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Pepperdine University
Graduate School of Education and Psychology

PARENTAL INVOLVEMENT: THE IMPACT OF ONE-PARENT HOUSEHOLDS ON POST-
SECONDARY EDUCATIONAL ATTAINMENT OF AFRICAN AMERICAN HIGH SCHOOL MALES

A dissertation submitted in partial satisfaction
of the requirements for the degree of
Doctor of Education in Organizational Leadership

by

Dechele Marie Byrd

March, 2019

Ronald Stephens, Ed.D. – Dissertation Chairperson

This dissertation, written by

Dechele Marie Byrd

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

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DEDICATION

To God be the glory and praise for whom all blessings flow, “Because we know that in all things God works for the good of those who love him, who have been called according to His purpose” (Romans: 8:28). This dissertation is dedicated to God Almighty, for without his whispers in my ear, this would not have been possible. I am thankful for your grace and mercy throughout this journey and remain completely humbled and in awe of your goodness. I am beyond blessed that God saw it fit to have had my dad witness my final defense as his last outing before entering the hospital. The look of pride on his face was priceless and worth every word written in this dissertation.

To my dad, Danny Bryant, this dissertation is for you and all that you poured in to me on a daily basis. It was an amazing blessing to have you spend your last outing witnessing my final defense. That was a magical day where I was able to make you very proud of your investment into my life. I love you G-Pa and I thank you beyond words can express. Rest in Heaven, until we meet again! G-Pa and Mom, I am thankful for you both upholding a promise that was shared some 23 years ago. The time was finally right for this blessing through God’s love for our family making this dissertation possible. Thank you for the blind map to blaze the trail.

To my “Pretty Pooh” Yanai, I dedicate this to you as a guide and example that you are loved beyond measure. Despite the circumstances of our family structure, you have exceeded expectations and continue to grow into a beautiful young lady. All that I do is for you to have the best and for you to be the best “You You” in all things. May this moment serve as another example of the legacy that has been crafted just for you. Break the chains of the family structural past to by building a full family unit that serves our mighty God.

To Grandpa Eddie, my aunties, uncles, siblings, cousins, and extended family, I thank you for the love and support in any way it was given. Felicia and Wanti, I thank you for caring for my daughter on Thursday nights so I could do the work God assigned. A special thank you to Aunty Norma for everything. Loniece, Daunte, Brittany, Will, Marcellus, Kingston, and Langston, here's to another academic trail to follow, when you are not setting ablaze to your own path. I love all of you.

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I dedicate this study to a Special Agent in Charge. Marcus, you are a gift from God that planted seeds beyond my vision of growth. I blame you for this "roller coaster" to complete this dissertation, which has been one of the biggest thrills of my life. Thank you for running parallel and letting me be the infamous DMB.

Lastly, I dedicate this study to the single parents of African American children. You face insurmountable tasks caring for your children. Thank you for doing all you do to create kings and queen who will change the world for the better. May God bless you!

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#NDLBcohort20

ABSTRACT

This study explored of the practices and routines of one-parent households and the impact on post-secondary educational attainment of African American males. It adopted a post-positivist approach, using a qualitative phenomenological study design to construct descriptions of the lives of one-parent households whose sons are accepted and planning to enter college in the fall or are currently completing their freshman year.

The study used data from 10 1-parent households with African American sons committed to attend a college in the fall semester of 2018. The population sought to address maximum variability in participants' parenting background, and the routines and practices in that existed in the home and contributed to their sons achieving educational attainment beyond high school. In doing so, the study sought to provide a comprehensive understanding of the characteristics of one-parent households who have provided an environment for their African American sons to seek and obtain post-secondary educational attainment.

The study used multiple methods of data collection for a 5-week period. I collected data through a questionnaire and semi-structured interviews. The study may enhance current knowledge of this subject in a variety of ways. It strove to understand specific ways the parent actions influence African American males to attend post-secondary options by identifying the routines and practices of 10 one-parent households who have African American sons who are committed to attend a college or a university in the fall immediately after graduation from high school. It also sought to identify further significant influences of one-parent households' strategies that guided their sons to seek and attain post-secondary options through continuing their education. Additional inquiry seeks to add to our knowledge the ways one-parent

households organize their daily routines and support for African American high school males to seek and attain post-secondary options upon graduation from high school.

Chapter One: Introduction

The plight of single parent or one-parent households and their link to low achievement and educational attainment for their children, especially for African American males, is documented and widely believed to contribute to low educational attainment beyond high school. Historically, one-parent households produce children who are less likely to complete high school or to attend college than children who grow up with both parents (Amato, 1988; J. Coleman 1988; Corcoran, Gordon, Laren, & Solon, 1987; Krein & Beller, 1988; McLanahan, 1985; McLanahan, Astone & Marks, 1988; Monserud & Elder, 2011; Mueller & Cooper, 1986; Shaw, 1982; Solon, Corcoran, Gordon, & Laren, 1987; Sun, 2003). In particular, African American males who are raised in one-parent households perform more poorly in all academic areas and are least likely to seek post-secondary education upon graduation from high school than those who are raised in two-parent households. A small body of literature has documented the successful education attainment of African American males from one-parent households, but there remains limited documentation identifying specific characteristics of parenting styles utilized in these homes that motivate their sons to select post-secondary educational options upon graduation.

A typical family unit in American culture is defined as the nuclear family, including both biological parents and a child or children. The biological two-parent household has made dramatic shifts in the past 5 decades dropping from 88% in 1960 to 69% in 2016 (US Census Bureau, 2016). Twenty-two percent of children live in alternative family structures, including biological one-parent households (M. Coleman & Ganong, 2004). According to the Kids Count Data Center, in 2015, an estimate of 6,333,000 African-American children lived in single-parent families in the United States. During the same year, California reported 292,000 African-

American children in single-family households, representing 4.6% of the nation's total. These percentages document that the African American community has more incidents of one-parent families than any other family race, and has tripled over the past 50 years.

The African American male is more likely to reside in a one-parent household than any other population of children. Research has shown that African American males living in one-parent households have little hope of surviving or completing a high school education. It is widely believed that family structure contributes to lower educational attainment for children in single-parent households. Reports show that parenting styles and parental practices vary by family type and may account for part of the lower educational attainment of children from non-nuclear family structures (Astone & McLanahan 1991). In a single parent household, children have limited time and interaction with the sole parent. J. Coleman (1988) associated children of single parents with an increased likelihood of dropping out of high school due to limited time available for parent-child interaction to cultivate their development.

Relatively absent from the literature is descriptions of one-parent households that raise African American males to seek and obtain educational attainment in post-secondary options upon completion of high school. Thus far, studies have been unable to differentiate between family structure and economic status and their effects on educational attainment (Bogges, 1998). Policymakers and educators consider students of broken homes and poverty at-risk for failing to achieve post-secondary educational attainment (Bateman & Kennedy, 1997). A study on educational attainment conducted by Krein and Beller (1988) found that children from single-parent homes are most strongly affected by the amount of time spent in a single-parent home. The impact of these households negatively affected male children more than females. Although it is true that many Black males are confronted with a vast array of risks, obstacles, and social

pressures, the majority of them manage to navigate these with some degree of success (Noguera, 2016). Research regarding one-parent households and educational attainment frequently shows that the parent spends a reduced amount of time with the child(ren) supervising their behavior or assisting with their schoolwork (Bogges, 1998). This study's goal was to examine one-parent households and their parenting styles through established routines and practices in and out of the home that supported their sons to attend post-secondary options upon graduation.

Statement of the Problem

In 2009, former President Barack Obama issued a call for college completion rates to increase from 39% to 50% by the year 2020. Researchers believe that graduating from college improves wage outcomes and personal health (Robertson & Reynolds, 2010; Schmitt-Wilson & Faas, 2016). Earning a high school diploma is a crucial step in gaining access to a college education as the new minimum requirement for rewarding employment (Carroll & Erkut, 2009; Robertson & Reynolds, 2010). Educational reform efforts have shown that little progress has been made to increase high school graduation rates in the United States (Robertson & Reynolds, 2010). Further research shows that Black students are less likely to graduate from high school than White students, and are twice to four times as likely to become high school dropouts (Laird, DeBell, & Chapman, 2006). The current trend of dropout rates shows that an increased portion of the U. S. population experiences low levels of educational attainment (Carroll & Erkut, 2009). Extensive research has found that children from intact two-parent household families consistently are found to have higher graduation rates than children from one-parent households (Heuveline, Yang, & Timberlake, 2010). A majority of the literature shows that African American males are more likely to live in homes with one parent than children of any other racial group. Therefore, African American males from one-parent households are more likely to

have lower graduation rates and limited opportunities to achieve educational attainment beyond high school (McLanahan & Jencks, 2015).

Understanding the African American family and how educational plans provide a pivotal role in educational attainment process are two areas that Bateman and Kennedy (1997) followed in their research. Following the National Education Longitudinal Study of 1988 (Ingles, 1990), Bateman and Kennedy focused on testing a theoretical model of educational plans on African Americans from two-parent families and from single-parent families seeking to identify differences in the appropriateness of the model and specific points of divergence for the two samples. Their study posits that African American males from two-parent and single parent homes are dependent upon the role that parents play in the development of the educational plan for success attainment. In particular, African American males from single-parent families, the decision-making process appears to revolve around two factors, parental encouragement and school grades with grades being the most important.

Bateman and Kennedy concluded that parents should be targeted for different programs that provide information on how to access college and post-secondary educational options in places such as churches, community centers, and events.

It has been researched through the *family investment model* by Conger, Conger, Elder, and Lorenz (1993) that family socioeconomic status fosters an environment that determines the relationship of family characteristics and educational outcomes. Directly and indirectly, socioeconomic status influences the engagement in the household that creates a space for academic success. Single parent households are found to have lower socioeconomic status than two-parent households. Bornstein and Bradley (2003) demonstrated that family resources derived from higher income and education are associated with higher quality parenting. In one-

parent households, the balance of socioeconomic status often leads to time away from home due to employment, resulting in less time for parents to efficiently develop the parent-child relationship (Buchanan, Maccoby, & Dornbusch, 1996; Elder, Eccles, Ardel, & Lord, 1995; Jarrett, 1997). Differentiation between the types of parenting styles has produced varying results in academic outcomes for children. In homes where parents use more of an authoritarian style, adolescents have lower grade point averages (GPAs). However, in homes where parents use authoritative style parenting, their children appear to respond positively, having better peer relationships and greater engagement in school (Conger et al., 1993).

In his article, “The Trouble with Black Boys,” Noguera (2016) contended that the African American male is beset with an ominous array of social and economic hardships. High rates of homicide (both as victims and perpetrators; Skolnick & Currie, 1994), suicide, incarceration, and unemployment make it less likely for this population to achieve educational attainment in comparison to peers of other racial backgrounds. African American males are unable to take advantage of many opportunities that exist in society. The literature focuses heavily on the inability of African American males to become productive individuals; this population is typically viewed based on their failures as opposed to their successes (Thompson & Lewis, 2005). There is a critical need to explore and highlight ways that one-parent households successfully guide their African American sons to access education beyond high school. The one-parent household has yet to be examined in detail from a positive viewpoint within social science research. Therefore, a more concentrated effort is necessary to better understand the roles parents play for their African American sons who demonstrate success in post-secondary educational attainment.

The Need for the Study

Considerable research on single-parent households has focused on the deficits and limitations of how their children are parented and the lack of resources they can provide. There is an increased need for research that focuses on the routines and practices of the one-parent households that produce African American males who seek and achieve educational attainment. The use of qualitative research methods is designed to seek empirical data that organically explains the sociocultural lived experiences of individuals. This study strove to address the gaps in the literature that have the potential to draw awareness to practices, supports, and policies to empower single parents.

The changes in family structure imply that the possibilities for success and educational attainment for children's socialization in these homes produce daunting results. This researcher believes there is a need for a shift in the thinking about the negative experiences resulting from lived experiences of African American males in one-parent households to a more positive focus and structured approach to recognizing the success of parenting. Stories about one-parent households' success have identified favorable results of African American males through the guidance and support of their parent.

As a single parent and as an educator, this researcher believes there is a need for increased contributions to literature focusing on the positive contributions offered in single-parent households that are typically accessible to two-parent households. Using a qualitative approach afforded me the opportunity to investigate further the role of the single-parents' use of parenting styles, their routines and practices that are used that provide further insight into how to raise their sons to successful educational attainment post-secondary.

Purpose of the Study

The purpose of this qualitative study was to gain an understanding of the routines and practices of one-parent households raising African American males who successfully seek educational attainment beyond high school. Their stories reveal nuances and circumstances within their daily routines that contributed to the development of actions expected in the household that led to their sons' success obtaining post-secondary education. Using the phenomenological study approach, the researcher conducted semi-structured interviews and distributed a questionnaire to 10 single-parents of African American sons who have committed to attend college in the fall semester after high school graduation. The following research questions were formulated to achieve the study's objective.

Research Questions

1. What daily routines and practices are employed in one-parent households that contribute to post-secondary educational attainment for African American males?
2. How do single parents perceive that their daily routines and practices contribute to their African American sons' post-secondary educational attainment?
3. How do the common practices and routines identified by single parents contribute to the post-secondary educational attainment of their African American sons?

Definition of Terms

Definitions of terms frequently used in this study are provided subsequently.

An *African American male* is a male born and raised in the United States of America with African heritage. This term is interchangeable with *Black* and *Negro*, and is frequently referenced within the literature.

Authoritarian Parenting refers to the style of parenting that demands high expectations with little to no support or nurturing. When a child makes mistakes or fails to meet expectations consequences and punishment are the typical response (Baumrind, 1967).

Authoritative Parenting refers to the style of parenting that demands high expectation and provides ample amounts of resources and support in a nurturing way. A child is encouraged to take risks and is provided feedback for correction when mistakes are made (Baumrind, 1967). This type of parenting is also referred to as *Dolphin Parenting*.

Educational Attainment refers to taking advantage of post-secondary options after completing various steps including meeting high school graduation requirements, taking entrance exams, completing of the college application, and other factors required to enter college.

Epoche refers to the bracketing of ideas in order to suspend judgment.

A *Helicopter Parent* is one who closely monitors the experiences and problems of his/her child in particularly related to education and athletics.

A *Narcissistic Parent* is one who “has a narcissistic personality and is typically exclusively and possessively close to his/her children. Such parents may be especially envious of, and threatened by, their children’s growing independence” (Stafford & Hodgkinson, 1995, p. 41).

A *Neglectful Parent* refers to an uninvolved parent who has little to no demands and is non-responsive when support is needed.

A *Permissive Parent* is a very loving, yet provides few guidelines and rules. This type of parent does not expect mature behavior from his/her children and often seem more like a friend than a parental figure (Baumrind, 1967).

Practice is the customary, habitual, or expected procedure of something.

Routine refers to a sequence of actions regularly followed; a fixed program.

The one-parent household refers to a household headed by one biological parent. The parent may be unmarried, divorced, or widowed. It is used interchangeably with *single-parent* as household.

The 10 one-parent households used in this study had sons that completed all the requirements in order to graduate from high school and intend to enroll in a college in the upcoming fall semester. Other details of how these young men accomplished their educational attainment are discussed in chapter four.

Significance of the Study

This study strove to contribute to the body of literature that focuses on the role of the single parent's routines and practices that support African American sons to seek and obtain post-secondary education. The participants' experiences show a distinct contrast to the negative perception of being raised by single-parent households and provide a favorable view of parenting that differs from the norm of a two-parent household. The participants may be viewed in a positive light, which is markedly different from the existing body of literature showing the detriment of youth from one-parent households and their low likelihood of graduating from high school.

The results intend to help those who are interested in working with African American families. It is hoped that this study will significantly affect single parents of African American sons, the social sciences community, educational practitioners, single-parent households, college recruiters, and policymakers to provide insight on how children are raised in each household. It is also the hope of the researcher that this topic generates future questions and research that support increasing success for African American males of one-parent households.

Theoretical Perspective

The primary purpose of this study was to gain an understanding of how single parents raise their African American sons to complete the activities that demonstrate success in educational attainment beyond high school. Limited research has explored the positive effects of the rituals, routines, and practices in the one-parent home, in spite of the family structure. Each participant was asked to identify the type of family structure during his/her upbringing and to describe his/her parenting style. These responses were necessary to consider various influences that helped to shape their systems of parenting their children. Additionally, it was essential for the participants to share their expectations of educational attainment for their sons to show the influences on actions set forth in their households. Exploration of the lived experiences of the participants' parenting of their children was conducted from the perspective of parent development theory (Mowder, 2005; Sperling & Mowder, 200) and investment theory (Becker & Tomes, 1986). Both focus on the family as utility maximizers that emphasize the essential role of parenting and the styles used in shaping children's lives (Baumrind 1978, 1980; Parcel & Menaghan, 1994).

Parent development theory focuses the evolution of the parent-child relationship based upon parents' social experiences and interactions with their children. In developing this approach, Baumrind (1967) further conceptualized parenting styles as authoritative, permissive, and authoritarian. The varied styles of parenting employed have documented direct association with academic performance. In particular, parenting styles have been studied in children and adolescents and across ethnic groups. However, Dornbusch, Ritter, and Steinberg (1991) did not find a significant relationship between parenting styles and grades for African Americans. With a conceptual focus on parenting styles, parent development theory provided a useful framework

for understanding the daily routines and practices contribute to the success and educational attainment of African American males.

Human capital investment theory views the family as a utility that functions to produce household outcomes such as self-esteem, health, and altruism all of which are measured by the economic success children achieve in adulthood (Boggess, 1998). The theory, developed by Becker and Tomes (1979, 1986), suggests that parental decisions based upon resource allocations of time and money affect children's outcomes and success. Human capital investment theory implies that single-parent families compensate for physical time their children through material items, resources, and services, which often leads to less supervision of the children and inconsistencies in parenting, resulting in lower academic achievement (McAadoo, 1993). Single-parent households only have one potential wage earner making even more difficult than for two-parent households with dual income options.

This study sought to understand the lived experiences of one-parent households and the routines and practices employed to ensure that their African American sons achieve educational attainment. The process of educational attainment involves coordinating decisions on many dimensions. Successful navigation of the complicated system is partly dependent on parental assistance (Baker & Stevenson, 1986). This research sought to develop further the types of behaviors present in one-parent households, if any, to support and guide their sons' navigation toward post-secondary education attainment. The goal of this study was to identify the unique actions of the one-parent-led household that lead toward educational attainment for their sons using a phenomenological approach.

Summary

Research has consistently documented that children from one-parent household settings graduate from high school and go on to college at lower rates than those living in two-parent households (Amato, 1988; Brown, 2010). Additionally, African American males are more likely to live in one-parent households and are at-risk of not seeking educational attainment after high school. Meeting former President Barack Obama's (2016) charge to increase the number of college graduates by 2020 requires an intense focus on preparation to complete high school. By researching the routines and practices of one-parent households with African American male sons who are first year college students, one can begin to understand the necessary conditions that contribute to positive outcomes that will increase this population's ability to access educational attainment.

This chapter outlined the significance of the research and serves an entry to the remaining chapters in the study. Chapter two examines the body of literature reviewed for the completion of the study. The literature examined focuses on parent development theory, parenting styles, and human capital investment theory in relationship to the framework of educational attainment. In particular, single parenting of African American male children and the perception of the children's educational attainment success trajectory are reviewed. The chapter is divided into sections: a historical perspective of the African American family, the one parent household of African Americans, parenting styles of African American, parent development theory, and human capital theory. The third chapter outlines the study's methodology, which implemented a qualitative phenomenological approach. Chapter four presents the results of the study that includes details from the data collection. The final chapter summarizes the findings from the

study, including limitations, implications, and contributions to the field of education and society for further research and practice.

Chapter Two: Review of Relevant Literature

This study explored the household dynamics of single parents that raise African American males to achieve educational attainment after high school completion. This chapter will facilitate an understanding of the single-parent household structure by discussing the historical views of the family structure of the African American community in the United States. This discussion of the family structure includes the African American family from its inception in slavery and the changes affecting the structure through modern times. It further details literature and research regarding the one-parent household. The second section reviews literature pertaining to Baumrind's (1966) delineation of parenting styles with the adaptation of Maccoby and Martin's (1983) addition to the dimensions. The parenting styles are discussed in terms of their connections with student achievement and emotional intelligence. Lastly, an extensive examination of Mowder's (2005) Parent Development Theory is the third section. Parenting styles and Parent Development Theory are used as frameworks to guide this research on the one-parent household. The third section discusses the quest for post-secondary educational attainment, and concludes with a summary and the relevance of the literature to this study.

History of the African American Family in the United States

Today's African American family is inextricably linked to history, relating to practices from the origins of slavery. The one-parent African American household began to emerge in the time of slavery when the African family structure was attacked as a form of economic gain for slave masters (DuBois, 1906; Dunaway, 2003). Theorists during post-slavery emphasized how the disruption in the family that created one-parent households derived from slavery's contribution to the instability of the Negro people (DuBois, 1899; Dunaway, 2003; Frazier, 1932). DuBois (1899) focused his studies on how African families sold into slavery were

stripped of their cultural heritage and sold into a life of servitude. Boyd-Franklin (2003) documented slavery as a dehumanizing process that robbed Africans of basic human rights including the denial of the right to marry. In the American Mountain South, Dunaway (2003) argued that the enslaved family structure was sacrificed for an economic system and profits to the plantation owners during the Antebellum period. Dunaway extended Gutman's (1977) explanation of the threats to the slave family integrity before, during, and after the civil war. One-parent households, primarily headed by women, were economically profitable due to the selling of the unlawful spouse (Schmitz & Steiger Tebbs, 1999).

Oast (2008) studied institutionally owned slaves and the related effects on the family structures. Children born to slaves at institutions often experienced separation from their family or were of mother-only homes. Some researchers argue that despite the disruptions in the family, slaves created their own family systems that developed strong resiliency and connectedness when they were permitted to engage in their lives outside of the slave labor they were to conduct daily.

The slave family has been researched through static views of the development and functions of the family using historical reference materials. A widely held view used to compare enslaved families is the idea that a harmonious synchronization occurs in a family based upon the needs of the individuals, the family, and society. Enslaved families are thought to have an imbalance relating to these characteristics, which ultimately destroyed African patterns of marriage and family due to the denial of a new pattern of life in the United States (Higman, 1977). In his writing in 1906, DuBois complained about the limited source material researched about the Afro-American Family. DuBois further stated,

It is difficult to get a clear picture of the family relations of slaves, between the Southern apologist and his picture of cabin life, with idyllic devotion and careless toil, and that of the abolitionist with his tale of the family disruption and cruelty, adultery and illegitimate mulattoes. (p. 9)

Literature documenting Afro-American slavery published through 1976 continued to hold the same views assuming that an *identical* outlook on the African American family is a contributor to the absence of comparative studies on the history of the family and kinship systems (Gutman, 1977). The works of E. Franklin Frazier (1937) distinguishes four emerged family patterns in the Negro communities of the United States. The patterns of these families are characterized as a *maternal family* having the matriarch as the head of the household with little to no involvement from the father, the traditional family of American whites, the differentiated social heritage of free Negroes, and families isolated from Negro life. The *maternal family* is the most prevalent of four patterns and is attributed to illegitimacy from impregnation by the Anglo-American slave owner. According to Frazier (1937) elite slaves, such as house servants, managed to sustain the conventional two-parent family of the American whites. There is little documentation regarding sexual behavior, slave marriage rituals, slave surnames, and slave child-rearing practices in the existing research. Moreover, there is limited documentation of the slave kinship system of family stability and the relationships between the immediate family and the enlarged kinship group (Gutman, 1977).

African families were stripped of their heritage to move into servitude in the United States in the 1600's. Stamp (1950) believed the status quo of slaves as deficient and having failed their families emerged due to their inhumane treatment through bondage and separation, preventing slave families from developing a cohesive establishment. Although there are

accounts of stable and loving slave marriages and families, these circumstances faced obstacles in order to maintain a two-parent household (Gutman, 1977). The stable slave family was identified as most beneficial to the slave owner's ability to maintain profit through generating a viable labor force through reproduction (Fogel & Engerman, 1980). However, Dunaway (2003) identified horrific conditions occurring in the American Mountain South due to a non-agricultural economy versus that of the American South. Non-agricultural slavery towns used slave labor for "professional careers, retail shops, government services, manufacturing, or extractive industry with their crop cultivation" (p. 33). Dunaway commented,

Slave hiring, in particular was a mechanism for labor migration utilized frequently by American Mount South slave owners to set their slaves to work at non-agricultural occupations in other locales. One-parent household result was family separations, an occurrence rendered more likely as well by slaves' residence on relatively small plantations, involvement in marriages abroad, and sale, all of which were circumstances much more prevalent in the American Mountain South. (p. 33)

Research has proposed conflicting theories regarding the state of the slave family and the marital status of enslaved people. The disagreement lies between the structures of the slave family being constructed from external factors of slavery or by slave agency. In other words, Pargas (2011) questioned if the formation of the slave family structure was due to the slaveholder or due to the economic necessity of slavery. Few studies have explored slave families beyond the description of the plantation and extreme bondage. In addition to widely known agricultural slavery and non-agricultural slavery, institutional slavery is another form of slavery embodied in other parts of the country.

The lives of institutional slaves often differed greatly from those of slaves who were owned by individual masters, and their stories are rarely told in the modern historical literature on slavery, which focuses on the more typical lives of slaves who lived with individual owners (Oast, 2008).

Records document the instability of family life of institutional slaves being greater than that of slaves owned by individuals. More commonly recognized in the literature of institutional slavery is the slave owner serving as a father figure as a burden to preserve the property. A Virginia farmer's perspective in 1851 was to focus on the care of servants being in the interest of every master (H. Jones, as cited in Oast, 2008) in order for the slave to be less likely to detached from the family. In a report to members of Briery Presbyterian Church in 1846, Colonel Asa Dupuy (as cited in Oast, 2008) recommended the slaves be sold to more humane masters due to problems such as separation of families and low birth rates that exist in the process of institutional slavery.

Despite the various forms of enslaved African American families in agricultural, non-agricultural, and institutional settings, these families demonstrated strength and perseverance in response to the inhumane conditions that were created by slavery (Dupuy, as cited in Oast, 2008; Dunaway, 2003; Hines & Boyd-Franklin, 2005). Through varied approaches to marriage and family in the lives of enslaved people, the trajectory of the African American family is shaped from varied circumstances of traditional marriages, common-law marriage, separation of the family, and children born out-of-wedlock. The family structures that emerged from slavery shaped the post slavery age for African American families in the United States.

Post-slavery African American families from the 1880s-1980s grew more stable through the emergence of the nuclear family consisting of a husband, wife and children (Billingsley,

1992). However, incidents of the single-parent household in the African American community continued from its emergence during slavery (Ruggles, 1994). The context of the one-parent home will be discussed later in this chapter. The construct of family has many definitions that are acknowledged in literature; layers to this construct are added continuously when focusing specifically on the African American family.

Family is defined as a group of two or more people related by birth, marriage, or adoption and residing together (United States Census Bureau, 2016). The United States Census Bureau (2016) further defined a *subfamily* as being a married couple or single parent with one-parent household or more never-married children under the age of 18. By 1960, two parent households were at 88% in comparison to 69% in 2016. By the 1970s, the percentage of married couples declined, creating alternative family structures described as subfamilies. These subfamilies made up 22% of the population in the 1960s, including one-parent households (M. Coleman & Ganong, 2004). Nationwide reports of 2015 estimated 6.3 million African American children living in single-parent families with 4.6% representing California's total (Kids Count Data Center, 2015). Researchers have been examining the emergence of the African American subfamily in the United States emergence, focusing on factors such as lack of education of African Americans, lack of availability of African American men, and higher numbers of African Americans seeking higher education (Becker, 1981; Darity & Myers, 1983; Guttentag & Secord, 1983; Kiecolt & Fossett, 1991; Tucker & Mitchell-Kerman, 1990; Wilson, Coleman, & Schofield, 1987).

Beyond the United States Census Bureau, other scholars have defined family in a variety of ways. Hattery and Smith (2007) developed five definitions of families: nuclear family, extended family, cohabitation/co-parenting, common-support (used for gay and lesbian couples

prior to the change in the law), and emotionally tied. Research has identified the complexities of the African American family structures and attempted to focus on the role of the single parent in the developmental phases of family for African American children, males in particular (Billingsley & Caldwell, 1991).

Various researchers have presented cases for understanding the dynamics of the African American family. In 1965, Assistant Secretary of Labor, Daniel Moynihan, released a report outlining the “tangle of pathology” plaguing the Negro community in *The Negro Family: The Case for National Action*. Moynihan’s report argues that socio-economic problems in the African American community were directly related to an increase in female-headed households, rising divorce rates, and illegitimacy requiring national attention. The report echoed the opinion of E. Franklin Frazier (1957a, 1957b) regarding female-headed African American families being the source of family social ills and disorganization. Frazier also believed that African American family structures formed through institutionalization, and are disorganized stemming from racism, economic deprivation, urbanization, and other societal factors. Critical analysis of the Moynihan report shows its contribution to the myths and misconceptions of the African American family based upon comparison to White family life. This comparative view ignores the strength and resiliency the African American family has demonstrated before, during, and after slavery (Franklin, 1997).

The Moynihan Report (Moynihan, 1965) continues to be a basis for further research regarding the African American family. Gutman’s (1977) research in the Black family was influenced by this report. Billingsley (1968) and Scanzoni (1971) expanded the portrayal of family types in the African American communities. The emphasis on the nuclear family in the Moynihan Report continues to negate the argument by Herskovits (1958) that emphasizes the

significance of blood kin ties in the African American community. The complexities within the African American family types are intertwined within relationship of their circumstances to individuals and society as a whole. Early researchers such as DuBois (1906) and Frazier (1957a, 1957b) focus their work to understand the influences of the African American family formation. Difficulty discerning the effects of a two-parent household versus a one-parent household in the African American community is due to greater numbers of subfamily settings, geographical location, and socio-economic status (McLoyd, Hill, & Dodge, 2005).

Many scholars have studied African American family life, including an examination of racism and poverty as well as sociological and psychological perspectives relating to family studies (Peters, 1978). Adding to the body of literature is a more in-depth focus on the ecological and cultural diversity of the African American family. McLoyd et al. (2005) authored a book building on the research of other scholars documenting emergent issues relating to African American family life. Their book extends the work of DuBois (1906), Billingsley (1968, 1992), Frazier (1937), Hill (1971), McAdoo (1981a, 1981b), and Staples (1985). Each scholar captures a varied viewpoint of the influences placed upon the African American family through adaptation to diverse situations including racism, economic conditions, and family formation. Most of the comparisons describe the nuclear family as the most effective form of family to produce positive conditions that is supported by American capitalism.

Billingsley (1968) identified four phases of research on family studies in the United States. The first phase of research studied African American families as compared to that of the European family structure and its differentiation between matriarchal and patriarchal settings. African American families during and post slavery were determined to be more matriarchal viewed as its downfall according to Frazier (1957a, 1957b). African American families were not

researched directly due to their lack of connection to mainstream connection to society. In fact, Billingsley asserted that prior to the late 19th century, the African American family was not a recognized institution and continued to be limited in the second phase of studies on family. During the second phase, African American family life was recognized through the viewpoint of crime rates, divorce rates, death, health statistics, and illegitimacy rates associated with the breakdown of family life. African Americans were viewed primarily from a rural perspective and were not included in the dialogue around industrialization's effects on the family.

The third and fourth phases of family studies continued from the 1920s through the 1960s. Studies of the family shifted from poverty to focusing on the problems with middle class families (Billingsley, 1968). During the early 1920s, African American families continued to be absent from the direct focus of studies, as researchers were not focused on the identification of their classification as part of the middle class. In one case, Glazer (1964) asserted that African American family life influenced the social context shaping conditions of resiliency. Near the end of the 1920s, African American scholars began focusing their work around the city of Chicago, including E. Franklin Frazier's seminal work *The Negro Family in Chicago* (Frazier & Thompson, 2005) and *The Negro Family in the United States* (Frazier, 1966). Chicago was also the center of Drake and Cayton's (1962) *Black Metropolis*. Others contributed to the literature on African-American family life, including Dubois, Johnson, Davis, Reed, Wirth, Edmondson, Roehr, Park, Dollard, and Warner. The studies centered on African American family life relating to their higher concentrations in industrial areas and economic impact contributing to political efforts prior to the Great Depression.

Research conducted during the 1960s and 1970s shifted from the industrial era to social concerns about class and equality. The Civil Rights movement of the late 1950s and 1960s

prompted discourse regarding poverty among African-American families. Researchers began making connections to the social conditions that affect the family. The Moynihan Report's (Moynihan, 1965) portrayal of the African American family was not very optimistic in relationship to economic, political, and educational advancement after the passage of the 1964 Civil Rights Act. In Moynihan's report, a focus on the African-American family lacking a husband or father was portrayed as a significant problem needing government attention. Much of this report shared the previously published views of E. Franklin Frazier (1957a, 1957b), as mentioned earlier in this chapter.

The Moynihan Report (Moynihan, 1965) sparked interest in ideological perspectives such as the work of Walter Allen's (1978) cultural equivalence, cultural deviance, and cultural variance. In this study, *cultural deviance* views the two-parent household headed by the husband as being the norm with any deviation from this family structure being perceived as causing of the dysfunction in the family. *Cultural variance* views the distinctions between African American families structures as positive examples of resiliency in the family. *Cultural variance* was further studied by scholars Tucker and Mitchell-Kerman (1995) and Walker (1988), who both argue that studies continuous comparison of African-American families with White American families reduced the possibility of developing a global comparative and society changing the context of the world.

Researchers with the Alabama Policy Institute (2005) focused their studies on family structure and the decline of two-parent households. This research demonstrated that family structure has an influence on the educational outcomes of children. The *State of America's Children* report by the Children's Defense Fund (2011) showed that in 2009 fewer than 40% of African American children live in two-parent households and 23% live with their mothers only.

The Moynihan Report (Moynihan, 1965) as well as Frazier (1957a) asserted that the circumstances of female-headed households had contributed to the demise of the African American family. The changes in the American family structure from 1970 to 2012 identify six different variations of households being: married couples with children, married couples without children, other family households, men living alone, women living alone, and other nonfamily households (United States Census Bureau, 2013). In 2009, African American children are most likely to live in homes with their grandparents without a parent present in the home (Children's Defense Fund, 2011). A call for national attention regarding the family structure's effect on children emerged as a result of Dan Quayle's response to a debate topic during the re-election campaign for President George H. W. Bush in 1992. Quayle denounced the media glorification of unwed motherhood; this claim was supported by empirical research by Barbara Dafoe Whitehead (1993). In the report titled, *Marriage in America: A Report to the Nation*, the Council on Families in America and Institute for American Values (1995) analyzed data stating that the family's decline is due to a weakened need for marriage.

The African American community is most severely affected by the loss of fathers and marriage (Popenoe, 2008). Fatherhood, in particular, became a prominent factor creating various movements in an effort to save the family. In fact, the percentage of births outside of marriage continues to increase as well as non-marital cohabitation. This is attributed to what is being called *the marriage gap*, the differences between educated women who choose to seek careers versus marriage as a pathway to family success. As more individuals acquire education, they tend to marry at higher rates, have lower divorce rates, and have lower unwed birth rates in comparison to those without a college education (Popenoe, 2008).

Based upon current trends, the likelihood of marriage to build and strengthen the family structure will not change. However, Popenoe (2008) cautioned against making linear prediction on the future to determine family trends based upon the unreliable historical research data that neglected to predict the baby boom era or the social changes that took place in the 1960s and 1970s. An increase in societal shifts including secular individualism and an increase in governmental assistance for basic needs that were traditional functions of the family further changes the trajectory of the family. Secular individualism places priority on one's own preoccupation with personal fulfillment and an emphasis on tolerance of diverse lifestyles aligned to the post-modernism movement. This phenomenon that has contributed to increases in single-parent households by choice as more professionals have moved toward alternative forms of family formations.

African American Single-Parent Households

The one-parent household consists of a single caregiver or guardian who provides general welfare and protection for a child (e.g. mother, father, older sibling, aunt, uncle, grandmother, grandfather, foster parent, or extended relative). The phenomenon of single-parent households is not new in American society. For African Americans, slavery created the single-parent family for economic gains sought by slave owners (DuBois, 1906; Dunaway, 2003). Post slavery, this household structure is typically created as a result of a death of a partner in a marriage with children, a breakup or divorce of coupled parents resulting in no co-parenting from the other partner, or uncoupled people who choose to be or otherwise become parents (Kleist, 1999; Zimmerman, Salem, & Maton, 1995).

U.S. Census data collected from 1880 to 1960 show two-parent households being most prevalent in the African American family structure. The decline of two-parent households

shifted in 1960, where single-parent households rose dramatically (Ruggles, 1994). One of the most prevalent fractures to the family structure is divorce (Cooper, McLanahan, Meadows, & Brooks-Gunn, 2009). Divorce is a family disruption occurring when one legally proceeds to dissolve one's marriage. According to Doss, Atkins, and Christensen (2003), in 1995 data suggest that in approximately one-half of first marriages result in divorce. Some others estimate that 75% of African American children will experience parent divorce before the age of 16 (Mooney, Oliver, & Smith, 2009). Researchers found that dramatic increases to divorce rates in the U.S. were due to increased employment opportunities for women, a decline in social stigma against divorce, and few legal barriers to divorce. Researchers have found that African American youth of divorced families are significantly affected in their academics, intimate relationships, and economic conditions due to limited access to resources, including mental health services (Coontz, 1997; Furstenberg, 1990).

In addition to divorce, the Moynihan report of 1965 asserted the out-of-wedlock birth rate of African Americans increased to 25%. By 1991 an estimated 68% of Black children were born outside of marriage. Over 70% of Black children were born to unwed mothers between 2010 and 2015 (Daniels, Kakar & Chaudhurl, 2017; Washington, 2010). In most instances, the child of a single-parent household resides with the mother; however, there is a growing trend of fathers assuming the custodial role (Alvarado & Kumpfer, 2000). Few studies have focused on the effects of father-headed households, as the focus remains on the effects of single parenting on the child (M. Coleman & Gamong, 2004; Dickerson, 1995). Single-parent families are twice as prevalent in African-American families compared to Caucasian families (McAdoo, 1997; Daniels et al., 2017). Williams (1996) and Sowell (2000) argued that the *Great Society* program, which subsidized unwed pregnancy through the welfare system in the 1960s created a system

generating more single-parent households in the Black family. This argument is consistent with the rates of increases in single-family homes for African Americans as documented by the U. S. Census. The United States Census Bureau (2016) noted that biological two-parent households dropped to 69% in comparison to 88% in 1960. Of the 20.2 million children living with mother or father only in the United States, 85% living in mother-only households and have 14% living in father-only households (See Figure 1).

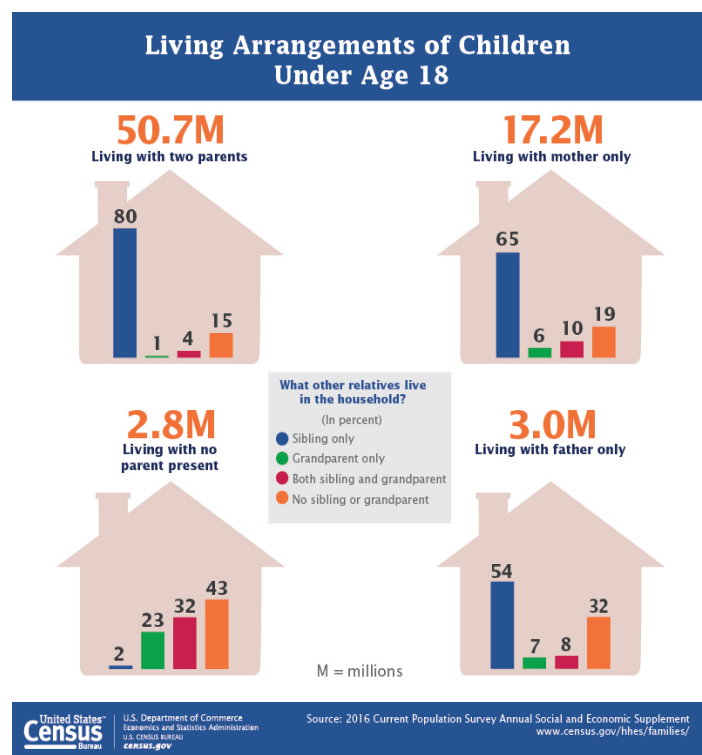


Figure 1. Living arrangements of children under age 18. Reprinted from “The Majority of Children Live with Two Parents,” by U. S. Census Bureau, 2016 (https://www.census.gov/content/dam/Census/library/visualizations/2016/comm/cb16-192_fl_a_graphic.jpg). In the public domain.

Literature has consistently documented that single-family households are on the rise and are significantly higher for African Americans (Demo & Cox, 2000). In their 2000 review of the literature on families with young children, Demo and Cox (2000) posited that limitations on the research centered on the tendencies to define family structures into two categories; single-parent

and two-parent households. They further contended that most research focuses on marital status as the determining factor for positive outcomes for children from intact two-parent households.

Historical trends show a decline in adult African American marriage rates. In 1970, 64% of adult African Americans were married in comparison to 32% in 2004. Of the 68% unmarried African Americans in 2004, 45% had never been married (Dixon, 2009). Despite the downward trend of marriages for African-American adults, the birth rate continued to increase resulting in a dramatic increase of single-parent homes for (Ellwood & Jencks, 2001). Changing cultural norms softened the notion of marriage being a requirement for becoming parents as witnessed by the decline of the *shotgun marriage* typically occurring when an unwed couple became pregnant in years prior to the 1970s (Akerlof, Yellen, & Katz, 1996). The research reviewed for this study indicates that the increases in birthrates and the decline of marriages have created a breakdown of the family structure.

Effects of One-Parent Households of African American Children

The effects on children living in one-parent households are heavily researched with respect to family structure. Much of the scholarly work centered on single families outlines the negative outcomes for youth raised in this type of family structure (Herzog & Sudia, 1972; Shinn, 1978). Most studies have concluded that children from single-family households are more likely to show higher rates of delinquency, achieve lower economic status in adulthood, live in impoverished conditions, and have lower attainment of education than those from intact homes (Bray & Hetherington, 1993; Buchanan et al., 1996; Coontz, 1992; Dornbusch et al., 1985; McLanahan & Sandefur, 1994; Zimmerman, 1995). Early research about family configuration centered on the causes and effects of student achievement. As the family structure has changed, the research has shifted to identifying specific variables within the family structure

that determine academic outcomes. Previous studies focused on reasons why one-parent households in general, and African-American homes specifically, exhibit children who fail academically and have dysfunctional behaviors. The lack of a nuclear family structure is said to be the root cause.

Researching the success of an African American male raised in a one-parent household addresses embedded challenges of raising a child in this family structural setting. African American male students, as a group, have also been told systematically and consistently that they are inferior and that they are incapable of high academic achievement (Ladson-Billings, 2000). Additionally, research has shown that males raised in one-parent households are highly likely to become dropouts.

In their study on children's well-being, McLanahan and Sandefur (1994) asserted that single-parent households had severe effects on children's education attainment. One such effect resulting from the single-parent family structure is the likelihood of children dropping out of high school. Figure 2 compares the high school dropout rates for youth from two-parent households and single-parent families.

Based upon the comparisons used, each study demonstrated that nearly twice as many youth from single-parent families would drop out of high school as opposed to children that are raised in two-parent households. They further concluded that single-parent households have a greater effect on African American males than any other racial group (McLanahan & Sandefur, 1994).

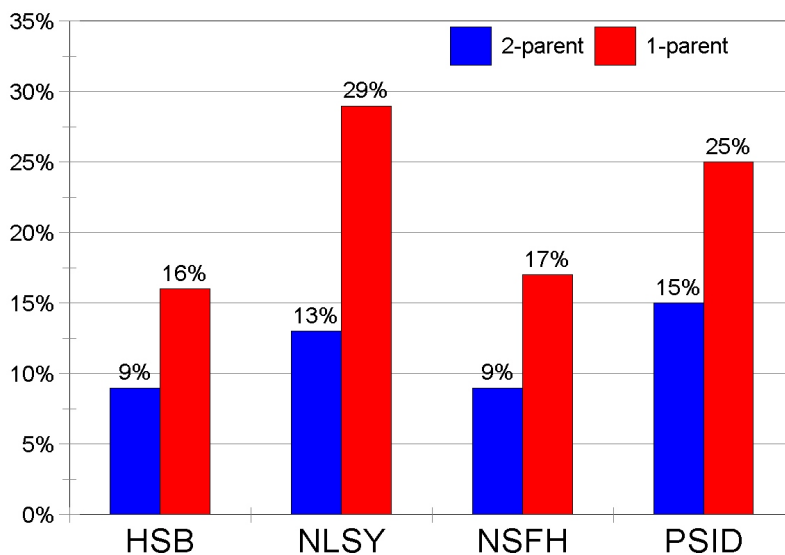


Figure 2. Risk of high school dropout. One-parent families include stepfamilies. HSB = High School and Beyond Study, NLSY = National Longitudinal Survey of Youth, NSFH = National Survey of Family and Households (Cohort 1), PSID = Panel Study of Income Dynamics. All numbers are adjusted for race, sex, mother's education, father's education, number of siblings, and place of residence. All differences from two-parent families are statistically significant. Reprinted from *Growing Up with a Single Parent: What Hurts, What Helps* (p. 41), by S. McLanahan and G. D. Sandefur, 1994, Cambridge, MA: Harvard University Press. Copyright 1994 by the President and Fellows of Harvard College. Reprinted with permission.

In addition to McLanahan and Sandefur's (1994) longitudinal study that identified the likelihood of African Americans to drop out, other researchers noticed trends that contradict this finding, creating conflicts regarding ways to interpret data and determine policies (Battle, 1998; Hale, 2004; Zimiles & Lee, 1991). According to Battle (1998), despite the increases in African American children being raised in single parent households, the dropout rate has declined. Further research has focused on the impact of parental influence more deeply than just the structure of the environment itself. In addition, Ford's (1994) study of 148 9-14 year old African American students found that family demographics contribute very little to academic achievement. Hale (2004) identified links to the family and its structure relating to teachers. She posited that teachers do not take into consideration the limited ability of certain households support their children academically at the same level as the teacher. Zimiles and Lee (1991) also

conducted a study linking school completion and education attainment to the family structure's impact on a child.

An overwhelming amount of research has focused on the negative aspects of raising children in single-parent households. Some researchers have sought to develop alternative terms to the one-parent households in an effort to focus on the positive aspects with limited exploration. For example, Ahrons (2004) coined the term *binuclear* family to acknowledge the one-parent household and recognize the positive outcomes that result from the formation of this family type due to divorce.

Parenting Styles

Few studies have addressed the complexities of the daily routines and practices occurring in the one-parent household that lead to the successful outcome of males attending college after high school. Most studies concur that the likelihood of children from one-parent households achieving academically is lower than that of children raised in two-parent households. The literature shows there are numerous variables considered to significantly change the negative perception of one-parent households' ability to support African American males to achieve educational attainment post-secondary. African-American parents are challenged to raise their children to develop the necessary survival skills to function in society through racism, harsh economic conditions and a difficult-to-navigate educational system (Kapungu, Holmbeck & Paikoff, 2006). Among these circumstances in society, the households incorporate parenting and disciplinary practices used in response to child behaviors through independence and autonomy.

Emergent studies conducted on the parent-child relationships with parenting styles focus on areas including: acceptance and rejection of a child by his/her parents (Becker, 1964; Symond, 1939), outcomes of dominance and submission (Symond, 1939), involved and

uninvolved parents' emotional effects on the child, the democratic versus autocratic household (Baldwin, 1948), responsive and unresponsive parenting (Baldwin, 1948; Schaefer, 1959), and controlled and non-controlled household environments (Becker, 1964; Schaefer, 1959). Through research on the controlling parent (Baumrind, 1966), used Fromm's (1941) distinction between rational and inhibiting authority as characterized by a person's ability to have interpersonal relations with others. In later years, Maccoby and Martin (1983) extended the three-model approach, developed by Baumrind, to include an additional typology and integration of responsiveness and demandingness exhibited in households. As psychology furthers research on human nature, parenting styles have extended into numerous categories such as: positive parenting, helicopter parenting, narcissistic parenting, and dolphin parenting.

Symonds' (1939) study on parent-child relationships initially sought to provide professionals with better ways to understand and compare parental behaviors to those of educators that produced positive outcomes for children in the classroom. He investigated two distinct features of parental behavior based on child acceptance or rejection by the parent and what degrees of dominance and submission occur by the parent towards the child. Through case study analysis he concluded that the parent-child relationship influences the child's behavior and that the closeness of the relationship produces positive effects on a child's personality. Becker (1964) also proposed similar variables in relationship to parenting termed *warmth* and *hostility*. His classifications of the two dimensions were based upon a wide range of variables. Consequently, the research findings were relevant to previous theories on learning and psychoanalysis with little rationale or reliability based upon the actions or conditions of the subjects in the sample. Becker (1964) described parents' interactions with their children in regard to restrictive versus permissive behaviors used in parenting styles (See Table 1).

Table 1

Interactions in the Consequences Of Warmth Versus Hostility And Restrictiveness Versus Permissiveness

	Restrictiveness	Permissiveness
Warmth	Submissive, dependent, polite, neat, obedient Minimal aggression Maximum rule enforcement, boys Dependent, not friendly, not creative Maximal compliance	Active, socially outgoing, creative, successfully aggressive Minimal rule enforcement, boys Facilitates adult role taking Minimal self-aggression, boys Independent, friendly, creative, low projective hostility
Hostility	“Neurotic” problems More quarreling and shyness with peers Socially withdrawn Low in adult role taking Maximal self-aggression, boys	Delinquency Noncompliance Maximal aggression

Note. Adapted from “Consequences of Different Kinds of Parental Discipline,” by W. C. Becker, 1964, in M. L. Hoffman, & L. W. Hoffman (Eds.), *Review of Child Development Research* (p. 198). New York, NY: Russell Sage Foundation. Copyright 1964 by the author. Reprinted with permission.

Baldwin (1948) identified that the timeliness of the methods used to understand parenting styles traditionally lags nearly two generations of child development. As an independent investigator, Baldwin (1948) observed children and their parents in their home environment using a battery of *Parent Behavior Ratings*. He appraised the home environment, identifying a democratic style of control characterized by consultations and reasoning when making family rules and decisions. In contrast, permissiveness is arbitrary and lacks restraints related to emotional decisions. High amounts of control versus democracy was found to produce various effects such as an aggressive, fearless, and playful child who exhibits leadership qualities, but has tendencies to display unkind behaviors to others. Baldwin identified significant finding regarding curiosity, non-conformity and disobedience of the child when a controlling parental structure

exists. A controlled household without a democratic approach produces children that are typically quiet, well behaved, non-resistant, and restricts their curiosity, originality and aggressiveness.

Extensive research on personality theories identifies that parent-child social interactions are crucial during the children's early developmental stages. This is particularly true of the mother-child relationship (Schaefer & Bell, 1958). In a study on parental influence, Schaefer and Bell (1958) found 32 concepts derived from previous studies develop measurements of parent-child relationships. The measurements found that mothers with higher education have more positive attitudes relating to child rearing.

Researcher Baumrind (1966, 1971, 1978, 1991) identified three distinct models of parental control based upon observation and interviews with parents and children: permissive, authoritarian, and authoritative. The samples used in these studies were mostly middle-class White families resulting in consequences and competencies that differ based upon the various parenting styles. An expansion of Baumrind's (1978) work, Maccoby and Martin (1983) developed a parenting typology through the integration of two parenting style dimensions: responsiveness and demandingness. Based on the child rearing dimensions of warmth (parental acceptance, nurturance, and involvement) and behavioral control (parental demandingness and responsiveness, monitoring and parenting that demands age appropriate behavior; Kapungu, 2006), their focus led to the addition of a fourth parenting style: neglectful/uninvolved. For the purposes of this study, the models of parental control were examined to categorize the responses of the sample population in determining which model most effectively guides educational attainment for African American males.

According to Spock (1964), changes in child-rearing practices during the 1940s created a parenting shift from previous decades of strictness to permissiveness. Permissive parenting is an

attempt to behave in a non-confrontational manner or response to a child's impulsive behaviors. The permissive parent is found to be a negotiator when relating to rules requiring limited responsibility for the child to take ownership for his/her actions or the necessities of the home. In an effort to obtain control of the child, the permissive parent will use logic, reasoning and manipulation (Baumrind, 1966, 1967). This style of parenting assumes the child will be self-regulated with the ability to be free to do whatever he/she wants without regard to the effects on others in his/her surroundings (Neill, 1964). Neill (1964) asserted that in order for a child to be raised in this manner, the parent should be wealthy out of fairness to the environment due to the results of the child's "natural carelessness" (p. 139). Permissive parents traditionally view themselves as a resource for the child to use in shaping his/her own behaviors versus being the one responsible for modifying his/her behaviors. Children of permissive parents do not show significant differences from children of authoritative parents in most areas other than demonstrating lower achievement and lower cognitive competency (Baumrind, 1971).

E. Hines and Holcomb-McCoy (2013) research on African American males raised in a permissive parenting style household attribute negative behavioral outcomes due to poor parental supervision and monitoring, inconsistent disciplinary practices, and infrequent parent-adolescent communication. These actions are consistent with Frank's (1940) description of unnecessarily deprived individuals from their early childhood who are left to decipher the demands of life without proper supervision rooted by permissive parents. Maccoby and Martin (1983) associated the pattern of permissive parenting with behaviors that are disapproved or undesirable by society, and have negative effects relating to children's impulsivity, aggressiveness, and lack of taking responsibility for his/her independent actions.

According to Baumrind (1966, 1971), the authoritarian parenting style used a standard of conduct motivated by a higher authority through conforming to God's will or a value system rooted in obedience and favors discipline to correct actions in conflict with this belief. Baumrind (1971) identified three components that authoritarian parents use to shape, control and evaluate their children's behaviors. These parents strongly believe children must follow the commands of the parent and discourage negotiation about decisions. The authoritarian parent values stern reinforcement of household rules and is viewed as unresponsive. In later years, Baumrind (1991) further determined that this style of parenting is highly demanding and directive with a belief in total control over the child's life. According to research, the authoritarian style of parenting has shown negative outcomes for children (Baumrind 1971, 1993; Deater-Deckard, Petrill, Thompson, & DeThorne, 2006) and is found to be used more often in an African American household versus a European American household (LeCuyer, Swanson, Cole, & Kitzman, 2011). In their study on relations and parental influences for low income adolescents in Chicago, Voisin, Harty, Kim, Elsaesser, and Takahasi (2017) found parental monitoring (authoritarian style) appeared to be a common and effective strategy for low income children when other studies show authoritarian parents having negative outcomes for their children.

In some studies, authoritarian parenting has shown more positive effects in the African American home in comparison with European American homes. Children within African American homes show more independence and increased social maturity for children aged 3 and under. There is less deviance and higher academic performance in adolescents and better behavior outcomes (Jones, Cuellar, & Gonzalez, 2012; Kapungu et al., 2006; Kincaid et al., 2012; Lamborn, Dornbusch, & Steinberg, 1996). In contrast, researchers also show that the

authoritarian parenting style has negative outcomes for children within the African American community, similar to those of European American homes (LeCuyer & Swanson, 2017).

The authoritative parenting style identified by Baumrind (1966, 1971) is considered to be an intermediate style between authoritarian and permissive parenting. The rights of both the parent and the child are highly considered when parents guide the child through daily demands and activities. There is often a high level of maturity and encouraging dialogue that supports the child's overall well-being. Children in authoritative households are considered independent though operating based upon clear guidelines and rules developed by the parents. A high level of control and responsiveness is present when children are faced with challenges and opportunities for learning. Children of authoritative parents are more competent and achievements oriented in school, in contrast to children of authoritarian parent households. The authoritative parent provides an environment for their child, supporting autonomy in decision making while continuing to encourage academic achievement and positive socialization.

The indifferent-uninvolved parenting style added a fourth element to the typology identified by Baumrind (1966, 1967, 1971). Here Maccoby and Martin (1983) examined the degree to which parents are committed to the role of child rearing. The level of involvement in this type of parenting style has a baseline of some caring and commitment to the child's well being. The commonalities of an indifferent and uninvolved parent tend to be associated with parental behaviors consistent with avoidance and being inconvenienced by responsibilities associated with child rearing. Baumrind's (1971) vantage on permissive parenting was further dissected by Maccoby and Martin's characterization of demandingness and responsiveness. Their first identification of the permissive parent was indifferent and uninvolved, but later classified as indulgent and neglecting parents. Their work concluded that indulgent parents

provide little authority and allow for self-regulation: however, neglectful parents typically are preoccupied with their own problems, leading them to neglect their responsibilities as parents.

Baumrind's (1991) later work also used the characterization of demandingness and responsiveness to further explain new findings from research on parenting styles. The definition of demandingness is identified through the child's responses to discipline by the parents through willingness to address the ways the child integrates into the family structure. Responsiveness is connected to actions by the parent that support children's special needs in response to his/her individuality and ability to self-regulate and assert oneself. Similar to the findings of Becker (1964) and expanded by Maccoby and Martin (1983), Baumrind derived four prototypes based upon the dimensions of demandingness and responsiveness (See Table 2). According to Baumrind, there are two dimensions reflecting two types of demands: those demands made by children on society and those demands made by society on children. The measurements of demandingness in the authoritative and authoritarian parenting styles lack information relating to other criteria found in parenting such as: restrictiveness, coerciveness and warmth (Baumrind, 1991).

Table 2

A Two-Dimensional Classification of Parenting Patterns and Styles

	High Responsiveness	Low Responsiveness
High Demandingness	Authoritative - reciprocal High on bidirectional communication (Baumrind, 1991; Maccoby & Martin, 1983)	Authoritarian Power assertive
Low Demandingness	Permissive	Rejecting Neglecting, ignoring, indifferent, uninvolved

Note. Adapted from "To Nurture Nature," by D. Baumrind, 1991, *Behavioral and Brain Sciences*, 14(3), 386-387. Copyright 1991 by Cambridge University Press. Reprinted with permission.

Parenting Styles and Academic Achievement

A review of the research relating to parenting styles conducted by Baumrind (1966, 1967, 1971, 1989, 1991) provides general ideas of the relationship connecting the home and student achievement has been examined. These studies include measuring school performance and self-reported GPA (Glasgow et al., 1997), the influence of authoritative parenting styles on student achievement (Jackson, 2002; Park & Bauer, 2002; Radziszewska, Richardson, Dent, & Flay, 1996; Steinberg, Lamborn, Dornbusch, & Darling, 1992), and parenting styles and the adjustment of college students (Hickman, Suzanne, & McKenry, 2000).

In an examination of Baumrind's (1967, 1971) parenting styles, Dornbusch, Ritter, Leiderman, Roberts, and Fraleigh (1987) studied school performance of a large sample of high school students in San Francisco measuring self-reported GPAs. Dornbusch et al. developed a large-scale questionnaire using indirect measures to understanding parenting styles. Their findings show students' grades had a positive correlation with the authoritative parenting style and a negative correlation with authoritarian and permissive parenting styles. The results were consistent across various subgroups such as ethnicity, gender, age, and parent education.

Using a longitudinal study examining the effects of authoritative parenting styles on student achievement, Steinberg et al. (1992) classified ratings of a large heterogeneous sample from nine high schools in Wisconsin and Northern California. The ratings were divided into four groups authoritative, non-authoritative, somewhat authoritative, and somewhat non-authoritative and two dimensions: acceptance/involvement and strictness/supervision. Additionally, the measurements of the results were divided between mothers and fathers. The results revealed that most subjects were likely to describe their parents as authoritative. Within this group of

students, the subjects performed higher than those who perceived their parents to be non-authoritative and the results remained consistent across age, social class groups and gender.

In 1996, Radziszewska et al. studied parenting style and its relationships to the academic achievement of ninth grade students from Los Angeles and San Diego counties. In student responses from a sample size of 3,993, parenting styles were measured based upon responses to one question assessing the degree of perception of parental control over the students' lives. The response selection considered whether: (a) whether parents made all of their decisions (authoritarian), (b) parents collaborated decisions with their adolescents where parents have the final say (authoritative), (c) where adolescents made more decisions than the parents (permissive), or (d) the adolescents made all their own decisions (unengaged). The findings revealed that the authoritative parenting style is correlated with students' academic achievement. Park and Bauer (2002) contributed to research on relationship between parenting styles and high school students' academic achievement using a large cross-cultural sample of European Americans, African-Americans, Hispanic-Latino Americans and Asian Americans. The results showed significant negative correlations between authoritarian and permissive parenting styles and high school academic achievement. In addition, the findings supported a positive correlation with authoritative parenting style.

Jackson (2002) conducted a smaller scale study on 111 ninth grade students from one high school measuring their academic achievement and perceptions of their parents' styles of parenting. Using the *Authoritative Parenting Measure*, developed by Steinberg et al. (1994), Jackson (2002) collected student responses regarding psychological autonomy granted by their parents and their current GPAs. The study revealed a correlation between the authoritative

parenting style and students' academic achievement. Authoritarian parenting style was found to be negatively associated with academic achievement.

Using the Parental Authority Questionnaire (PAQ), Hickman et al. (2000) assessed the relationships among the parenting styles, academic achievement and adjustment of college students based upon self-reported college GPA. In this study, parenting styles were separated between mother and father to measure the three dimensions of parenting styles: authoritative, authoritarian, and permissive (Baumrind, 1967, 1971). The findings were consistent with previous studies conducted by Dornbusch et al. (1987) and Steinberg et al. (1992) showing that authoritative parenting style has a positive correlation with students' academic achievement and a negative correlation with authoritarian and permissive parenting styles.

To summarize, parenting styles have been demonstrated to have a relationship with student achievement. Among the four dimensions of parenting styles authoritative, authoritarian, permissive, uninvolved/neglectful there is a positive correlation between student achievement and being raised in an authoritative style household. Based on the various studies, this association holds across age, parental educational background, gender and cultural context. Seemingly, the authoritative parenting style is the preferred style for producing positive results for student achievement.

Parenting Styles and Emotional Intelligence of Children

The theory of emotional intelligence (EI) has roots in both academic and non-academic arenas. Originally, Thorndike (1920) identified the construct as social intelligence, which he described as understanding and managing men and women, boys and girls in their wise interactions with human relations. Spearman (1927) subsequently hypothesized a connection between one's cognitive abilities and ones' social-emotional abilities was proposed by Spearman

(1927). Later, Wechsler (1940) asserted that personal, social and emotional factors composed intellectual and non-intellectual components of abilities. Research on EI has focused primarily on adults in the professional world. However, limited research has focused on the connections between parenting styles and children's EI, which is a proposed predictor of future success (Goleman, 1995).

Goleman's (1995) definition of EI described emotional situations in positive effect in ways based upon an individual's ability to process natural and learned behaviors. This definition was modified from Salovey and Mayer's (1990) understanding of the ability to regulate emotions to guide individual's thoughts and behaviors. Goleman's (1995) definition of EI as a collection of different abilities (Petrides & Farnham, 2003; Perez, Petrides, & Farnham, 2005; Salovey & Mayer, 1990), presumes that EI is trainable and perfected to establish and develop positive social relationships (Asher & Rose, 1997; Baron & Parker, 2000)

In the last century, research on predicting academic success led to an examination of the effects of EI on academic achievement (Petrides et al., 2005). Conflicted results have shown limits to the significance of EI in relationship to academic achievement (Adeyemo, 2007; Marquez et al., 2006; Parker et al., 2006; Petrides et al., 2004). Relationships to family background, perceived parenting styles and parental emotional support are found to be connected to success at the university level (Strage, 2000). Because parenting styles predict numerous outcomes for children, a study on parenting practices and EI is needed (Alegre, 2011). Ample evidence supports the assertion that children learn emotional regulation through observing their parents' behaviors. Studies have found negative outcomes for children's behaviors in relationships to permissive and authoritarian parenting styles (Baumrind 1966, 1967, 1971, 1991; Maccoby & Martin, 1983). The authoritative parenting style is linked to emotional

responsiveness, support, appropriate autonomy development of the child, academic achievement and social and academic adjustments (Liau, Liau, Teoh, & Liau, 2003; Morris, Silk, Myers, & Robinson, 2007).

Although no specific study has been conducted on children's EI, there is research in relationship to parenting practices (Alegre, 2011). Parental responsiveness and demandingness are basic dimensions of parenting identified by Baumrind (1995) and Maccoby and Martin (1983). Responsiveness measures a combination of parental nurturing, warmth and support displayed by a parent. Demandingness, which has shown more negative effects, is associated with psychological controls and disciplinary responses to behaviors. Children's understanding of EI has been linked to parental warmth found in responsiveness (Alegre & Benson, 2007; Dunn & Brown, 1994; Steele, Steele, Croft, & Fonagy, 1999). Parental monitoring and EI have shown a positive correlation with demandingness (Liau et al., 2003), and also show lower emotional regulation of the parent and child when punitive discipline is present (Pears & Moses, 2003). Other related studies around parental practices and children's EI show that when children are allowed to be expressive about their own emotions with their parents, children develop greater emotional competence (Denham & Grout, 1994; Denham, Mitchell-Copeland, Strandberg, Auerbach, & Blair, 1997).

In their research on the relationships of EI and the effect of parenting styles on the academic GPA of first year college students, Garg, Levin, and Tremblay (2015) concluded that there is no direct relationship between EI and GPA in the first year at the university. However they found an indirect correlation in that EI positively affects the social adjustment of first year students (Chemers et al., 2001; Strage, 2000). Although parenting style did not have a direct correlation to academic success and EI, Morris et al. (2007) found that the authoritative parenting

style is connected to emotional responsiveness, academic achievement and social and academic adjustment.

In summary, historical theories on EI and academic achievement have led to more focused approaches to understanding the roles parents play in development of children's emotions. Although limited research has demonstrated a direct correlation between EI and student achievement, findings in some studies have shown an indirect relationship to parenting and responsiveness and demandingness that creates space for children to expand their emotional understanding. The authoritative parenting style is linked to more positive outcomes for students' academic achievement than authoritarian and permissive styles. A direct study on EI, parenting styles and academic achievement is needed to determine the significance of EI in children's success.

Parent Development Theory

Parenting, parent education programs and parent development have received a substantial amount of research throughout the years. Mowder (2005) connected social learning and cognitive development theories to construct a theoretical framework designed to better understand parenting based upon individuals' parenting perception and behaviors. Parent Development Theory (PDT) began as Parent Role Development Theory (PRDT; Mowder, 1991, 1993; Mowder, Harvey, Moy, & Pedro, 1995). The theory was expanded to create a framework for practitioners who work with parents to better parents' views on their social interactions and relationships with their children by establishing a definition of parent, identifying the role the parent plays, understanding how parent development evolves over time, and how the role as a parent connects to the actions and activities conducted when parenting.

Mowder et al. (1995) determined that the parent role is key to understanding the individual's performance because of the parental role creation and the parent's responses to the demands of the role. When defining the role of a parent, the individual constructs meaning of the role based on his/her own experiences of being parented. The role of a parent is based upon thoughts and feelings about being a parent that has implications based on external factors such as legal requirements relating to children's protection and welfare laws. Additionally, the role of the parent may change and differ between children due to growing expertise in child rearing and understanding of the role as it is constructed.

Parental perception is closely aligned to understanding how the parent constructs ideas and meaning regarding being a parent in relationship to the development of the child over time (Sperling & Mowder, 2006). The interactions between the parent and the child are considered social roles between two individuals that are modified based on the behaviors of each (Bonney, Kelley, & Levant, 1999; Saks & Krupa, 1988; Shonkoff & Meisels, 2000). Thus, in a parenting relationship, there exists a social interaction between parent and child based upon the parents' individual ideas of their role and the unique characteristics of the child. Other factors to consider are family dynamics and the socio-cultural context in which the child is being raised. Levine's (2003) asserted views on parent's religious orientation are another factor to consider that has the potential to affect perceptions regarding the parental roles, behaviors, and activities.

The PDT framework identifies parents' perceptions based upon six primary characteristics: bonding, discipline, education, general welfare and protection, responsibility, and sensitivity. These characteristics are not weighted equally and evolve over time (Mowder et al., 1995; Turiano, 2001). By understanding these characteristics, a practitioner is able to communicate well with parents, enabling them to better understanding their parenting perception

to better conceptualize strategies and interventions specific to improving the parent-child relationship (Sperling & Mowder, 2006). The framework provided an avenue for this researcher to better understand the responses to the interview questions by recognizing that parents are performing a social role that conceptualizes the meaning of being a parent based upon their personal beliefs (Mowder, 1997, 2000).

The six primary characteristics that have emerged regarding parents and their roles have been researched extensively over periods of times to develop the PDT framework (e.g., Clifford, 2004; Donnelly, 1992; Mowder, 1991, 2000; Mowder et al., 1995; Mowder, Harvey, Pedro, Rossen & Moy, 1993; Turiano, 2001). These characteristics have shown comparative actions performed when parenting to the development of parenting styles (Baumrind, 1966) that shape the interactions between parent and child that is performed in a social context (Parke & Buriel, 2001).

Researchers such as Bell and Richard (2000), Bowlby (1988), Chase-Lansdale, Wakschlag and Brooks-Gunn (1995), Field (1990), and Gralinski and Kopp (1993) have all investigated the six characteristics included in the PDT. Mowder (2005) lists them as follows:

1. *Bonding* refers to feeling affection and love characterized by positive responses of the parent to the child creating an attachment on behalf of the child (Bell & Richard, 2000; Bowlby, 1988).
2. *Discipline* involves setting limitations through establishing rules and responses to behaviors displayed by the child (Gralinski & Kopp, 1993). This parenting process has been described extensively in this chapter based upon Baumrind's (1966, 1975, 1991) definition of parenting styles ranging from permissive to authoritative parenting.

3. *Education* consists of transferring information from parent to child in order to guide and teach by behavioral examples. In most instances, the parent is modeling behaviors that educate the child (Chase-Lansdale et al., 1995).
4. Assurance from harm through protections such as food, shelter, clothing, and general needs represent the parents' role to provide for the *general welfare and protection* of the child (Mowder, 2006).
5. Similar to *general welfare and protection*, *responsivity* to the child's needs occurs when the parent sees, hears, or in some way perceives the child to have a need and finds a way to have the need met (Field, 1990).
6. A parent's ability to discern the child's communication in order to respond to his/her needs shows *sensitivity*. Parents respond to their child based upon understanding, respecting, comforting, and responding to their needs (Lamb, Hwang, Ketterlinus, & Fracasso, 1999).

Other researchers have expanded on the conclusion that parent role characteristics are not mutually exclusive of one another. However, references in other studies identify caring as a summation of the six characteristics instead of a stand-alone characteristic of the parenting role (Bell & Richard, 2000; Benner & Wrubel, 1989; Bosworth, 1995; Chase-Lansdale et al., 1995; Finkenauer & Meeus, 2000; Noblit, Rogers & McCadden, 1995).

Human Capital Investment

Human capital investment theory developed by a collection of research from Becker and Michael (1973), Becker (1975), Tomes (1981), and Becker and Tomes (1979, 1986) identifies the family as utility maximizers with the primary function to produce household outcomes such as self-esteem, health, and altruism measured by the economic success they achieve in adulthood

(Boggess, 1998). Becker and Tomes' (1979, 1986) research provided empirical data that developed the model with the assumption that parents are utility maximizers for the well being of their children. The model further extended the degrees of contributions from generation to generation determining the regression of wealth factors. The model also suggests parental decisions are based upon resource allocations of face-to-face time and financial means and affects the outcomes and success of the children. In one-parent households the human capital investment is inconsistent with less support and supervision leading to lower academic achievement (McAdoo, 1993). Considerations of the framework include distinguishing between human capital and other wealth endowments. Expectations of future generations are also connected to marital patterns and fertility that change the outcomes of human investments (Becker & Tomes, 1986). From this framework there is an assumption that some children benefit from families with higher emphasis on learning and favorable cultural experiences.

The theoretical model aligns parental utility maximizers with the quantity of children: the success outcomes for the quality of life for the children: and household production of self-esteem, altruism, and health (Boggess, 1998). This model makes the assumption that more financial income available for children and more time spent with the child will result in higher academic achievement. Single-parent households are limited in their offerings as being single wage earners have little significant time available to assist children with educational attainment. In mother-only homes with a son, studies have shown negative outcomes on education attainment when the mother has increased work hours to maintain the household environment (Duncan & Hoffman, 1985). Boggess (1998) studied the relationship among family structure, economic conditions, and the completion of high school. In particular, the study found that both family structure and economic conditions significantly affect high school graduation for

Black males. The results also revealed that when economics are a controlled variable there is a significant reduction in the magnitude of high school completion, suggesting that lower educational attainment in non-traditional households is more likely to occur due to income levels.

Conclusion

The literature review presented a context for this study by examining the factors of parenting that leads to a child's success in achieving post-secondary educational attainment. The review started with an extensive historical overview of the structure and conditions that developed in the African American family from slavery to modern times (Billingsley, 1992; Coleman & Ganong, 2004; Dubois, 1899, 1906; Dunaway, 2003; Fogel & Engerman, 1980; Frazier, 1932; Gutman, 1977; Higman, 1977; Hines & Boyd-Franklin, 2005; Oast, 2008; Pargas, 2011; Ruggles, 1994; Schmitz & Tebbs, 1999; Stampf, 1950). Next, the review isolated the evolution and structure of the African American single-parent household and the various variables that have contributed to this growing population over the years (Alvarado & Kumpfer, 2000; Coontz, 1997; Daniels, Kakar, & Chaudhurl, 2017; Dixon, 2009; Doss, Atkins, & Christensen, 2003; Ellwood & Jencks, 2001; Furstenberg, 1990; Kleist, 1999; Lerman, 2002; McAdoo, 1997; Ruggles, 1994; Sowell, 2000; Washington, 2010; Williams, 1996; Zimmerman et al., 1995). In reviewing this literature, it was noted that economical constructs and political policies have significantly affected the way families have formed in the last 50 to 60 years. The literature also revealed that socio-economic characteristics of the family show an increased the number of female-headed households being dominated by political conditions when elevating education attainment among women.

The literature focused on the effects and outcomes of children living in one-parent households (Herzog & Sudia, 1972; Shinn, 1978). Most studies have shown negative outcomes associated with children raised by single parents being more prevalent than for those raised in two parent households (Bray & Hetherington, 1993; Buchanan et al., 1996; Coontz, 1992; Dornbusch et al., 1985; McLanahan & Sandefur, 1994; Zimmerman et al., 1995). The literature reveals contradictions relating to single-parent households and the number of African American dropouts declining due to the family's influence on behavior and expectation for academic achievement (Battle, 1998; Hale, 2004; Zimlies & Lee, 1991).

The review further examined parenting styles from a theoretical perspective, their effects on student achievement and their connection to EI (Alegre, 2011; Baumrind, 1966; Becker, 1964; Goleman, 1995; Kapungu, Holmbeck, & Paikoff, 2006; Maccoby & Martin, 1983; Schaefer, 1959; Symond, 1939). Within this context parenting styles were classified as Authoritarian, Authoritative, Permissive, and Neglectful (Baumrind, 1966; Maccoby & Martin, 1983). The authoritative parenting style shows the most positive results for children's academic success as demonstrated in the literature. However, the literature remains limited in focused studies on the connection of EI as a directly related factor for student success in the first year of college (Gary et al., 2015).

PDT as a framework for practitioners to better understand how to work with parents based on their personal views and social interactions. This topic is of importance as it focuses on parents' influences on how the children develop in order to attain access to post-secondary educational opportunities. The literature reveals the circumstances that exist in connection with parent involvement and education attainment for African American males.

Lastly, human capital investment theory (Becker & Tomes, 1986) developed the concept of economic and cultural contribution of parents as utility maximizers. Boggess (1998) hypothesized that family structure and economic conditions negatively affect African American males opportunities to access educational attainment. However, further is research is necessary in the area of single parent households, economic conditions and educational attainment for African American males.

Chapter Three: Methodology

Qualitative Research

Chapter 3 of this study provides an overview of the methodology via which this study sought to answer the research questions. This chapter further discusses the qualitative nature of the study, as well as the phenomenological methodology selected. The research design outlines the defined population selected and the determination of the overall strategies used to achieve a purposeful sample. A review of the requirements to protect the subjects through the Institutional Review Board (IRB) is included in this chapter. This chapter reviewed the process for data collection, a description of interview techniques and protocols, statements regarding positionality, and limitations during the data collection as concluding portions of the chapter to provide clarity and understanding.

Research Questions

The primary purpose of this study was to gain an understanding of how single parents raise their African American male sons that show success in achieving educational attainment post secondary. The primary question guiding the study was:

1. What daily routines and practices are employed in one-parent households that contribute to post-secondary educational attainment for African American males?

The secondary questions sought to discover the perception and significance of the parental role and their contribution to the educational attainment for their African American sons. These questions included:

2. How do single parents perceive that their daily routines and practices contribute to their African American sons' post-secondary educational attainment?

3. How do the common practices and routines identified by single parents contribute to post-secondary educational attainment of their African American sons?

These questions were used to explore and describe the lived experiences of one-parent households seeking to develop systems and policies that promote increased achievement among African American males beyond high school.

Nature of the Study

The study investigated the daily routines and practices of one-parent households of 10 African American males who had committed to attend a college or university for the fall semester. To better understand the nature of their lived experiences, a qualitative research design was employed. Creswell (2011) defined qualitative research as “an approach for exploring and understanding the meaning individuals and groups ascribe to a social or human problem” (p. 4). Considering the array of options for conducting qualitative research, the discussion typically focuses on paradigms, theoretical overviews, or identity and moral agency. PDT and human capital parent investment theory were best explored through qualitative research due to the many complexities of analyzing the subjects’ daily lives.

This study strove to tell stories of the lived experiences of single parents to assign meaning to phenomena that reveal the success of their sons’ educational attainment. Maxwell (2013) stated that the inductive approach used in qualitative research focuses on specific situations or people to better understand the meaning of the events and occurrences in the lives of the participants. The participants’ perspectives are the participants are the reality that qualitative research seeks to understand (Maxwell, 2011; Menzel, 1978). However, qualitative researchers argue that the participant’s reality is absent from the real world and is a construction within his/her own mind (Schwandt, 1997). Maxwell (2011) further stated that qualitative research is

focused on the events and behavior taking place as well as understanding how the results are influenced by these behaviors. The critical difference between quantitative research and qualitative research is having an *interpretive* approach to understanding social science (Bhattacharya, 2008; Bredo & Feinberg, 1982; Geertz, 1972; Rabinow & Sullivan, 1979).

The focus on lived experiences was central to this study, making qualitative research practices the most appropriate approach. Creswell (2003) bases qualitative research on the following characteristics: (a) it takes place in a natural setting, (b) there is no single method used for data collection, (c) it is emergent in understanding, (d) it is interpretive, (e) the qualitative researcher views from a holistic perspective, (f) it uses complex reasoning, (g) it uses the reflective capability of the researcher, and (h) it employs one or more strategies of inquiry.

Topics that are related to this study have also used qualitative methods. PDT (Mowder, 2005) and parenting styles (Baumrind, 1966; Maccoby & Martin, 1983) were developed by researchers using qualitative research approaches through the goal of interpreting the meaning of observed behaviors. This research study is aligned with the same goals found in similar studies and was justified in using qualitative research to better understand the one-parent household routines and practices that support their African American sons.

Phenomenology

There are five traditional types of qualitative research: ethnography, grounded theory, case studies, biography, and phenomenology (Creswell, 1998). In this research study, a phenomenological approach was employed to further explain the collective experiences of the participants through an interpretation of their statements and experiences (Creswell, Hanson, Plano Clark, & Morales, 2007). German mathematician Edmund Husserl (1859-1938) is widely known as the father of phenomenology (Cohen, 1987; Koch, 1996; Polkinghorne, 1983; Garforth

& Scruton, 1995). Husserl contended that psychology as a science made improperly attempted trying to apply natural sciences to human issues. He further believed that researchers who only focused on external and physical stimuli missed essential variables that resulted in the creation of artificial situations (Jones, 1975). The philosophical basis of thinking led others such as Heidegger, Sartre, and Merleau-Ponty (Spiegelberg, 1982) to expand upon his thoughts. Through the years, philosophical assumptions derived from phenomenology used to study people's everyday lived experiences and how they view their experiences (van Manen, 1990). Phenomenology was defined by Moustakas (1994) defined phenomenology as the arrival at a description of the essence of experiences based on the *what* of the phenomenon and *how* the participants experienced the phenomenon. The primary purpose of this study was to reveal the activities of the one-parent household to guiding an African American male to successfully achieve educational attainment and to understand the parents' intentionality of consciousness and perception.

Over the years, phenomenology developed different philosophical arguments based on the views of Moustakas (1994), Mickunas and Stewart (1990), and van Manen (1990). Two most commonly discussed approaches to phenomenology are hermeneutics, developed by van Manen, and transcendental phenomenology, developed by Moustakas. Hermeneutical phenomenology guides the researcher through six research activities that are used to describe research as oriented to lived experiences and interpreting the *texts* of life (i.e. hermeneutics). Researchers using this approach begin with a focus on the phenomenon or concern that interests them. In this case, the research was particularly interested in phenomena around parenting. The interpretation of the phenomena develops into themes such as single parenting. The description

of the phenomenon uses interpretive process to differentiate between the meanings of the lived experiences (van Manen, 1990).

Transcendental phenomenology (Moustakas, 1994) focuses less on the researcher's interpretation than the hermeneutic phenomenology approach instead of focusing more on describing the experiences. In addition to focusing on the defined experience of the phenomenon, Moustakas also uses Husserl's concept, of *epoche*, where the investigator sets aside his/her lived experiences to take a fresh perspective. This study considers the transcendental approach due to the researcher's experience of raising a child in a one-parent household. The researcher recognized her responsibility to describe the experiences from the participants' viewpoints without analysis based upon her own parenting in a one-parent household.

Moustakas' (1994) transcendental phenomenology approach uses procedures to identify the phenomenon, isolate or bracket the experiences, and collect data from several different people who have experienced the phenomenon. These procedures were consistent with the focus of the study as the phenomenon of the one-parent household was examined through isolated situations that were explored further through the lens of the parents of raising a young African American male. The ultimate goal was to have a description of the experiences developed through a structural analysis determining the essence of the experience.

Research Design

This study used both exploratory and descriptive approaches in qualitative research using phenomenology. The researcher reviewed the daily lives of 10 single parents of African American males who were accepted into and planned to enter college in the fall semester through interviews and a survey of the participants. These research participants had similar

characteristics and were intended to give responses that lead to a deeper understanding of what they do in their households to provide a pathway to success for the African American male in achieving post-secondary educational attainment. The researcher's goal was to identify common themes that define the characteristics of the households of single parents to provide success for their African American sons who were planning to enter college as freshmen in the fall of 2018.

Sample

This transcendental phenomenological study carefully selected participants based on purposive sampling (Boeije, 2010). There are five different examples of purposive sampling: maximum variation, homogeneous, typical case, an extreme case, critical case, total population and expert sampling. In this study, homogenous sampling was deemed the most purposeful selection process that addresses specific characteristics to be examined in further detail. Using a homogenous sampling, participants were selected based on the following criteria:

1. Single parent of at least one African American male.
2. African American male is graduating high school in 2018 and has been accepted to a 4-year university for the fall of 2018.
3. Single Parent has never been married, is divorced, or is widowed.
4. The Single Parent has up to three male children.
5. The Single Parent does not have any female children currently living in the household.

Scholarly literature has typically focused on one-parent households and African American males from a deficit perspective. This homogenous sample criterion represents the intended population sought to study in this research. Typical participants in phenomenology range from three to ten people (Creswell, 1998). This study employed a cluster-sampling frame

to generate a master list from Facebook groups of parents with African American sons. Alumni groups from public and private secondary high schools in Los Angeles County, Orange County, and Riverside County that documented college acceptances was also used to identify a pool of individuals who have been raised in a one-parent household. Once the master list was created, the researcher used public Internet sources (e.g., Facebook, Instagram, email) to solicit participants for the study. Additionally, the sample population represented single parents who self-selected to participate in the study.

Purposive sampling guides the development of criteria for inclusion and exclusion of the sample population for the study. Subjects that were selected from the sample population were pre-screened to ensure that they have participated actively in the process of their sons' educational attainment. Once the screening was completed, the researcher asked the following question to solidify; "Are you willing to participate in research about your routines and practices being a single parent raising a son who will enter college or is currently completing his freshman year?" The researcher sent an email describing the purpose of the study, confidentiality, and the questionnaire for participation. Lastly, the snowball technique was used to identify additional participants by providing potential subjects (Creswell, 2011). The researcher asked confirmed participants to refer other single parents who met the criteria to participate this study. Two other names were provided, but were not available to participate.

Protection of Human Subjects

An IRB application for the study was submitted to ensure that the subjects interviewed and who complete a questionnaire would have equal protection outlined in the claims exemption. This study met the requirements for exemption status due to posing minimal risk to human subjects. Section 2 of the claims exemption details protections for the use of interview notes and

questionnaire responses within the scope of the questions described in the protocol. Subjects were made aware of the potential for risk of criminal and civil litigation for their responses. The participants were made aware they had the right to opt out of further participation at any time during the process.

Prior to the interview process the informed consent was emailed to the participant to gain permission to access information that could be used for research purposes. This process was repeated immediately before the interview commenced. Additionally, the informed consent process acted as a protection of the participants' names, which were revealed during the interviews. All participants in the study were informed that their personal information would only be known to the researcher. The research would assign all participants an alphanumeric pseudonym to maintain their confidentiality. The informed consent form was also used to ensure that the participants would be included on a voluntary basis with the ability to discontinue the interview and questionnaire or the use of their responses at any time. The responses for each interviewee were made accessible to the participants for review before the completion of the study. Records were uploaded to a password-protected USB drive that will be kept in a locked drawer at the researcher's residence for 5 years. The records will include questionnaire responses, transcriptions, coding sheets, and recordings of the interviews. All identifying factors for participants were destroyed at the conclusion of the study.

Instrumentation and Data Collection

Data collection for this study occurred through the process of the single parents completing a questionnaire and participating in semi-structured interviews.

Questionnaire - Before the interview, participants completed a questionnaire to gain insight into research questions 1 and 3. The questionnaire consisted of questions relating to

demographics associated with aspects of the participants' background that contribute to the current household structure and supports.

Interviews - Rubin and Rubin (2012) responsive interviewing model outlines a sequential process for constructing meaning where the researcher may change the questions asked depending on the situation of the study. In this way, the researcher sought an understanding of the participants' perspectives through responses to interview questions. The semi-structured approach to the questions allowed for flexibility to the responses and answers that were of importance to the interviewee. The guided questions continue to focus the interview on the purpose of the study. The data collection process during this study occurred from May-June 2018 and involved participants completing both questionnaires and interviews.

The interviews questions sought to define the perspective of each participant's experiences raising an African American male in his/her household as a single parent. The questions were designed to validate the practices and routines that occur in their households and what factors they deem significantly impacted their sons' educational attainment. The interviews strove to determine the perception of how the single parents' expectations can affect the learning opportunities provided to their children. The interviews were conducted in face-to-face sessions that lasted approximately 25-40 minutes each. The interviews were held in a location of the participants' choice. Participants agreed to be audio recorded for the interview. The interview transcripts were shared with the participants for verification of the data collected.

Data Analysis: Interviews - Miles and Huberman (1994) developed a process for analyzing data that follows four steps: data collection, data reduction, data display, and drawing of conclusions. This process divides the data into components that are manageable and enable meaning to be derived. In this study different names distinguish between ways one-parent

households focuses on themes and categories present in the data or orientation of cases, such as organizations, activities, events, situations or participants (Boeije, 2010). When analyzing the interviews in this study, the results from each response were coded into segments and reassemble into themes that relates to the *what* the phenomenon reveals. A chart of key themes was used to map comparisons between each interview. Through *axial* coding (Boeije, 2010) methods of analyzing the data categories are developed by their relevance to the research questions. From the interviews process the data were analyzed using open codes were more distinction between the results were identified.

Methodological Assumptions – By adopting a qualitative method for this research proposal, the researcher aimed to understand her own experiences with data collection using *epoche* to analyze the data into categories that establishes meaning to the phenomenon. As the data were reduced to brief formats, findings were derived from the collected data. As a result of this process, the research questions had the potential to change to better understand the objectives and goals of the study based upon participants’ responses.

Statement of Positionality

The study is based on a body of knowledge that I experience on a daily basis as a single parent of an African American child in high school. I also have spent my career in education working with youth from various types of family structures, including one-parent households, with the goal of ensuring that their children take advantage of the opportunities to achieve educational attainment after high school. As a self-published author, I have written a guide for accessing educational attainment for high school students as a resource for youth and their parents. Therefore, I have a pre-existing perception of the pathway to successful educational attainment in all households. Additionally, as an educator that has spent 10 years as a high

school administrator, I have observed the parental involvement or lack thereof within a variety of household structures for African American males who have successfully accessed educational attainment. I believe the parents should have consistent involvement with the school and resources to better understand the steps needed for their children to gain entry into college. Throughout this process, this study strove to learn from the subjects about their routines and practices that contributed to their sons successfully accessing educational attainment beyond high school.

Limitations

In the study, limitations to collecting the data depended on the daily schedule of the participants during the data collection period. The interview schedule remained fluid to rearrange schedules as needed. Having a reasonable sample size was essential to gathering the most plausible data. There was difficulty in deciphering between households where daughters no longer resided in the home.

Summary

This study of one-parent households of African American males who achieve educational attainment was best achieved through a phenomenological approach. This approach was selected due to the desire to seek the essence of the lived experiences of the one-parent household. The participants selected were asked to reveal their experiences raising their African American sons who had committed to attend a college or university for the fall of 2018. Through this approach, the practices and routines that promoted success in their households may provide a counterproposal to negative outcomes for African American males to reveal potential actions that can effect changes necessary to create more opportunities for successful educational outcomes for high school African American males. The results of the use of this methodology

intend to benefit the researcher through greater development and understanding of the phenomenon. The single parents' stories may add to the body of literature from a positive perspective of alternative family structures and their effects on their children's educational attainment. This study may encourage further research on the subject and policy creation; it also provides examples of success for African American males living in single-parent households.

Chapter Four: Data Analysis and Presentation

This chapter discusses the findings of this qualitative phenomenological research.

Twenty single parents were invited to participate in the study; 18 accepted the invitation, 16 qualified, and 10 were actual participants. In this chapter, the routines and practices of the 10 single parents are analyzed and presented in the following sequence. The primary purpose of the study and the research questions are restated. Next, the process of *epoche* is discussed, followed by a description of the participants' profiles and interview process. The chapter continues with details of the findings. The summary of the findings concludes this chapter.

Restatement of the Purpose and Research Questions

This study employed a phenomenological approach to discover the single parents' stories that reveal routines and practices within their households that contributed to their African American sons successfully pursuing post-secondary education. To identify the steps necessary for their sons' successful outcomes, the following research questions were posed:

1. What daily routines and practices are employed in one-parent households that contribute to post-secondary educational attainment for African American males?
2. How do single parents perceive that their daily routines and practices contribute to their African American sons' post-secondary educational attainment?
3. How do the common practices and routines identified by single parents contribute to post-secondary educational attainment of their African American sons?

Epoche

In order to enable the researcher to determine what routines and practices the subjects used in their one-parent households that resulted in educational attainment for their African American sons, the transcendental phenomenological approach was used to describe the

subjects' experiences. During the interview process it was necessary for the researcher to engage in Husserl's process of *epoche* (Moustakas, 1994), where she set aside her lived experiences as a single parent of an African American child to look at a new way of learning about the phenomenon as if I were listening to the responses of the routines and practices in one-parent households for the first time.

As previously stated in the positionality section, I have beliefs or judgment about single parents running a one-parent household, which are as follows:

- I believe parents should have consistent involvement with the school and resources to better understand the steps needed for their children to gain entry into college. (This was supported by the research.)
- Being a single parent requires direct engagement with the child to ensure academic success. (This was supported by the research.)
- Placing education as a priority in the household results in success for the child. (This was supported by the research.)
- A pre-existing pathway to successful educational attainment in all family structures consists of the child's active participation in extra-curricular activities. (This was supported by the research.)
- Parents should be able to easily identify daily routines and practices. (This was not supported by the research. Some subjects had difficulty identifying their daily routines.)
- Single parents who have not gone to college have limited understanding of the process necessary to help their children to seek educational attainment. (The subjects all had post-secondary experiences, but their discussion enabled me to recognize their understanding of the process.)

- Single parents who come from single parent households had different experiences raising their children than those who were raised in two parent households (This was not supported in the research.)
- Single fathers of African American males have it easier raising their sons than single mothers. (This was not supported in the research. The fathers followed the same routines as the mothers. Some subjects reported the same resistance and challenges that occur in their households.)

The researcher bracketed these beliefs into fragments prior to the interview process in order to understand the experiences of the subjects.

Profile of Participants and the Interview Process

This section presents the profile of the subjects who agreed to participate in this study. The purposive sampling technique focuses on the selection of participants who can provide responses that give the researcher focus to explain the phenomenon (Creswell, 2011). Using this method, this study required the subjects to be single parents of an African American graduating high school male who was accepted to and planned to attend college in the fall of 2018. In addition, the single parent could have up to three children total with no female children currently residing in the household. The participants in the study were solicited by invitation sent via social media using criteria to select the purposive homogenous sample. In addition to this method of sampling, the snowball technique was utilized as a way of gaining more individuals to invite to participate. The respondents to the invitation included 18 single parents, 14 women and four men. Sixteen of the 18 single parents met the criteria and agreed to participate, of whom seven women and three men were interviewed. Depicted in figures 3-7, some primary characteristics of the subjects in the study were: (a) never been married or divorced; (b) had

attended some college or possessed an associate's, bachelor's, or graduate professional degree; (c) had one, two, or three children; (d) were raised in a single parent or two parent household; and (e) had income levels of \$45,000 annually to over \$100,000 annually.

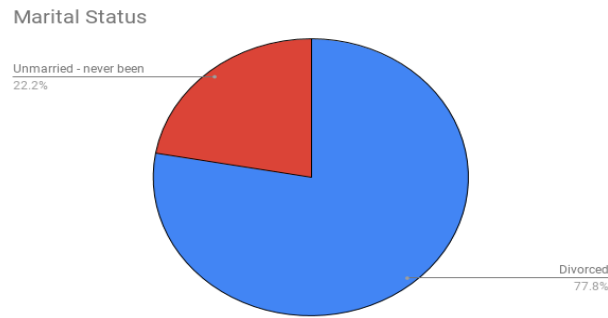


Figure 3. Subjects' marital status.

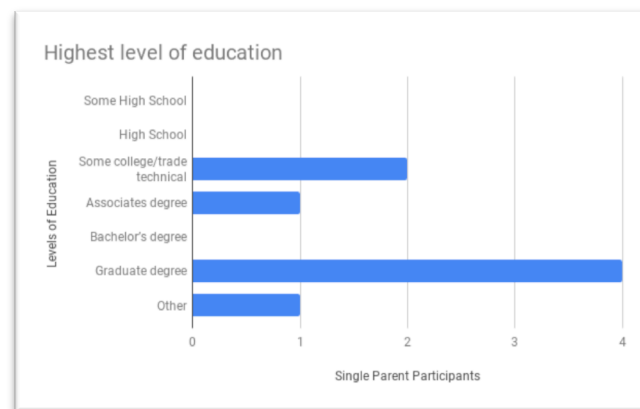


Figure 4. Subjects' highest level of education.

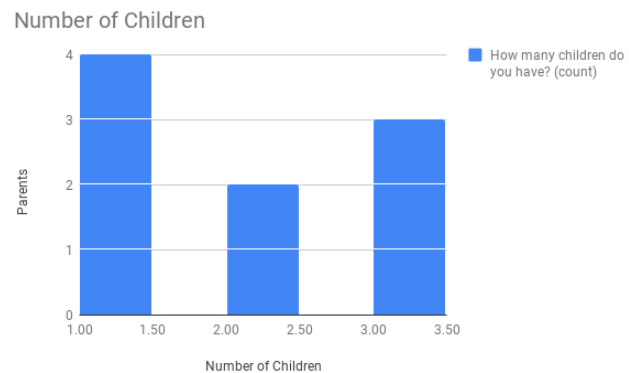


Figure 5. The number of children of each subject.

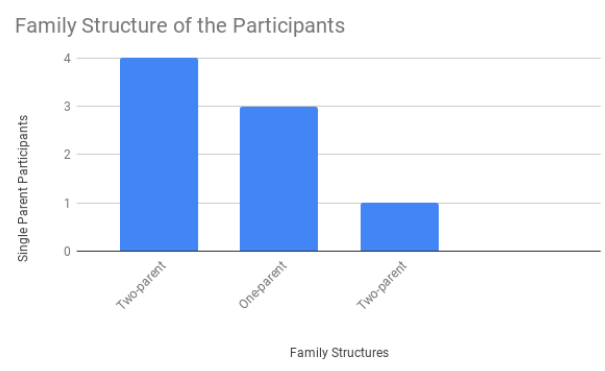


Figure 6. The family structure in which the subjects were raised.

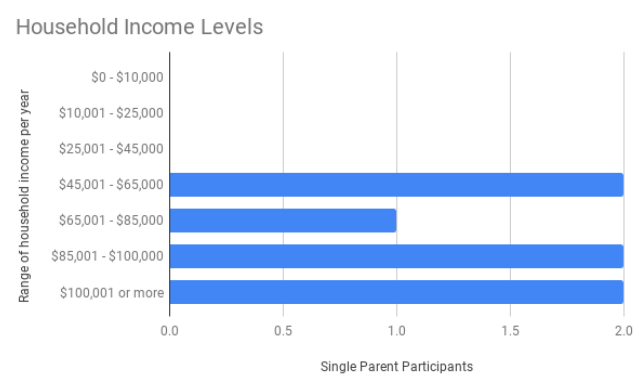


Figure 7. Subjects' household income levels.

Three parents had sons that attended at least one parochial school during their elementary and or secondary education. The other participants' sons attended public school district operated schools. In addition, three parents had other sons that had already attended or graduated from college.

The researcher made initial contact with the participants via social media posts, direct messaging online, and email. A copy of the informed consent along with a copy of the questionnaire was sent. Upon receipt of the signed informed consent the research interviews were scheduled on dates and times that were convenient for both the researcher and the participants.

The researcher used 11 questions to understand the phenomenon from the participants themselves (Moustakas, 1994). The interview questions were:

1. Please take a moment to reflect on parenting an African American male. What does successful parenting look like to you?
2. What does an ideal week look like for your son?
3. What does an ideal weekend look like for your son?
4. What explicit routines and practices do you demand from your college bound son?
5. Of those, what were encouraged, enforced, or demanded?
6. Which ones do you feel were most effective and why?
7. What were your expectations of your son's educational outcomes over the years until now?
8. What specific practices and routines that you employed in your household you believe contributed to your son's success in achieving educational attainment?
9. Was there any resistance or challenges from your son relating to the routines and practices?
10. If so, please give examples.
11. What did you do to resolve them?
12. What support or resources, if any, did you use to promote your son's post secondary educational attainment?
13. If you could do some things differently but had the same outcome of your son being accepted to college, what would that be?
14. Is there anything else that you would like to add to this interview?

All of the participants agreed to being recorded and were encouraged to share their stories about their experiences parenting their African American sons. I fully immersed myself into listening to their responses as they openly shared their reflections on their routines and practices with me. The concluding question gave each participant an opportunity to capture anything else he/she wanted to share about his/her parenting experience that had not been covered in his/her responses to the interview questions. The subjects that opted to respond had a wide range of additions or reiterations about their contributions to their sons' success.

Analysis of Results

All of the participant interviews were securely recorded and transcribed by the researcher using Temi (temi.com). The transcripts were coded using HyperRESEARCH (researchware.com/), a qualitative software package. The recordings were listened to again while reviewing the transcripts in order to ensure accuracy prior to coding. During the data reduction process, features of the software allowed the researcher to highlight and assign codes to statements and phrases until all the responses to each interview question were either coded or eliminated. Moustakas (1994) and Merriam (2009) asserted that the statements and responses needed to be given equal value or worth during the analysis. Therefore, through the process of horizontalization (Moustakas, 1994), the researcher read the transcripts again and hand-coded the responses into a separate spreadsheet to ensure the essential elements of each response were captured. Through the final coding process, I was able to identify over 50 categories relating to the participants' household routines and practices.

To eliminate any threats to the validity of the results based upon the positionality of the researcher and preconceptions of the data (Miles & Huberman, 1994, p. 263), the research conducted a peer review of the data reduction, coding and categorizing process with two doctoral

candidates from Pepperdine University's Graduate School of Education and Psychology. The researcher collaborated with the reviewers by conducting a debriefing session where we discussed the results through a question and answer session to further assess the coded material, recommendations, and unclear data responses to amply understand the phenomenon (Creswell, 2011). Based upon the recommendations, changes were made resulting in the following consolidation of the themes in Figure 8. The final code designations correlate with the interview questions as they align to the research question.

Good parenting - what does and does not work
 Parenting styles
 Academic expectations
 Weekly routines and practices
 Most important routines and practices
 Most effective routines and practices
 Resistance and challenges
 Resources/Supports
 Wisdom/guidance for parents

Figure 8. Themes of one-parent household experiences related to post-secondary educational attainment.

The profile, routines, and practices employed in the one-parent household that have sons who achieved educational attainment emerged and are depicted using the vivid and rich language validation technique (Creswell, 2011) to describe the subjects in the poem shown in Figure 9.

Applicability to Research Questions

The detailed findings of the study are presented in the following sections for each of the research questions in narrative format. The findings of this study are discussed sequentially in the order of the research questions.

Through prayer, I begin to guide my day.
 I provide for you emotionally along the way.
 I engage in your every step, modeling, monitoring, and teaching you best.
 I “stay prayed up” to go through the routine of early morning wake ups, practice, and things.
 Like homework, work and community service, you manage your time though it makes me nervous.
 With peer engagement, you must get rest, restoring your life through church no less.
 Don’t forget your chores before you go out; to the beach or just when gaming on the couch.
 What’s been most important to me and nice, is your work habits, and identity with Christ.
 I always wanted you to get good grades.
 Graduate, go to college and make the most of your days.
 Be like your brother and even go beyond.
 Chase your career goals; it won’t take too long.
 I made sure you had everything and the right people around.
 I showed you to the Lord and was an accountability hound.
 But one thing’s for sure that you may not have wanted, stay off that phone, social media, and even the gauntlet.
 You did all that I asked even if you did just get by.
 But when you didn’t there was always a surprise.
 I’d pop up at school or disturb your sleep until your task was fully complete.
 I didn’t do it alone and I had a lot of help from family and friends with a call or a yelp.
 Our church, tutoring, fraternities and the cash, we always made the best of everything that we had.
 I wish I had more time to be present and to be strategic about decisions.
 The college choice selections made with more precision.
 I must remind you always, believe in God, reach out to the village to be the best you are.
 Keep doing what you do and have already done.
 As I work on my communication with you and the other One.
 As a mom, you are my son and I love you so much.
 As a dad, it wasn’t as easy; I didn’t always have the touch.
 One needed to be stern reminding you I’m in charge.
 But through prayer, love and guidance you are who you are.
 This experience of parenting you was meant to be.
 Love always,
 The One for He!

Figure 9. The One for He. A poem created from participants’ collective experiences, from the researcher’s point of view.

Response to research question 1. *What daily routines and practices are employed in one-parent households that contribute to post-secondary educational attainment for African American males?* This research question was intended to uncover the routines and practices that the participants employ in their homes that ultimately resulted in their son’s achieving post-secondary educational attainment. The descriptors of the household structure for their sons’ success in school were categorized weekly and weekend activities. These activities included patterned behavior, curricular activities, extra-curricular activities and family-centered events

occurring during the week and leisure, recreation and peer engagement on the weekends. These activities begin with rising as early as 5:00 a.m. and going to bed as late as midnight on some evenings. This early rising time is consistent with the distance and form of transport needed to commute to their schools. Curricular time occurred through the majority of the day, with some taking college classes and participating in work-study. Extracurricular activities included sports practice, band practice, and leading clubs and organizations at school and church; participants reported that their sons engage in community and other civic responsibilities. Homework and projects were completed daily and on the weekends for some. A clearly identified spiritual center through prayer or scripture reading was an explicit part of three sons' patterned routine. In addition to prayer, attendance at church on the weekends was also prioritized for four participants. Chores were also a part of actions taken with responsibility for the trash being primary. These actions of the sons were examples of disciplined approaches the parents instilled into the daily activities of their households.

The single parents showed similarities in their routines and practices regarding how their sons operated throughout their days. Communication and monitoring of their sons' behaviors occurred in various ways within each household. Most parents had an open line of communication, utilizing times between practices, pop-up meetings with teachers at their schools, and daily reflections to review projects and scheduling of activities to monitor the expected outcomes for academic goals. Only one parent was confident in allowing her son to navigate the process of his academics, while the others had constant communication with school personnel. One parent stated, "His teachers knew him by name." The structure of the households indicated that time management was a contributing factor to their sons' success. Additionally, their routines for successful educational attainment required the sons to arrive at

their schools in a timely fashion and be prepared to perform well in class. Three of the participants explicitly stated that “Be[ing] on time,” “Showing up,” and “Be[ing] an active member in school” were expectations of implicit patterned behaviors to being successful in school. Most of the parents modeled the behaviors including one parent referenced specifically, “I modeled this behavior for my son to emulate.” The few differences between the parents in regarding the routines and practices of their households were based upon the activities in which their sons were involved, their own personal work schedules, and the modes of transportation that the sons used to arrive at school.

Response to research question 2. *How do single parents perceive that their daily routines and practices contribute to their African American sons’ post-secondary educational attainment?* This question sought to further understand how single parents perceived and believed their daily routines and practices contributed to their sons’ success. Based upon the participants’ interview responses, the single parents perceived that a combination of factors contributed to their sons’ success. Having structure in the home was categorized as disciplined behavior, social and resource capital, and wisdom and guidance.

Disciplined behaviors are socialized norms or actions that parents viewed as tasks or behaviors their sons must do. In particular, “Respect[ing] your teachers’ and coaches’ wishes” and “Reading, writing, studying, and chores” were actions that are structured around specific or designated times daily. These parents perceived that these activities strengthened their sons’ ability to be successful in school. For instance, one parent stated, “I required him to read two books per year so that he would be able to contribute and be more informed to the world.”

Social and resource capital is represented in participants’ sons’ daily routines and is highly invested in exposure to college life modeled through the direction of their parents by

encouraging “Visits to family members at college,” and “Talking about experiences with others (e.g. neighbors, mentors, coaches).” Some parents reflected on having their sons around “The ‘right’ people,” which included themselves as role models because of their own attendance in school while raising their sons. One parent stated, “After visiting his cousin at [name of prestigious university] a few times, he decided that was the college he wanted to attend.” She credited the exposure to increasing his desire to do well and get admitted to college. Having other family members and individuals who attended college and shared their experiences with their sons were perceived as powerful practices that increased their sons’ successful education attainment. The parents felt a need to support their sons with resources and ensuring they had the supplies they needed. In addition, one parent specifically stated, “[I] encouraged him to utilize the resources available to him a school by making appointments with his teachers.” Another specifically stated, “The home must be an environment where he is able to focus.”

Daily wisdom consisted of communication and actions shared by the parents in various ways. A common practice in the household that some of the parents perceived as significant was to reduce and pose limitations on screen time. One parent attributed her son’s success to “[taking] the television out of the room in 2010.” Three other parents shared that they set limits on cellphone and video game usage during the evenings. One parent in particular stated that he told his son “to always listen and pay attention” and “to learn from your mistakes.” Other parents emphasized to their sons the importance of “doing homework before it was due,” reminding them that “when homework is finished there is still more work to do,” advising them to “do a little extra before going to bed,” and encouraging them “to ask for help or assistance.” These phrases were perceived as practices their sons should enact in their daily lives in order to achieve educational attainment.

Response to research question 3. *How do the common practices and routines identified by single parents contribute to their African American sons' post-secondary educational attainment?* The collective descriptions of the common practices and routines shared by the single parents reflect a mutual acceptance and responsibility between the parents and their sons. In most instances there was little to no conflict between expectations the parents had of their sons, and the routines and boundaries that structured their daily lives. The parents consistently described their interactions with their sons through their routines and practices in a collaborative way balanced with emotional support, ensuring resources were available and applying minor disciplinary responses to undesirable behaviors such as limited studying or a “just getting by” attitude toward their achievement.

Connection to extracurricular activities while maintaining a high GPA, are features that colleges and universities seek for admission of their freshman applicants. The participants' sons were all connected to a program, sports, or activity that exposed them to higher learning opportunities. Of the 10 participants, six sons were athletes and four sons were leaders of organizations. For sports participation, there are minimum academic requirements for participation in athletic competition. The programs that were led by the four sons all have an academic standard for each to uphold that is aligned with grade standards for entry into colleges and universities. One son in particular served as the president of a fraternal organization that is housed on hundreds of university campuses. These sons utilized their programs to demonstrate their leadership capacity by chairing, coordinating, or facilitating various events.

A common theme that demonstrates how the routines and practices contributed to educational attainment for their sons is reflected through the households' spirituality. In eight of the 10 homes, praying to God for direction, frequently going to church and actively practicing

their faith were reflected as a common practice that connected the households to achieving goals. The parents described being “prayed up” and “putting God first,” as well as their of their sons’ routine of “daily scripture reading” and “having a spiritual guidance.” For all but one participant, God or religion was present in their responses to the interview questions. Four of the sons attended a parochial school at some point during elementary or secondary schooling. Four of the sons are active participants in church activities, including participation in “auxiliaries” and “youth groups.” One parent stated, “Our church has been unbelievably supportive,” and another said, “The church provided scholarships and tutoring services for my son.” Some of the participants’ churches held special college prep programs that their sons used to help with their education. The church and the faith in the household contributed to how these sons were able to achieve post-secondary educational opportunities.

Summary

The key findings and evidence provided from the research and analysis presented in chapter four clearly establish a set of routines and practices that contributed to the successful educational attainment of the African American sons from one-parent households. The chapter began by restating the primary purpose of the study and the research questions followed by the description of *epoche*. Next, I described in detail the participants’ profiles and interview process. An extra layer of trustworthiness was included for this study through a peer review of the coding, and the additional usage of vivid and figurative language (Creswell, 2011). The primary findings were shared sequentially in alignment with the research questions through discussion centered on the parenting of the participants’ sons. In summary, more than one participant expressed his/her excitement about sharing the practices that will increase the possibility for African American males to graduate from college. This researcher hopes that this

research will provide single parents raising African American sons with a blueprint for academic success. Publications in journals with the subject of parenting and presentations to parents at schools, churches, and organizations will provide visibility to steps necessary to change the trajectory of African American high school males.

Chapter Five: Discussion, Conclusions, and Recommendations

Introduction

The number of one-parent households has grown steadily over the past 4 decades, and African American males living within this family structure tend to have low student achievement. Yet, there are some examples of success in this subgroup. The purpose of this research study was to understand the routines and practices of one-parent households raising African American males who successfully seek educational attainment beyond high school. The researcher used a qualitative phenomenological approach and collected data from a questionnaire and semi-structured interviews with 10 single parent participants who successfully raised their son to be admitted to a college for the fall semester of 2018. A detailed review of the questionnaire and interview data revealed nine key themes involving the routines and practices that led to participants' sons successfully achieving educational attainment based upon the theoretical framework of the PDT, The Human Capital Investment Theory, and the connections of EI to parenting styles demonstrated by the parent participants. This research study found that the parents' perception of good parenting resulted in an establishment of routine and practices centered on wisdom and guidance, resources and supports, and the perception of routines and practices that worked. The authoritative parenting style was predominantly used in the households where the sons showed little resistance to the expectations of their parents.

The following research questions were posed to explore the routines and practices employed in the one-parent households:

1. What daily routines and practices are employed in one-parent households that contribute to post-secondary educational attainment for African American males?

2. How do single parents perceive that their daily routines and practices contribute to their African American sons' post-secondary educational attainment?
3. How do the common practices and routines identified by single parents contribute to the post-secondary educational attainment of their African American sons?

This study was intended to establish common routines and practices within the households based on the participants' responses regarding their experiences raising their sons. In this chapter, I discussed the findings aligned with the literature in the sequence of the research questions. I extended conclusions, presented implications, highlighted best practices, and offered recommendations for policy, practitioners, and future research. The detailed findings of the study are presented in the following sections for each of the research questions in narrative format.

Research question 1. *What daily routines and practices are employed in one-parent households that contribute to post-secondary educational attainment for African American males?* The research findings in this study reveal various categories of actions and activities that make-up routines and practices within the single-parent households whose sons have achieved access to post-secondary educational. The responses acknowledge that one-parent household can yield positive outcomes, even when the family has experienced divorce (Ahrons, 2004), which reflects 70% of the participants in this study. Participants' responses described their daily routines and practices, which were sorted into the following categories: patterned behavior, curricular activities, extra-curricular activities and family-centered events, leisure, recreation, and peer engagement. The categories represent the numerous variables accounting for successful education attainment for African American males living in single-parent households. These categories support the necessary changes needed in the perception to having the one-parent

home's capacity to produce post-secondary opportunities for children (Kapungu et al., 2006). Common activities included early rising, accessing rigorous curriculum, participation in extracurricular activities, studying and homework, chores and a daily spiritual connection through prayer and scripture reading are revealed as contributing variables.

Mowder (2005) included six key characteristics in the PDT relating to the development of parenting styles (Baumrind, 1966). These characteristics shape the interactions between the parent and the child responses to behavior performed in a social context (Parke & Buriel, 2001). This study's findings showed that one parent embedded a combination of permissive and authoritative styles based upon her confidence in allowing him to navigate his academics and dictate his rewards for good behavior. The other nine parents used authoritative parent style with their sons. Within the structure of these households, evidence of *discipline* through the process of limitations and rules (Gralinski & Kopp, 1993) was shown through the routines and practices of the household. Time management was a common practice and identified as a rule of the household. The findings also showed most parents modeled the expected household behaviors representing the transferring of information from parent to child (Chase-Lansdale et al., 1995).

Becker and Tomes' (1979, 1986) human capital investment theory views family as utility maximizers, suggested that parental decisions based upon resource allocation of time affect children's success. The parent responses indicated that a common practice was communication and monitoring of their sons' behaviors through open dialogue and engagement in their daily lives. The findings of this research indicate that the parent participants routinely monitored their sons' academic goals. These results were supported by the theoretical framework's assumption

that more time spent with the child will result in higher academic achievement (Boggess, 1998) resulting in their sons' acceptance to college.

Some studies showed that the authoritative parenting style was linked to more positive outcomes for students' academic achievement. The results of this study also indirectly showed the same results through the responses of the parents. The literature also indicates that parents who are more authoritative in their approach toward their sons are more responsive to their sons' academic achievement and the social and academics associated with success (Morris et al., 2007). In contrast, limited research exists relating to EI and parenting style's effects on academic achievement leading to post-secondary educational attainment. However, Garg et al. (2015) showed that there was not a direct relationship between EI and the effects of parenting styles on academic achievement and GPA of first-year students in college. This study found that the parents' level of the parent's demandingness and their allowing of their sons to be expressive about his own emotions demonstrated higher emotional competency levels (Denham & Grout, 1994; Denham et al., 1997).

Research question 2. *How do single parents perceive that their daily routines and practices contribute to their African American sons' post-secondary educational attainment?*

Mowder (2005) constructed a theoretical framework to understand individual parenting perspectives and behaviors. The findings for research questions 2 showed that participants' perceptions included a combination of factors that structured their households. In the home, the parents held beliefs that apply to disciplined behaviors, social and resource capital, and wisdom and guidance; they felt these factors contributed to their sons' success. The parents' responses were given with pride, demonstrating the value they placed on the disciplined behaviors they perceived were instrumental in their sons' success. Some were enthusiastic about requiring

reading, writing, and studying as significant actions that strengthened their sons' abilities. Others concentrated on ensuring their sons were exposed to colleges and universities or the right people who could model positive behaviors. The parents felt a need to support their sons with resources and ensuring they had their supplies. Collectively, they provided wisdom and guidance by imposing limitations on screen time and modeling positive ways of life. A few expressed the challenges or resistance to doing these activities more consistently attributing not achieving higher academic results as the outcome of this behavior. Literature focused on the interactions between the parent and the child requiring modification based upon the behaviors of each (Bonney et al., 1999; Saks & Krupa, 1988; Shonkoff & Meisel, 2000). Contrasting literature have beliefs outside the six primary characteristics of parenting not having equal weight and evolve over time (Mowder et al., 1995; Turiano, 2001). The belief is that characteristics can be reduced to a single summation of caring (Bell & Richard, 2000; Benner & Wrubel, 1989; Bosworth, 1995; Chase-Lansdale et al., 1995; Finkenauer & Meeus, 2000; Norblit, Rogers, & McCadden, 1995).

In applying the findings to the literature on parent perception, the parent participants revealed the complexities of their perceived routines and practices as more detailed and aligned to the six characteristics in the PDT. Their interview responses cannot be reduced to simply exhibiting care for their sons as their role. Rather, their descriptions of their routines and practice were beyond a simplistic view of care.

Research question 3. *How do the common practices and routines identified by single parents contribute to their African American sons' post-secondary educational attainment?* The findings for research question 3 uncover a shared responsibility by the single parents and their sons to commit to routines and practices that have yielded successful results through academics,

participation in extracurricular activities and household religious practices. The minor appearance of resistance or challenges in the households related to actions perceived as being, “lazy” or doing things to “just get by.” The interactions between parents and their sons established through household routines and practices were balanced with emotional support, ensuring resources were available, and the application of minor disciplinary responses to undesirable behaviors. The findings related to this research question demonstrated how the common routines and practices contributed to successful outcomes for the participants’ sons.

Parents’ commitment to their sons’ success was apparent in the connection the sons had to extracurricular activities and the expected earned GPAs equivalent to minimum requirements for admission into colleges and universities. All participants’ sons participated in a program, sport or activity that exposed them to higher learning opportunities. The program connections were strategically aligned to college opportunities through athletic, merit, or program specific scholarships to support college attendance financially. The participants’ portrayal of their sons was consistent with genuine care for their community and steps beyond high school.

A common denominator found through the interviews showed how God and religious faith were interwoven through the routines and practices that contributed to the participants’ sons educational attainment. Participant made references to “staying prayed up” and “beginning the day with prayer.” Some of the sons’ explicit routines included “scripture reading” and praying about situations including asking for patience. Other sons were involved actively in their church groups and participated in events designed specifically to promote college and careers. One parent utilized the church as a support group during the transition of custody for his son at a young age. This support in his life resulted in his son’s acceptance of Christ through baptism. When prompted to add more to the interview responses, several parents openly discussed their

reliance upon their faith in God. They used God as an explanation for the positive direction their sons were able to take and the importance of His presence in their lives. The parents' perception of God being an active part of their sons' success is in line with literature that views parents' religious orientation as a factor to be considered when displaying parenting behaviors and creating plans for activities within the routines and practices (Levine, 2003). The variations in how the routines and practices applied to the participants' sons successful outcomes suggest that further research is necessary to determine the degrees of success in more of these households.

Conclusions

This study was designed to reveal the routines and practices employed in one-parent households raising African American sons who sought and achieved educational attainment post-secondary. Limited with supporting literature on the subject directly, the PDT (Mowder, 2005), the Human Capital and Investment theory (Becker & Tomes, 1979, 1986) and EI (Goleman, 1995), and parenting styles (Baumrind, 1966) were the guiding frameworks used to determine how single parents operated their homes. The study results found that single parents of male African American high school students established routines and practices that encompassed nine themes that connect to the three frameworks.

The following conclusions were rendered based upon the findings of this research study:

1. Good parenting, according to the parent participants, included providing a structured home marked by respect, appropriate boundaries, and monitoring of their sons' behaviors academically and socially were present. The parents asserted influence over their sons' lives based upon the overall expectations they had for their sons' outcomes.

2. The primary parenting style utilized in the households of the participants was authoritative. In one household, some permissive behaviors were incorporated in the overall style. However, traditional boundaries for this age group and circumstances were flexibly used to move between parenting styles.
3. Despite having high expectations for their sons' academic achievements, some parents felt that if they had raised their expectations, their sons could have achieved even more. Therefore, establishing the highest possible academic expectations would yield higher than expected results.
4. The weekly routines and practices within the households included a balance of patterned behaviors, curricular and extracurricular activities, and family-centered occurrences through leisure, recreation, and peer engagement. Creating opportunities for engaging in these activities consistently built upon characteristics within the home, leading to the successful outcomes for their sons.
5. The essential routines and practices must include exposure to people who have attended post-secondary education and provide visits to prospective college campuses. Doing this reinforces the need to routinely perform the disciplined behaviors of limited screen time, reading, writing, studying, and doing chores in preparation for post-secondary education.
6. The use of time management to finish assignments early, doing extra work, and seeking help from teachers or tutoring are practices that yielded positive results for the sons.
7. Resistance and challenges were very minimal among the households. However, when resistance or challenges existed, the parents consistently addressed them in a

way to discourage the continued behavior. Therefore, parents should hold their sons accountable for meeting the goals and expectations needed to complete their routines and practices daily, allowing flexibility when needed.

8. Successful post-secondary educational attainment correlates with indirect result of the participants' sons involvement in at least one extracurricular activity via sports, church, school-based, or community organization.
9. The wisdom and guidance the parents provided to their children proved to be invaluable lessons that supported their sons' academic outcomes leading to college.

Implications for Action

This study's conclusions invite multiple uses and opportunities for related research on the intricate details of operating a one-parent household raising African American males, as well as an examination of the potential transformation of the lives of this population in an academic community. I hope that this family structure, in particular, can increase its focus on providing successful outcomes for children instead of accepting the typical poor academic achievement of the African American high school male. Therefore, the following implications for action are recommended:

1. One-parent households should work to establish routines and practices that maintain consistency as much as possible for the child to maintain continuity with activities that produce positive results in academic achievement outcomes.
2. Single parents of African American high school males should involve their children in an activity of their interest. The sons should maintain involvement for the duration of the program offering and seek opportunities to demonstrate leadership abilities.

3. Single parents of African American males should not set low expectations for their sons. Although the expectations should be reasonably attainable, the level should be set higher than the parents' perception of the highest achievable measure. Parents should consider challenging their sons beyond their personal comfort levels.
4. One-parent households should connect to their faith in God or a faith-based organization to provide resources and support, leading to positive academic and social outcomes.
5. Single-parents should incorporate college visits and tours or connect with college outreach programs to provide their sons with exposure to a greater understanding of the requirements and a familiarity of the locations for attending.
6. Single parents should develop a consistent process of active engagement in their sons' academic and social lives by being present at activities and reviewing grades and academic outcomes by communicating with their sons, teachers, coaches, sponsors, and other support personnel. Doing so will demonstrate the parents' interest in their sons' lives and monitor their sons' progress, providing opportunities for adjustments to their daily schedules.

Limitations and Recommendations for Future Research

This study examined the routines and practices of one-parent households of male African American high school students who achieved post-secondary educational attainment. Through this examination, the findings appear to be in alignment with previously studied theoretical frameworks of the PDT and human capital and investment theory, as well as the connection of EI to parenting styles. The parenting style most effectively aligned to student success in this study was an authoritative style. Although the findings were aligned with the theoretical frameworks,

there are limitations to this study that suggest a need for further research. The following recommendations for future studies are offered:

This study was limited to 10 participants, which limits the study's ability to generalize the findings. Future studies should increase the number of participants. The same purposive sampling technique can be used without limitations on the sampling criteria. The same interview instrument and questionnaire could be used as well. An expansion of the study may result in alternative routines and practices not identified in the current study.

Research is recommended on the different routines and practices employed in the one-parent households of students attending public versus private school settings. The additional data could inform researchers about the relational demands of the two different types of schooling and the resources necessary for success.

This study can be extended to follow the participants' sons during their college years to determine if the previous routines and practices are continued and provide success in completing college. This research should consider parental oversight or support and the sons' responses in their early adulthood stages.

This study was limited to interviewing the parent of the household. Research could be expanded to include interviews of the sons to determine if their perceptions of the routines and practices employed in the household were aligned to the parents' views.

This study revealed the participants' faith as a perceived practice that garnered successful outcomes for their sons. Research could be expanded to see how faith and faith-based organizations support the academic achievement of male African American high school students.

Practitioner Recommendations

The findings of this study have implications for leaders and members of churches, program directors, social services, and those responsible for providing students access to higher education institutions and support for parents. The study uncovered routines and practices within the one-parent household that allowed for their African American male sons to succeed in attaining post-secondary education. The achievement can be credited to the parents exposing and actively practicing their faith in God, ensuring that their sons were active members of extracurricular programs, provided a structured home with time management as a priority, and facilitated visits to colleges and universities.

Leaders and members of churches and faith-based organizations may find it useful to the congregation to include messages, sermons, programs and financial resources that support students accessing colleges and universities. Youth group meetings should set aside time for tutoring and provide programs that address the quest for higher knowledge and provide financial incentives with specific GPA and other criteria required for admissions to college. Church leaders should seek and utilize the experts within the congregation to provide support and share their testimony surrounding their college experiences. Members who have attended and completed college should disciple and outreach to members and guests who are parents of African American males.

Program directors of youth organizations, social services coordinators who support parents, coaches and providers of access to colleges and universities should actively recruit African American males to participate in their programs. The earlier in life the outreach begins, the more consistency the male has to acclimate himself to program requirements and leadership opportunities within the organizations. It is highly recommended for social service coordinators

and people who support parents of African American males to connect them to a program or activity and to include periodic check-ins with the parents regarding the children's progress. Programs should be selected based upon the children's interest and can be identified utilizing various interest inventory questionnaires.

Final Summary

Research regarding one-parent households' results of African American males who seek post-secondary education traditionally has shown this to be a least likely outcome for most. If the parents of children in this family structure take an active role in establishing routines and practices that promote educational attainment, more children will graduate from high school and attend college. The purpose of this study was to reveal the specific routines and practices of these households, with the goal of developing a blueprint for activities that produce positive academic outcomes leading to college admission for the sons.

Previous studies have been unable to differentiate between the effects of family structure and economic status on post-secondary educational attainment (Boggess, 1998). However, a study conducted by Krein and Beller (1988) found that children from one-parent households are most affected by the amount of time the parent spends with the child. Although the findings are the same in this study, *how* time was spent with their sons had a positive effect on their educational attainment goal.

With African American males being the group mostly likely to reside in a one-parent household, this study focused on this demographic to find successful outcomes within this family structure (McLanahan & Jencks, 2015). The PDT (Mowder, 2005) framed the understanding of parents' views and perceptions of their interactions with their sons. Human capital and investment theory (Becker & Tomes, 1979, 1986) identified parents as utility maximizers for

their children's economic and cultural contributions to their daily routines and practices. EI (Goleman, 1995) has also been studied in relationship to parenting styles connection to student success (Gary et al., 2015). The authoritative parenting style continues to show the most positive results as demonstrated in the literature (Baumrind, 1966; Maccoby & Martin, 1983).

This study used the qualitative phenomenological method to understand better the routines and practices used within one-parent households. Participants in the study completed a questionnaire and participated in a semi-structured interview after receiving approval from the IRB of Pepperdine University. The interviews with 10 participants took place over a 5-week period. The data were transcribed using TEMI and analyzed by hand and using HyperRESEARCH coding software.

The study identified nine themes regarding the routines and practices of the one-parent household. Of the nine themes, routines that were considered most important and most effective were connected to spiritual faith in God. Further findings show that exposure to college access through college visits, sports, and school-based and outreach programs are essential and highly recommended for all African American males.

The study makes six recommendations for reproducing the positive outcomes based upon the findings of the study:

1. Single parents should establish routines and practices, and maintain consistency for continuity to achieve positive outcomes.
2. Single parents should encourage their sons to participate in an activity of interest, and encourage them to seek leadership roles.
3. Single parents should create expectations for their sons' achievement beyond their personal perception of what is attainable.

4. Single parents are encouraged to connect their sons to a faith-based organization and openly practice spiritual faith within the daily routine.
5. Single parents should incorporate college visits and tours and/or connect their sons with college outreach programs.
6. Single parents should develop a consistent process of active engagement in the child's academic and social life.

In summary, this research study revealed the routines and practices one-parent households utilize to produce African American sons that achieved post-secondary educational attainment. This understanding was accomplished through nine themes that are in alignment with the theoretical frameworks used in this study. Implementing the six recommendations may produce similar outcomes found within the 10 one-parent households studied. In conclusion, placing God first as the head of the household proved to be a guiding factor in providing a balanced and structured home for the African American male.

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APPENDIX A

Pepperdine University Institutional Review Board Exempt Notice



Pepperdine University
24255 Pacific Coast Highway
Malibu, CA 90263
TEL: 310-506-4000

NOTICE OF APPROVAL FOR HUMAN RESEARCH

Date: May 18, 2018

Protocol Investigator Name: Dechele Byrd

Protocol #: 18-04-793

Project Title: Parental Involvement: The Impact of One-Parent Households on Post-Secondary Educational Attainment of African American High School Males

School: Graduate School of Education and Psychology

Dear Dechele Byrd:

Thank you for submitting your application for exempt review to Pepperdine University's Institutional Review Board (IRB). We appreciate the work you have done on your proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations 45 CFR 46.101 that govern the protections of human subjects.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit an amendment to the IRB. Since your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite the best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the IRB as soon as possible. We will ask for a complete written explanation of the event and your written response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the IRB and documenting the adverse event can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* at community.pepperdine.edu/irb.

Please refer to the protocol number denoted above in all communication or correspondence related to your application and this approval. Should you have additional questions or require clarification of the contents of this letter, please contact the IRB Office. On behalf of the IRB, I wish you success in this scholarly pursuit.

Sincerely,

Judy Ho, Ph.D., IRB Chair

APPENDIX B

Participant Letter

Dear _____:

My name is Dechele M. Byrd, and I am a doctoral candidate in the Graduate School of Education and Psychology's (GSEP) Educational Doctoral of Organizational Leadership program at Pepperdine University. I am conducting a research study examining the experiences of several individuals who choose to share their routines and practices on a daily basis that may have impacted the lives of their sons' educational attainment and you are invited to participate. If you agree, you are invited to participate in completing a brief questionnaire and an answering questions in an interview. The questionnaire and interview is anticipated to take no more than 90 minutes. The interview will be audio/video recorded.

Participation in this study is voluntary. Your identity as a participant will remain confidential through an assigned pseudonym during and after the study.

If you have questions or would like to participate, please contact me at [REDACTED]

Thank you for your participation,

Dechele M. Byrd
Pepperdine University
GSEP
Doctoral Candidate

APPENDIX C

Informed Consent Form

PEPPERDINE UNIVERSITY
Graduate School of Education and Psychology

Parent Involvement: The Impact of One-Parent Households on Educational Attainment of African American High School Males

You are invited to participate in a research study conducted by Dechele M. Byrd, B.B.S., M.S. under the supervision of Dr. Ronald Stephens ED. D. at Pepperdine University, because you operate a one-parent household with an African American male who was accepted into a college or university seeking educational attainment after high school. Your participation is voluntary. You should read the information below, and ask questions about anything that you do not understand, before deciding whether to participate. Please take as much time as you need to read the consent form. You may also decide to discuss participation with your family or friends. If you decide to participate, you will be asked to sign this form. You will also be given a copy of this form for your records.

PURPOSE OF THE STUDY

The purpose of the study is to gain an understanding of the routines and practices of one-parent households, raising African American males, who successfully seek educational attainment beyond high school. In addition, the finding intends to reveal circumstances of your daily routines that contributed to the development of actions expected in the households that led to the success of your son obtaining being accepted to college.

STUDY PROCEDURES

If you volunteer to participate in this study, you will be asked to participate in a research interview and complete a short questionnaire that will take approximately 60 to 90 minutes to complete. I understand the interview that I will participate in will require me to answer prescribed questions pertaining to my life as a parent, as well as, questions pertaining to my perceptions concerning why my son was successful in achieving educational attainment post-secondary.

I understand that I will be audio/video recorded if I decide to participate in this study. If I choose not to be audio/video recorded I understand that I will no longer be asked to participate in this study.

The audio/video recordings I provide will be stored on a password protected USB drive and kept in a locked drawer by the researcher (Dechele M. Byrd).

I understand that all information collected (personal reports, survey responses, audio/video recordings transcripts, and USB drive) will be destroyed after 5 years. All paper documents will be destroyed via shredding, audio/visual recordings will be deleted.

POTENTIAL RISKS AND DISCOMFORTS

The potential and foreseeable risks associated with participation in this study include feeling uncomfortable with the set research questions or follow up inquiry; fatigue from sitting for a long period; risk of breach of confidentiality; and lack of interest or motivation to participate.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

While there are no direct benefits to the study participants, there are several anticipated benefits to society which include: knowledge and information about the experience of raising an African American male who is accepted into a college. This will add to the body of knowledge about this subject, which presently is extremely limited.

PAYMENT/COMPENSATION FOR PARTICIPATION

You will receive a \$10 Target gift card for your time. You do not have to answer all of the questions in order to receive the card. The card will be given to you upon completion of the questionnaire and the interview.

CONFIDENTIALITY

I will keep your records for this study confidential as far as permitted by law. However, if I am required to do so by law, I may be required to disclose information collected about you. Examples of the types of issues that would require me to break confidentiality are if you tell me about instances of child abuse and elder abuse. Pepperdine's University's Human Subjects Protection Program (HSPP) may also access the data collected. The HSPP occasionally reviews and monitors research studies to protect the rights and welfare of research subjects.

The data will be stored on a password protected computer in the principal investigators place of residence. The data will be stored for a minimum of three years. Any identifiable information obtained in connection with this study will remain confidential. Your responses will be coded with a pseudonym and transcript data will be maintained separately. The audio/video tapes will be stored on a password protected computer in the researchers home form three years after the study has been completed and then destroyed.

PARTICIPATION AND WITHDRAWAL

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. The interviewer may find it necessary to end your study participation without regard to your consent to participate.

ALTERNATIVES TO FULL PARTICIPATION

The alternative to participation in the study is not participating.

INVESTIGATOR'S CONTACT INFORMATION

I understand that the researcher is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact Dechele M. Byrd at [REDACTED]. If you have further questions about the researcher, I may also contact Dr. Ronald Stephens at [REDACTED].

RIGHTS OF RESEARCH PARTICIPANT – IRB CONTACT INFORMATION

If you have questions, concerns or complaints about your rights as a research participant or research in general please contact Dr. Judy Ho, Chairperson of the Graduate & Professional Schools Institutional Review Board at Pepperdine University 6100 Center Drive Suite 500 Los Angeles, CA 90045, [REDACTED] or [REDACTED].

SIGNATURE OF RESEARCH PARTICIPANT

I have read the information provided above. I have been given a chance to ask questions. My questions have been answered to my satisfaction and I agree to participate in this study. I have been given a copy of this form.

AUDIO/VIDEO/PHOTOGRAPHS (If this is not applicable to your study and/or if participants do not have a choice of being audio/video-recorded or photographed, delete this section.)

- I agree to be audio/video-recorded
- I do not want to be audio/video-recorded

Name of Participant

Signature of Participant Date

SIGNATURE OF INVESTIGATOR

I have explained the research to the participants and answered all of his/her questions. In my judgment the

participants are knowingly, willingly and intelligently agreeing to participate in this study. They have the legal capacity to give informed consent to participate in this research study and all of the various components. They also have been informed participation is voluntarily and that they may discontinue their participation in the study at any time, for any reason.

Name of Person Obtaining Consent

Signature of Person Obtaining Consent Date

Pepperdine University Graduate & Professional Schools Institutional Review Board (GPS IRB) Informed Consent

APPENDIX D

Questionnaire Protocol Form

The purpose of this questionnaire is to examine your experience as a single-parent to an African American high school male who has been admitted to a college for the fall semester of 2018. This is not a test and there are no right or wrong answers to the following questions. You do not have to answer a question if you do not want to. You have the option of either writing your responses or having your answers recorded. Your name will not appear on the questionnaire if you choose to write or record your responses.

The questionnaire should take about 10 minutes to complete and will occur prior to the start of the interview.

Do you agree to complete the questionnaire?

Questionnaire Protocol

1. Marital status:
 - a. Single - never been married
 - b. Divorced
 - c. Widowed
2. If divorced or widowed, for how long?
3. How many children do you have?
 - a. 1
 - b. 2
 - c. 3
 - d. 4 or more
4. Do you have any daughters, that reside in the household?
 - a. Yes
 - b. No
5. Do you have adult children that reside with you?
 - a. Yes
 - b. No
6. Describe the type of family structure you were raised in:
 - a. One-parent household
 - b. Two-parent household
 - c. Foster/Adopted
 - d. Split Household (divorced/separated)
 - e. Other: _____
7. What is the highest education level you have completed:
 - a. Some high school
 - b. High school
 - c. Some college/trade technical school

- d. Associates degree
 - e. Bachelor's degree
 - f. Graduate or professional degree?
8. What is the range of your household income per year?
- a. \$0 - 10,000
 - b. \$10,001 - \$25,000
 - c. \$25,001 - \$45,000
 - d. \$45,001 - \$65,000
 - e. \$65,001 - \$85,000
 - f. \$85,001 - \$100,000
 - g. \$100,001 or more
9. Do you own a home or rent?
- a. Own
 - b. Rent
10. Where is your son attending college for the Fall of 2018? _____
11. Do you have other male children that attended and/or completed college? _____

APPENDIX E

Interview Protocol Form

The purpose of this interview is to examine your experience as a single-parent to an African American high school male who has been admitted to a college for the fall semester of 2018. This is not a test and there are no right or wrong answers to the following questions. The interview will be audio/video recorded. You do not have to answer a question if you do not want to. Your name will not be associated with the responses to the questions.

The interview should take about 50 minutes to complete.

Do you agree to participate in the interview?

Guiding Questions

1. Please take a moment to reflect on parenting an African American male. What does successful parenting look like to you?
2. What does an ideal week look like for your son?
3. What does an ideal weekend look like for your son?
4. What explicit routines and practices do you demand from your college bound?
 - a. Of those, what were encouraged, enforced, or demanded?
 - b. Which ones do you feel were most effective and why?
5. What were your expectations of your son's educational outcomes over the years until now?
6. What specific practices and routines that you employed in your household you believe contributed to your son's success in achieving educational attainment?
7. Was there any resistance or challenges from your son relating to the routines and practices?
 - a. If so, please give examples.
 - b. What did you do to resolve them?
8. What support or resources, if any, did you use to promote your son's post-secondary educational attainment?
9. If you could do some things differently but had the same outcome of your son being accepted to college, what would that be?
10. Is there anything else that you would like to add to this interview?