic patterns in school systems and looked at how unfair discipline may be a reason why AA students

do not succeed as well in school. During a child's formative years, problems can have long-term effects that can lead to things like psychopathology, differences in physical health, and differences in income over a lifetime and across generations (Gard et al., 2017). School children could be susceptible to developing psychiatric disorders if they are exposed to violence, live in poverty, or were raised by a mean or sad parent (Gard et al., 2017).

In 1975, the Children's Defense Fund showed that AA students were two or three times as likely to be suspended from school, as compared to how often they were enrolled in schools across the country (Gregory et al., 2010). Over the past 30 years, national and state data show unswerving repetitions of AA disproportionality in school discipline, especially in suspension, expulsion, and office discipline referrals (Gregory et al., 2010). A PS is unique because parents teach their children at the same time that they show them how they feel about them and enforce the rules (Kooraneh & Amirsardari, 2015). Baumrind's authoritative, authoritarian, and permissive PSs are some of the most well-known types of child-rearing (Odenweller et al., 2014). Authoritarian parents set clear, firm, and consistent rules and expectations for their children. Authoritarian parents want their children to obey and follow the rules (Odenweller et al., 2014). Authoritarian parents think that force, intimidation, or punishment are better ways to change their children's behavior than talking to them (Odenweller et al., 2014). Authoritarian parents tend to raise children who are not very independent or mature, and these children do poorly on cognitive tests. Authoritarian parents are more likely to raise children who do not follow rules and standards than are permissive or authoritative parents (Odenweller et al., 2014).

The authoritative PS is also linked to low rates of child psychopathology. On the other hand, the authoritarian and permissive PSs are linked to higher rates of child psychopathology (Rodriguez et al., 2009). PSs (authoritative, authoritarian, permissive, and neglectful) are based

on three parenting dimensions: responsiveness (warmth), demandingness (parental control), and autonomy granting. The four PSs listed above are built on different levels and have been put in place to help children succeed (Rodriguez et al., 2009). When parents are active and interested in their children's activities, listen to them, and encourage them, they demonstrate warmth. When parents use force to keep kids in line and enforce rules and standards, this is called "demandingness" (Rodriguez et al., 2009). Giving children autonomy means giving them the freedom to make decisions on their own and the chance to express themselves within the family. Autonomy is easy to see and get with authoritative parenting, which has been linked to good outcomes and results for children (Rodriguez et al., 2009). When people have freedom in the home, many good things happen. Results include social and cognitive functioning, academic achievement, self-esteem, social adjustment, and social competence (Rodriguez et al., 2009).

There are many links between how parents raise their kids and how well they do in school (Pinquart, 2016). The two most important things about parental behavior are responsiveness and demandingness/control (Pinquart, 2016). According to Hayes and Watson (2013), raising a child can be stressful, but research shows that families usually react well and adapt to stay stable and deal with life's challenges. Most parents know how to respond to their children's or teens' cues in a way that helps them (Lawler et al., 2017). Parents who are sensitive and responsive help their children develop emotionally and make them feel like their needs will be met (Lawler et al., 2017). Sensitivity and responsiveness are emotional ways of caring for, accepting, paying attention to, and getting involved with someone (Lawler et al., 2017). Parents who are sensitive know how to respond to their children's signals, validate their feelings, and encourage independence (Lawler et al., 2017).

### **Situation to Self**

As a former teacher, I can talk in depth about students' academic achievement and failure, their learning potential and challenges, their educational achievement, and how effectively they did in school. There were and still are many factors (such as economic hardship, family dysfunction, inadequate parental involvement, parental education, lack of student motivation, home environment, and PSs) that affect these concepts in a student's scholastic career. I taught kindergarten through sixth grade with a lot of passion for 28 years. My students came from many different backgrounds. I saw and talked to students from low-income families who lived with a single parent or both parents in homes that were both financially and academically poor. Students came from different backgrounds in terms of income, gender, religion, age, and race.

I had a passionate career building and teaching an educational curriculum that was always changing and focusing on skills to teach, motivate, transfer, and instill knowledge in children, no matter their race, nationality, religion, sexual orientation, home environment, academic level, or academic level. During my time as a teacher, I saw that AA students entering school had big gaps in their education. This shows that more research needs to be done on how PSs influence how well children and teens do in school.

As an AA teacher, I am interested, worried, and eager to find out where the educational gaps in AA homes are. I want to look at how parents raise their kids, how they talk to each other, and how many and what kind of literacy resources are available and used in the home. I want to find out how the students do their homework, how much help and guidance they get from their parents, how they keep their minds active, and what their parents expect of them in school. In

this study, I put all the data together to find the gaps in PSs, show how they are linked, and suggest ways to fix them in order to close the educational gaps.

### **Problem Statement**

The problem examined in this study was that existing research is insufficient because the most studies concentrate on European American PSs with just a significant fraction on AA parent-child methodologies. This study's population consisted of Black American parents and their parenting techniques. Studying and targeting African American PSs and parent-child engagements will reveal the PSs' strengths and flaws, which may lead to a solution to the problem. A significant issue is that, in comparison to European American children, AA children face harsher and more severe punishment from school officials, police, courts, and the legal structure (Elliot & Reid, 2019). The general view of AA youth as criminally inclined and prone to negative outcomes is problematic (Elliot & Reid, 2019).

In addition to the aforementioned issues, AA children experience disproportionately large monitoring, retaliatory punishment, or criminalization in their communities and schools. Because AA, Dominican, and Mexican children were discovered to have limited reading materials at home, they generally perform lower on language and literacy assessments (Elliot & Reid, 2019). These written and spoken assessments are critical problems that need to be fixed. Huguley et al. (2021) stated, "Media commentators and politicians pundits frequently blame African American parents in under resourced settings for their children's educational challenges, frequently affiliating racial differences in educational achievements with a lack of parent educational engagement" (p. 6). The significance is that multiple studies have predicted that PSs (authoritarian, authoritarian, and permissive, adaptive, and neglectful) are consistent with children and youths' academic performance and school success, but there is an insufficiency of

studies demonstrating how PSs influence AA students' academic achievement and educational attainment.

### **Purpose Statement**

This qualitative methodological analysis was conducted to investigate and analyze the impact of African American PSs on the academic achievement of their children and adolescents. All of the participants in this research were U.S. citizens living in the South-Central and Southeastern regions. Parents' interactions, mindsets, interrelationships, and communication with their children to direct, guide, teach, and develop them socially, psychologically, spiritually, and educationally are referred to as PSs. Baumrind's typology of PSs served as the foundation for this study. Baumrind's typology of PSs includes authoritative, authoritarian, and permissive (Estlein, 2021).

The influence these three dominant PSs have on AA boys' and girls' academic success and academic performance was the focus of inquiry in this study. More research is needed on the influences of the PSs of AA parents on children's and adolescents' academic success, particularly academic performance. Several studies have suggested that PSs (authoritarian, permissive, and adaptive) are related to children and youths' academic performance and success, but there is a lack of research that shows how PSs influence AA students' academic success and educational achievement. One further objective of this study was to shed light on the need of conducting more research on the PSs of AA parents and to look at the trajectory for closing the educational gap. The goal of this study was to contribute findings about how AA parents academically interact with their children before and after they start school. Students who excel in school are a benefit to each and every nation, while those who struggle may develop criminal

behavior, negative outcomes, stress, hopelessness, delinquency, psychopathology, and substance abuse (Masud et al., 2015).

Extensive research specifically within the AA community is required to prevent negative and unhealthy outcomes such as those mentioned above, as well as to encourage positive behaviors and healthy individuals. So far, studies and research have shown that European American students outperform their peers, owing primarily to their home environments and child-rearing practices. As a result, factors such as PSs in AA homes, as well as the environment, require ongoing research to further discover and gain a deeper understanding of family dynamics, influences, and the impact PSs have on children's and adolescents' academic success and student achievement.

### **Significance of the Study**

The importance of this research was to gain insight on the parenting methods that influence the academic achievement and academic performance of AA adolescents in hopes of narrowing the educational gap. In the United States, children's reading ability varies substantially based on their financial level, race, ethnicity, and immigrant status. Because these literacy discrepancies exist prior to school enrollment, the disparities must originate in the children's homes and communities outside of school (Waldfoegel, 2012). This research will further the knowledge of why AA children from low-socioeconomic parents enter kindergarten almost 1 year below their classmates in language, literacy, and numeracy skills (Bailey & Bulotsky-Shearer, 2021). This publication brought value to the population by investigating and addressing African American PSs and parent child engagements to determine which PS is most suitable in the home to achieve targeted pedagogical, psychological, socioeconomic, and health



outcomes. Many data indicate that particular PSs are connected to students' achievement in school (Carreteiro et al., 2016).

AAs experience inadequate availability of learning materials and are susceptible to racism and prejudice, which have contributed to gaps in education, health, and criminal justice systems (Bocknek et al., 2020). More emphasis on analyzing African American PSs will aid in understanding and advancing how growing up in poverty negatively affects healthy development, resulting in deficits in cognitive and social-emotional skills that support early learning and mental health (Bierman et al., 2017). The majority (80%) of AA parents utilize racial socialization, which fosters knowledge of positive racial histories and emotions of racial pride, and bias socialization to teach awareness and racial discrimination coping techniques (Huguley et al., 2021).

### **Research Questions**

RQ1: What response is given that characterizes parents' relations with their children at home in relation to their academic achievement?

Parenthood is a distinct phenomenon that has the capacity to profoundly influence and reshape the brains and behaviors of children and teenagers. Yet, the interaction domain of parenting approaches varies by race. Numerous researchers suggest that parent–child relations, particularly PSs, are associated with the academic achievement of kids and teenagers (Carreteiro et al., 2016). Parents might be instructed on how to establish an academically successful and productive family environment (Hooja & Shaktawat, 2017). The structure of family relationships does have the potential to have a dramatic and enduring influence on teenagers' health and development (Shakiba et al., 2021). PSs are one of the most influential influences on

adolescents' scholastic achievement. Yet, there is a paucity of literature that unifies and systematizes the relationship among PSs and student excellence (Masud et al., 2015).

1. RQ2: Regarding scholastic performance, which PS do AA parents exhibit at home most frequently?

Authoritative parenting is characterized by unconditional affection, respect for, and support of the child's autonomy, and punishment by setting realistic behavioral boundaries (Muhtadie et al., 2013). Compared to children of other PSs, children with authoritarian parents have more self-esteem, academic achievement, fewer externalized and internalized problem behaviors, and stronger prosocial skills (Estlein, 2021). When engaging with their children, authoritarian parents employ a demanding-obedience paradigm in order to express authority, power, and control (Estlein, 2021). Children with authoritarian parents frequently develop parental dependence and have a tendency to be withdrawn and hostile (Estlein, 2021). Parenting that lacks discipline and is undemanding is permissive (Masud et al., 2015). Infrequently setting limits for their children, permissive parents' offspring suffer with behavioral challenges and difficulties (Estlein, 2021). Although the attainment disparity between racial and ethnic groups has been a subject of education research for decades, the disproportionate suspension and expulsion of AA, Hispanic, and American Indian children has received less attention (Gregory et al., 2010). In reaction to the prevalence of racial discrimination in schools, AA parents deploy racialized educational concepts to promote resistance, resilience, and, most importantly, achievement (Huguley et al., 2021). Ample research demonstrates that AA children are subjected to a disproportionate amount of school discipline (Gregory et al., 2010). AA students are also subject to a higher variety of disciplinary measures, including suspensions and office discipline referrals, than any other subgroup.

RQ3: What initiatives may be applied in school systems to help bridge the educational gap for children from minority groups, particularly AA pupils?

Although the attainment disparity between racial and ethnic groups has been a subject of education research for decades, the disproportionate suspension and expulsion of AA, Hispanic, and American Indian children has received less attention (Gregory et al., 2010). In reaction to the prevalence of racial discrimination in schools, AA parents deploy racialized educational concepts to promote resistance, resilience, and, most importantly, achievement (Huguley et al., 2021). Ample research demonstrated that AA children are subjected to a disproportionate amount of school discipline (Gregory et al., 2010). Many AA pupils are subject to a higher variety of disciplinary measures, including suspensions and office discipline referrals, than any other subgroup.

### **Definitions**

*Adaptive Parenting:* Adaptive parenting recognizes that the child is a unique individual currently in the process of growth which means constant change; so, structure, boundaries, and rules for living must be constantly modified to fit the psychological and emotional needs of the growing child, rather than unconsciously seeking to make the child fit the norms and values of the authoritarian or permissive systems (Schreiner, 2016).

*Authoritarian:* Authoritarian parenting incorporates low warmth, autonomy deprivation, and frequent use of harsh disciplinary strategies such as nonreasoning or punishment, verbal hostility, and physical coercion (Muhtadie et al., 2013).

*Authoritative:* Authoritative parenting is characterized by warmth and acceptance, respect for and encouragement of the child's autonomy; discipline through the setting of

reasonable limits on the child's behavior and the use of reasoning and induction (Muhtadie et al., 2013). One of the most robust findings reported in the literature on PSs and behavioral problems is that children from authoritative families were more resilient and with better psychological competence (Braza et al., 2015).

*Autonomy:* Refers to independence or self-governance to the degree which parents create conditions for adolescents to experience a perception of freedom and agency (i.e., the experience of wanting to engage in behavior rather than being pressured to do so (Mabbe et al., 2020).

*Demandingness Parental Behavior:* Demandingness PS is psychological, parental harsh control and neglectful (Pinquart, 2016). Researchers have distinguished four kinds of demandingness and control: Proactive behavioral control, reactive behavioral control, psychological control, and overcontrol versus autonomy granting (Pinquart, 2016).

*Parenting Styles:* A set of beliefs and values about the youth which are transmitted to the youth and, when combined, generate a psychological environment in which the mother's and father's actions are displayed (Masud et al., 2015, p. 2412).

*Permissive:* Permissive parenting is lack of discipline with no boundaries (Masud et al., 2015).

*Responsiveness Parental Behavior:* Responsiveness PS is accepting, nurturing, sensitive, supportive, and warm (Pinquart, 2016).

### **Summary**

This study included examination of various studies demonstrating PSs and their influence on children's and adolescents' academic achievement and performance. According to data, the academic performance of AA pupils lags behind that of their peers. The primary purpose of this

study was to demonstrate the necessity for greater study on PSs in AA households in order to identify the elements that contribute to scholastic disparities between AA and White pupils.

Parenting is a unique framework that can be demanding, but has the potential to mold and shape the minds of children and teenagers; dependent on the PS. Many PSs, including authoritative, authoritarian, permissive, and adaptive together with two instrumental parenting behaviors (responsiveness and demandingness/control), were presented and analyzed in this chapter.

Parental styles can influence children's behavior, decision-making, and future prospects.

Authoritative parenting is characterized by warmth and acceptance, respect for and support of the child's autonomy, and punishment through the establishment of realistic behavioral limits (Muhtadie et al., 2013). Adaptive parenting is the ongoing change of rules and emotional demands in response to a child's development. According to studies, more adaptive and authoritative PSs foster greater academic success than less adaptive and demanding/controlling PSs (Carreteiro et al., 2016). Both adaptive and authoritative PSs stimulate and inspire children and adolescents' academic success and achievement (Schreiner, 2016). Authoritarian PS is characterized by the limiting of child autonomy, the repeated employment of unjustified disciplinary tactics, and the use of punishment. In contrast, permissive parents view themselves as a resource for their children and do not strive to restrict or alter their children's conduct. These parents often set fewer demands (e.g., domestic duties, academic or employment responsibilities) on their children because of their belief that children should self-regulate their behaviors rather than blindly obey authority. So, children with permissive parents are less likely to be goal-oriented or independent than are those with authoritarian and authoritative parents (Odenweller et al., 2014). Both lenient and authoritarian parenting approaches have negative psychological and behavioral results (Masud et al., 2015).

Chapter One was a synopsis of the transcendental phenomenological research, followed by an outline of the issues at hand, the objectives and importance of the investigation, as well as the three research questions that guided the research study and a list of definitions. Chapter Two includes description of universal parenting methods (authoritative, authoritarian, permissive, helicopter, and adaptive), as well as four theoretical frameworks—communication theory, integrating theory, constructivism theory, and relationship theory—that helped explain how children progress in communication during their formative years. Chapter Three encompasses the structure and methodology of the study, including description of the target population, the purpose of the study, the processes, data collection, and interviews. In addition, the chapter includes discussion of dependability, credibility, confirmability, transferability, and ethical considerations. Chapter Four provides an overview of the study's findings, participants, theme development, and research question responses. Chapter Five closes the study with implications, both theoretical and empirical, as well as delimitations, limitations, and suggestions for further research. Notably, this study identified an educational vacuum in the literature that already existed, which adds to the significance of the study question and the issues being investigated.

## **CHAPTER TWO: LITERATURE REVIEW**

### **Overview**

Chapter Two presents a theoretic context on PSs and children and adolescents' academic success and academic performance. The four theoretical frameworks are communication theory, integrating theory, constructivism theory, and relational framing theory (RFT). This chapter contains a discussion of related literature that contains PSs and dimensions, childcare and social competence, intervention effects on adolescent versus adult mothers, and early interventions. This chapter also discloses research about the importance of school readiness among preschool children and early prediction of reading development. Chapter Two is a discussion and presentation of analytical works, theories, and research findings that add to the previous works (research gap) to expand and further develop the topic in an attempt to close educational gaps within the AA culture.

### **Theoretical Framework**

To construct a background and a direct connection for this study, four theoretical frameworks are presented to show PSs influences on children and adolescents' academic success and academic performance. The four theoretical frameworks are communication theory, integrating theory, constructivism theory, and RFT.

#### **Communication Theory**

Because communication theory provides a transactional framework that includes both individual and relational characteristics in a two-way process, it is valuable for analyzing parent–child interactions. It is a verbal transactional perspective used to interpret interpersonal interaction as ongoing reciprocal influences between parents and children (Estlein, 2021). Communication theory is a verbal parent–child exchange that contributes to numerous possible

aspects that mutually influence parental and child behavior while they interact (Estlein, 2021).

Warmth, affection, discipline, power, and structure are the concepts that portray parental communication (Estlein, 2021).

### **Integrating Theory**

The art of communication is complicated and amazing. When one person communicates to another, something takes place that is profound which makes interpersonal communication probably humanity's greatest attainment (Kelly, 2019). Integrating theory is another theory from the field of interpersonal communication that progresses the understanding of parenting as a dynamic relational procedure (Estlein, 2021). An exploration of both relational characteristics, that considers the role played by children in an interactional process, and individual mechanisms, which explain parents' employment of one PS over another, is needed to advance new insights about parenting and parent-child relationships.

### **Constructivism Theory**

Constructivism theory presents a cognitive rationalization for understanding the different styles parents engage in with their families and situations which expands the study of possible precursors of PSs. Combined literature on cognition and precursors of PSs can help to better understand parents' role in children's development of interpersonal cognitive complexity and, the child's role in parent-child interaction (Estlein, 2021). As an approach to communication, individuals' interpretations of events are essential to comprehending their conduct (Estlein, 2021). Constructivism seeks to investigate the structure of vocabulary and language capacity and to comprehend its multiple types, components, originators, and outcomes (Estlein, 2021). Through observing and internalizing communicative practices demonstrated by their parents, children develop personal, interactive constructs that are useful for skillful messaging during



childhood (Estlein, 2021). Individuals utilize cognitive explanations, which are cognitive constructs used to comprehend and convey and require a systematic interpretation, while talking with others (Estlein, 2021). Studying parents' communicative behaviors through the lens of constructivism can help explain how children develop various communication strategies that are then employed in their interaction with their parents and contribute to their academic success and academic performances; after all, parents are children's first teacher (Estlein, 2021).

### **RFT**

A final theory that has been advanced in the literature is RFT, which provides perspectives for discovering ways of message production in interpersonal settings and reflects the cognitive, social, and relational aspects (Estlein, 2021). RFT is used to identify potential disparities among parents about their individual parenting perspectives and utilization of interpersonal strategies during responsible adult contact. These differences and insights can be the basis for any PS (Estlein, 2021). RFT suggests that at the time of engagement, individuals structure relationship signals and utilize these as a form of communication and how they consider one another, the connection, and self inside the relational framework as a whole (Estlein, 2021). Both the constructivist approach and RFT provide conceptual models that are attentive to the input and output character of any relationship, particularly the family relationship, which constitutes one of the most important relationships that all individuals have and that grows throughout their lives, but otherwise obviously varies in its character traits throughout people and their families (Estlein, 2021).

### **Related Literature**

Although several studies have projected that PSs are related to children and youth's academic performance, additional research in PSs within the AA homes is needed to determine

contributing factors that cause the educational gap for AA students. AA, Latino, and American Indian students' proficiency rates in math and reading are less than half that of European American students and the graduation rate among historically underserved minority students is 25 percentage points lower than for European American students. Academic underachievement is indeed a major problem in the United States (Henry et al., 2012). As children grow up in poverty, they experience challenges to healthy development, and disparities in the cognitive and social-emotional skills that support early learning and mental health (Bierman et al., 2017). AA children who go to school without a sound foundation of school-type information are at a profound disadvantage, making the school entry achievement gap inevitable, but not insurmountable. For instance, children from lower SES families hear fewer words and have smaller vocabularies, on average, than children from higher-income families (Bowman et al., 2018).

According to Assari (2018), the outcomes on the effects of discrimination are varied and notwithstanding equal resources and social capital across ethnic groups, racism and discrimination may limit the health gains that follow SES for ethnic minorities who encounter a wide range of barriers in their daily lives. It is firmly established that 50% of the AA students' academic underachievement exists prekindergarten, because of the limited opportunities for obtaining foundational skills essential for academic success (Calzada et al., 2015). Although there are substantial gaps in the research in understanding the devices impacting educational success, AA students have historically encountered significant barriers in efforts to receive an equitable and high-quality education (St. Mary et al., 2018). For the last several decades, AA students have been reported to have underachievement in academic settings and instead of considering contexts such as the community and the family, research has focused on racial

disparities in education outcomes (St. Mary et al., 2018). Other systemic and social factors, such as residential segregation and labor market discrimination contribute to the disadvantages of AAs as compared to European Americans, especially in terms of reduced gains from education, partly because education makes less economic return for AAs (Assari, 2018).

African diaspora scholars cooperatively have voiced how mainstream schooling both in the past and present serves to dehumanize AA students, consequently positioning AA learners as substudents (Givens, 2016). As all children, AA children need adults in their lives who encourage an outstanding education and provide support throughout (Bracey, 2014). School readiness among preschool children, according to Ip et al. (2013), has become an important concern for educators, academics, and policy-makers (Sabol et al., 2018). Instead of focusing on standard test scores and cognitive capabilities, a comprehensive teacher-completed instrument that assesses school readiness called the Early Development Instrument was developed in Canada by Janus and Offord in 2007. The EDI covers five major developmental domains, to include emotional maturity, language and cognitive development, physical health and wellbeing, social competence, and communication skills with common knowledge (Ip et al., 2013).

Cognitive development is, in part, the commodity of children's interactions with more knowledgeable social partners, such as parents or more able peers, according to sociocultural theory (Carr & Pike, 2012). The readiness of children for school at kindergarten level serves as an establishment for later academic success and beyond the school environment (Sabol et al., 2018). Nevertheless, in the United States, for racial minority groups, specifically AA children, there are large discrepancies in school readiness constructed on their family's backgrounds (Sabol et al., 2018). When compared to their high-income peers, low-income children are nearly a year behind in language and literacy skills at the beginning of school (Sabol et al., 2018).

Conclusively, PSs influence children and adolescents' academic success and academic performance as well as their health, social-emotional competence and citizenry behavior (Keshavarz & Baharudin, 2013). Early childhood development is the foundation of human and community development and is a critical developmental period for both resilience and vulnerability. As children enter adolescence, they undergo not only significant physical and cognitive growth, but they also experience new personal demands and school-related expectations (Keshavarz & Baharudin, 2013). When these new demands are overlooked and are not adjusted according to the adolescent's physical and cognitive growth, there may be negative, personal, and social outcomes (Keshavarz & Baharudin, 2013).

Early prediction of reading development and deficiency is essential since remediation is most effective with young children (Pan et al., 2017). It is well-documented that early exposure to literacy (preschool-age materials) in children and adolescents' homes is crucial for educational success; however, many AAs are disadvantaged, and therefore deprived of reading and mathematics materials which prepare for school readiness (Bailey & Bulotsky-Shearer, 2021). The students' self-regulation or behavioral ability is a significant school readiness skill that has been connected to early executive function (EF) and later success in learning and school achievement (Vernon-Feagans et al., 2016). Also, poverty and related risks, negative parenting in conjunction with chaotic home environments may play a role in understanding both early EF and later behavioral regulation at school age (Vernon-Feagans et al., 2016). These disparities in academic performance continue to broaden through elementary school. Currently, 43% of preschool-aged children are living in low SES households (Bailey & Bulotsky-Shearer, 2021). Furthermore, compared to 28% of non-ethnic minority families, children from ethnic families are

unreasonably poor, with 6% of AA families and 59% of Hispanic families currently living in poverty (Bailey & Bulotsky-Shearer, 2021).

Upon school admission, low-income children are nearly a year behind in language and reading skills, which is a major indication that PSs and the home environment are indicators to academic success and academic performance (Bailey & Bulotsky-Shearer, 2021). Early home literacy activities have also been shown to be predictive of future academic attainment in school (Alston-Abel & Berninger, 2018). In the familial home, there are five influences that contribute to literacy achievement: the value placed on education, the motivation for achievement, the availability and instrumental use of reading materials, reading with children, and opportunities for verbal interaction (Alston-Abel & Berninger, 2018).

To ensure children's academic success, language and literacy are foundational in the home (Luo et al., 2019). Children's early life experiences are shaped by language of home contribution and parenting behaviors, which are two key features of the family home environment (D'Apice et al., 2019). Children's early language abilities are associated with later language and literacy skill developments which supports the prognosis that mothers' language use with their children is critical as early as age 6 months (Abraham et al., 2013). To improve and expand maternal language use, programs that foster diversity and encourage more mothers' language use in the home need to begin in infancy to enhance children's communication (Abraham et al., 2013). Concurrent maternal language productivity also influences children's communication. Quality concepts of the home learning environment were found to be connected with children's receptive vocabulary skills and language outcomes for 24-month-old children, kindergartners, and 11th graders (Son & Morrison, 2010). The home learning environment has

been linked to kindergarten and second graders' reading skills, and it has been associated with 11th graders' reading comprehension skills (Son & Morrison, 2010).

There is strong evidence that high-quality preschool classrooms can help reduce income-based achievement gaps. The below average academia in American society is far more prevalent than one would imagine. However, the profound and actual negative inferences of academic underachievement become apparent once students are disaggregated by race and ethnicity (Henry et al., 2012). National educational statistics indicate that only 34% of eighth grade students are proficient in math; only 32% of eighth grade students are proficient in reading; and only 69% of students graduate from high school on time, with a regular diploma (Henry et al., 2012). Within this study certain PSs were suggested as possible instruments that potentially prevent school dropouts, delinquency, and problem substance use and abuse during the adolescent ages.

This literature review included using peer-reviewed texts to deepen, enrich, and further develop the topic of the PSs used by AA parents. This literature review presented universal PSs (i.e., strength-based parenting, authoritative parenting, authoritarian parenting, permissive, helicopter, and adaptive) and their effects on children and adolescents' educational success and academic performance. Integrated into the research are two primary frameworks of parental behaviors: responsiveness and demandingness/control (Pinquart, 2016).

This chapter also includes review of analytical works, theories, and numerous researchers' findings that reflect the effects of PSs. Even though extensive research and findings have been examined and well discussed on PSs influences, there is an exaggerated need for further research among AA parents. The further investigation will help close the research gap and discover the links to help fill the educational gap young AA students face daily. The

achievement gap is a problem not only for AA students and their families and communities, it affects the well-being of the entire country. Researchers have found that “the persistence of the educational achievement gap imposes on the United States the economic equivalent of a permanent national recession” (Bowman et al., 2018, p. 15).

According to Cummins and McMaster (2006, as cited in September et al., 2015), “The wealth of a nation is the health of its children” (p. 1060). Human development is shaped by a variety of factors, including genetics, biology, and the social, emotional, and physical contexts in which children grow up (September et al., 2015). Throughout the developmental phases, children build interpersonal relationships, learn about their environment, acquire maternal morals/values, and acquire the capacity to manage their feelings, urges, and actions (September et al., 2015).

The AA culture transferred from generation to generation needs to be recognized as rich and significant, and must serve as an entry to new skills, knowledge, and information (Bowman et al., 2018). By recognizing the meaning and value of children’s home knowledge, teachers can incorporate AA home culture as a construct from which to extend and inspire children’s thinking rather than considering it as a hinderance (Bowman et al., 2018). Home is where a child’s learning begins, and rightfully so with their parents whether biological, foster, or adoptive. Proverbs 22:6 states “train up a child in the way he should go, and when he is old he will not depart from it.” Parental training and rearing of a child(ren) have a lasting impact upon their decision-making, academic success, academic performance, career choices, and even extend into how they rear their own children. Consequently, PSs are generational cycles.

Children’s home environments and the care they receive strongly impacts their lives. The home is the first and most important place for children’s growth and development (Hooja & Shaktawat, 2017). The home is a favorable environment in which interpersonal relationships and

cultural patterns are produced. The home also provides hereditary transference of basic potentials for the children's development (Hooja & Shaktawat, 2017). Young children's ability to engage in socially competent ways with parents, other family members, peers, and childcare providers are strongly influenced by their home and childcare environments (Bratsch-Hines et al., 2013). Although AA children's home cultures do not prevent them from learning in school, some home traditions are unlike or distinctively opposite with school culture (Bowman et al., 2018).

Another dilemma for many AA children is the absence of consistency between the preschool childcare settings and elementary school (Bowman et al., 2018). Out-of-home childcare is becoming more common for children in the United States, with up to 60% of all children and 69% of AA children in childcare before age 5. Children frequently attend more than one childcare setting, which creates the consistency or lack of consistency in children's childcare settings. The frequent changes of multiple childcare settings have been raised as an issue that might be important in understanding children's social development. This phenomenon has received minimal research attention (Bratsch-Hines et al., 2013).

Research and school performance have revealed that if children from low-income homes are to master the challenges of school, the importance of long-term consistency in expectations, high-quality instruction, and social supports need to be realized (Bowman et al., 2018). In the United States, children's social and economic background serve to predict their academic success (Calzada et al., 2015). Unfortunately, some AA children do not live in a learning environment that is conducive for school-related language knowledge, and skills such as literacy in standard English, mathematics, or science opportunities to develop (Bowman et al., 2018). Children's experiences in the social world of family and community play a critical role in what and how well children learn in school. Warm interpersonal relationships are significant and



cannot be emphasized enough (Bowman et al., 2018). Students living in extreme poverty conditions are almost twice as likely to drop out of high school, and AA students, regardless of poverty status, are significantly more likely to drop out in comparison with European American students (Calzada et al., 2015). An enormous AA-European American achievement gap has been attributed to socioeconomic factors (Calzada et al., 2015).

Compared to poor European American children, AA children are more likely to attend more disadvantaged schools (Calzada et al., 2015). AA children are more likely to live in single-parent homes as compared to poor White children (Calzada et al., 2015). However, parents at home must strive to attain desired educational objectives with innovative ways of perception and creating self-meaning, such as in school (Hooja & Shaktawat, 2017). The degree to which home activities, homework habits, parental support and guidance, intellectual stimulation, and parental expectations influence students' academic achievement has been explicitly investigated (Hooja & Shaktawat, 2017). Research reveals that it is possible to build a positive home environment through educating parents on the significance of a productive home environment (Hooja & Shaktawat, 2017).

Several judiciously conducted studies have revealed that time spent in developmentally appropriate activities is extremely important for children's growth and development (Kalil & Mayer, 2016). Quantitatively, parental time is an important element of early childhood skill development, according to data from the UK Millennium Cohort, and early motherly time efforts strongly influence later outcomes, particularly in cognitive skill development (Kalil & Mayer, 2016). If a mother increases the rate of reading to her child by 1 day per week during the first 10 years of the child's life, the child's reading test scores will increase by about half of a standard deviation (Kalil & Mayer, 2016). Studies show two concepts that matter and produce good child

outcomes are quality of time and quantity of time, for it is more time in these high-quality activities that is optimal (Kalil & Mayer, 2016). The child's home environment and the quality of parent-child interactions play vital roles in supporting the development of school readiness skills (P. Lee & Bierman, 2015). Conversely, high levels of family stress and preeminent adversity, such as low levels of parental education and poverty, often reduce support for early childhood cognitive and social-emotional development (P. Lee & Bierman, 2015).

Children are placed at risk when high levels of conflict exist between parents (verbal and physical disputes, persistent litigation, mistrust and hostile behavior, parental alienation) and destroys the benefits that more positive parental relations can foster (D'Abate, 2016). Diverse techniques with an emphasis on teaching parent-management training skills such as the use of rewards, praise, effective communication, and consequences for both positive and negative behaviors can be implemented to treat childhood disruptive behavior disorders (Adler-Baeder et al., 2018). PSs which are known to have a significant influence on children's development also have a significant impact on children's internet use (Ozgun, 2016). PSs also have influenced academic achievement, academic self-concept, cognitive skills, and behavioral outcomes that presage adult success (Kalil & Ryan, 2020). Findings from non-Western studies suggest that the relationship between PSs and child development outcomes may vary across cultures (Xia et al., 2019). All PSs have different qualities in multiple ethnicities, and diverse groups define what a PS is predicated upon, based on one group's particular standards. For example, Chinese American parents demonstrated more strictness as compared to European American parents (Masud et al., 2015).

### **Childhood SES**

Consistently, studies show that children from families with lower SES are less successful academically than are their peers with a higher SES. Regardless of significant endeavors to decrease socioeconomic dissimilarity in academic trajectories, differences at the start of school tend to remain, resulting in incredible differences in academic qualifications between children from middle-class and working-class homes (Mayo & Siraj, 2015). Children's academic success, or lack thereof, has lifelong consequences in regard to their future employment, earnings, and even on the educational future of the next generation (Mayo & Siraj, 2015).

The UK Effective Provision of Preschool, Primary and Secondary Education (EPPSE 3-16) project followed the progress of over 3,000 children from the ages of 3 to 16 years found that parents' SES and levels of education were significantly related to children's outcomes (Mayo & Siraj, 2015). The EPPSE 3-16 project also revealed that what parents did with their children, rather than simply who they were regarding their SES, was also important for children's academic results (Mayo & Siraj, 2015). Noble et al. (2005) proposed that SES, which is associated with how well children perform on skills tests, usually is acutely linked with how well they perform on tasks involving crucial neurocognitive systems. Furthermore, children's life experiences can impact their neurocognitive development and result to functional and anatomical changes in their brains (Noble et al., 2005). Chronic stress or childhood abuse can impair development of the brain region involved in learning and memory. The extreme stress of orphanage placement causes abnormal brain development and reduced cognitive functioning (Noble et al., 2005). Children's brains, however, remain plastic and capable of growth and development (Noble et al., 2005).

Aside from prenatal factors, research on brain development suggests that two of the most important factors influencing children's emotional and cognitive development are parental care and a cognitively stimulating environment (Osmanowski & Cardona, 2016). Emotional and cognitive capacities are strong prognosticates of individual disparities in education, earnings, health, well-being, and deviant behavior later on in life. Osmanowski and Cardona (2016) explicitly stated that inequality and disparity begin at home, while according to Assari (2018), a tremendous body of research suggests that high SES promotes population health. The health effects of SES indicators such as education attainment and income on morbidity and mortality are well established.

There is increasing substantiation that childhood SES influences neural development which may contribute to SES-related disparities in academic achievement. However, the specific aspects of SES that impact neural structure and function are poorly understood (Rosen et al., 2018). Evidence that developmental differences by socioeconomic level, race–ethnicity, immigrant status, and other social variables occur prior to the start of school further motivates the emphasis on early childhood education (Mollborn et al., 2014). The AA adolescent education literature is rich with results demonstrating the inadequacy of AA children in American academic learning and teaching areas (Thomas et al., 2009). AA students, regardless of SES, are documented to have inferior grades, obtain very little education, have greater attrition, poorer test scores on standardized tests, and endure unequal assignment in special education classes as compared to their White peers (Thomas et al., 2009). Such existing studies ascribe the low academic performance of AA pupils to susceptibility to dangers such as impoverishment, White racism, and local criminal activity (Thomas et al., 2009). There are considerable differences in parental engagement and time use between richer and poorer families, including growing

parental gaps (Kalil & Ryan, 2020). These gaps matter: the fact that children born to lower-income, less-educated parents are less likely to spend quality time with their parents only exaggerates their relative economic disadvantage. Recent research found that the amount of time parents spend with their children has a direct and plausibly causal effect on their children's cognitive test scores (Kalil & Ryan, 2020).

Evidence suggests that low-income parents want to read with their children and engage in educational experiences such as trips to parks and museums just as higher-income parents do, but they are financially unable and therefore less likely to do those things (Kalil & Ryan, 2020). Financial as well as family stress impair parents' emotional and cognitive operations, making it difficult for them to interact with their young children in intellectually stimulating and emotionally nurturing cultivating ways (Kalil & Ryan, 2020).

### **Conceptual Prospective Mediations**

Parenting manifests itself in cognitions and procedures such as parenting knowledge, satisfaction, and identifications, which are thought to serve a variety of functions (Bornstein et al., 2018). Parenting conceptual frameworks shape parents' sense of self, help to determine organize how much time, effort, and energy to devote to parenting (Bornstein et al., 2018). Cortisol was used to partially resolve the effect of positive parenting on EF (Blair et al, 2011). Cortisol levels were higher in AA participants than in European American participants (Blair et al, 2011). Cortisol mediated the effects of income-to-need, maternal education, and AA ethnicity on child cognitive ability when combined with positive and negative parenting and household risk (Blair et al, 2011). The AA-European American reading gap at kindergarten entry and continuous explains the 20%–60% and 30%–50% of the AA–European American and Hispanic–European American disparities, respectively. Therefore, the results indicate that educational

investments are an important mediator of socioeconomic and racial–ethnic disparities and entirely explaining the growth parameters, and approximately 20% of the socioeconomic variations (Cheadle, 2008).

Effective and early education is crucial for educational excellence and positive life results, especially for poor children (Blair & Raver, 2014). The literature review also revealed worldwide PSs (e.g., authoritative, authoritarian, permissive, demandingness, and responsiveness) that potentially influence and contribute to educational achievement gaps among racial–ethnic minority students. Academic achievement is also shown to be affected by unequal discipline, imbalanced suspension, and excessive expulsion of racial–ethnic minority students within the school systems in the unequal discipline effects segment (Blair & Raver, 2014). To optimize AA children and adolescents' academic performance and academic success further, comprehensive research of PSs influences is highly needed. For nearly a century, researchers have focused on identifying parental impacts on their children's growth, behavior, psychological health, and cultural and technical intelligence (Estlein, 2021). The majority of the research reveals European American children's developmental, psychological, and academic findings.

The parent child relationship is critical to the well-being of children. It has become clear that the period of early development before birth to approximately age 3, establishes the foundation for long-term neurobiological, socioemotional, and psychological health (DePasquale & Gunnar, 2020). A typology of PSs was developed by Baumrind to investigate the potential influences of parenting on children development, which has become a dominant conceptual framework in the field of PSs research (Estlein, 2021). Baumrind defined a PS as a vast collection of attitudes and behaviors parents exhibit in their parenting. Initially, Baumrind identified three PSs based on parents' management of authority over their children using

controlling messages (Estlein, 2021). Baumrind's (1966) typology of PSs (authoritative, authoritarian, and permissive) remains an effective paradigm for the study of parenthood because it offers a suitable structure to evaluate broad components of parental participation and its implications on early childhood development outcome measures (Estlein, 2021).

Baumrind's PS typology has two primary drawbacks that require attention and additional theoretical thinking (Estlein, 2021). First, there is a great deal of study on PSs to examine the links between and how children's lives turn out. Research on the links between PSs and how adolescents' lives turn out, often presumes that PSs are the main or only thing that influence how parents and children interact with each other and how that interaction influences the child. Because of this presumption, researchers often disregard the interrelatedness of the parent child relationship and ignores the role that the child plays in the process (Estlein, 2021). Second, Baumrind's typology tends to focus on PSs as something that parents have, but not on potential explanations of the PS, meaning that possible influences of PSs are not examined (Estlein, 2021).

For more than a half century, researchers have been investigating the impact of parenting on children's development (Belsky & de Haan, 2011). Each PS has unique traits and principles that influence children's social lives. The psychological control that parents have over their children is one of the specified indicators that distinguishes and differentiates each PS (Masud et al., 2015). Parents influence their children's psychological and emotional development through psychological control (Masud et al., 2015). Even though parental socialization procedures are critical to a child's social advancement, very little is known about of the specific challenges of supporting young boys' development as AAs and men (L. C. Howard et al., 2013). Insight was provided into how 15 parents of AA boys (ages 3 to 8) plan and implement social and emotional development strategies for their sons (L. C. Howard et al., 2013).

### **Recent Research**

Parents want their children to succeed academically from kindergarten through 12th grade and in life (Brown, 2022). AA parents should watch out for double standards and stereotyping that could affect their children's schooling (Brown, 2022). European American educators may be uncomfortable receiving criticism from those parents, but given the history of poor contacts many AA parents have had with classroom instructors and school administrators, they should not be shocked, although Brown (2022) suggested trusting teachers and parents at the education forum. Trust grows when parents are involved and interested, when there is effective verbal interaction between parents and teachers, when relationships are stronger, when teachers have more favorable opinions and views about pupils and their parents, and when teachers reach out to students and parents more (Brown, 2022). Trust between parents and teachers is a dynamic interaction of which the intensity rises in elementary school, drops in middle school, and plummets in high school (Smetana, 2017).

Baumrind's authoritative, authoritarian, permissive styles have been reevaluated in terms of two orthogonal aspects of demandingness and responsiveness, yielding a fourth, rejecting-neglecting style (Smetana, 2017). The authoritative PS involves parents being receptive to their children's needs while setting fair limits and expecting adult behavior (Smetana, 2017). The rejecting-neglecting style claim is disputable, as breakthroughs in describing diverse forms of control are moving parenting researchers to explore dimensions rather than global approaches (Smetana, 2017). The shift in research has raised awareness of cultural and contextual variances, resulting in better choices in recognizing unique parenting factors and a better knowledge of the function of parental beliefs in mediating links among parenthood and modification (Smetana, 2017). PSs are major indicators of academic achievement and performance in children and



adolescents, but there is a culture difference that creates a narrow line between parenting approaches. Asian cultures have authoritarian parenting compared to the United States and Europe (Masud et al., 2015). When their parents are strict, Asian students surpass students in the Orient and Germany. This is distinct from Western nations and Italy, where strict parenting is the main cause of educational excellence (Masud et al., 2015).

In non-Western countries and among lower SES and ethnic–racial minority parents in the United States, authoritarian parenting is frequent. Authoritarian parenting may also safeguard immigrant and ethnic minority children from poor neighborhoods and violence (Smetana, 2017). This has generated questions about whether authoritarian parenting is always negative and whether parenting should be examined in terms of local cultural values and indigenous conceptions (Smetana, 2017). According to one study, international adolescents gain from authoritative parenting, whereas Eastern teenagers gain from demandingness (Masud et al., 2015). On the basis of their cultural values, several ethnic groups employ diverse PSs (Masud et al., 2015). European American parents are more permissive than Asian American parents (Masud et al., 2015). Culture, ethnicity, and economic status influence authoritative parenting techniques, and parental participation and tracking influence educational attainment (Masud et al., 2015).

Baumrind's authoritarian, authoritative, and permissive parenting methods have been thoroughly investigated in European American households and linked to child behavior, social intellect, school performance, and emotional wellbeing in children and adolescents (Querido et al., 2002). Critical analysis and spirituality have been linked to positive development in high-achieving AA youngsters, but little research has examined how these strengths predict positive

youth development during adolescence (Bowers et al., 2020). Mentoring may moderate these strengths, but little research has examined this (Bowers et al., 2020).

The literature backed authoritative parents and their child-development-promoting behavior (Masud et al., 2015). Nonauthoritarian mothers and fathers are compassionate and receptive to adolescents as well as open to their perspectives (Masud et al., 2015). The authoritative PS should be adopted by parents, and conferences and seminars should teach them how to conduct themselves and act like authoritative parents (Masud et al., 2015). In one survey, Japanese American parents placed a higher priority on well-mannered children than did European American parents, while European American parents placed a greater emphasis on self-directed and tolerant children than did Japanese American parents (Querido et al., 2002). In a review of Hispanic parenting, it was determined that Hispanic parents are more authoritarian and punitive than are their European American counterparts; however, this characterization has been contested (Querido et al., 2002).

In addition, a sample of immigrant and first-generation Dominican and Puerto Rican mothers of preschool children reported high levels of authoritative parenting and low levels of authoritarian and permissive parenting (Querido et al., 2002). In a longitudinal study of 1,292 children from a predominantly low-income population followed from birth, Blair et al. (2011) reported a higher level of salivary cortisol measured at ages 7, 15, and 24 months that was significantly associated with lower EF ability and, to a lesser extent, IQ at age 3. Positive and negative features of parenting, as well as household risk, were found to have a strong relationship with both EF and IQ.

### **Parenting and Academic Achievement**

Parenting is a unique framework with the ability to organize and support children's and adolescents' academic abilities, psychological capacities, academic achievement, and social functioning throughout their development (Fenesy & Lee, 2018). Joussemet et al. (2014) Parenting quality is widely accepted as a primary predictor of children's mental health. When a child starts formal school, the caregiver's relationship with the child has a big influence on how well the child adjusts and how well they do in the school classroom (O'Brien Caughy et al., 2020). Research reflects involving parents can have a positive influence on motivation and well-being at school, as well as the child's educational results (Oostdam & Hooze, 2013). Research suggests that the cultural impact of PSs should be studied further in order to gain a better understanding of them and their impact on children's psychosocial behavior (Masud et al., 2015). Children's emotional, sociological, and moral growth are all influenced by the three different parental philosophies (Masud et al., 2015). Academic performance, problem-solving behavior, psychosocial development, and social competence are among the key domains which are strongly affected by these PSs. Children who rate their parents as authoritative are socially and instrumentally more competent than those who do not (Masud et al., 2015).

Compensating effects observed among highly educated mothers are significantly larger than the reinforcing effects observed among the least-educated mothers (Hsin, 2012). Findings show that families reallocate resources in ways that both compensate for and intensify early-life disadvantages (Hsin, 2012). Parental socialization has coincided in highlighting two dimensions of parenting behavior which are demandingness and responsiveness (Martinez et al., 2019). Demandingness and responsiveness signify the degree to which parental monitor their kids, push them to grow up, stand by their authority, and take command over them. Parental sensitivity is

the extent to which they show their children unconditional affection, encourage them, and help them make sense of the world via reasoned conversation (Martinez et al., 2019). Parents supervise and demand maturity from their children, insistently support their authority, and employ control over their children. The responsiveness dimension refers to the degree to which parents show emotional warmth, such as affection toward and acceptance of their children; support them, and use reasoning in their communication with them (Martinez et al., 2019).

PSs have always been a critical factor in inspiring all features of a person's development, including academic achievement, academic self-concept, and general self-concept (Ishak et al., 2012). Research findings have shown PSs can produce direct and indirect impacts on children's academic achievement (Ishak et al., 2012). Recent research has established parenting as an active contributor to students' academic success (J. M. Howard et al., 2019). Strength-based parenting is a style of parenting characterized by knowledge and encouragement of a child's unique personality, abilities, talents, and skills (Waters et al., 2019). Research indicates children from ethnic minority backgrounds have greater academic difficulties when entering kindergarten than do European American children, and these disparities have long-term consequences for children, causing them to experience early academic failure continuing throughout elementary school, secondary school, and higher education (Caughy et al., 2020).

### **Fathering Quality in Early Childhood**

One recent study addressed how relationships with fathers in poverty-stricken AA and Hispanic households improve preschool educational attainment, given that impoverished fathers are misunderstood and their engagement is underestimated (O'Brien Caughy et al., 2022). However, despite findings that fathers play an important role in children's school readiness, much of the literature documenting the influences of parental sensitivity on children's

achievement outcomes has focused on mothers (O'Brien Caughy et al., 2022). Furthermore, fathers' positive parenting behaviors predict better developmental results for their children than do mothers' positive parenting behaviors (O'Brien Caughy et al., 2022).

Fathers who take an active role in their children's lives by meeting their material needs play a crucial role in their offspring's advancement and growth. One way a father might distinguish himself as a parent is by his engagement in the home's breadwinner role (Hakoyama, 2020). When a father helps take care of his children, he is more likely to spend time doing additional things with them, such as socializing, teaching, and playing (Chen, 2013). Some fathers tend to spend more time playing and exploring with their kids than giving them direct care. They exhibit and set slightly earlier trends of engagement which can be used to predict how much they will be involved in the future (Chen, 2013). Participation from fathers is linked to that of mothers, and this connection holds true throughout a wide range of mother-child and father-child interactions at home and in the classroom (Chen, 2013).

### **PSs and Dimensions**

PSs have been helpful for comprehending complicated behaviors and attitudes of primary caregivers and as they relate to outcomes for children (Rodriguez et al., 2009). These styles are extremely useful in intervention and healthcare professionals training situations because they effectively package complex data into four memorable and simple categories (Rodriguez et al., 2009). The parental ties and responsibilities are critical to the wellbeing of children (Rodriguez et al., 2009). The family is the primary learning setting for children; therefore, a conducive home environment is beneficial to their growth (Rodriguez et al., 2009). When children are in distress, the two dimensions of PSs (parental warmth and responsiveness) are effective coping strategies (Rodriguez et al., 2009). It has been proposed that both the home environment and PSs are

effective predictors of young children's academic performance (Masud et al., 2015). It is now obvious that the period of early development, from before birth to approximately the age of 3 years, establishes the foundation for long-term neurobiological, socioemotional, and psychological health (DePasquale & Gunnar, 2020).

Parenting is how parents provide their children with rules, behavior, and affection, and it can influence the children's emotional, psychosocial, and behavioral development (Oliveira et al., 2018). Parenting behaviors are traditionally divided into two categories: parental control (discipline, monitoring, and autonomy-granting) and affection for the child (warmth, acceptance, and responsiveness; Oliveira et al., 2018). Considerable research studies substantiate that authoritative parenting has a positive impact on young children's academic performance and suggested that authoritative parenting has greater impact on young children's academic performance than authoritarian and permissive parenting (Masud et al., 2015). Researchers have also recommended that Western parents place greater emphasis on being authoritative rather than authoritarian or permissive (Masud et al., 2015).

Parenting, according to Fenesy and Lee (2018), predicts academic achievement and social functioning throughout development. In addition, parenting is a contributing cause in both academic and social outcomes, as intervention-induced improvements in parenting behaviors have been meta-analyzed to improve child functioning in both contexts (Fenesy & Lee, 2018). Authoritative parents who value self-will and autonomy as well as discipline and conformity, depending on the situation and their children's individual interests and abilities, fall somewhere in the middle (Odenweller et al., 2014). Through coherent and issue-specific reasoning, authoritative parents celebrate their children's current accomplishments while also setting standards and limits for future behaviors (Odenweller et al., 2014). As an outcome, children

raised by authoritative parents are more likely to be assertive, mature, and self-reliant as compared to children with authoritarian or permissive parents (Odenweller et al., 2014).

Having two authoritative parents is associated with the best outcomes for adolescents, according to Simons and Conger (2007). In the absence of this ideal family PS, there is evidence that having one authoritative parent can, in most cases, protect a child from the adverse consequences of less optimal PSs (Simons & Conger, 2007). Responsiveness appears to capture major divisions in parenting, and adolescents from low-income families perceived their parents as less responsive, but responsiveness was unrelated to parental education (Elstad & Stefansen, 2014). According to Elstad and Stefansen (2014), “Low parental education was related to views of parents as neglectful and intrusive” (p. 649). A study on parental educational involvement conducted by Huguley et al. (2021) drew on the voices of AA parents and their children attending urban public schools to define the distinct methods to residence involvement, education involvement, and scholarly peer interactions that parents use to ensure their children receive a quality education (Huguley et al., 2021). Research has suggested involvement rates throughout racial groups after controlling for socioeconomic benefits, and researchers who focused particularly on AA families have recorded distinguishable involvement techniques that are overlooked by criteria centered on European American middle-class families (Huguley et al., 2021).

There has been a modification in the PSs since Baumrind presented the typology of authoritative, authoritarian, and permissive PSs. In recent decades, parenting standards, notably in the United States and Western Europe, have drastically altered in favor of intense parenting practices, which emphasize regular direct monitoring as well as constant protection against risks of damage (Davis & Cashdan, 2020). Additionally, Davis and Cashdan (2020) stated that free-

range parenting has emerged as an alternative strategy to intensive PSs and toughening cultural standards. The pediatrician and author, Dr. Benjamin Spock, popularized this movement in the United States, arguing that children can and should function independently with limited parental supervision as they age and develop (Davis & Cashdan, 2020). However, it is still unclear whether these strategies help or hinder child learning (Davis & Cashdan, 2020).

### **Child Care and Social Competence**

Children who have been in childcare since birth have a unique chance to develop social skills with a variety of peers and adults by the time they reach kindergarten. (Bratsch-Hines et al., 2013). For low-income AA children, establishing a positive social trajectory early on might be advantageous when they adjust to school and learn to satisfy greater cultural expectations (Bratsch-Hines et al., 2013). Interactions between variables influencing the development of intellectual and social ability in school environments and systemic racism have a significant impact on young students' life trajectories, including outcomes (Washington et al., 2019). Children's social competence behaviors in classroom settings are an important part of educational school readiness and have been linked to succeeding psychological health and well-being as adolescents and adults (Bratsch-Hines et al., 2013). Across fields of study, parental support has seemed to be one of the most powerful predictors of favorable outcomes for children, such as higher academic achievement, better social skills, fewer behavior problems, and lower alcohol use (Odenweller et al., 2014).

In the last decade, however, experts have shown that excessive participation is detrimental to child development, and as a result, the focus has shifted to a new PS that is presently impacting the academic, professional, and personal success of Millennials: helicopter parenting (Odenweller et al., 2014). The term "helicopter parenting" was coined in Cline and



Fay's parenting book series (Cline & Fay, 1990) and popularized by a Newsweek article (Zeman, 1991). It refers to extremely involved and protective parents who constantly interact with their children, participate in their interests, make decisions that benefit their children, personally invest in their children's goals, and remove obstacles their children face (Odenweller et al., 2014). While most helicopter parents mean well, there is scientific and subjective evidence connecting overly involved parenting to a number of poor outcomes for children. (Odenweller et al., 2014).

Researchers have observed an astounding link between overindulging childrearing and the following outcomes: decreased self-confidence, class attendance, children's use of recreational painkillers as well as anti-anxiety and antidepressant medications, adult identity formation, and a significantly elevated feeling of entitlement (Odenweller et al., 2014). The majority of parents who excessively engage and shelter the youth from the world are typically erudite individuals, both of whom work and were born between 1946 and 1964 (Odenweller et al., 2014). Of undergraduates, 60–70% say their mothers and fathers have overindulging or looming tendencies, proving the widespread use of this PS among younger generation (Odenweller et al., 2014). Overparenting, sometimes known as helicopter parenting, is the practice of giving developmentally inappropriate levels of engagement that have been related to negative psychological and scholastic consequences (Casillas et al., 2021). Parent–child interactions are the emphasis of helicopter parenting (Odenweller et al., 2014). Baumrind's PSs as well as Koerner and Fitzpatrick's (2002) family communication patterns are two relevant and probabilistic reasoning frameworks to consider when investigating helicopter parenting (Odenweller et al., 2014). When parents show developmentally inappropriate involvement in their child's personal and academic success, this is called helicopter parenting (Casillas et al.,

2021). Parents' interference with their kids' lives makes them more dependent in the long run, slows down their ability to solve problems on their own, makes them less resilient to hardship and pain, teaches them bad social skills, and gives them power over something outside of themselves (Odenweller et al., 2014).

Administrators of schools and people who work with students have said that helicopter parenting hurts students' grades, self-esteem, and motivation to grow up (Odenweller et al., 2014). Other experts suggest that parents who act like they are in charge of their children's lives are bad for companies' hiring processes, privacy policies, and overall productivity (Odenweller et al., 2014). The quality of the relationship between a parent and a child affects how the child develops emotionally, how well they do in school, and how they grow socially (Driscoll & Pianta, 2011). It has been demonstrated that familial warmth, sensitivity, and responsiveness mitigate the negative impacts of other risk variables, resulting in improved results for children and child adjustment throughout the school transition (O'Brien Caughy et al., 2020). According to DePasquale and Gunnar (2020), parental sensitivity and nurturing are crucial for the development of physiological, emotional, and social functioning in children. Sensitive and caring care is of utmost importance throughout the first three years of a child's life, when attachment ties are formed and parental care alters the core neurological and biological systems, with permanent effects (DePasquale & Gunnar, 2020). Moreover, responsive, attentive care shields children against the detrimental impacts of growing up amid hardship, such as poverty (DePasquale & Gunnar, 2020). Sensitive parenting reliably predicts a wide range of adolescent development involving brain development and academic performance (O'Brien Caughy et al., 2020).

All aspects of parental attachment security and secure attachment are distinct (Groza & Muntean, 2016). Moreover, insufficient parenting increases the likelihood of insecure attachment (Groza & Muntean, 2016). Parents' internalizing distress has often been highlighted as a risk factor for internalizing and externalizing issues in children and adolescents (Brenning et al., 2012). It has been suggested that children bond differently with their mothers and fathers and that, although secure attachment has positive outcomes for a child, varied attachment patterns exist (Goodsell & Meldrum, 2010). Despite the significant influence of fathers in children's school preparation, the majority of research on parental sensitivity and children's success has focused on mothers (Caughy et al., 2020).

Positive parenting behaviors by fathers predict better developmental results for children than do positive parenting behaviors by mothers (Caughy et al., 2020). There was only one substantial difference found by Guttentag et al. (2014) between the maternal age groups at the 4-month time point, when teenage mothers in the low-intensity treatment group showed more verbal structure than adult mothers. Social support was peculiarly linked to an increase in positive-interaction parenting among advanced age mothers, and very good to excellent health has been found to be positively linked with parenting in teens, but inversely associated with parenting in advanced age mothers (Kim et al., 2018). Fortunately, there are avenues and mediation available to assist in improving children's academic attainment (Kim et al., 2018).

### **Intervention Effects on Adolescent**

Even though children's ability to control their actions is essential to their growth as well as learning, researchers do not have a good way to measure children's ability to control their behavior in mainstream classrooms (Koepp et al., 2022). Poverty, EF, negative parenting, and behavioral regulation were examined by Vernon-Feagans et al. (2016), who used an exclusive

longitudinal and representative sample of 1,292 children born to mothers who lived in low-wealth rural America who were followed from birth into early elementary school. The reason for the research was to determine if, in addition to poverty-related factors, a child's behavior in kindergarten could be predicted by how chaotic their home life was during the initial 3 years of life (Vernon-Feagans et al., 2016). Also, Vernon-Feagans et al. analyzed if parental responsiveness and acceptance behaviors measured during the first three years of life, as well as EF skills, as measured when children were 3 to 5 years old, influenced the connection between early household turmoil and kindergarten behavioral regulation.

Vernon-Feagans et al. (2016) suggested that household chaos predicted kindergarten behavioral regulation indirectly via intermediate implications on parenting behaviors and children's early EF skills. Further, Vernon-Feagans et al. found that early household chaotic disorganization, the parenting environment, and EF skills were important in understanding behavioral regulation in addition to poverty-related risks. According to Vernon-Feagans et al., children developing regulatory behaviors are concepts that encourage good learning in school. Working memory, suppression, EF skills, and attention skills which emerge from the interaction of early brain development and environmental experiences are thought to be predecessors' skills that enable later complex psychological regulation as children transition to formal education.

### **Early Intervention**

For young children with developmental delays or impairments, in order to achieve better prognosis and life quality, early intervention is essential (Graybill et al., 2016). Nevertheless, discrepancies perpetuate among low-income families with young children (Graybill et al., 2016). School quality is a distinct dimension of human investment from school quantity, and to the degree that the relationship between more education and health reflects a causal effect of human

capital on health production, school quality may alter the effects of education on health (Frisvold, 2011). Children's cognitive abilities may be enhanced by getting a better education (Frisvold, 2011). Children's cognitive skills and knowledge have been proven to account for a significant portion of education (Frisvold, 2011). The educational curriculum should be directed by the students' backgrounds, needs, and interests (Snyder, 2015). Because teachers in the school system do not have enough time to teach and reteach skills and lessons for mastery, other options should be considered (Snyder, 2015). According to Lahti et al. (2019), home-visiting programs are extremely diverse, with a wide range of program models and written curriculums. While the goals of home-visiting programs vary, the overarching goal is to improve long-term child development by positively impacting PSs (Lahti et al., 2019).

According to Black and Broadnax (2020), third grade reading proficiency increased by more than 60% in 2019, and one of the four schools they examined reduced discipline referrals from 600 to 700 per year to fewer than 450. Along with these results, Spartanburg's schools have experienced a cultural shift among teachers, who have embraced the use of data to understand progress and areas for improvement (Black & Broadnax, 2020). According to Sawyer and Sonnenschein (2018), the development of adolescents' writing begins long before they attend mainstream school and is a reliable predictor of their eventual academic success. Early reading development involves the contemporaneous and reciprocal growth in early written form and earlier-than-normal reading techniques (Sawyer & Sonnenschein, 2018). Writing is associated with several crucial early literacy competences, such as phonological awareness, letter recognition, and word recognition, since it provides an aggressive strategy for children to use and build a variety of reading competencies (Sawyer & Sonnenschein, 2018). The process of writing enhances children's grasp of letter-sound communications as their awareness of the alphabetical

framework increases through their participation in the process of segregating and encoding word sounds throughout their formative days (Sonnenschein & Sawyer, 2018). Martinez et al. (2007) reported that youths from authoritative families scored higher in three self-esteem dimensions—academic, social, and family—than did adolescents from authoritarian and permissive families. Fundamental mathematics concepts and skills are established in the primary years, and parents have a substantial impact in the mathematics learning of youth. In Brazil, according to Martinez et al. (2007), authoritative parenting is not associated with optimized self-esteem. Baranovich et al. (2019) stated that in addition to the influence of PSs on children’s educational development, there are parental attachments as well. PSs are the most important indicator of college students’ academic achievement (Masud et al., 2015).

### **The Importance of the Literature for My Study**

There is literature regarding influences of PSs on children’s and adolescents’ learning, behavior, life perspectives, values, standards, morals, academic success, and academic performance (Bratsch-Hines et al., 2013). However, little research has been done with poor children, AA children, or children living in rural areas (Bratsch-Hines et al., 2013). Parenting is one of the most influential factors shaping a child’s development (B. Lee & Brown Gavin, 2018). Parents are children’s first teachers, influencing their life paths from birth. This literature was vital to my study because it reveals and supports that PS is one of the most important and effective frameworks for training, development, and growth of children and adolescents (Zandiyeh et al., 2015), and PSs can influence their competence (B. Lee & Brown Gavin, 2018). This literature was also important to my study because it validated the construct that children’s readiness for school at kindergarten entry affects success or failure in school and beyond (Sabol et al., 2018). The literature also reflected that children’s successful social, emotional, intellectual,

and behavioral development depend on the degree to which their parents are actively involved in their lives. Furthermore, this literature reflected a research scarcity on how PSs affect children and adolescents' academic success and performance, specifically in AA families.

### **Summary**

This literature review revealed universal PS influences on children and adolescent's academic success. Authoritative, authoritarian, permissive, helicopter, and adaptive are the universal PSs that were mentioned in the literature review that influence students' academic achievement. Demandingness and responsiveness are the two central aspects of parental behavior. In addition to parenting and its effects on children and adolescents' academic success, low socioeconomic, racial–ethnic disparities, parental incarceration, and deployed military parents affect children's academic success. Research revealed the disparities in school readiness based on children's family backgrounds, particularly among racial–ethnic minority groups and AA children (Sabol et al., 2018). The purpose of the literature review was to depict worldwide PSs that affect children's academic success and reveal the absence and lack of research for PS effects in the AA culture.

The review of literature served to identify which PS AA parents display in the home most frequently that impacts the child's preschool preparation. In addition, the literature highlighted the disproportionate educational achievement AA students have as compared with their European American peers. The literature revealed how mainstream education has historically and currently served to dehumanize AA students (Givens, 2016). The literature also presented strategies that can be implemented in the school systems to help close the educational gap for minority groups, specifically AA students. Finally, the literature review highlighted disparities that have hampered AA children's preschool learning, as well as how poverty undermines

healthy development affecting cognitive and social-emotional skills (Bierman et al., 2017). Research that contains parenting and its influences on children and adolescents' academic success in AA students is needed.

Chapter Two also presented a discussion of the theories (constructivism, communication, integrating, and RFT) that were used to support this study. These theoretical frameworks helped establish the significance of understanding parents' role in children's development of interpersonal cognitive complexity and helped explain how children develop various communication strategies that are then employed in their interaction with their parents to contribute to the children's academic success and academic performance.

After all, parents are their children's primary teachers (Estlein, 2020). What is known is that the characteristics of all PSs vary between cultures (Masud et al., 2015). What is unknown is how the PSs of AA parents contribute to educational deficits which contribute to AA students' educational gaps. The methodology used for this investigation is discussed in Chapter Three. The context, the participants, data collection, the site, and the research questions are all described, and the researcher's role is clarified.



## **CHAPTER THREE: METHODS**

### **Overview**

This descriptive survey study was aimed to evaluate how PSs, children's home surroundings, and child care significantly impact and influence their development and academic achievement, particularly among AA pupils. The goal of this qualitative analysis was to collect data via thorough audio-recorded interviews to discover the influences of the PSs of AA parents and their impact on the educational success of their children and adolescents. The methodology, research topics, location, subjects, methods, and researcher's role are discussed in Chapter Three. The chapter also includes discussion of data collection, data analysis, trustworthiness, and ethical considerations. This study was conducted with the goal of discovering how PSs influence children's academic attainment as well as to present strategies for resolving the educational disparities and academic deficits by beginning with the parents then moving to the school system.

### **Research Design**

This study used a qualitative transcendental phenomenological approach to investigate individuals' lived experiences to learn their common interactions and the meaning they make of their experiences (Bliss, 2016). To answer the research questions, a descriptive study methodology was selected to investigate and gain deeper insights into the influences that PSs have on children and adolescents' academic success, particularly AA children. Quantitative research investigates the hypothesis, selects participants from a known population to measure the variables, and tests them statistically (Bloomfield & Fisher, 2019); while qualitative data are collected via interviews and extensive note-taking and are focused on individuals' lived experiences (Jackson, 2016). For this study, in-depth audio-recorded personal interviews were

conducted, and transcribed. Transcripts were sent to each participant for review to confirm information. Data were examined and interpreted to distinguish which PS each parent uses. Each in-depth interview was semistructured, which contained open-ended questions that were fluid and took shape as the interview unfolded. Each semistructured interview lasted between 30 and 40 minutes. The interviews were administered and recorded via Zoom meetings.

Participants for this study were selected from a local school comprised of parents with whom researcher had no connections or previous interactions. Participants were selected through purposeful and snowball sampling. In qualitative research, to identify and select individuals who have lived the phenomenon under investigation, researchers utilize a method called purposeful sampling (Palinkas et al., 2015). Utilizing this procedure (purposeful sampling), individuals need to be knowledgeable about the investigative content (Palinkas et al., 2015).

Children's lives, development, and educational success can be influenced by authoritarian, authoritative, permissiveness, adaptive, and helicopter PSs (Masud et al., 2015; Sherr et al., 2017). Parents have an extraordinary mission to rear children from infancy to adulthood. Even though research has been conducted on the above-mentioned PSs and their influences on children's behavior and academic success (Braza et al., 2015; Muhtadie et al., 2013; Odenweller et al., 2014; Schreiner, 2016), additional research is needed to determine how PSs influence youths' academic success, specifically, AA students.

### **Research Questions**

RQ1: What response is given that characterizes parents' relations with their children at home in relation to their academic achievement?

RQ2: Regarding scholastic performance, which PS do AA parents exhibit at home most frequently?

RQ3: What initiatives may be applied in school systems to help bridge the educational gap for children from minority groups, particularly AA pupils?

### **Setting**

The semistructured, in-depth, one-to-one interviews were administered via Zoom meetings to collect research data. The use of Zoom was chosen for this research because participants were located in different states from me. Participants were assured that every disclosure would be kept confidential. The researcher conducted Zoom meetings in a private secluded room to protect and ensure confidentiality of the participants' parent-child interactions. All meetings were audio-recorded and transcribed for data collection and analysis purposes. All data were saved in a secure location.

### **Participants**

The target population for this study was 10 AA parents. The number of participants and who is asked to participate are predicated on what the researcher wants to know (Cleary et al., 2014). Other determining factors for the number of participants include the motivation for the study, what is in question, how will it be valuable, and its reliability. To ensure the appropriate number of participants is suitable, the researcher has to employ careful thinking processes so the issue under study gains richness, complexity, and deep insights; while not including unnecessary data (Cleary et al., 2014). Not enough participants may jeopardize collecting sufficient data, and an excessive number of participants may generate needless data (Cleary et al., 2014). Participants were recruited via social media, purposeful sampling, snowball strategy, and the local school systems. Recruitment participants responded from different platforms, with three from social media, two from school systems, and five through snowball sampling. Interviews were conducted between September 2022 and December 2022. Each participant was interviewed

individually and compensated with a \$25 Amazon Gift Card via email upon completion of the study.

When a researcher recruits participants for a study, they focus on a specific population who have lived the experience of interest; this action is called sampling (Klem et al., 2022). In this study, I utilized a purposeful sampling procedure to recruit 10 AA participants for interviews. Purposeful sampling is commonly employed in qualitative research for identifying and selecting participants who are likely to provide substantial information (Palinkas et al., 2015). In order to investigate the phenomenon of interest for this study, a purposeful sampling was used. This meant finding and choosing people or groups of people who know a lot about or have experience with the topic of interest (Palinkas et al., 2015). Also, the obtainability and readiness of participants, as well as their capability to talk about and explain their experiences are extremely important (Palinkas et al., 2015). Accessibility and the inclination to participate were minimal for this study, creating the need to implement the snowball sampling approach (Palinkas et al., 2015), through which participants are asked to provide data to recruit others for participation in the research (Marcus et al., 2017).

In qualitative research, when participants are chosen based on how well they can authenticate clear logical reasoning and provide specific, related answers to the research questions, it is labeled as purposive sampling (Cleary et al., 2014). In this study, a demographic survey was utilized to determine participants' eligibility to partake in the interviews. The criteria for selection required participants to be (a) 18 years of age or older, (b) AA (not biracial), (c) a parent of at least one child (3 months to 18 years of age), and (d) have a low SES. The demographics survey also included gender identity, highest level of education completed, and marital status. Upon receiving approval to conduct the study from the Liberty University

Institutional Review Board (IRB; Appendix A), potential participants were given the demographic survey (Appendix B). The goal of a researcher is to administer a fair, unambiguous, and specific agreement with participants so that their decision to engage in an experiment is made willingly, deliberately, and rationally, with the principles of nonmaleficence, autonomy, and fidelity (Heppner et al., 2016). After signing the consent form (Appendix C), participants received a Parenting Style Questionnaire (PSQ) for each PS: Authoritative (Appendix D), Authoritarian (Appendix E), and Permissive (Appendix F); and an Adapted Alabama Parenting Questionnaire (APQ; Appendix G) via email.

Each participant completed a PSQ (Appendices D, E, or F) which afforded them the opportunity to rate how often they engaged in the different parenting practices. Scores ranged from 1 (*never*) to 5 (*always*) on a 5-point scale. At the end of each section, scores were added and the total divided by the number of questions in that section to find a calculated score for that category. The highest calculated score indicated each participant's preferred PS. Each participant also completed an APQ (Appendix G) which allowed each participant to scale their involvement, interaction, monitoring–supervision, and discipline with their child. The APQ uses a 5-point response format: 1 (*never*), 2 (*almost never*), 3 (*sometimes*), 4 (*often*), 5 (*always*).

Permission to utilize both the PSQ Scale and the APQ Scale has been authorized by the author (Appendices H and I). Test content may be reproduced and used for non-commercial research and educational purposes without seeking written permission. Distribution must be controlled, meaning only to the participants engaged in the research or enrolled in the educational activity. Any other type of reproduction or distribution of test content is not authorized without written permission from the author and publisher. Always include a credit

line that contains the source citation and copyright owner when writing about or using any test (Maguin et al., 2016; Saunders et al., 2012).

### **Procedures**

Upon IRB approval, I developed recruitment flyers (Appendix J) with a QR code embedded that would link potential participants to a screening–demographic survey (Appendix B). Local schools were emailed permission request letters (Appendix K) to secure permission for the researcher to conduct the study with parents. Upon receiving a written consent from both the superintendent and the school principal to conduct the study, I sent an email containing forms to recruit participants. A letter with an embedded screening–demographic survey link to click for eligibility was emailed to parents, inviting them to join the research group and take part in the study (Appendix L). After completion of the screening–demographic survey and eligibility was established, participants were emailed the informed consent form to explain the general nature of the study and to obtain their consent to participate (Jackson, 2016). The consent form addressed the purpose of the study, details about the study, benefits and risks involved in study participation, how personal information would be protected, compensation for participation, who to contact about the study, and how to withdraw if one chooses (Appendix C).

Upon receiving signed consent form, participants were contacted immediately with a follow-up telephone call to welcome and thank them for participating. This allowed for the initial meeting to be warm, but professional, setting the tone and atmosphere for a pleasant productive study. During the telephone call, a date and time for the interview was scheduled. Participants were emailed the PSQ, with 30 items scored on a 5-point scale: 1 (*never*), 2 (*rarely*), 3 (*sometimes*), 4 (*often*), and 5 (*always*; Saunders et al., 2012). Participants were also emailed an

Adapted APQ, Parent Global Report Version, comprising 27 items scored on a 5-point scale: 1 (*never*), 2 (*almost never*), 3 (*sometimes*), 4 (*often*), and 5 (*always*; Maguin et al., 2016).

During the interview, data about the interactions of the parents and their children were collected via note-taking and Zoom meeting recordings. The majority of the collected data were small and collected via extensive note-taking (Jackson, 2016). The analyses typically included reading through the notes taken to conceptualize PSs and how they influence their children and/or adolescents' academic achievements (Jackson, 2016). I looked at the data for patterns, and coded data by organizing it into conceptual categories in order to determine the PS and how that PS influenced the children's educational status. Rev.com was used to transcribe the interviews, then the transcripts were sent to participants for confirmation of interview content.

### **Role of the Researcher**

The kind of theoretical framework proposed for studies with any research approach must be justified (Sorsa et al., 2015). Since researchers have an effect on qualitative data they need to select how to align prior knowledge during the study because their background experiences can influence the study's focus, planning, interpretations and analysis, as well as the methods used to present the findings (Sorsa et al., 2015). The researcher's effect is very important to the quality of data because the analysis depends on the excellence of data collected during interviews which yields the analysis and the outcome of the study (Sorsa et al., 2015). During interviews, to prevent conflict, researchers have to decide how to situate themselves in becoming either listeners or cocreators of data (Sorsa et al., 2015).

The exchanges during a semistructured qualitative interview affect what can emerge, and as qualitative researchers are deeply involved in practical events such as which questions to pose next and the tone of voice to use, and in surprising, even unforeseen moments during interviews

they need to plan for different situations. It has been debated that the qualitative research interview can be manipulative because of a seemingly hierarchical relationship, with power distributed asymmetrically between interviewer and interviewee (Sorsa et al., 2015). In qualitative research, it is very difficult for researchers to be totally objective, but they are obligated to lay aside suppositions so that the true experiences of participants are replicated in the examination and reporting of the research (Ahern, 1999). Researchers are urged to use bracketing, a technique that entails temporarily removing themselves from their own perspectives and assumptions in order to better understand the perspectives of those whose lives they are studying (Gearing, 2004).

### **Data Collection**

Collecting relevant data is a crucial step in every research project. The study's conclusions can be explained by the information contained in the data (Williams, 2012). The facts and information of a qualitative study are the focal point because the material is encountered and analyzed to answer the research questions (Williams, 2012). To obtain a deeper understanding of qualitative research data, a well-established foundation and the usage of multiple sources are essential (Williams, 2012, p. 70). The grounded theory method (GTM) is a statistical approach to theory development that emphasizes empirical evidence over conjecture (Giles et al., 2016). For this phenomenological study, the researcher collected data that adequately recorded the lived experiences of the participants and paid thoughtful attention to the construction of data collecting procedures to ensure that the selected data suited the study's goal (Güven, 2018).

The obtained data centered on parents' descriptions of how they interact with their children in order to promote academic success and educational performances. I conducted



semistructured and unstructured interviews face-to-face via Zoom meetings lasting up to 1 hour. The interviews required data interpretation to determine each parent's PS and the influence of that style on their child(ren)'s academic progress. The data were utilized to design positive, parent-facing initiatives. Results of the research were written in a way to safeguard the identity of the participants using pseudonyms and slight changes in describing their location (Wilson, 2016). To obtain validity and ensure trustworthiness, data triangulation was applied.

Triangulation is the practice of joining several sets of data to draw conclusions about a topic (Wilson, 2016). Triangulation is used in qualitative research to verify findings by combining data from many sources testing for consistency (Wilson, 2016).

The three components of information used in this investigation were initially open-ended semistructured interviews with in-depth note-taking and recordings. To increase credibility of data, I conducted confirmation of meaning (member checking) with participants after verbatim transcripts are recorded and after the results were written up (Zhou & Yi, 2014). After the whole coding process of data was completed, a conformability audit was conducted (Zhou & Yi, 2014). Each participant received a transcript for confirmation. The second source of data collection technique was a literature review. The third source of data came from the implementation of a screening–demographic survey to collect constructs such as ethnicity, gender identity, SES, educational level, participants' age eligibility, child(ren)'s age ranges, relationship status, and contact information. A \$25 Amazon gift card was emailed to each respondent once the survey was completed.

### **Screening–Demographic Survey**

A screening/demographic survey (Appendix B) was utilized to determine participants' eligibility and secure additional information regarding the participants. The survey included

questions regarding participants' ethnicity, gender identity, SES, participants' age eligibility, relationship status, educational levels, and the child(ren)'s age ranges. Parenting behavior is deeply influenced by families' culture, which includes their race, age, gender, educational level, and SES (Gafoor & Kurukkan, 2014).

### **Interviews**

Semistructured interviews provide the opportunity for the researcher to ask questions needed to evaluate research questions and the space for interviewees to respond (Durdella, 2020). Semistructured interviews also provide the freedom to familiarize and flow with the questions according to the conversation content (Magnusson & Marecek, 2015). This research was qualitative, designed to describe and interpret a human phenomenon, PSs. The researcher conducted in-depth interviews which were appropriate to interview parents about their PSs in order to gain a richer understanding of the influences the parenting interactions have on students' academic success and academic performances. The one-to-one-interviews involved a desire to understand participants' lived experiences. An interview characteristically encompasses asking inquiries in a face-to-face manner, and it may be conducted anywhere, such as at the individual's home, at a restaurant, or via WebEx (Jackson, 2016). In this study, the researcher met with participants one-to-one over Zoom for partially structured interviews. Jackson (2016) stated, "Unstructured interviews contain data with spontaneous and open-ended questions" (p. 82). The interviews entailed data interpretation in order to extract each parent's PS and how that style impacts their child(ren)'s academic success.

The data were used to develop constructive strategies to present to parents. Questions 1 through 5 are relaxed encounters, designed to put the participant at ease by using accessible and informal language (Magnusson & Marecek, 2015). Questions 1 through 5 were intended to be

straightforward and nonthreatening to help develop rapport between the participants and the researcher (Magnusson & Marecek, 2015). The purpose of Questions 6–8 is to prompt participants to think about how much of their own worldview they bring to bear while looking at PSs (Magnusson & Marecek, 2015). Question 9 gave participants the opportunity to reflect on their worldview as compared to their parents. Questions 10 and 11 allowed participants to do some self-reflection and comparisons of PSs with different children. Questions 12–21 allowed a deeper look into parent–child interactions that would reveal a specific PS.

The researcher began each session by introducing herself and asking the respondents to do the same. Each participant gave a pseudonym to protect their identity. The researcher informed the participants that the interviews would be recorded and they would receive an email with the transcripts attached so they could verify the accuracy of the transcription. After the researcher stated the purpose for the study and thanked them for participating, the interviews began. The researcher took in-depth notes during interviews to help corroborate the data supplied by participants. After completing the interview questions, the researcher encouraged participants to add any other information they wanted to share. To ensure confidentiality, information provided by participants was collected and kept safe on a secure laptop.

### **Interview Questions**

1. Please introduce yourself.
2. I would like for you to share with me what a typical day is like with your child.
3. Of all the parenting styles you identified on your questionnaire, which would you say were the most significant (Magnusson & Marecek, 2015)?
4. Tell me what made these or this parenting style(s) significant to you (Magnusson & Marecek, 2015)?

5. Is there something else you would like to add about your parenting style that was not addressed in the questionnaire (Magnusson & Marecek, 2015)?
6. Would you please share an activity or activities that you have done or currently do with your children that has enriched/improved his/her educational achievement/educational growth? (This question provides for a time of reflection. [Magnusson & Marecek, 2015]).
7. Would you share with me some educational outings you have done with your child(ren)? (This question provides for a time of reflection. [Magnusson & Marecek, 2015])
8. Do you think the exposure was beneficial for his/her their educational welfare? If so, how? If not, why not (Magnusson & Marecek, 2015)? (Parent in the role as the expert.)
9. What have you observed or noticed in parenting your child(ren) that you have implemented or done that was similar to how your parent interacted with you while you were growing up?
10. Please describe how you participate and interact when helping your first child with his/her homework assignments. (This question invites the participant to think parental involvement and hopefully reveal more insight about parenting style that impacts child(ren) education success.)
11. For your second child's educational involvement (homework) did you do anything differently with him/her to help improve the educational gains? If so, what were some of the changes or additions you made? (This question will be asked to a parent with multiple children).

12. Would you share your expectations of your child(ren)'s academic success?
13. Would you share with me what are some disparities that have hindered your child's preschool learning?
14. What are some ways you would further enrich/extend your child(ren)'s academic success if the means were available?
15. Tell me what are some strategies you think the school system could implement to help close the educational gap for AA students?
16. What are some inequalities (if any) you have observed that your child(ren) has/have experienced in the school system?
17. Would you share with me, after you observed the inequalities in the school, what were your responses to your child(ren)?
18. Describe how you participate and interact when helping your child with his/her homework assignments. (Parent in role-playing contexts.)
19. What have you observed that you and your child(ren) have engaged in that seemed to have motivated his/her interest in learning?
20. We have covered a considerable amount of territory and I want you to know I really appreciate your time and input. Is there anything else you would like to share about your time and interactions with your child(ren)?

### **Data Analysis**

Analyzing, organizing, and disseminating collected data to arrive at some kind of explanation, comprehension, or interpretation of real-world events is what qualitative information analysis is all about (Williams, 2012). The qualitative data analysis portion of a study is vital because the information explained the findings of the study. Not analyzing the data

correctly could discredit the findings. For a number of disciplines, one of the most widely used qualitative research practices is the GTM (Giles et al., 2016). When a researcher utilizes the GTM, they implement an inductive model to develop a theoretical account of the overall dynamics of a topic while, at the same time, building and discovering empirical observations of the data (Urquhart et al., 2010).

The GTM is a research methodology used to construct practical theories through inductive and abductive data analyses, rather than hypothetical deductions (Giles et al., 2016) and to develop theory that is grounded in data systematically gathered and analyzed (Urquhart et al., 2010). Within the GTM, a constant comparative process is applied to analyze qualitative data from lived experiences (Williams, 2012). Grounded theory was useful in investigating the influences of African American PSs on the academic success of AA teenagers. The GTM was implemented within this qualitative research to conceptualize data, to construct inferencing with involvement of probable relationships. Data were manipulated and analyzed with constant comparison utilizing codes (initial, axial, and selective), categories, and concepts to form themes that arose in the interviews.

### **Trustworthiness**

The trustworthiness of a research study is vital to acceptance in the academic world and to conduct further research on the topic. In a qualitative investigation, the goal of trustworthiness is to support the argument that the investigation's findings are worth considering (Williams, 2012). The study's trustworthiness includes credibility, dependability, confirmability and transferability to enrich the study's reliability. Reliability is "broadly described as the dependability, consistency, and/or repeatability of a project's data collection, interpretation,

and/or analysis” (Morse, 2015, p. 1213). One definition of trustworthiness is the degree to which a second research conducted under same conditions would provide similar results (Morse, 2015).

### **Credibility**

Credibility is bolstered by in-depth involvement, extended observation, triangulation, peer debriefing, negative case analysis, referential adequacy, and participant checks (Morse, 2015). Credibility is how consistent the results are with the truth (Stahl & King, 2020).

Triangulation, in which the data are reproduced in a succession of tiny, different steps by separating the data and repeating the analysis, and using an exploratory approach, all contribute to the study's credibility (Morse, 2015). Data triangulation is a significant feature of the design of which the purpose is to provide an abundant, rich, and related description. Data with diverse sources enhance the credibility of a study (Smith, 2018). Credibility encompasses the desire to understand how findings share relationship with one another and be promoted through the process of triangulation (Stahl & King, 2020).

### **Dependability and Confirmability**

When a researcher employs a credible overlapping approach, they have dependability. An overlapping method is a triangulation in which the researcher establishes and institutes an inquiry audit trail to ensure confirmability and objectivity (Morse, 2015). Confirmability is clearly validated data analysis and the degree to which the outcomes can be achieved by others (Chung et al., 2020). A possible threat to dependability and confirmability is possible because objectivity is not humanly possible (Ahern, 1999). Because researchers cannot put things out of mind or forget their prior knowledge, the ability to set aside personal feelings is more reflexivity than objectivity (Ahern, 1999). This awareness is the consequence of an open study of the values and interests that may place constraints on scientific effort (Ahern, 1999). The ability to observe

one's behavior and motives requires time to reflect and a supportive environment to execute reflective skill (Ahern, 1999). Qualitative research that aims to comprehend and characterize people's daily lives must be rational, traceable, and recorded (Guyen, 2018).

### **Transferability**

Transferability (external validity, or generalizability) refers to a detailed account that is required for extrapolating the results to a different framework and/or set of people (Morse, 2015). This research includes accounts of the mechanical applications, with in-depth, thick explanations, and remarks concerning the study (Guyen, 2018). Transferability is defined as the capacity to transfer the conclusions of one instance without modification to another. Potential researchers may employ the provided approaches to obtain comparable findings (Guyen, 2018). The findings of this study were mapped, organized, and discussed in a manner for transferability.

### **Ethical Considerations**

Researchers are responsible for the welfare and protection of the participants from harm (Jackson, 2016). All data were kept safe on a password-protected device and stored in a locked cabinet (Cash, 2021). According to Liberty University's IRB requirements, the data will be erased after 3 years (Cash, 2021). The data are only accessible to the researcher.

The Belmont Report functions as the establishment for all IRBs and works to protect study participants in the most ethical way possible (Miracle, 2016). The Belmont Report's prime objective is to safeguard the liberties of everyone who takes part in or is a subject of research. The Belmont Report is also a guide for how research should be done in a moral way, encompassing three principles that further enriched the ethical issues. The first principle is respect for individuals, which means the participant has the right to choose whether or not they want to participate (Miracle, 2016). Participants for this study were emailed an informed consent



form to view and sign for participation. The second principle is benevolence which incorporates the principle of being kind. The third principle is justice, which demands equal treatment and fairness for all people (Miracle, 2016). The principle of justice endorses a sense of trust between the participant and the researcher (Miracle, 2016).

### **Summary**

Chapter Three offered an overview for the study and design approach of transcendent phenomenology. Phenomenology is the study of human personal involvements (Sloan & Bowe, 2014). The study was conducted to examine the influences of AA parent–child interactions in the home and how they influence their children’s academic success. The targeted population included 10 AA parents (not biracial), who were selected through a purposeful sampling technique of snowball sampling, and were interviewed via one-on-one Zoom meetings. Research questions that addressed the gap and the lived experiences of PSs were restated. There were two parenting questionnaires used to extract and collect information regarding the parents’ interactions with their children. The APQ included the scale, participation, supportive child-rearing, supervising, direction, and punishment. The PSQ included the three PSs (authoritative, authoritarian, and permissive). Each participant rated their engagement with their child(ren). The highest calculated score indicated the preferred PS utilized in the home. To establish the role of the researcher, the function of the researcher as a former elementary classroom educator was examined.

Reflexivity encompasses recognizing that researchers are a part of the social world which they study (Ahern, 1999). Trustworthiness, transferability, dependability, confirmability, credibility, ethical considerations—all of which govern the findings of qualitative research—were discussed.

In regard to ethical considerations, the Belmont Report was discussed as well, including the three major components: (a) respect for persons, (b) beneficence, and (c) justice (Miracle, 2016). Each participant's identity and responses were concealed. All personally identifiable information (i.e., participants' names, names of schools, stakeholders, and school districts) was kept confidential and participants chose pseudonyms in the writing of this manuscript (Miracle, 2016). Data were collected and analyzed using the GTM, which aided in the study's findings. Next, Chapter Four presents findings of the study and a framework of themes and subthemes extracted from the data.

## **CHAPTER FOUR: FINDINGS**

### **Overview**

This section provides a synopsis of the research findings and data acquired from AA members who were selected through a systematic purposeful sampling strategy. Presented in the first segment is an illustrative synopsis of the participants demographics and interview disclosures. Immediately following is each participant's PS expressed during individualized interviews that created frameworks for themes and subthemes. The demographic data for all participants, along with a narrative, followed by emerging research questions related themes.

This study was conducted to gain a richer understanding of the influences AA parenting interactions and PSs have on their students' academic success and academic performances. The minimal research conducted on African American PSs has suggested that AA children are academically behind their European American counterparts starting at the entry level of school, which indicates an educational gap. To close that educational gap, further research integrating the study of African American PSs influences on their children's academic success and academic performance is urgently needed. This portion of the research concludes with a brief overview of the results.

### **Participants**

This section provides a description of each participant. All 10 participants were AA and given the opportunity to choose a pseudonym to protect their identity during a recorded audio interview via Zoom. The participants were AA (not biracial), had child(ren) from ages of 3 months through 18 years. Each participant was 18 years of age or over with a total household income between \$20,000 and \$34,999. There was a total of 10 female participants from various

states, varied age groups, diverse educational levels, professions, and different relationship statuses. Table 1 shows the participants' demographic information.

**Table 1**

*Demographic Data of Participants*

Participant	Child(ren)'s ages	Educational level	Relationship status	Socioeconomic status	Profession
Ashley	3 years	College graduate	Married	\$20,000–\$34,999	Daycare worker
Katrice	14 years	College graduate	Single	\$20,000–\$34,999	Hairstylist
Angie	8 years	College graduate	Single	\$20,000–\$34,999	Former school teacher
Keshia	1, 9, 8, 4, & 11 years	High school graduate	Single	\$20,000–\$34,999	Daycare worker
Nicole	8 years & 15 months	High school graduate	Divorced	\$20,000–\$34,999	Hairstylist
Jeraldine	12 years	High school graduate	Single	\$20,000–\$34,999	Foster care mother
Bridgett	7 & 11 years	High school graduate	Single	\$20,000–\$34,999	Analyst
Brenda	17 & 18 years	High school graduate	Single	\$20,000–\$34,999	Bank teller
Octavia	9 years	College graduate	Divorced	\$20,000–\$34,999	Clinical operations
Anita	9 years	College graduate	Single	\$20,000–\$34,999	Commercial account manager

**Ashley**

At the time of the study, Ashley was the mother of one child who was 3 years of age. The most frequently displayed PS in Ashley's home was authoritative, with authoritarian and permissive following. Ashley actively engaged with her child academically, and incorporated learning the alphabet and counting in their everyday life by singing and utilizing manipulatives.

Even though Ashley's son was only 3 years old, she was developing autonomy within him by allowing him to choose from the menu when they have their mother-son dates.

### **Katrice**

At the time of the study, Katrice had one child (son) who was 14 years of age and she was coparenting with her son's father. Katrice's PS was authoritative and she was an active parent at her son's school. Katrice sits down with her child to finish his homework. Katrice's son was born prematurely, and he was retained in kindergarten because of behavior issues.

### **Angie**

At the time of the study, Angie is the parent of one child (daughter) who was 8 years of age. Angie's PS was authoritative and she used every day real-life events to teach her child. Angie preferred a combination of learning and teaching tools such as books and in-the-home practical items. Angie stated that she always created a balance for her daughter by incorporating education and sports, such as piano classes and swimming as well.

### **Keshia**

At the time of the study, Keshia was the parent of five children: an 11-year-old son, a 9-year-old daughter, an 8-year-old daughter, a 4-year-old son, and a 1-year old daughter. Keshia's PS was authoritative. Keshia was not as involved with her first son's preschool education. She utilized a televised educational show on the Oklahoma Educational Television Authority (OETA) that provides children's activities, children's games, and children's crafts. In contrast, even though she continues to allow her children to watch shows on OETA, Keshia was more hands-on with her younger children's preschool learning. To help initiate academic success, Keshia incorporated the magnetic alphabet letters and numbers for the children to manipulate. Keshia also stated that she had her children trace different shapes and words. At the time of the

study, most of her preschool interaction was with her 4-year-old son, who she said is really ready to learn.

### **Nicole**

At the time of the study, Nicole was a divorced parent of an 8-year-old daughter and a 15-month-old adopted son. Nicole's PS was authoritative. Nicole is a high school graduate and she was extremely involved with her children. She shared that she played games and did fun things with her children. She helped with her 8-year-old daughter's homework, attended school meetings, and drove her child to special activities. Nicole was teaching her daughter other languages, such as Spanish and French. Her daughter has learned how to give basic commands and count 1 through 10 in both Spanish and French.

### **Jeraldine**

At the time of the study, Jeraldine was a single foster-care adoptive parent of adult twins whom she raised starting at the age of 3, and was fostering a 12-year-old girl who was in sixth grade. Jeraldine worked in the foster grandmother program at the school her foster-care child attends. Jeraldine's PS was authoritative; she was very receptive to her child's emotions and wants and urges her youngster to open up to her about her emotions and difficulties. Jeraldine shared that when they are in the car going somewhere, she shares wisdom with her foster care child.

### **Bridgett**

At the time of the study, Bridgett was a single mother of two children: a 7-year-old daughter and an 11-year-old son. Bridgett was very warm and interpersonal with her children, "keeping it real" with them by engaging in actual events that happen in the world. Bridgett said she engaged in real-life conversations with her children for their protection and safety. Bridgett

shared that her fifth grade son did not have any homework because his teacher did not assign homework. Bridgett's second grade daughter, on the other hand, did have homework, with the majority of the work comprising math and sight words. Bridgett elaborated, "So, she needs more focus on the sight words. Math is a strong subject for her so I really don't have to give that one-on-one attention because it's automatic for her."

### **Brenda**

At the time of the study, Brenda, a high school graduate, was a single mother of two children: a 17-year-old high school senior (son) and a daughter who had recently graduated high school and was working and aspiring to attend cosmetology school. Brenda's primary PS was authoritative, followed by permissive and authoritarian PSs. According to Brenda, she was responsive to her children's feelings and needs and encouraged them to speak their minds freely, even if they disagreed with her. Brenda also provided comfort and understanding when her children are upset. All of these qualities are prevalent in the authoritative PS.

### **Octavia**

At the time of the study, Octavia, a college graduate, was a divorced mother of one 9-year-old son. Octavia was very responsive to her son's needs and endeavored to raise him with good management and wise decision-making skills. Octavia's every interaction with her son was geared to build self-sufficiency and Godly wisdom. She endeavored to assure her son that he is amazing and good enough and has purpose in life. On a daily basis, prior to heading out to school, they did affirmations together, which sets the tone for the day. Octavia tried to set high educational standards and reflect that education is of the essence by going back to school for a higher academic degree.

## **Anita**

At the time of the study, Anita was a college graduate, single, never-married mother of a 9-year-old daughter in fourth grade. Anita engaged in conversation with her daughter, expressing authentic life experiences that she possibly may encounter during her lifetime. Anita utilized the authoritative PS with her daughter. The influence of authoritative PS can be seen in her communication times with her daughter: Anita explained to her daughter how she felt about her behavior and encouraged her to talk about her feelings and problems. Anita also provided expectations for her daughter and explained the reasons behind the expectations.

## **Results**

In the “Theme Development” and “Research Question Results” sections, the outcomes from the participants’ actual PS experiences are shared. Topics were generated using a GTM which consisted of a systematic inductive framework analysis process to construct emergent themes. To develop themes and subthemes from participants’ PSs and the interactions with their children and adolescents, the data were inductively, interactively, and iteratively manipulated. The participants’ accounts were constantly compared to develop a theory. From the collected data, five themes and six subthemes were derived and developed.

### **Theme Development**

The framework for developing themes in this research study was the GTM, which consists of three main stages: initial coding, focused coding, and theoretical coding. Initial coding is actively engaging with the data conducting line-by-line coding looking for implicit and explicit meanings to assign labels to the significant portions of the data. Focused coding is selecting relevant or dominant themes and determining their connections. Theoretical coding is creating connections between categories relating them to the data. The first step in data analysis



was to review literature research findings concerning the influences of PSs on AA children and adolescents' academic success.

Next, participants recruited from a purposeful and snowball sampling engaged in individualized recorded interviews. Succeeding the interviews, transcriptions of each recorded interview were completed. Transcripts were examined by the researcher utilizing the GTM to formulate connections. I observed, compared, and inductively color-coded themes from the data. The data included two PS questionnaires and recorded interviews with extensive notetaking. An overview of each step is interconnected as education success is a building process; a triune that includes the parent, the student, and the teacher. The findings revealed five overarching themes and six supplementary ones. A synopsis of these themes and sub-themes is displayed in Table 2.

**Table 2**

*Themes and Subthemes*

Theme	Subtheme
Autonomy	
Literacy builder	Parental involvement
Literacy enrichment	
Generational parenting similarities and differences	
Parental academic quality time	Academics
School quality	Favorable programs
	Ample one-on-one instructional time

***Autonomy***

Autonomy is richly embedded in the authoritative PS, and denotes the ability to make informed uncoerced decisions. An authoritative PS is linked with many desired and positive outcomes producing good academic success in children and adolescents. Desired outcomes such

as independent, purposive behavior and high achievement are evident within the authoritative PS functioning both demanding and warm. These parents are willing to defend the family rules and promote self-governing interactions. Within the family, authoritative parents are willing to talk and engage in some give-and-receive conversations (Kang & Guo, 2022). High levels of self-esteem developing autonomy and resilience. Authoritative parenting involves high responsiveness and high control.

Each parent in this study allowed their child(ren) autonomy, whether it was in the areas of academics, socializing, or sports. Ashley reflected on her interactions in building autonomy within her 3-year old in a restaurant:

I show him the menu and he'll pick from what he likes. And I'll show him how to use the fork and spoon, even though he's 3. But it is always good to teach children while they're little, so they can learn while growing.

Nicole stated, "I let her pick her outfit for school so she has some form of independence, get her backpack ready, get Junior ready, eat breakfast and then we go." Anita responded, "I allow my daughter to choose certain items she loves to wear with her outfits, but I'm still there overseeing, making sure everything matches." Bridgett allows her children to choose their clothing, movies to watch, and occasionally choose their food.

### ***Literacy Builder and Literacy Enrichment***

Literacy is the ability to read and write. Because a parent is a child's first teacher, they have the opportunity to impact their child(ren)'s academic success. The parent has the opportunity and responsibility to develop their child(ren)'s reading and writing skills at an early age. The parent can provide and integrate fun, as well as intuitive, interactive games and manipulatives to enrich and build literacy at home prior to their child starting school.

The participants were asked, “Is there anything academically you do with your child prior to attending school?” Nicole responded, “Affirmation and singing. So, we’ll sing, when she was in kindergarten, ABCs [and] 1, 2, 3s. We count in different languages so that she just could get familiar with the school setting.” Angie replied, “I bought a lot of books before my baby girl was born and while pregnant with her I read to her. Ever since birth I have read to her every night.” Angie shared that she has her daughter do picture reading and then give her own interpretation of the story. Angie also disclosed that she sang to her daughter while in her belly. Keshia explained,

Well, I can say it’s different, now with my older children. I remember when my 11-year-old, when he was around that age, like 1, 2, 3, I would have him watch a lot of like OETA, because they have a lot of educational programs on there. Back then, I wasn’t as hands-on as I am now, with the younger children that I have now. When my 11-year-old was younger, I would do OETA. We would do a few things, but not much at all. We would do zoo trips, outings, and stuff like that, but I wasn’t really doing any hands-on learning with him. My two girls in the middle, I think I was a little more hands-on, but OETA was still a really big thing with them as well. But now, I have a 4-year-old and a 1-year-old. Now they have Gracie’s Corner, and I do that, but then I also do fridge things, like letters and numbers on the refrigerator with them.

Katrice disclosed that she ensures that her son, who has focusing issues when doing his schoolwork, maintains a cohesive routine. She stated that she tells her son, “Every day you go to bed at a certain time, you wake up at this time you get your breakfast.” Katrice interjected, “Of course, we say our prayers.” Katrice also tells her son, “You can’t do anything before the homework is done, I mean you cannot go outside before your homework is done.”

To help build literacy, Jeraldine takes her foster-care daughter to buy books because buying books, buying clothes, and going shopping to buy other things for her daughter helps her daughter to feel better about herself. Jeraldine also helps her daughter with anything that is a problem for her. Jeraldine added,

Just going through daily routines, encouraging her and talking to her about the importance of cleanliness with her body, the importance of doing her classwork help build and ignite literacy because nowadays, since COVID, there is hardly any homework being sent home. They do it all as classwork and they do it on the computer.

I encourage her to do her best to make good grades and finish her homework assignments in class, and whatever free time that she has to utilize it while she's at school.

To help build literacy, Anita tries to give her daughter different educational exposures. She explained that they used to live across the from a library and she would take her daughter to it occasionally and allow her to check out a book of her choice. Anita reminisced about the days living in a townhouse when her daughter was preschool age and how her daughter would walk up the stairs saying the letters in the alphabet.

**Subtheme: Parental Involvement.** Participants also responded to the question, “Would you please share an activity or activities that you’ve done or currently do with your child that has enriched or improved his/her educational achievement?” Parental involvement was a daily framework for establishing literacy enrichment. Nicole shared that she and her daughter used to do different activities at home, “like how to build a volcano, what happens when you put baking soda into vinegar, stuff like that. And then we’ll go to the museum, learn about different body parts.”

Angie replied,

Okay. Strange that you asked that question because it's just this week I was showing her what we did when she was just like 2-years-old. Basically, I was a teacher, so I have some teaching skills and I would use everyday materials that we use in the kitchen, like lentils and macaroni. I would cut out the rooster from a Kellogg's box and integrate it in the activity signifying that the letter "R" begins the word rooster and "S" for snake. The picture and letter recognition are done to help her remember beginning sounds. I remember doing an "S" with some brown lentil peas and we did a lot of reinforcement. She started spelling her name at 2-years-old. I would drill her because that was my learning standard in school. We did some of that where teachers just would add things just to sharpen your memory and basically reiterate things for memory so that I can reinforce these things that I wanted her to know at her age group.

Octavia stated,

I used to be the director of art for Boys and Girls Club, and when COVID hit, of course, they closed down, but we still do a lot of those activities at home to help boost communication and understanding and things like that, so when he goes to school, he is taking some of the lessons that I've taught him and he's helping the kids at school with that stuff as well, so that just lets me know that he's paying attention and he's learning the things that I actually try to teach him, whether it be something pertaining to a science project that we did or a history lesson that we did, he's able to take that back and teach other kids even about it.

Brenda's two children were born 10 months apart. Her daughter was born prematurely and had to receive physical therapy to learn to crawl and walk. She also had to receive speech

therapy to learn to use her words instead of screaming. Brenda was very supportive and involved helping her daughter learn how to talk, which caused her to be present at the school frequently.

Jeraldine shared that her foster-care sixth grader is fluent in reading and, sometimes as a fun academic activity, she would have her foster daughter read to her. Jeraldine stated,

Basically, my daughter can read independently and reads different things. . . . The thing is, I sit in the kitchen with her [the sixth grader] while she is cooking and show her how to do different things. . . . A whole lot of it, she knows how to do on her own, but I'm just there to make sure that everything goes smoothly in the kitchen.”

Her reading standards are really, really well, but I've had her to read different things to me and her reading is good.

In 2021, Keshia homeschooled her children. During that time of homeschooling, Keshia purchased grade-level workbooks for the children. Although at the time of the study, her children were back in the classroom, Keshia was using the workbooks left from homeschooling as homework. Occasionally, her children would go online and use GoNoodle, an online learning curriculum-type website. According to Keshia, “They like to do things like that, too. And reading. They love reading. They really love reading!”

At the time of the study, Ashley's son was 3 years of age and learning his environment, both socially and academically. Ashley was implementing the strategy of repetition with her son until he grasped the skill or the lesson taught. Ashley incorporated play to enhance her son's literacy. Ashley added, “I have the alphabet puzzles, the numbers puzzles and I also have books. Yeah, I have books and stuff.” Anita reads weekly with her daughter. Bridgett read books and asks her children questions during and after reading to check for comprehension.

### *Generational Parenting Differences and Similarities*

A generation ago, children had to do as they were told without any questions asked. If a child was brave enough to inquire about certain issues, the answer would most likely be, “Because I told you.” A generation ago, the most prevalent PS in the home was authoritarian coupled with minimal emotional connection, warmth, and positive responsiveness. This research study revealed that the present generation of parents are implementing parent–child interaction differently than did the preceding generation. The preceding generation parenting dynamics were remarkably different from the current generation parenting.

Historically speaking, many parents were disconnected and emotionally detached in numerous aspects of their children’s lives. AA parents in previous generations did not allow their children to ask why or question their authority about anything. The participants were asked, “What have you observed or noticed in parenting your child that you have implemented or done that was similar to how your parent interacted with you while you were growing up?”

Ashley noted that her parents always told her what they wanted and what they did not want her to do because that was what they wanted. So, she wanted to change that behavior and do the opposite by giving her son a choice to choose, but still with guidance:

I’m going to correct him if what he chooses is wrong and I’m going to tell him why it’s the wrong choice. I don’t want to force him to do something I want, that he doesn’t want to do because he’s not going to enjoy it.

Octavia discussed how her parents withheld her from the opportunities to know the “whys” of life to the extent that it hindered her as an adult:

I think that’s what hindered me when I became an adult is the fact that I was so protected that when it came time for me to go out and make my own decisions, I did not know how

and I did not know how to approach a lot of things, because I was never able to grow up in that area, and so I want him to be comfortable enough to be able to approach stuff and not feel like he's offending anybody by wanting some understandings of what it is.

Octavia is rearing her son somewhat differently from the way her parents reared her:

I don't shield him from anything. I want him to understand things that are out there, but I want him to be able to have me there to explain to him, "This is what this is. This might not be right or it might be the right way, but ..." I can explain to him why. I'd rather him get those explanations for secular things and just anything, because there's a lot that goes on, even outside of my home, outside of school, that a lot of times aren't really explained.

She shared that she takes it upon herself to explain to him the whys:

He knows if he doesn't understand something he can ask about it and I will explain it to him, letting him know what's right and what's wrong.

Octavia tries to keep the communication line open with her son because when she was growing up, she did not have that chance to be open and learn things like that: "I always made assumptions about things that we learned from each other at school."

Katrice reflected on her parent's engagement with her when she was a little girl. As she was discussing what she requires her son to do before he goes outside to play or engage in any electronic device activities, she reflected on how her parents' requirements for her before she could do anything. Her questions to her son were practically the same questions her parents asked her when she wanted to play: "Did you wash your face, did you put clothes on? Did you get yourself together? Did you do what you're supposed to do, before you could ask me to go anywhere? That's required to do anything, to do anything." She stated, "That's how my parents did me, so that's instilled in me. That's required. Before you could go anywhere, is my house



cleaned right?” The children were expected and required to read and do their homework even if they did not see their parents reading. Katrice continued the same expectation and requirement with her son.

Nicole disclosed that the TV pretty much raised her: “It was just sit down, watch TV, and that was it.” Nicole also shared that she was a foster-care child and she is raising a foster-care child. Nicole is a very hands-on parent, but during her child-rearing, there was no hands-on attention. Angie, who is very active and attentive in her daughter’s academics, declared that her mother probably helped her once with her homework because possibly her mother felt confident that she could work independently.

Now it is different with my child because I would expect that she would do the same thing, but she doesn’t. She’s a totally different human being. And sometimes I have to remind myself of that because whereas I would go and finish my homework so that I can play at afternoons, she wouldn’t. My daughter is a one-on-one type of person. So, I think when she started the school system, there’s still a gap with her because even though I do the extra, I help her at home, I send her to Sylvan during the summer; she did summer school just last year because I realized that her performance is not where it should be.

When Anita was asked, “What have you observed or noticed in parenting your child that you have implemented or done that was similar to how your parent interacted with you while you were growing up?” Anita responded,

So, my parents are two complete opposites, and as I’ve grown older, I am the exact mesh of them. And I try not to be so much like my mom, but I am. And sometimes I just can’t help it. So, my mom’s parenting style with me was, she didn’t believe in whoopings, but she was a curser and a fusser. So, she really didn’t punish me. I didn’t really get in

trouble per se, with her. Everything kind of rolled off of her. But certain things she would blow up about and I'm like, "Wow." To me it was not on any major, but I was a kid also, so I did not think about it the same way she did, and she wasn't affectionate at all.

So, one of the things I do with my daughter is, I hug on her, I kiss on her. Because now when I hug my mom, it's kind of weird, because I'm like, "We've never hugged, don't do that." But I don't want my daughter to feel like she can't hug me, or like, "We didn't grow up hugging, so why are you doing this?" So that's how I try to be different from my mom, in that way. One of the things I have taken on from her is the cussing and fussing, but I try not to. I really try not to. But I don't know, it's just something in me that just goes and I just see red. But the part of my dad that I do have is, he's more of a talker and a, "Let's get to the understanding. Let's explain. Let's talk this out." And, "I'm going to whoop you, but I'm going to tell you why I whooped you, because I love you." And I hated that growing up. I hated the talks. I'm like, "Just whoop me, I don't want to talk." But now I see myself doing that with my daughter like, "I'm going to explain to you why you're in trouble and we're going to have to talk it out. And I'm going to whoop you, but just still know I love you. And I'm going to give you a hug afterwards." So that's where it differs. And I know she's probably like, "Oh my gosh, are you happy or are you mad?" Because I'll talk to you and then I'll yell at you at the same time. But that's just me. And I don't know, I have my mom and my dad in me, and I don't know what to do with it.

### ***Parental Academic Quality Time***

Octavia began working toward her son's academic success prior to entering the school system. She shared that it was a lot of hands-on flashcards and books that they read every day. In the morning, when she brushed his hair and washed his face, they would sing the ABCs. She

said, “I would have a timer on his table, and so that’s how he learned his numbers, because he would watch the timer. It entertained him and we just worked with it.” Octavia also had work books with pictures and stickers that motivated her son’s interest and learning. Her sister made her son little books of his favorite things and worked it into forming sentences. Octavia continued to share that her son did Leapfrog as well, so that gave him some type of interaction.

Nicole participates in different activities with her daughter and says she interacts with her child as often as possible. Angie added,

“I’m totally involved. I’m involved. My daughter was sick Tuesday and Wednesday. And we were still doing work, catching up, because what would take 20 minutes for somebody . . . we went through a passage that she got a low grade on and the teacher gave her a chance to redo it. And my thing is . . . my strategy might be different from the teacher, but how I learned it, you read a passage twice. The first time you read it, you’re getting familiar with it, and the second time you really understand what you read. And because she paused so much and gets so distracted, I let her do it that way. And it took us 2 hours.

To cultivate literacy and have quality academic time with her children, Keshia does library trips and other educational outings, such as the zoo and museum. The children track how many books they read, and how many hours they read. In response to quality academic time with child, Katrice shared that she sits down with her son to do his homework because if not, he is distracted, so she sits with him until he is finished. Bridgett used games such UNO to help develop her child academically. The UNO game provides learning the colors, matching the colors, identifying numbers. Bridgett and her children enjoy playing a card game called I Declare War. The I Declare War game teaches numerical greater-than and less-than skills.

**Reading.** Brenda worked at night and was unable to engage in much instructional time with her children, so she relied heavily on her father to interact academically with them. Octavia felt that her son is inspired and encouraged to read when he sees her reading and doing her homework for school. Octavia shared that she discovered her son liked Hot Wheel cars and used that discovery to motivate him to read. His classroom teacher bought in on the deal as well and used the Hot Wheel cars to teach him addition and subtraction. Ashley worked on word recognition and comprehension with her 3-year-old son. To increase reading fluency and reading confidence in her third-grade daughter, Angie takes her to a local reading facility that offers a reading program to help build fundamental skills to increase academic success.

Keshia proclaimed,

I have my 4-year-old trace different shapes, colors, words, and things like that. My 1-year-old, I haven't done too much with her. But my 4-year-old, he's really ready to learn and I find myself doing a lot of arts and crafts with them now. That's something we all can do together, all of my kids and myself. So, we do a lot of arts and crafts, and I guess that ties in with academics, too.

Ashley practiced word recognition and comprehension checks with her son. Bridgett, prior to her son and daughter entering school, did sight word flashcards with them to enhance their reading ability.

**Math.** Jeraldine shared that her sixth-grade daughter is pretty good in math: "Some math problems I don't understand, but I do my best." Angie reminisced about their Caribbean life detailing a clothesline experience. She shared she would have her daughter count the clothes pins while she hung the clothes on the clothesline. Integrating the counting of the clothes pins

provided some math skills for her daughter at an early age. Anita teaches her daughter multiplication facts and how to count money.

**Science.** Jeraldine also stated,

There is some, like science, sometimes she has a little bit of problem with science and I encourage her to talk to her teacher, social studies and things like that. I encourage her to talk to her teacher about it because a whole lot of that stuff I don't understand.

Bridgett takes her son to the science center to build onto his science experiences.

### ***School Quality***

**Favorable Programs for AA Students.** Participants were in favor of programs that would enhance the AA students' academic success by providing funding to incorporate curriculum and instructional activities that teach about little boys and girls that look like them.

**Ample One-on-One Instructional Time.** Keshia stated, "Since I have homeschooled my children, I realize that what teachers do with the students in the classroom is a lot and I know it's a lot in the classroom, but I think some kids really need one-on-one time." Keshia explained that not every child learns the same and they need something that is specialized for them:

Because every kid does not learn the same. Every method doesn't work with every child.

Some kids, they might learn better when they're moving around. I feel like it's always that one kid that's always moving around, and doing a lot of moving, but that might be how that child learns.

Angie stated that her third-grade student will soon begin some individualized instructional time with her teacher, and that the individualized instruction should have begun earlier. In contrast, Brenda's two children do not need one-on-one instructional time. They are academically engaged with the STEM program and they are both in the gifted and talented program at school.

### **Research Question Responses**

The answers to the research questions that guided the study are provided here, making use of the themes and subthemes from the data analysis. The following three research questions framed the study:

RQ1: What response is given that characterizes parents' relations with their children at home in relation to their academic achievement?

RQ2: Regarding scholastic performance, which PS do AA parents exhibit at home most frequently?

RQ3: What initiatives may be applied in school systems to help bridge the educational gap for children from minority groups, particularly AA pupils?

Table 3 shows the research questions with the corresponding themes and subthemes.

**Table 3**

*RQ Responses With Themes and Subthemes*

RQ	Theme	Subtheme
RQ1: What response is given that characterizes parents' relations with their children at home in relation to their academic achievement?	Autonomy Literacy builder Literacy enrichment	Parental involvement
RQ2: Regarding scholastic performance, which PS do AA parents exhibit at home most frequently?	Generational parenting similarities & differences Parental academic quality time	Academics (reading, math, science)
RQ3: What initiatives may be applied in school systems to help bridge the educational gap for children from minority groups, particularly AA pupils?	School quality	Favorable programs Ample one-to-one instructional time

**RQ1**

RQ1: What response is given that characterizes parents' relations with their children at home in relation to their academic achievement?

All of the participants revealed their interactions with their children at home before school, during school hours, and after school. Even though some experienced challenging moments (single parent home, low SES) in their lives, these parents remained strong to ensure their children received the best education possible. They utilized the educational resources around them to build literacy. For example, Angie visits the local library:

I have a lot of books and we go to the public library. She's a member there and sometimes I get books. We exchange books. We just had a book exchange with the

public library recently, a book swap. Recently, they had someone who was launching their book and I took her because I wanted to get the awareness. She loves it. When she gets into it. . . . Like she loves comics and I'm pacing myself with her, with focusing on what she likes. She loves comics because I think comics, they make her laugh and there's a transition between the lower level elementary books with the pictures as opposed to the chapter books, which she should be at. She does read chapter books, but I think she gets distracted because there's nothing visual for her. I think she's more of a visual learner.

Ashley intermittently reads with her son:

I try to read at least twice a week. When I read, I always put my fingers on the words.

And then, after I read that page I ask him, "Oh, who is this in the picture? What are they doing?" And he'll tell me what they're doing."

Octavia visits museums and aquariums where her son learns the actual names of the animals and or trees. Because her son loves history, they visit history museums. Octavia shared that they have visited several museums (e.g., the civil rights museum).

Nicole explained,

I'm trying a game . . . like we learned how to count money and then, if you make it fun and also educational, I think she'll grasp the idea a little bit faster. And then whenever we go to the store, I make her count back her change or count her allowance. "Okay, you're going to buy this. This is this much; how much are you supposed to give her [the clerk]? Okay, you got to round up." I make everything fun. And she's also working for her money, so she's learning it pretty quickly."

Keshia interacted with her child on a daily basis to help with academic success. She incorporated tactile manipulatives for her children to engage with for learning. Each theme



(autonomy, literacy builder/literacy enrichment, generational parenting, quality academic time, school quality) can be seen with each parent. Each subtheme (parental involvement, academics [reading, math, science], favorable programs for AA students, ample one-to-one instructional time) can be seen in every parental interaction regarding education success.

## **RQ2**

RQ2: Regarding scholastic performance, which PS do AA parents exhibit at home most frequently?

This research study revealed authoritative PS is the usual PS used in the AA homes, followed by permissive parenting and authoritarian PSs. Authoritarian PS includes parents who are controlling, strict, and unwilling to explain the rationale behind their demands. Authoritarian parents are less warm and it is mandatory that their children are absolutely obedient to their parents' demands and commands (Kang & Guo, 2022). Permissive parenting style includes laissez-faire and noncontrolling features and engagements with one's children (Kang & Guo, 2022). Within permissive parenting style households, children have almost complete control over their lives; the parents make few rules, and there is high responsiveness and low control (Kang & Guo, 2022).

An overview of the ranking order of each PS participants displayed in the home is presented in Table 4.

**Table 4**

*Parenting Styles*

Participant	Most frequently used	Second most frequently used	Least frequently used
Ashley	Authoritative	Authoritarian	Permissive
Katrice	Authoritative	Authoritarian	Permissive
Angie	Authoritative	Permissive	Authoritarian
Keshia	Authoritative	Authoritarian	Permissive
Nicole	Authoritative	Permissive	Authoritarian
Jeraldine	Authoritative	Authoritarian	Permissive
Bridgett	Authoritative	Permissive	Authoritarian
Brenda	Authoritative	Permissive	Authoritarian
Octavia	Authoritative	Permissive	Authoritarian
Anita	Authoritative	Authoritarian	Permissive

Both extrinsic motivational orientation and academic performance may be jeopardized by authoritarian and permissive PSs (Kang & Guo, 2022). Low responsiveness and high control authoritarian parents are structured, and demand obedience and conformity (Kang & Guo, 2022). They create and implement clear, strong, and firm expectations for their children (Kang & Guo, 2022). Authoritative parenting style was the most frequently displayed parenting style in all 10 participants' homes. Permissive parenting style was revealed as the second most frequently implemented parenting style in four participants' homes. Authoritarian parenting style was observed as the third most frequently utilized in four participants' homes. These participants PSs have evolved and transitioned from generation past PSs. A generation ago, authoritarian PS was the most frequently displayed parenting style in AA homes.

This research study reflected a reversal in the most frequently displayed parenting style in AA homes. The most frequently implemented PS in AA homes, according to this study, is authoritative. As an authoritative parent, Ashley explains to her child how she feels about his good or bad behavior and encourages him to talk about his feelings and problems. She has expectations and explains the reasons behind her expectations. Katrice is an authoritative parent who provides comfort and understanding when her child is upset and compliments him when he does well. Angie is an authoritative parent who allows her child to freely speak her mind even if she disagrees with her. Keshia is an authoritative parent who takes her children's wishes into consideration before she asks them to do something.

Nicole is an authoritative parent who encourages her daughter to talk about her feelings and problems. Jeraldine is an authoritative parent who is responsive to her child's feelings and needs. Bridgett is an authoritative parent who teaches her son with real life examples for real-life lessons. She feels that is better that she teaches her children factual life principles than for them to learn it from someone else who may not teach the whole truth. Bridgett strongly feels that the history books are incorrect and fictitious about the world history as it pertains to AAs. She stated that even though in the history books Christopher Columbus discovered America that he actually did not. Brenda is an authoritative parent who treats her children as equal members of the family. Octavia is an authoritative parent who compliments her child and believes loving one's child infinitely affects their learning experiences. Octavia also believes in extending grace to one's child just as God gives everyone grace. Anita is an authoritative parent who respects her child's opinion and encourages her daughter to express herself, and considers her child's preferences when she is making plans for the family.

**RQ3**

RQ3: What initiatives may be applied in school systems to help bridge the educational gap for children from minority groups, particularly AA pupils?

Research has shown that AA students are almost a year behind European American students. The educational gap must be closed. Octavia disclosed that she thought an AA male teacher would make a big difference in the school. She shared that the AA male could relate to AA boys because AA men are more observant of the things that most women do not see. They would be able to play off of other things and give feedback to the parents and, a lot of times, the parents would be more receptive, because it is coming from a male. According to Octavia,

He sees this in my child that I'm not able to see. Let's explore that. . . . A lot of times there are homes that either don't have a father in the home or the father works a lot and he's not necessarily involved in the learning, per se, or he's not really on. . . . He might be physically there, but he might not have the educational level to help educate his children.

Having a Black man in the school is kind of like a protection that a lot of our kids don't get to experience. It is something about a man's interactions with kids, especially Black men. He looks like us, he understands the child when he talks and he does not take an offense to the little things the child says like the White female teacher.

The AA male teacher was raised in the similar environments as the AA students; therefore, the communication and relationship are different and more fluid than with the White teachers.

Bridgett strongly disagrees with standardized testing at the end of the year. She questioned, "How can a child pass and make good grades all year long and then at the end of the year fail a test?" She questioned the validity and the credibility for the testing and its results. The

results yield that some students, especially AA students, are invited to attend summer school because they failed the standardized test.

Jeraldine felt that the schools are disproportionate toward AA students and it is like everything is built to cut the AA students out:

Parents have to demand what we want. When you see it's not right, you, the parent, has to step up and you have to be involved first going to the school and seeing what's going on with them. Because the kids are not going to want you there, but you have to push your way in and demand certain things, especially if you see other kids getting them there, getting those things that are a different race. You have to go in with your focus with the demand. I want my child to have this program. I want my child to be involved in this.

Nicole was displeased with the school system because the school did not endeavor to meet her child at the academic level she was upon entering the school in kindergarten. Nicole's daughter was more advanced than the kindergarten class was offering at that time. She had taught her daughter kindergarten basic curriculum at home. The school did not offer any academic instructional time to help her child advance to the next level.

Keshia offered that the school systems should realize every child is different, their culture is different, their learning style is different, their home environment is different and subsequently address each need accordingly so every child can be successful in their space. Angie observed that there were no resources to help her child, especially in first grade. Angie suggested that the teacher is an essential component in a young person's educational success, but was devastated because there was no teacher who knew how to efficiently work with her daughter. Angie explained that to help close the gap, there needs to be a more efficient instructional plan

integrated into the curriculum. A reevaluation of how reading time is done and identify students' needs and incorporate a one-on-one system for students who experience learning differences. To help close the educational gap, Brenda suggested more funding for curriculum that is AA-inclusive. Brenda also shared the thought of school systems hiring more AA teachers. Anita stated,

I would like more teachers of color to work in the school system because they will understand the little AA students more. For example, if an AA girl doesn't have her hair done or something, I think they would be more comforting."

### **Summary**

This chapter included a discussion of the findings of African American PSs influence on their children's academic success and academic performance. In this study, there were 10 participants who shared their lived experiences of parent-child relationships and parent-child interactions via audio-recorded Zoom meetings. Unstructured open-ended interview questions were implemented to obtain participants' responses. Data were collected, analyzed, and organized and the results were presented in the "Theme Development" section. The following research questions directed the pursuit of the research study. RQ1, "What response is given that characterizes parents' relations with their children at home in relation to their academic achievement?" generated the themes of autonomy, literacy builder, and literacy enrichment. RQ2, "Regarding scholastic performance, which PS do AA parents exhibit at home most frequently?" generated the themes of generational parenting similarities and differences and parental involvement. RQ3, "What initiatives may be applied in school systems to help bridge the educational gap for children from minority groups, particularly AA pupils?" generated the

theme of school quality. Chapter Five is a summary of the findings and implications, a presentation of delimitations, limitations, a Christian worldview, and proposals for more study.

## **CHAPTER FIVE: CONCLUSION**

### **Overview**

The purpose of this research study was to further examine and contribute findings that reflect the influences PSs have on children and adolescents' academic success, specifically for AA children. Chapter Five offers a summary of the findings of the study, illustrating how the data and theory support findings. This chapter also contains a section for explaining the findings from the study in relation to the current literature. Also included are the delimitations and limitations of the study, discussion of a Christian worldview, recommendations for future research, and a summary of the entire study. This study is significant because it invites an educational dynamic shifting to close the educational gap for AA students by increasing the employment of more AA educators (especially male educators) into the school systems, providing equal inclusion and equal disciplinarian treatment for the AA students, and integrating more research for African American PSs influences on how well their children do in school.

### **Summary of Findings**

The aim of this study was to theoretically extend the perspective on the conceptualization of PSs that influence AA students' academic success and academic performance in order to close the educational gap. Baumrind's PSs typology was used to review the information and, as presented in Chapter Four, there were five themes and six subthemes identified after data analysis. The five themes were as follows: (a) autonomy, (b) literacy builder–literacy enrichment, (c) generational parenting similarities and differences, (d) parental academic quality time, and (e) school quality. These themes reflected the participants' lived experiences using PSs.



The subtheme of parental involvement emerged from the theme of literacy builder—literacy enrichment, were derived from RQ1. The subthemes of reading, math, and science emerged from the theme of parental academic quality time were derived from RQ2. The subthemes of favorable programs and ample one-on-one instructional time were derived from RQ3.

### **RQ1**

RQ1: What response is given that characterizes parents' relations with their children at home in relation to their academic achievement? This question was answered with autonomy, literacy building, and literacy enrichment. Each parent allowed their children to develop decision-making and other skills and created a home environment that promoted learning and academic achievement.

### **RQ2**

RQ2: Regarding scholastic performance, which PS do AA parents exhibit at home most frequently? The study revealed the most frequently displayed parenting style in the home was authoritative. Authoritative parenting style stimulates independence and discipline through the framework of reasonable limits on children's behavior. Children raised in authoritative homes are more resilient and possess better psychological competence compared to children reared in permissive and authoritarian homes. Parental academic quality time and generational parenting similarities and differences were additional effective influences exhibited in an authoritative home.

### **RQ3**

RQ3: What initiatives may be applied in school systems to help bridge the educational gap for children from minority groups, particularly AA pupils? The theme of school quality was

listed as one of the strategies to help lessen the educational gap for racial and ethnic minority students. Participants in this study suggested that the educational gap can be closed for racial and ethnic minority students, specifically AA students, when there is full inclusion, balanced student discipline, equality, and more employment opportunities for AA teachers. Participants also suggested school systems need to integrate favorable programs that match students' cultures; address and implement the dynamics of individuality and cultural differences; and recognize the uniqueness of learning styles.

### **Discussion**

This section relates the study's findings to the literature reviewed in Chapter Two. The findings in this study reflected how PSs influence and impact children's lives from birth to adulthood. The findings also reflected the impact of the excellence of the school systems, and the parental collaboration for education success. These findings can be linked to disparities in the home, socioeconomics, and parents' educational levels. However, the findings in this research were somewhat different from the current literature. Participants in this study implemented authoritative PS in their homes, displayed parental involvement, and engaged in literacy enrichment activities with their children that contributed to their academic success. The participants in this study employed four theoretical frameworks essential for parent-child interaction production.

### **Empirical Literature**

Several themes, including autonomy, literacy builder-literacy enrichment, generational parenting similarities and differences, parental academic quality time, and school quality emerged from this study. These themes directly align to existing literature about the influence of PSs on their children and adolescents' academic success and answer the research questions. The

quality of responsible adult interactions and the home environment play crucial roles in the development of school readiness skills, and rate increases of family adversity associated with poverty, such as low parental education and high family stress, quite often minimize support for early years cognitive and social–emotional development (P. Lee & Bierman, 2015).

### ***Autonomy and Literacy Builder–Literacy Enrichment***

RQ1 was, “What response is given that characterizes parents’ relations with their children at home in relation to their academic achievement?” It was answered by the theme of autonomy and literacy builder–literacy enrichment. Autonomy refers to independence and/or being self-governed. Many parents allowed and promoted autonomy in several ways, including children choosing what clothes to wear, choosing food items from a menu, or choosing which genre of book to read, in order to encourage their children to be independent thinkers and independent researchers. All 10 parent participants employed an authoritative parenting style in the home, which values self-will and autonomy.

Literacy building and literacy enrichment include offering and providing an environment conducive for learning through the availability of educational learning tools. Literacy enrichment was seen in each parent, from the youngest to the oldest. The youngest child’s parent in the study dedicated his room to language, math, science, and reading. The parent of multiple children incorporated televised educational programs into their day; the parent of a 15-month-old incorporated singing to build and inspire literacy.

### ***Parental Academic Quality Time***

RQ2 was, “Regarding scholastic performance, which PS do AA parents exhibit at home most frequently?” This question was answered through the theme of parental academic quality time. All participants in this study implemented the authoritative parenting style in their homes.

Authoritative parents are warm, responsive, and engaging with their children ensuring and maximizing their children's success from every perspective. Parents within this study interacted with their children to cultivate and build literacy from birth through college age.

### ***Generational Parenting Similarities and Differences***

RQ2 was also answered through the theme of generational parenting similarities and differences. Many participants were reared in households with little or no autonomy or self-exploration for self-empowerment; however, the participants endeavored to engage and rear their children differently. Participants revealed their interactions (communicating, educational development activities) that promoted independent thinkers and sound-decision making adults.

### ***School Quality***

RQ3 was, "What initiatives may be applied in school systems to help bridge the educational gap for children from minority groups, particularly AA pupils?" It was answered by the theme of school quality, which includes employing more AA school teachers (especially male AA school teachers) who have similar backgrounds and who look like the student body. Another strategy offered was that school systems should actively realize every child is different, their culture is different, their learning style is different, their home environment is different, and subsequently to address each need accordingly so every child can be successful in their space. School systems could incorporate more individualized instructional times and extended afterschool programs that promote academic success for the students who are not fortunate enough receive educational benefits from home. Finally, participants suggested reducing racial and ethnic patterns in school sanctions and consideration of how disproportionate discipline might contribute to lagging achievement among AA students (Gregory et al., 2010).

## **Theoretical Foundation**

### ***Communication Theory***

The first finding to extend the study's theoretical foundation was the communication theory, which is useful for studying parent–child interaction. Communication theory provides a transactional framework that considers both individuals and relational variables in a two-way process; a continuous exchange of warmth, affection, structure, discipline, and power between parents and children (Estlein, 2021). The findings of this also extended previous research, indicating all parents used an authoritative parenting style at home. In the study, parents communicated with their children on a daily basis, from the time they awoke to the end of their day. One parent stated that she would occasionally text her son to see how he was doing and how school was going for him.

### ***Integrating Theory***

The second finding was the integrating theory that advances the understanding of parenting as a dynamic relational process. Integrating theory incorporates both relational features and individual features. Every parent–child relationship reflected an interrelationship movement that influenced communication skills, literacy, and holistic growth. A couple of participants shared how they initiated a relationship with their children while in the womb by singing and engaging in conversations with their children. Others gave accounts of play time, excursions (e.g., aquarium, library, museum trips), conversations about their school day, and prayer time. Some participants shared that their daily routine involved Biblical scripture recitations and affirmations. Participants in this study integrated in-depth real-life scenarios to help their adolescent understand and comprehend the importance of doing their homework and acquiring a

good education. Parents shared their intimate conversations they had with their children about palpable matters and the impact these real-life constructs can have on their life.

### ***Constructivism Theory***

Constructivism holds that humans' interpretations of occurrences are crucial to comprehending human behavior (Estlein, 2021). The fundamental objective of constructivism is to examine the structure of operational language skills and to grasp its different forms, antecedents, and outcomes (Estlein, 2021). All of these characteristics are important for the study of PSs, including social constructions, personal innovative skills, operational language skills, and individual messaging (Estlein, 2021). Parents in this study were person–child-centered and endeavored to develop their children's cognition through daily parent–child interactions.

### ***RFT***

The RFT is a concept that assists people in interpreting messages as they interact with one another. According to the RFT, when individuals connect, they arrange and employ interpersonal messaging to indicate how they view one another, the relationship, and the relationship's overall setting (Estlein, 2021). Families and children communicate with each other every day in both verbal and nonverbal formats to convey their thoughts, desires, demands, and needs. These four theories expanded this research to show the influences of PSs on academic success.

## **Implications**

Parenting style is a distinct process by which parents communicate with their children and is an important factor in family contact models (Zandiyeh et al., 2015). The findings of this study have implications for school officials, including superintendents, principals, school officials (board members), teachers, parents, and law enforcement. These implications are

evaluated using three frameworks: empirical, theoretical, and practical. The findings can be used to motivate and inspire other AA parents to change their PSs. The findings may also encourage European American teachers to learn more about AA's culture.

### **Empirical Implications**

According to Masud et al. (2015), parents with a high level of education tend to be more authoritative, demonstrating that parental education influences the behavioral style of parents. The current study participants included five college graduates. Within this study, parents interacted with their children with warmth and responsiveness. The findings revealed that AA parents valued self-will, autonomy, discipline, and celebrated their children's accomplishments; set standards and limits for behaviors through rational reasoning. AA children, like all children, are born with the ability to learn, but require experiences to realize that potential. Interactions with people and things shape the brain circuitry that controls children's physical, social, emotional, and cognitive development (Bowman et al., 2018). This study found that academic success in AA children is possible, despite disparities such as low SES, single-parenting home environments, and parents who are unemployed or transitioning to a new career field.

Growing up in poverty, according to extant research, undermines healthy development, resulting in disparities in the cognitive and social-emotional skills that support early learning and mental health (Bierman et al., 2017). Because of a lack of access to academic resources, 50% of AA educational underachievement is evident and exists prior to entering the first year of school (Calzada et al., 2015). Even though their SES was low, participants in the present study created educational games and found innovative academic ways to interact with their children to build literacy. Prior research revealed that other structural and societal factors, such as residential segregation and labor market discrimination, contribute to the relative disadvantage of AAs as

compared to European Americans, in terms of diminished educational gains partly because education generates less economic return for AAs (Assari, 2018). Previous research found that low-income children are nearly a year behind their high-income peers in their language and literacy skills at the start of school (Sabol et al., 2018).

### **Theoretical Implications**

The findings of this study have theoretical ramifications for scholars studying the influences of African American PSs on their children's academic achievements and aptitudes. This study revealed a significant limitation in research on the impact of African American PSs on children's home-learning experiences and subsequent development. It is well known that the first five years of a child's life are critical for developing cognitive, social-emotional, and regulatory skills that contribute to academic success (Marchand & Furrer, 2014). African American parents are often blamed for their children's educational challenges, frequently associating racial disparities in academic outcomes with a lack of parental educational involvement; however, researchers who studied AA families specifically have documented certain distinct involvement strategies that are overlooked by metrics centered on European American, middle-class settings (Huguley et al., 2021).

### **Practical Implications**

Practical implications are the outcomes that occur if specific events take place. The findings of this study have practical implications for teachers, parents, school officials, and law enforcement. One participant shared a school incident about her kindergarten son getting suspended from using the school bus because he did not know to sit down on the school bus. Another incident happened with her son while she was at school observing his behavior. She stated that she noticed a student, a little girl, pulling her son's hair. In response to the pulling of



his hair, he turned around and hit the girl. The only person the teacher corrected and reprimanded was her son because the teacher only saw her son responding to his hair getting pulled, and not the other student who initiated the episode. Unfortunately, teachers cannot see every detail of all incidents; however, it is within reason that every student be given the same equal opportunity for fair treatment; an equal exploration of the event and impartial resolutions. Needless to say, the parent who observed the entire incident was not happy and settled the matter in the principal's office.

Some teachers who are not of AA descent teach through lenses of cultural unawareness, thereby rendering unintentional biases. A practical implication would be to employ more AA teachers that mirror the student body and teach others how to teach respectfully. Another practical implication is to acquire books and teaching tools that reflect authentic facts about AA in the history books. One participant stated that teaching does not have to stop at Martin Luther King, Jr., Malcolm X, and Harriet Tubman, but teaching can also include other great AAs. When specifications about the AA families and their culture are learned, teachers, school officials, and law enforcement will be able to employ equality and fairness.

### **Delimitations and Limitations**

A limitation of a study design or instrument is the systematic bias, which the researcher did not or could not control and which may have an unfavorable impact on the results (J. H. Price & Murnan, 2013). A delimitation, on the other hand, is a systematic bias intentionally introduced into the study design or instrument by the researcher. In other words, the researcher has authority over a restriction (J. H. Price & Murnan, 2013). Delimitations are factors and barriers that are left out on purpose by researcher. Delimitations narrowed the researcher's population down to an

exclusive group of participants in order to increase the relevancy of the study which addressed the effects of African American PSs on their children's academic success.

Because this study was examining African American PSs specifically, all participants were required to be AA, not biracial. This specific requirement created a delimitation. Another delimitation was that participants had to be 18 years of age with at least one child 3 months to 18 years old. Limitations are constraints and structures beyond the researcher's power. The limitations of the investigation are those characteristics of design or methodology that impacted or influenced the interpretation of the findings from your research. One limitation for this study was to recruit participants who were available and desired to participate in the study.

The recruitment was a purposeful sampling which contributed a challenge to participant recruitment. Participants took several weeks to respond to the invitation for participation. As a result of the strict and narrow participation criteria, the recruitment sampling transferred to snowball or chain sampling in which participants were asked to assist the researcher in identifying other interested candidates. Another limitation was that at the time of the study, the local school superintendents were working extremely hard to meet school opening obligations and commitments, and were nonresponsive with the exception of one superintendent. While asking to do investigation in the school system, one of the local superintendents showed difficulty in replying to the researcher's request. Lastly, this study included no male participants, which was a limitation.

### **Christian Worldview**

Proverbs 22:6 states, "train up a child in the way he should go, and when he is old he will not depart from it." Parenting styles are relational, intricate, foundational, and loving; which is symbolic to God's relationship with all people. Our Heavenly Father emulates and translates the

role model of parenting for us through His relationship and interactions with His children. Parents engage in a two-way transactional framework with their children through a communication process. God, our Heavenly Father, created man to have a consensual relationship with Him; to communicate with Him like parents do with their children. Through the communication process, ideas and desires are exchanged as it is with our Heavenly Father.

### **Recommendations for Future Research**

This study assessed the PS influences used by AAs on their children's academic success. One of the delimitations was that only AA women were surveyed. The primary piece of advice for upcoming research is to perform a study with AA men to assess their PSs. A second future research recommendation would be to study the impact of discrimination within the school systems. Finding ways how to counteract discrimination and move forward from school failure to school success. A third recommendation for future research is to conduct a study with homeless parents and military parents. A fourth recommendation for future research is to address the incidences of AA children's school expulsions and the frequent principal's office visits for disciplinary.

Within the research findings, it was suggested that the educational gap can be closed for ethnic and racial minority students, specifically AA students, when there is inclusion, balance, equality, and the employment of more AA teachers. School systems need to address and implement the dynamics of individuality, cultural differences, and learning styles. Research has revealed for many years many AA children have been behind their counterparts in education. Bowman et al. (2018) noted that AA children, on average, score lower on tests and are given lower grades than are Asian, White, and Latino students. Lastly, it was also suggested that teachers study how to interact with AA children in respect to their home environment, their risks

with the law, their beliefs, SES, and their inequities. Learning how to effectively interact while teaching can help reduce expulsions and behavior issues. All citizens, to include law enforcement, educators, school officials, and parents should work toward a better healthier community, state, and ultimately the world by recognizing, respecting and embracing diversity.

### **Summary**

This qualitative phenomenological study aimed to examine and share insights about the influence of PSs on the academic achievement of children and adolescents, specifically AA students. Five themes emerged from the data analysis: (a) autonomy, (b) literacy builder–literacy enrichment, (c) generational parenting similarities and differences, (d) parental academic quality time, and (e) school quality. There were six subthemes: (a) parental involvement, (b) reading, (c) math, (d) science, (e) favorable programs for AA children, and (f) ample one-on-one instructional time. This research reflected constructs of AA parents employing an authoritative parenting style as their primary style of interaction with their children. Research shows that AA families have unique strengths, such as positivity, persistence, being connected, being religious, and having emotional confidence. Some experts say this is because of AA’s religious and spiritual beliefs, which can be attributed to West Africa (Bocknek et al., 2020).

In order to close the educational gap, 10 parents attempted to improve their children’s academic outcomes by intentionally and positively interacting with their preschool aged children and school-age adolescents. This study contributes to the extant research by confirming that warm responsive parenting as well as preschool academic learning activities integrated into daily routines serve to enrich literacy and promote academic success. This study disclosed AA parents with low SES work to defy the stereotype of AA students falling behind their counterparts when they start kindergarten. The parents in this study spent quality academic time with their children

and taught them using homemade learning activities. This study also revealed parents' preferences for student inclusion, cultural enrichment in the school systems, and the hiring of more AA male and AA female teachers with whom students could identify. Participants in this study suggested that when AA students see AA figures in positions of higher standing in academic settings, they will aspire to achieve and excel academically. This study reflected strength and resilience in the face of adversities (e.g., no father figure in the home) as well as social factors (e.g., labor market discrimination). The study discovered that despite disparities such as low SES and other stressors that threaten their psychological well-being, such as single-parent homes, AA children can achieve academic success (Taylor, 2017).

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**APPENDIX A: IRB APPROVAL LETTER**

# LIBERTY UNIVERSITY

## INSTITUTIONAL REVIEW BOARD

June 30, 2022

[REDACTED]

Tracy Baker

Re: IRB Exemption - IRB-FY21-22-1005 Parenting Styles Influences: A Call for Further Integration of African American Parenting Styles Effect on Children and Adolescents' Academic Success

Dear [REDACTED], Tracy Baker,

The Liberty University Institutional Review Board (IRB) has reviewed your application in accordance with the Office for Human Research Protections (OHRP) and Food and Drug Administration (FDA) regulations and finds your study to be exempt from further IRB review. This means you may begin your research with the data safeguarding methods mentioned in your approved application, and no further IRB oversight is required.

Your study falls under the following exemption category, which identifies specific situations in which human participants research is exempt from the policy set forth in 45 CFR 46:104(d):

Category 2.(iii). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) if at least one of the following criteria is met:

The information obtained is recorded by the investigator in such a manner that the identity of the human subjects can readily be ascertained, directly or through identifiers linked to the subjects, and an IRB conducts a limited IRB review to make the determination required by §46.111(a)(7).

Your stamped consent form(s) and final versions of your study documents can be found under the Attachments tab within the Submission Details section of your study on Cayuse IRB. Your stamped consent form(s) should be copied and used to gain the consent of your research participants. If you plan to provide your consent information electronically, the contents of the attached consent document(s) should be made available without alteration.

Please note that this exemption only applies to your current research application, and any modifications to your protocol must be reported to the Liberty University IRB for verification of continued exemption status. You may report these changes by completing a modification submission through your Cayuse IRB account.

If you have any questions about this exemption or need assistance in determining whether possible modifications to your protocol would change your exemption status, please email us at [irb@liberty.edu](mailto:irb@liberty.edu).

Sincerely,  
G. Michele Baker, MA, CIP  
*Administrative Chair of Institutional Research*  
Research Ethics Office

**APPENDIX B: SCREENING–DEMOGRAPHIC SURVEY**

Q1: Are you Black or African American?

- ☐ Yes
- ☐ No
- 

Q2: Are you Biracial

- ☐ Yes
- ☐ No
- 

Q3: Do you have any children between the ages of 3 months-18 years of age?

- ☐ Yes
- ☐ No

Q4: Are you 18 years or over?

- ☐ Yes
- ☐ No
-

Q5: Is your total household income between \$20,000 to \$34,999?

- ☐ Yes
- ☐ No

Q6: Gender: How do you identify?

- ☐ Male
  - ☐ Female
  - ☐ Non-binary / third gender
  - ☐ Prefer to self-describe, below
  - ☐ Self-describe: \_\_\_\_\_
- 
- 

Q7: What is the highest level of education you have completed?

- ☐ High School Graduate
- ☐ College Graduate

Q8: Which of the following best describes your current relationship status?



- ☐ Married
- ☐ Widowed
- ☐ Separated
- ☐ In a domestic partnership or civil union
- ☐ Single, but cohabiting with a significant other
- ☐ Single, never married

Please provide your contact information below so I can schedule an interview with you.

Contact Information: Name: \_\_\_\_\_

Email Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

End of Block:

---

We thank you for your time spent taking this survey.

Your response has been recorded.

## **APPENDIX C: CONSENT FORM**

Title of the Project: African American Parenting Styles Influence on Children and Adolescents' Academic Success

Principal Investigator: [REDACTED], Doctoral Candidate, Liberty University

### Invitation to Participate

You are invited to participate in a research study. To participate, you must be at least 18 years of age, African American, and a parent of at least one child (three months through 18 years of age). Participants cannot be biracial or hold a high socioeconomic status (SES). Taking part in this research project is voluntary. Please take time to read this entire form and ask questions before deciding whether to take part in this research.

### What the Study is about and why it is being done

This study is about the influences parenting styles have on children and adolescents' academic success, specifically for the African American children.

If you agree to be in this study, I will ask you to do the following things:

Complete an approximate 45-minute interview via Zoom. The interview will contain questions about your interactions with your child(ren) that impact their education and academic success.

The interview will be audio recorded to ensure the interview is represented correctly.

Complete an Adapted Alabama Parenting Questionnaire (APQ) (27 Items), and a Parenting Style Questionnaire (30 Items). This will take approximately 30 minutes.

### Benefits from the Study

Participants should not expect to receive a direct benefit from taking part in this study.

Benefits to society include possible contributed data that will help alter African American students' academic outcome and close the educational gap.

### Risks involved in this Study

The risks involved in this study are minimal, which means they are equal to the risks you would encounter in everyday life.

### Personal Information will be Protected

The records of this study will be kept private. Published reports will not include any information that will make it possible to identify a subject. Research records will be stored securely, and only the researcher will have access to the records.

- Participant responses will be kept confidential through the use of pseudonyms.  
Interviews will be conducted in a location where others will not easily overhear the conversation.
- Data will be stored on a password-locked computer and may be used in future presentations. After three years, all electronic records will be deleted.
- Interviews will be recorded and transcribed. Recordings will be stored on a password locked computer for three years and then erased. Only the researcher will have access to these recordings.

### Compensation for Participation

Participants will be compensated for participating in this study. A \$25 Amazon Gift Card will be emailed to you upon completion of the study. Compensation will not be pro-rated if a subject does not complete the study.

### Is Study Participation Voluntary?

Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with Liberty University. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

### How to Withdraw if you Choose

If you choose to withdraw from the study, please contact the researcher at the email address/phone number included in the next paragraph. Should you choose to withdraw, data collected from you, will be destroyed immediately and will not be included in this study.

### Whom to contact if you have Concerns or Question about the Study

The researcher conducting this study is [REDACTED] You may ask any questions you have now. If you have questions later, you are encouraged to contact her at [REDACTED]

You may also contact the researcher's faculty sponsor, Dr. Tracy Baker, at tbaker95@liberty.edu.

#### Whom to contact for Questions about your Rights a Research Participant

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, you are encouraged to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA 24515 or email at irb@liberty.edu.

*Disclaimer: The Institutional Review Board (IRB) is tasked with ensuring that human subjects research will be conducted in an ethical manner as defined and required by federal regulations. The topics covered and viewpoints expressed or alluded to by student and faculty researchers are those of the researchers and do not necessarily reflect the official policies or positions of Liberty University.*

#### Your Consent

By signing this document, you are agreeing to be in this study. Make sure you understand what the study is about before you sign. You will be given a copy of this document for your records. The researcher will keep a copy with the study records. If you have any questions about the study after you sign this document, you can contact the study team using the information provided above.

*I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.*

☐ The researcher has my permission to audio-record me as part of my participation in this study.

---

Printed Subject Name

---

Signature & Date

## APPENDIX D: PARENTING STYLE QUESTIONNAIRE: AUTHORITATIVE

Please rate how often you engage in the different parenting practices listed below. Scores range from, “Never” to “Always” on a five-point scale. At the end of each section, add up your scores and divide the total by the number of questions in that section to find your calculated score for that category. The highest calculated score indicates your preferred parenting style.

### Authoritative Parenting Style

1-----2-----3-----4-----5

Never                      Almost                      Sometimes                      Often                      Always  
Never

1. I am responsive to my child’s feelings and needs.

Rate your response. Choose from 1(never) to 5 (always):

2. I take my child’s wishes into consideration before I ask him/her to do something.

Rate your response. Choose from 1(never) to 5 (always):

3. I explain to my child how I feel about his/her good/bad behavior.

Rate your response. Choose from 1(never) to 5 (always):

4. I encourage my child to talk about his/her feelings and problems.

Rate your response. Choose from 1(never) to 5 (always):

5. I encourage my child to freely “speak his/her mind,” even if he/she disagrees with me.

Rate your response. Choose from 1(never) to 5 (always):

6. I explain the reasons behind my expectations.

Rate your response. Choose from 1(never) to 5 (always):

7. I provide comfort and understanding when my child is upset. Rate your response.

Choose from 1(never) to 5 (always):

2. I compliment my child.

Rate your response. Choose from 1(never) to 5 (always):

3. I consider my child's preferences when I make plans for the family (e.g., weekends away and holidays).

Rate your response. Choose from 1(never) to 5 (always):

4. I respect my child's opinion and encourage him/her to express them.

Rate your response. Choose from 1(never) to 5 (always):

5. I treat my child as an equal member of the family,

Rate your response. Choose from 1(never) to 5 (always):

6. I provide my child reasons for the expectations I have for him/her.

Rate your response. Choose from 1(never) to 5 (always):

7. I have warm and intimate times together with my child.

Rate your response. Choose from 1(never) to 5 (always):

Total points for Authoritative Parenting Style section:

Calculated score for Authoritative Parenting Style section (total points divided by 13)

**APPENDIX E: PARENTING STYLE QUESTIONNAIRE: AUTHORITARIAN**

1-----2-----3-----4-----5  
 Never Almost Sometimes Often Always  
 Never

8. When my child asks me why he/she has to do something, I tell him/her it is because I said so, I am your parent, or because that is what I want.

Rate your response. Choose from 1(never) to 5 (always):

9. I punish my child by taking privileges away from him/her (e.g., TV, games, visiting friends).

Rate your response. Choose from 1(never) to 5 (always):

10. I yell when I disapprove of my child's behavior.

Rate your response. Choose from 1(never) to 5 (always):

11. I explode in anger towards my child.

Rate your response. Choose from 1(never) to 5 (always):

12. I spank my child when I don't like what he/she does or says.

Rate your response. Choose from 1(never) to 5 (always):

13. I use criticism to make my child improve his/her behavior.

Rate your response. Choose from 1(never) to 5 (always):

14. I use threats as a form of punishment with little or no justification.

Rate your response. Choose from 1(never) to 5 (always):

15. I punish my child by withholding emotional expressions (e.g., kisses and cuddles).

Rate your response. Choose from 1(never) to 5 (always):

16. I openly criticize my child when his/her behavior does not meet my expectations.

Rate your response. Choose from 1(never) to 5 (always):

17. I find myself struggling to try to change how my child thinks or feels about things.

Rate your response. Choose from 1(never) to 5 (always):

18. I feel the need to point out my child's past behavioral problems to make sure he/she will not do them again.

Rate your response. Choose from 1(never) to 5 (always):

19. I remind my child that I am his/her parent.

Rate your response. Choose from 1(never) to 5 (always):

20. I remind my child of all the things I am doing, and I have done for her/him.

Rate your response. Choose from 1(never) to 5 (always):

Total points for Authoritarian Parenting Style section:

Calculated score for Authoritarian Parenting Style section (total points divided by 13) \_\_\_\_\_



## APPENDIX F: PARENTING STYLE QUESTIONNAIRE: PERMISSIVE

1-----2-----3-----4-----5  
 Never                      Almost                      Sometimes                      Often                      Always  
                                     Never

1. I find it difficult to discipline my child.

Rate your response. Choose from 1(never) to 5 (always):

2. I give into my child when he/she causes a commotion about something.

Rate your response. Choose from 1(never) to 5 (always):

3. I spoil my child.

Rate your response. Choose from 1(never) to 5 (always):

4. I ignore my child's bad behavior.

Rate your response. Choose from 1(never) to 5 (always):

Total points for Permissive Parenting Style section:

Calculated score for Permissive Parenting Style section (total points divided by 4) \_\_\_\_\_

Parenting Styles Ranked

Record the rank order of your preferred parenting styles:

1. Highest calculated score: \_\_\_\_\_

Parenting style \_\_\_\_\_

2. Second highest calculated score: \_\_\_\_\_

Parenting style \_\_\_\_\_

3. Third highest calculated score: \_\_\_\_\_

Parenting style \_\_\_\_\_

## APPENDIX G: ADAPTED ALABAMA PARENTING QUESTIONNAIRE (APQ)

### PARENT GLOBAL VERSION

Please rate how often you engage in the different parenting practices listed below. It uses a 5-point response format: 1 (never), 2 (almost never), 3 (sometimes), 4 (often), 5 (always).

1-----	2-----	3-----	4-----	5-----
Never	Almost Never	Sometimes	Often	Always

Items \_\_\_\_\_

Scale: Involvement

1. Have friendly talk with my child.

Rate your response. Choose from 1(never) to 5 (always):

2. Volunteer to help with special activities at child's school.

Rate your response. Choose from 1(never) to 5 (always):

3. Play games/do fun things with my child.

Rate your response. Choose from 1(never) to 5 (always):

4. Ask my child about my his/her day in school.

Rate your response. Choose from 1(never) to 5 (always):

5. Help child with homework.

Rate your response. Choose from 1(never) to 5 (always):

6. Drive/take child to special activity.

Rate your response. Choose from 1(never) to 5 (always):

7. Attending meetings in school.

Rate your response. Choose from 1(never) to 5 (always):

8. Child helps plan family activities.

Rate your response. Choose from 1(never) to 5 (always):

Scale: Positive Parenting

1. Let child know when he/she does a good job.

Rate your response. Choose from 1(never) to 5 (always):

2. Rewards or gives extra for obeying.

Rate your response. Choose from 1(never) to 5 (always):

3. Compliments when child does things well.

Rate your response. Choose from 1(never) to 5 (always):

4. Praises if child behaves well.

Rate your response. Choose from 1(never) to 5 (always):

5. Hugs or kisses child when he/she does well.

Rate your response. Choose from 1(never) to 5 (always):

6. Tells child you like when he/she helps out.

Rate your response. Choose from 1(never) to 5 (always):

Scale: Poor Monitoring/Supervision

1. Child fails to leave note when leaving.

Rate your response. Choose from 1(never) to 5 (always):

2. Child stays out past time to be home.

Rate your response. Choose from 1(never) to 5 (always):

3. Child goes out with friends you do not know.

Rate your response. Choose from 1(never) to 5 (always):

4. Child goes out without set time to be home.

Rate your response. Choose from 1(never) to 5 (always):

5. Out after dark without adult.

Rate your response. Choose from 1(never) to 5 (always):

6. Forgets where child is and what he/she is doing.

Rate your response. Choose from 1(never) to 5 (always):

7. Do not check that child comes home when he/she supposed to.

8. Rate your response. Choose from 1(never) to 5 (always):

Scale: Inconsistent Discipline

1. Threatens to punish then do not.

Rate your response. Choose from 1(never) to 5 (always):

2. Child talks you out of being punished.

Rate your response. Choose from 1(never) to 5 (always):

3. Let out of punishment early.

Rate your response. Choose from 1(never) to 5 (always):

4. Not punished when she/he does wrong.

Rate your response. Choose from 1(never) to 5 (always):

5. Punishment depends on your mood.

Rate your response. Choose from 1(never) to 5 (always):

**APPENDIX H: PARENTING STYLE SCALE PERMISSION**

Test content may be reproduced and used for non-commercial research and educational purposes without seeking written permission. Distribution must be controlled, meaning only to the participants engaged in the research or enrolled in the educational activity. Any other type of reproduction or distribution of test content is not authorized without written permission from the author and publisher. Always include a credit line that contains the source citation and copyright owner when writing about or using any test (Saunders et al., 2012). Tracy N. Baker, Ph.D.  
Adjunct Instructor Department of Community Care and Counseling School of Behavioral Sciences Liberty University

**APPENDIX I: APQ-PARENT GLOBAL REPORT VERSION PERMISSION**

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## APPENDIX J: RECRUITMENT FLYER

# Research Participants Needed

### African American Parenting Styles Influences on Children and Adolescents' Academic Success

Are you 18 years of age or older?

Are you an African American (and not biracial)?

Are you a parent of at least one child (three months of age through 18 years of age)?

Do you have a low socioeconomic status?

If you answered yes to each of the questions listed above, you may be eligible to participate in a research study.

#### Purpose of the Research Study

The purpose of this research study is to further examine and contribute findings that reflect the influences parenting styles have on children and adolescents' academic success, specifically for African American children.

#### Study Procedures Information

Participants will complete a Parenting Style Questionnaire, and the Alabama Adapted Parenting Questionnaire (approximately 30 minutes). Questionnaires will be sent via email for participants to complete and return to researcher via email before interviews and are conducted. Participants will be asked to participate in a recorded interview for approximately 45 minutes via Zoom.

#### Compensation

Participants will receive a \$25 Amazon Visa gift card via email upon completion of the study.

A consent document will be emailed to you one week before the survey, and interviews begin.



██████████, a doctoral candidate in the Community Care and Counseling Department in the School of Behavioral Sciences at Liberty University, is conducting this study.

Please contact ██████████ at ██████████  
██████████ for more information.

To participate, please scan the QR Code to complete screening/demographic survey.

Liberty University IRB – 1971 University Blvd., Green Hall 2845, Lynchburg, VA

**APPENDIX K: PERMISSION REQUEST TO SUPERINTENDENT**

Mr. Howard Hampton  
Superintendent  
Bishop Public School  
2204 SW Bishop Rd.  
Lawton, OK 73501

Dear Mr. Howard Hampton

As a graduate candidate in the Community Care and Counseling/School of Behavioral Sciences at Liberty University, I am conducting research as part of the requirements for a Doctor of Education Degree. The title of my research project is Parenting Styles Influences: A Call for Further Integration of African American Parenting Styles Effect on Children and Adolescents' Academic Success and the purpose of my research is to examine and contribute findings that reflect the influences parenting styles have on children and adolescents' academic success, specifically for the African American children.

I am writing to request your permission to contact parents from your school district to invite them to participate in my research study. Prior to participating, participants will be presented with informed consent information. Participants will be asked to complete an embedded screening/demographic survey, consent form, a Parenting Style Scale (PSS) and an Adapted Alabama Parenting Questionnaire (APQ) then contact me to schedule an interview. Taking part in this study is completely voluntary, and participants are welcome to discontinue participation at any time.

Thank you for considering my request. If you choose to grant permission, please provide a signed statement on official letterhead indicating your approval. A permission letter document is attached for your convenience.

Sincerely,



Doctoral Candidate  
Liberty University



## APPENDIX L: PARENT LETTER

Dear Parent:

As a student in the School of Behavioral Sciences at Liberty University, I am conducting research as part of the requirements for a Doctor of Education in Community Care and Counseling with a Marriage and Family Counseling cognate. The purpose of my research is to further examine and contribute findings that reflect the influences parenting styles have on children and adolescents' academic success, specifically for the African American children, and I am writing to invite eligible participants to join my study.

Participants must be 18 years of age or older, and an African American parent with at least one child three months of age through 18 years of age. Participants cannot be biracial or hold a high socioeconomic status (SES). Participants, if willing, will be asked to complete two surveys, which should take about 30 minutes, and participate in an interview for approximately 45 minutes via Zoom.

Names and other identifying information will be requested as part of the study, but the information will remain confidential. The surveys will be anonymous.

To participate, please click on the link below to complete a screening/demographic survey.

[https://liberty.col.qualtrics.com/jfe/form/SV\\_3ftQuFSqqqgK8Ga](https://liberty.col.qualtrics.com/jfe/form/SV_3ftQuFSqqqgK8Ga)

A consent document is attached to this email. The consent document contains additional information about my research. If you choose to participate, you will need to sign the consent document first and return it to me one week before the interview.

Participants will receive a \$25 Amazon Gift Card via email upon completion of the study.

Sincerely,

[REDACTED]

Doctoral Student

[REDACTED]

## APPENDIX M: SUPERINTENDENT PERMISSION LETTER

**Bishop Public School**

2204 S.W. Bishop Road  
Lawton, Oklahoma 73505  
Phone (580) 353-4870 • Fax (580) 353-4879



Est. 1902

August 18, 2022

Dear Liberty University,

After careful review of Elizabeth Martin's proposal of Parenting Styles Influences: A Call for Further Integration of African American Parenting Styles Effect on Children and Adolescents' Academic Success, I have decided to grant her permission to invite parents in the district to participate in her research study.

Sincerely,



Howard Hampton  
Superintendent  
Bishop Public School

## **APPENDIX N: INTERVIEW QUESTIONS**

1. Please introduce yourself.
2. I would like for you to share with me what a typical day is like with your child.
3. Of all the parenting styles you identified on your questionnaire, which would you say
4. were the most significant (Magnusson & Marecek, 2015)?
5. Tell me what made these or this parenting style(s) significant to you (Magnusson & Marecek, 2015)?
6. Is there something else you would like to add about your parenting style that was not addressed in the questionnaire (Magnusson & Marecek, 2015)?
7. Would you please share an activity or activities that you have done or currently do with your children that has enriched/improved his/her educational achievement/educational growth?  
(This question provides for a time of reflection (Magnusson & Marecek, 2015).
8. Would you share with me some educational outings you have done with your child(ren)?  
(This question provides for a time of reflection (Magnusson & Marecek, 2015)?
9. Do you think the exposure was beneficial for his/her their educational welfare? If so, how?  
If not, why not (Magnusson & Marecek, 2015)? (Parent in the role as the expert).
10. What have you observed or noticed in parenting your child(ren) that you have implemented or done that was similar to how your parent interacted with you while you were growing up?
11. Please describe how you participate and interact when helping your first child with his/her homework assignments. (This question invites the participant to think parental involvement and hopefully reveal more insight about parenting style that impacts child(ren) education success.

12. For your second child's educational involvement (homework) did you do anything differently with him/her to help improve the educational gains? If so, what were some of the changes or additions you made? (This question will be asked to a parent with multiple children).
13. Would you share your expectations of your child(ren)'s academic success?
14. Would you share with me what are some disparities that have hindered your child's preschool learning?
15. What are some ways you would further enrich/extend your child(ren)'s academic success if the means were available?
16. Tell me what are some strategies you think the school system could implement to help close the educational gap for AA students?
17. What are some inequalities (if any) have you observed that your child(ren)'s has/have experience in the school system?
18. Would you share with me, after you observed the inequalities in the school, what were your responses to your child(ren)?
19. Describe how you participate and interact when helping your child with his/her homework assignments. (Parent in role-playing contexts).
20. What have you observed that you and your child(ren) have engaged in that seemed to have motivated his/her interest in learning?
21. We have covered a considerable amount of territory and I want you to know I really appreciate your time and input... Is there anything else you would like to share about your time and interactions with your child(ren)?