2020

Exploring Fathers' Perception of Their Reading and Math Skills and Paternal Involvement

Vielka C. Massenburg
Walden University

Walden University

College of Social and Behavioral Sciences

This is to certify that the doctoral dissertation by

Vielka C. Massenburg

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee
Dr. Sarah Matthey, Committee Chairperson, Human Services Faculty
Dr. Kecia Freeman, Committee Member, Human Services Faculty
Dr. Jeffrey Harlow, University Reviewer, Human Services Faculty

Chief Academic Officer and Provost
Sue Subocz, Ph.D.

Walden University
2020

Abstract

Exploring Fathers' Perception of Their Reading and Math Skills and Paternal

Involvement

by

Vielka C. Massenburg

MPH, Walden University, 2019

BSN, Columbia Union College, 1996

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Human Services

Walden University

September 2020

Abstract

Many children in the U.S. public education system at the elementary and secondary

levels are below proficiency in reading and math. Parental involvement within the home

and school context is important to children's overall and academic success. The purpose

of this basic, qualitative study was to explore fathers' perception about their self-efficacy,

reading and math skills, knowledge of and accessibility to educational and community

resources, and their involvement in the academic lives of their elementary school-age

children. Bronfenbrenner's ecological systems theory provided the theoretical framework

of social interrelatedness. Semistructured interviews were conducted to collect the data

from 7 fathers with children in elementary school. Data were analyzed using a 6-step

general inductive approach. Findings of this study were categorized into 5 themes: self-

efficacy, relationship, adaptiveness, resourcefulness, and communication. Fathers' self-

efficacy, relationship with their child, levels of adaptability, and resourcefulness were key

determining factors and sustainers of fathers' involvement in their child's academic life.

The perceptions fathers had about their reading and math skills enhanced their overall

involvement with their child's daily care and learning activities; but were not direct

determinants of their involvement in their child's academics. Increasing fathers'

awareness about their influential relationship with their child; providing support, training,

and educational programs based on the academic materials taught in the classroom may

lead to positive social change by increased and continued father involvement in the

academic lives of children, raising children's educational scores to proficiency or above.

Exploring Fathers' Perception of Their Reading and Math Skills and Paternal

Involvement

by

Vielka C. Massenburg

MPH, Walden University, 2019

BSN, Columbia Union College, 1996

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Human Services

Walden University

September 2020

Dedication

This dissertation is dedicated to my family, Violet Weeks, my mom and the late Talbert Weeks, my dad, for being the perfect parents I needed in order to become my best self. Dad my memories of you are bigger than life itself, as you instilled in me so many years ago, the power of positive thinking. Mom throughout my entire life, you like God, have always been the one person I can depend on. Your love and especially your daily prayers for me were and are priceless gifts that propelled me through this journey of living life on purpose at a level of excellence. Thank you.

To my children Waverly and Veniece, please know that the both of you have been my greatest accomplishment and motivators, as you have shared more than half of life's journey with me. Veniece, your expertise and knowledge of technology was a tremendous help that added to my success. To my daughter in law, Shivon, your commitment to education and excellence was a source of encouragement. To my grandchildren, Shaun, Whitney and Sariah, who affectionately call me GG (gorgeous grandma), this dissertation is one of my legacies to you, challenge yourselves on your journey of becoming. Shaun, your intelligence, creative God given gifts and talents in the arts, music, spoken and written word provides you with a platform to bless others. Commit to the journey.

To my husband Dennis, your love, patience, wisdom, humor, discussions, encouragement and support have helped me to complete this daunting yet rewarding task. Your love of knowledge; discipline and commitment as a lifelong learner have been an inspiration to me throughout this journey. Thank you for taking the journey with me.

To my big sister Mirza, as an educator you know the value of education. I am grateful for your love and support through this process. To my advisor and spiritual practitioner Rev. Marcia, thank you for holding the space of perfection and completion for me during this phase of my life. Your daily prayers and affirmations for me were foundational to my staying the course. Your counsel during the rough patches, well… I am grateful.

Acknowledgments

I am that I Am!

Every aspect of my unfolding life has been in the I Am Presence. I am grateful.

I am grateful for the gift and expertise of Dr. Mary Bold who served as my dissertation committee chairperson. Dr. Bold the guidance, knowledge, encouragement, wisdom and commitment you provided during this academic journey were pivotal to my success. You were an angelic and stabilizing presence. Thank you. To Dr. Lillian Chenoweth and Dr. Sarah Matthey, thank you both for serving on my committee and for your academic expertise in ensuring the alignment of this research project. Dr. Jeffrey Harlow, thank you for your overall knowledge of the research process and your review of my dissertation to ensure that it met the university standards.

A special thank you to Dr. William Barkley who recommended my dissertation committee members. To Dr. Sandra Harris and Dr. Tracy Phillips, thank you both for sharing your personal experiences, invaluable insight and golden nuggets during every residency I attended, which allowed me to plan, organize and progress through this process to completion. To all my professors, administrative staff and colleagues, a heartfelt thank you for each opportunity you provided that challenged my critical thinking skills. To the fathers who participated in my study, I am immensely grateful. Thank you for your contributions to the study, to the lives of your children and society.

Finally, I am grateful for family and friends. Florice you encouraged me to take this journey, I am immensely grateful. Jacqueline, Petronella (Petty), Florice and Johanna, thanks for all your encouragement, unconditional love and friendship.

Table of Contents

Chapter 1: Introduction to the Study

Introduction

Parental involvement (PI) has been established by various researchers as a vital component of educating the whole child, within the home and school environments. PI has been linked to increased scores on standardized tests in reading and math, higher grades in science, positive development, and decreased behavioral problems within the classroom setting (Baker, 2014; Yoder & Lopez, 2013). Kim and Hill (2015), in their meta-analysis of PI and students' academic achievement, indicated the need for both parents to be involved as each parent provides different levels of educational involvement. For example, in general, mothers offered warmer supportive approaches encouraging academic improvement, in contrast to some fathers who were more achievement focused and firmer in their approach towards helping their child succeed (Kim & Hill, 2015).

According to Digest of Education Statistics (DES, 2015), the U.S. educational system, at the elementary and secondary levels, use standardized assessments that provide indicators and an overview of students' academic performance on a national level, which may also be used for international comparisons. The National Center for Education Statistics (NCES, 2016) showed that assessments continue to indicate less than 50% of the nations' fourth grade students achieve proficiency or advanced levels in reading and mathematics since the 1990s. Scholars must examine how to improve elementary and secondary education that prepares students for college and world citizenship.

PI can be used to close students' achievement gaps in reading and mathematics (Stitt & Brooks, 2014; Wilder, 2017). Although the need for both parents to be involved in a child's academic life has been identified in previous and current literature, mothers seemed to be the primary parent of focus (Gordon, 2017; Kikas, Tulviste, & Peets, 2014). Researchers have indicated a number of reasons that impede the involvement of fathers in the academic lives of their children to include the following: work schedules, lack of resources, social networks, parents physical or intellectual capabilities, single parent status, residential versus nonresidential status, perceived parental roles defined by gender, and access to technology (Revell, 2015; Yoder & Lopez, 2013).

The reconceptualization of PI to consciously include fathers as learning partners with their children in different home-based activities related to school is one approach to understanding this multidimensional construct (Kikas et al., 2014; Stitt & Brooks, 2014). Varghese and Wachen (2016) indicated that fathers made unique contributions to their children's complex language and reading skills through engagement in reading and writing activities within the home environment. Fathers' self-perception and perceived self-efficacy of their roles and abilities are determinants of the activities or tasks they choose to engage in with their children (Sevigny, Loutzenhiser, & McAusian, 2016; Trahan, 2018).

Self-perception is a set of beliefs that connects how individuals may feel about their abilities and themselves (Carbon, 2014; Gordon, 2017). Human perception is amplified by the senses and that creates a link to physical reality, which enables the individual to adjust and make decisions to choose actions based on what is perceived

(Gordon, 2017). For example, Durmaz, Baş, and Gümüş (2016) indicated that Turkish fathers ascribe the physical care of the child as the mother's responsibility or role, and their perceived role is to teach intellectual skills and decide how their children will be educated. As a result of his perceived and accepted role, the father will make decisions to engage in work to earn the necessary funds for the child's care and educational activities to facilitate his child's learning (Durmaz et al., 2016).

Carbon (2014) noted that whatever is perceived by an individual, it is interpreted and treated as something quantitatively or "real." Perceptions, beliefs, and opinions create what a person sees in his environment. According to Bandura (1997), an individual's perceived self-efficacy impacts the choice of activities and provides the motivation to finish the chosen tasks or activities. Perceived self-efficacy and an individual's perception creates reality based on the interpretive meaning ascribed. Therefore, the focus of my study was on exploring the perceptions fathers have about their reading and math skills and their involvement in their children's academic lives.

Background of the Problem

PI in the academic lives of children is a continuous phenomenon of interest as researchers and educators search for approaches to address the academic challenges of children within the public-school systems in the United States (Hilado, Kallemeyn, & Phillips, 2013). Policy makers and government agencies managing the educational system have focused on PI within the school environment versus the child's home (Park & Holloway, 2017). My study builds on the previous parental involvement studies conducted by Abel (2012) and Yoder and Lopez (2013). Abel's quantitative inquiry of

African American fathers indicated several factors that influenced father involvement in the school-based lives of their children: parents' motivational beliefs, fathers' life circumstance, and the invitation from others to be involved. Abel noted that fathers' enthusiasm and knowledge levels were also indicators for their participation in school-based activities.

Hilado et al. (2013) provided conceptualizations, definitions, and another viewpoint of PI; in addition, they focused on the levels or types of involvement from administrators of preschools. At the level of national policy, PI was conceptualized as schools and community organizations collaboratively working to engage parents in significant activities that support the learning abilities and efforts of children (Hilado et al., 2013). An expanded definition included cultural and familial competency and moving educators beyond traditional family configurations (biological family) to any care giving adult, grandparents, foster parents, and/or guardians (Hilado et al., 2013). This definition of PI was pivotal as it broadened the capacity to build networks and engaged more resources needed to support children within the home environment. The definition of PI provided the operational meaning of father I used in this study.

McWayne et al. (2013) provided a definition for father involvement and information from a meta-analysis of 21 studies that noted the evolution of father involvement from a deficient, absent father perspective to the acknowledgement of the multifaceted roles of fathers. Positive engagement activities and parents' parenting styles were used to understand the qualitative elements of father participation (McWayne et al.,

2013). McWayne et al. showed a link between children's early learning and direct father involvement, with fathers who lived in the home and interacted with their children.

Kim and Hill (2015) further examined father engagement in homework and other learning activities with their children, associating the two with future academic success skills and positive paternal relationships equal to maternal involvement due to their unique contributions. Academic socialization with either parent (fathers included) was noted as the strongest indicator of academic achievement for school-aged children regardless of the child's grade level (Kim & Hill, 2015). Academic socialization is the collective attitudes or beliefs parents possess about the importance of education, shared within the dyadic relationship (Kim & Hill, 2015).

Baker (2014) studied two-parent families from a longitudinal birth cohort within an early childhood (24 months) context to observe the contributions of African American fathers in the areas of caregiving, play activities, and home literacy involvement, to children's preschool achievement in math and reading. Demographic factors that influenced a child's development, early learning abilities, and academic achievement in ethnically diverse samples were examined, and a fathers' education was the most significant predictor of children's math and reading achievement (Baker, 2014).

Murdock (2013) examined parental (maternal and paternal) self-efficacy beliefs within tasks (i.e. general self-efficacy, parenting behavior, affect, and the associations of parental involvement with positive or negative child outcomes) and found that children needed both parents' general self-efficacy (GSE) and levels of competency in the parenting role. Sevigny et al. (2016) developed and validated a father self-efficacy scale

that assessed parental self-efficacy (PSE) of fathers of preschool-aged children, which indicated that perceived self-efficacy influences the task or activities fathers engage in. According to Stecca, Bassi, Caprara, and Fave (2011), PSE is significantly related to children's positive adjustment in school activities and academics, and it prevented children from engaging in risky behavior or activities.

Newland, Chen and Coyl-Shepherd (2013) examined connections among fathers' perceptions, involvement, context, and beliefs, and school-aged children's attachments and outcomes in the United States and Taiwan. A significant correlation noted was between a child's achievement and father efficacy (Newland et al., 2013). Father involvement in educational activities was related to invitations to be involved whether within the home or school environments (Newland et al., 2013). Fathers' perceived or actual invitations to be involved were a determinant of them engaging their children in educational activities.

Yoder and Lopez (2013) conducted a qualitative study of public housing residential parents' perceptions of involvement in the child's education, which indicated factors that influenced PI in their child's education and discovered how parents might overcome identified barriers to involvement. Some identified barriers of paternal involvement were lack of resources, access to technology, socioeconomic status, self-efficacy beliefs, motivation, insecurities, work schedules, and cultural attitudes (Yoder & Lopez, 2013). These factors contribute either positively or negatively to a father's decision to be involved in his child's educational activities in the home, which this study explored, from fathers' perception of their reading and math skills.

Problem Statement

Some researchers have indicated that PSE beliefs may determine the level of involvement in which parents interact academically within the home environment with their children (Murdock, 2013; Wilder, 2017). PSE beliefs may be developed by a parent's experience in his or her ability to perform parenting tasks competently (Sevigny et al., 2016). However, PSE studies have focused mainly on maternal self-efficacy measures that are task specific (Baker, 2014), despite an increasing number of scholars who indicated that paternal involvement in the early school-based lives of children is beneficial for the child's social and cognitive development, literacy, complex language, learning, and academic achievement (Abel, 2012; Yoder & Lopez, 2013). In my review of the literature, across eight databases, I found only six articles on paternal self-efficacy and father involvement academically, which is a continued underrepresentation of fathers in the literature and academic lives of their elementary school-aged children (Kim & Hill, 2015; Murdock, 2013). This represents a gap in the literature that I addressed in my study.

Purpose of the Study

The purpose of this qualitative study was to explore the perceptions of fathers about their reading and math skills to assist their elementary school-aged children with academics within a dyadic (father/child) relationship. Murdock (2013) indicated that PSE beliefs may be task specific and may be an indicator of paternal involvement in the academic lives of elementary school-aged children. Knowing fathers' perception of their

skills provided additional insight and understanding about paternal involvement academically.

Research Questions

RQ1:   What are fathers' perceptions of their reading and math skills and their own involvement in their children's early elementary school years?

RQ2:   How do fathers describe the accessibility of school and community resources that would support learning activities within the home environment?

Conceptual Framework

Bronfenbrenner's (1979, 1986) ecological systems theory of human development was the conceptual foundation for the research study. This theory addressed the external influences that affect the development of an individual in five contexts or systems (microsystem, mesosystem, exosystem, macrosystem, and the chronosystem) in which relational interactions occur between the individual (child) and an intimate or familiar relationship (Bronfenbrenner, 1979, 1986). For example, within the microsystem, interactions between a father and child are significant because of the direct influence of the parent on the child's learning and development (Bronfenbrenner, 1977). Bronfenbrenner's (1979,1986) bioecological systems framework was foundational to the study as it delineated how a child's or an individual's learning and development occurs within multiple direct or indirect relational environments such as the home, school, daycare, social networks, or neighborhoods.

Nature of the Study

The design used for my study was a basic, qualitative research approach. The basic, qualitative research approach combines several approaches or methodologies or may not use any specifically identified methodological perspective (Caelli, Ray, & Mill, 2003). Qualitative researchers seek to explore and understand the significance that individuals assign to a human or social challenge (Baškarada, 2014). The focus of a basic, qualitative research approach is to understand how individuals design their world, interpret events or their experiences, and give meaning to their experiences that form their worldview (Caelli et al., 2003; Kahlke, 2014).

I chose a basic, qualitative research approach because of the flexible and practical features it provided to address inquiries pertaining to participants' experiences related to real-world problems or their perceptions about a specific phenomenon (Cooper & Endacott, 2007). In addition, my research questions did not fit exclusively into any of the established qualitative designs, and the basic, qualitative approach provided an opportunity for me to develop research designs that addressed the research questions and their epistemological position (see Kahlke, 2014). The use of semistructured, audio-taped interviews (see Cooper & Endacott, 2007), document analysis, coding, observations, transcripts of the interviews, and a reflective diary provided accurate and substantial qualitative data (see Houghton, Casey, Shaw, & Murphy, 2013).

I chose a basic, qualitative research approach for my study because it allowed me to seek out, explore, learn, and understand fathers' perceptions of their reading and math skills and educational involvement in the academic lives of their elementary school-aged

children. Basic qualitative approached also allowed for a descriptive summary of the data (Caelli et al., 2003). I chose a basic, qualitative approach to explore, in depth, fathers' as they ascribed meaning to their process or experiences, which provided opportunities for me to gain a holistic view of the research problem (see Baškarada, 2014).

Definition of Terms

Academic achievement: The student's successful learning and applying information in the subject areas of reading and math as evidenced by achieving the score of proficient and/or advanced levels on standardized tests.

Academic lives of children: Any scholastic activities and practices that occur in the learning environments of home and school, with a focus on the subject areas of math and reading.

Dyadic relationship: The activities, communication (verbal/nonverbal), and interactions that occur between a father and his child (Macon, Tamis-LeMonda, Cabrera, & McFadden, 2017).

Father: A biological or nonbiological residential male (grandfather, older brother, uncle, foster or stepfather, or legal guardian) serving as a father figure in the life of the child (Hilado et al., 2013).

Holistic education: Conscious awareness utilizing various educational resources and tools to facilitate the development of the whole person within his/her ecosystems (LeWallen et al., 2015).

Parental involvement (PI): The behavior parents exhibit in the home and school environments that are intended to support the educational advancement of their children (El Nokali, Bachman, & Votruba-Drzal, 2010).

Parental self-efficacy (PSE): The belief an individual has in his abilities to be competent and effective in the role of parenting (Murdock, 2013).

Paternal involvement: A multidimensional construct inclusive of fathers' responsibility, engagement, and accessibility to their child (Varghese & Wachen, 2016) through communication and activities occurring between children and fathers that support learning predominately within the home environment; participation in educational activities is provided by the school or community (Yoder & Lopez, 2013).

Positive engagement activities: Interactive activities (teaching, reading, and puzzles) between a child and his/her father that facilitate and enrich the child's knowledge (McWayne et al., 2013).

Residential fathers: Fathers who live in the home with their children (Macon et al., 2017).

Assumptions

In this study, I made three assumptions. The first was that fathers were honest and accurate in the information they provided. I made this assumption because the study relied on truthful information for data analysis and conclusion. Secondly, I assumed that fathers are willing to work with their child academically if they feel capable. This assumption was made because some fathers are involved in the daily routines of their children's lives. My third assumption was that the ecological systems would support the

purpose of the study. I made this assumption because the study relied on a relational framework to father involvement.

Scope and Delimitations

Exploring the effects of PI in educational activities (reading and math) within the home environment on student academic achievement as opposed to the examination of other subjects and settings (school/community) narrowed the focus of the study. In order to participate in the study, participants who were fathers met criteria and demographics established by me. Fathers were chosen as the primary parent for this study to expand the knowledge of father involvement in the academic lives of children, as previous studies mainly focused on maternal involvement.

Bronfenbrenner's (1994) ecological system theory provided the underpinning for the study as it is a wholistic system of interactions between the individual and multiple environments. The ecological framework allowed for the exploration of fathers' perceptions of their academic skillset within the home environment and its implications on student academic outcomes within a dyadic (father & child) relationship. The communications that occur within and between each system are not static but are established on an evolving continuum of intimate to distal interactions.

Epstein's (1995, 2001) six types of parental involvement framework was another consideration for this study as it delineated six distinct types of involvement that occur within the contexts of school, family, and community partnerships: parenting, communicating, home learning, in-school volunteering, community collaboration, and decision making (Epstein, 2001). Epstein's (2001) model focused more on helping

educators and community organizations develop collaborative and comprehensive

programs that support and benefit families within the home environment.

Additionally, Hoover-Dempsey and Sandler's (1995, 2005) model of the PI

process was reviewed as a potential framework for this study. Hoover-Dempsey et al.

(2005) focused on family involvement and addressed three vital questions: Why do and

don't families become involved? What activities occur when families are involved? What

positive difference does family involvement have on student achievement? The process

consisted of five progressive levels of parent and student perceptions as it related to PI.

Although I refer to both Epstein's (2001) and Hoover-Dempsey and Sandler's

(1995) models of PI throughout this manuscript, I did not use them as the foundational

framework of this study. Epstein's model was more task focused as mentioned earlier and

Hoover-Dempsey was more family-involvement focused. Bronfenbrenner was the

framework I chose for relational interactions that occur between father and child within

the designated environment of the home.

Transferability in qualitative research refers to the rich and thick descriptions of

behavior, experiences, and context that are meaningful findings from the study that can

be potentially transferred to other settings and/or populations (Korstjens & Moser, 2018).

The reader of the study may make connections and see similarities between elements of

the study and personal experiences. In order for transferability to occur, researchers must

provide highly detailed descriptions of the research methods and the results, to answer the

readers' question of applicability.

The background information and in-depth descriptions provided in this study as it relates to paternal involvement may be transferable to other contexts based on the readers' judgement between their own situation and the study. Context is a major factor in determining whether the results of the study are transferable because studies may include one or more contexts from which conclusions may be drawn (Munther-Kass, Nokleby, Lewin, & Glenton, 2020).

Limitations

The findings of this study are not generalizable to all fathers within and/or outside of the small sample size, which was limited to residential fathers in a specific geographical area (Southeastern state). The exploration of fathers' perceptions was restricted to data collected from fathers with children in elementary school, which excluded other fathers with children in secondary schools.

I may have had a level of bias to the data collected due to my professional training, work with students, and my own personal interactions with my father as they related to education. I used reflexivity to hold myself accountable as the researcher and a research instrument to reflect on the steps within the research process, as it related to data collection analysis. I also reflected on how my connection, or lack of connection with the participant, may have influenced the data collected, as I may have been perceived as the expert.

Significance

This study expanded previous research by describing and documenting fathers' perception of their math and reading skills, needs, and support to facilitate their

participation in the academic lives of their children. The data collected may be used by local schools and community organizations to inform programs that strengthen father's self-efficacy needs and provide opportunities for fathers to learn with their children, enabling fathers to support and reinforce academics within the father-child relationship. For example, a potential program that could be developed from the research findings may be a family tutoring program in which the service occurs within the home or a local community center, which considers the educational needs of the residential father in the subject of math as it is taught by common core methodology.

The findings of the study may lead to positive social change as a child's reading and math skills are reinforced by a father's substantial influence in children's' complex language and literacy development (Kim & Hill, 2015; Varghese & Wachen, 2016). Exploring fathers' perceptions about their reading and math skills facilitated the identification of their current abilities to assist their children and areas in which they needed support and/or training. The perceptions fathers had about their academic skill sets and the meanings they ascribed to those perceptions increased the understanding of fathers, and the field of education, and me as it relates to paternal involvement in the academic lives of children. Knowing fathers' perceptions of their abilities to help their children academically (reading and math) is important to educators, practitioners, counselors, researchers, policy makers, and children.

Summary

In this chapter, I introduced the problem, the academic standing of elementary school students within the United States, PI, and paternal involvement as it relates to a child's academic performance. Specific terms for this study were defined and operationalized. A brief overview of the literature review for the study, research questions, significance, purpose and nature of the study was provided. I also discussed assumptions, scope, delimitations, and limitations of the study.

In Chapter 2, current and seminal literature are reviewed to understand how PI, paternal involvement, paternal self-efficacy skills, beliefs, and paternal perceptions were relevant to the problem of paternal involvement in the academic lives of their children within the home environment. The conceptual foundation for this study is also provided.

Chapter 2: Literature Review

Introduction

The review of scholarly literature provided the underpinning and focus for conducting this study to explore fathers' perception of their reading and math skills, and paternal involvement, in the academic lives of elementary students within the home environment. PI in educational activities of children was considered a catalytic agent that promoted successful student academic achievement at the elementary, middle, and high school levels (Bubić & Tosić, 2016; Park & Holloway, 2017; Wilder, 2017). Parents' beliefs regarding their ability to influence children's academic outcomes were determining factors of PI (Junttila & Vauras, 2014). The concept of father involvement with their children's education within the home environment continues to be topic of interest.

Across the early and mid-2000s in the United States, educators, psychologists, social scientists, and policymakers have had an ongoing discussion about evolving the primary education system beyond teaching to the test and a primary focus of providing fundamental reading and math skills. The main focus of education at the elementary school level has been academics, which is incomplete, as it does not consider or incorporate a multidimensional (familial, spiritual, and emotional) conception of the child (Kochhar-Bryant & Heishman, 2010). A multidimensional focus would include providing a collaborative educational environment that stimulates the abilities of each child's emotional, social, physical, cognitive, and ethical levels of optimal development (Kochhar-Bryant, 2015; Slade & Griffith, 2013).

A collaborative environment includes the social constructs of home, school, and community, which consist of PI at every level of a child's development. The term PI indicates the contribution of parents, mothers, fathers, or other individuals serving in primary caretaking roles. However, past and current literature indicated that parental involvement in the educational lives of children was predominately focused on mothers. I focused this literature review on paternal and parental involvement in the academic lives of elementary students and its contribution to successful student outcomes in reading and mathematics.

Literature Search Strategies

The literature reviewed for this study was the result of an academic search of seminal, current, and relevant peer-reviewed, scholarly, and academic journals for qualitative, quantitative, and mixed-methods research articles that addressed the concept and components of parental/paternal involvement within early childhood and elementary educational settings. I used both National Institutes of Health and Walden University online libraries to locate articles pertaining to parental/paternal involvement in the educational lives of children and academic achievement outcomes. I searched for articles by specific and general topics such as father involvement in academic learning, paternal involvement, barriers to father involvement, father/child interactions, and parental/paternal self-efficacy.

My search included the following search engines and data bases: PsycINFO, EBSCOhost, SAGE, ProQuest, Thoreau, and Google Scholar. I selected peer-reviewed articles published within the last 5 years, and each article was also reviewed to ensure

reliability, validity, and credibility. Key search terms used to identify articles, data, and other related materials included *elementary education, father involvement, academic success, parent involvement, parental self-efficacy, academic achievement, national achievement standards, family involvement, whole child education, father perceptions, parental role,* and *ecological system.*

Conceptual Foundation

Educators, psychologists, social scientists, theorists, and child development researchers have contributed to the expanding construct of PI within the home and school contexts and its importance to children's overall and academic success. Theoretical frameworks are the underpinnings of a concept to describe, explain, and or increase the understanding of the multidimensional aspect of the phenomenon of study. Theories also provide a common scientific language to guide the phenomena of study on a continuum (Tudge, Mokrova, Hatfield, & Karink, 2009). Frameworks also assist policymakers and scholars with accumulating knowledge from previous assessments and empirical studies by the organization of their diagnostic, prescriptive, and analytical capabilities (McGinnis & Orstrom, 2014). Theoretical frameworks support the evolving changes in the psychological, physiological, and sociological experiences of an individual's life and development (Matsumoto, 2001). Past and current researchers indicated that human growth and development of an individual is multidimensional and occurs in multiple contextual settings and systems (Bronfenbrenner, 1979; Epstein, 1995).

Ecological Systems Theory

The ecological systems theory developed by Bronfenbrenner (1979) explains the interrelationships of children's growth and development within the contexts of their world. Bronfenbrenner's theory substantiates the concept of paternal involvement within the whole child education concept because it allows for the review of children's development and the interactions within their environment and the balance between a child's environment and nature. The ecological systems theory includes five distinct systems of human relationships and interactions: microsystem, mesosystem, exosystem, macrosystem, and the chronosystem. Each system is focused on the individual's development with regards to the individual's participation in the creation of a personal world from intrinsic or extrinsic experiences and interactions. The microsystem consists of close, relational interactions between parent and child, family and child, and teacher and/or peers and child (Bronfenbrenner, 1994).

The relational experiences and exchanges in the microsystem are consequently intimate as they directly influence a child's development positively or negatively, as there are no buffers between individuals' interactions. Most of a child's behavior is learned in this system. Children are introduced to family beliefs, values, principles, and traditions and are taught preferred standards of behavior, as they also participate in shaping their environment (Korb, 2012). The mesosystem consists of interactions and relationships occurring between contexts, home and school, and the interrelatedness to the microsystem (Bronfenbrenner, 1994).

The exosystem affects the child through indirect influences. For example, the policies like the 2001 No Child Left Behind Act, that are created and implemented by political or government institutions which affect the education or well-being of children. President Obama's Race to the Top 2012 Education Initiative is an example of a policy or initiative that affects the child indirectly initially as it is directed at systemic reforms of the U.S. public school system (White, 2012). The macrosystem is the larger collective system the child belongs to with the incorporation of attitudes, values, customs, culture, and beliefs. Chronosystem includes patterns of environmental experiences and life span transitions (Bronfenbrenner, 1994).

Fagan, Iglesias, and Kaufman (2016) used the ecological systems theory to examine 68 low-income, African American and Hispanic American fathers during father-child interactions at home playing with or reading to children for a period of 1 year. A positive association between fathers' reading to their child and child language proficiency was found (Fagan et al., 2016). Fagan et al. also indicated that father's contributions to children's language development exceeded that of mothers because of fathers' unique communication styles and use of more complex oral language. Consequently, a child's early exposure to words and language knowledge is strongly linked to children's literacy abilities and later academic success.

Using a large two-parent family sample from the Early Childhood Longitudinal Study-Birth Cohort, Baker (2014) studied African American fathers' involvement in play activities, caregiving, and home literacy (reading to their children) with their 24-month-old children, and how their interactions contributed to their children's math and reading

achievement levels in preschool. The ecological theory was used as the theoretical

framework to amplify the parent-child interactions that occurred within the home

environment during a child's early years, which provided the child with his/her first

learning opportunities and skills (Baker, 2014).

Varghese and Wachen (2016) reviewed father involvement in the literature and

used Bronfenbrenner's ecological systems theory to substantiate the importance of a

child's home as the place he/she develops transferable skills that are used in other

microsystems, such as the school and community. Children are strongly influenced

within the home environment by the role fathers' model before them and face-to-face

interpersonal communications within a dyadic relationship (Varghese & Wachen, 2016).

Similarly, Epstein (1995) identified what is called overlapping spheres of

influence that directly affect the development and learning of students. Overlapping

spheres include three major contexts: (a) family, (b) school, and (c) community (Epstein,

1995). The interactions occur internally and externally across each sphere (home, school,

and community), and provide insights of the complex nature of interpersonal

relationships and the influential configurations between individuals.

Epstein (2001) suggested the building of bridges to interconnect the three

environments of children's growth and development. Four basic premises were used by

Epstein: (a) students' learning is a composite of variables from each of the three

environments; (b) community-based programs provide resources to assist and support

parents, families, and teachers increasing the probability of students achievement; (c) all

parents care about the success of their children; and (d) students are influenced by

everything and/or everyone in their environments either negatively or positively. The keys to building strong and sustainable bridges across each sphere are more informative communications and partnerships between home, school, and community, which in turn provide strong supports and connectedness for students to thrive (Epstein, 2001). Both Bronfenbrenner and Epstein placed children at the center in every system or environment, which is designed for the maximum interactions and benefits between the child, families, school, and the community.

U. S. National Achievement Standards and Fourth Graders Scores

Within the United States, the National Assessment Governing Board directs the development of the National Assessment of Educational Progress (NAEP) frameworks that delineate standards to assess the skills and knowledge students are expected to attain in each subject area: English, science, reading, and mathematics (National Center for Education Statistics, 2016). Reading and math were the subjects of focus I chose for this study. Assessments provide indicators and an overview of the educational system in the United States at the elementary and secondary levels, which may also be used for international comparisons (Digest of Education Statistics, 2015). A scale of 0 to 500 is used to report the average scores of each students' performance in reading and mathematics, based on three levels of achievement (basic, proficient, and advanced).

The National Center for Education Statistics within the U.S. Department of Education published the 2015 nation's students' academic report card, which indicated that 36% of fourth grade students achieved proficiency level or above on the reading assessment and 40% of fourth grade students met proficiency or above levels in

mathematics (National Center for Education Statistics, 2016). There was no significant

change between the 2013 and 2015 scores in reading (National Center for Education

Statistics, 2016). However, there was a 2% decrease in the students' mathematics

proficiency levels in 2015 than in 2013 (National Center for Education Statistics, 2016).

Based on the 2013 - 2015 NAEP results for reading and mathematics, the linear

approach to academics does not provide the desired scholastic outcomes for the nation's

students (National Center for Education Statistics, 2016). A more dimensional approach

to education is proposed in the education of the whole-child model, which includes

parents, family, school, and community involvement. The education of the whole child

approach is offered as an answer to address the educational needs of children

systematically and for the parent participation aspect, as PI is viewed as a form of social

capital (McNeal, 2014). Social capital is the resources parents give to their children,

which include their attention, energies, time and resources, with an anticipated return on

investment to have better academic performance (McNeal, 2014).

Whole-Child Education

In 2013, the Centers for Disease Control and the Association for Supervision and

Curriculum Development (ASCD) supported the coordinated school health approach

(CSH) and the education of the whole child approach, which collaboratively produced a

unified educational and health outcomes approach known as the whole school, whole

community, and whole child model (WSCC) (LeWallen et al., 2015). The education of

the whole child philosophy and approach denotes that education must be holistic,

cultivating a child's imagination, self-knowledge, creativity, spirituality, emotional

health, sense of social justice, social skills, and a respect for nature (Kochhar-Bryant,

2010). Holistic education is conscious awareness of the development of the whole person

within his/her ecosystems (LeWallen et al., 2015).

WSCC incorporated ASCD's five tenets of the whole child approach with the

student at the center of the model, which promotes the development of each child in a

healthy, supported, safe, engaged, and challenged environment (Slade & Griffith, 2013).

Safe and healthy school environment was expanded to include physical, emotional and

social, community, and family, which was separated into community involvement

(community organizations, agencies, and business), and family involvement (parents,

siblings, and extended family members; LeWallen et al., 2015). The combined

approaches provided a dimensional methodology that included PI to address a child's

educational needs holistically, as opposed to the previous linear model.

Father-Child Dyadic Relationship

Researchers have noted over the past 20 years the unique relationships and

interactions fathers have with their children that positively influence children's academic

achievements, self-regulatory skills, self-efficacy, cognitive competency, better attitudes

and behavior in school, increased school attendance, and reduced delinquency (Daniel,

Wang, & Berthelsen, 2016; McNeal, 2014; Newland et al., 2013; Sibley & Dearing,

2014). The father-child dyadic relationship is pivotal for children regardless of the child's

gender as the interactions that occur between a child and his/her father is unique to that

child. The dyadic relationship between a father and his child occurs in the context of the

ecological system and within the microsystem. Within the microsystem as discussed

earlier, fathers have face-to-face interactions with their children, with direct influences through modeled behavior and communication, on their developmental learning and wellbeing (Bronfenbrenner, 1986; Cabrera, Fitzgerald, Bradley, & Roggman, 2014).

To illustrate the effects of the dyadic relationship, Fagan et al. (2016) observed the language exchange that transpired between fathers in direct play with their children for language complexity and found that language inputs facilitated the development and use of complex syntax and reading comprehension in children. Based on the quality and regularity of the dyadic communication between a father and his child, children develop conversational speech and language competence (Fagan et al., 2016). Fathers are engaged in numerous activities with their children that provide quality exchanges. For example, for children ages 5 and under, fathers were engaged in reading, playing, bathing, grooming, feeding, and diapering; and for children ages 5-18, fathers ate meals with their children, helped with or checked homework, took children to activities, and talked with children about their day (Jones & Mosher, 2013).

As a result of their dyadic interactions and activities with their children, men were asked how good of a father they perceived themselves to be. Forty-four percent of residential fathers, ages 15- 44, responded that they were doing "a good job," while 21% of nonresidential fathers stated that they were doing "a very good job" (Jones & Mosher, 2013, p. 9). Less than 50% of fathers rated their involvement with their children positively (author, year). However, this is not a complete representation of the father-child relationship, as it is a reciprocal association (Cabrera et al., 2014). How children

perceive their fathers' involvement in their lives completes the dyadic relationship feedback loop.

Fathers' positive perceptions of their involvement with their children is a result of their self-efficacy beliefs about their abilities to provide and care for their children's needs (de Montigny & Lacharite, 2005). However, fathers may not be aware of what their children perceive about their involvement. In contrast, Ünlü-Çetin and Olgan (2018) noted that a child's perception of the father's involvement is important because that perception facilitates the child's development. Ünlü-Çetin and Olgan indicated that 28 of the 40 children put their fathers in last place, while 10 of the children put their fathers in first place, and two children put both their father and mother in first place for the equal care they provided. Twenty-five percent of children perceived their fathers' involvement as higher than other family members, and 70% of the children perceived and ranked their fathers' shared activities at the lowest part of the scale, compared to other family members (Ünlü-Çetin & Olgan, 2018). In contrast, knowing a child's perception of his/her father involvement provides feedback as to whether or not the shared activities or interactions meet the multidimensional growth and development needs of the child. Fathers need to know from their children's' perspective the value and benefits they contribute in a tangible way, which allows them to adjust or change the type and level of involvement occurring in the father-child relationship.

Fathers' Levels of Involvement

The active participation of both parents in the lives of children provides different and irreplaceable benefits for a child's growth, emotional, academic, and social

development (Castro et al., 2015; Varghese & Wachen, 2016). Past research studies on parental involvement were more focused on the activities of mothers as the parent most involved in their children's education and care, and they highlighted fathers as nonparticipants or absent. However, within the past 10 to 15 years, more researchers have focused on father involvement, the multidimensional aspects and levels of involvement, and its importance in a child's wellbeing, growth and development, academic achievement, self-regulatory skills, emotional and cognitive health, and social competence (Baker, 2014; Castro et al., 2015; Daniel et al., 2016; Revell, 2015).

The increased focus on fathers and their role in their children's academics, development, and care has been predominately driven by presidential or government policy initiatives (McNeal, 2014; McWayne et al., 2013; Yogman, Garfield, & Committee, 2016), academic studies (Jeynes, 2015; Kim & Hill, 2015; Sibley & Dearing, 2014), and socioeconomic services (Campbell, Howard, Rayford, & Gordon, 2015). Fathers were traditionally viewed as the breadwinner, disciplinarian, coparent, and moral teacher (Kim & Hill, 2015; Revell, 2015). In some cultures, societies, and family structures, specific expectations and behaviors are attached to the role fathers play. For example, if the father was considered the provider, then he needed to have employment that was substantial enough to take care of the needs of the family. If he was unemployed and could not financially sustain or provide for his family, he would be characterized negatively by society and others within his circle of concern (Bryan, 2013). How a father self-identifies his roles and levels of involvement may determine whether he embodies societies' negative or positive evaluation of his performance and abilities.

Since the 1990s, the roles and expectations of fathers evolved to include qualities that were usually attributed to mothers, within the family educational involvement context (Sibley & Dearing, 2014). Fathers are no longer restricted to previously identified societal and gender-based roles or expectations. Instead they are being invited to coparent; be responsible for physical childcare (feed, play, bathe, tucked in bed); child rearing; alternate school participation, healthcare (doctors' appointments); homework and academics, and talking, playing, and nurturing their children's psychological, social, and emotional needs (Allport et al., 2018; Bryan, 2013).

Families, which fathers are a part, are considered the key context of children's holistic development and wellbeing. Family involvement, characteristics, interactions, and shared experiences within the home environment contributes foundationally to children's early readiness, later success in life and educationally. Yogman et al. (2016) indicated some fathers (residential or nonresidential) are actively involved in the academic lives of their children within the context of home and school. Varghese and Wachen (2016) identified fathers' unique contributions to their children's growth and academic development by engaging in children's literacy skills and language development through engagement activities such as play, caregiving, storytelling, and reading books to their children.

Barriers to Paternal Involvement

Although current research supports the benefits of paternal involvement in the academic lives of children, fathers in general remain uninvolved and underrepresent in the scholastic lives of their elementary school-aged children within the home

environment for diverse reasons. Understanding some of fundamental barriers or perceived barriers to a fathers' participation in the lives of their children in general, may provide an expanded awareness of overlapping challenges to fathers' involvement in academics.

Perry and Langley (2013) used the theory of planned behavior (TPB) as a lens to examine paternal involvement based on a father's attitude about a certain behavior, his intention to carry out the behavior, and the actual accomplishment of the behavior as a potential barrier to involvement. TPB posits that human behavior is predominantly determined by intentions, which are comprised of attitudes towards behavior, perceived behavioral control, and subjective norms (Ajzen, 1991). An individual's negative or positive attitude (feelings) about a behavior can be used to predict whether or not the intended behavior will actually be carried out (Perry & Langley, 2013).

Allport et al. (2018) indicated father attitudes are based on a set of beliefs that include instrumental (beliefs about possible outcomes) or experiential (emotional responses) attitudes, that determine a father's intention to perform a particular behavior, which leads to his involvement. In contrast, McGregor and Knoll (2015) supported the relevance of parental attitudes as a potential hindrance to involvement on the basis of parental experiences helping their children with homework. Parents' attitudes towards helping their child with academics can affect their level of involvement and/or the quality of their involvement, which may also influence the development of similar attitudes in their children, there by affecting children's academic success (McGregor & Knoll, 2015). A father's attitude (negative) and intention towards helping his child with homework

after school may serve as a barrier for the planned or intended behavior, especially if it is within the father's locust of control.

Role Ambiguity

Fatherhood, fathering, and father involvement are morphing from clear cut, gender-based, and outdated roles to interdependent and blurred lines, leading to role ambiguity and confusion across diverse populations of fathers (Anderson, Aller, Piercy, & Roggman, 2015; Roy, 2015). Fathers who are unaware of what is needed to help their children may choose not to be involved. In 2017, the U.S. Bureau of Labor Statistics (USBLS) reported that 70% of mothers with children under age 18 were part of the labor workforce (USBLS, 2017). As more women enter the workforce, family dynamics and roles change to include stay–at- home dads, which provides opportunities for open dialogues to redefine and create new shared roles (Rushing & Powell, 2015). Father-role construction is needed to resolve father-role ambiguity, role conflict, and noninvolvement as fathers identify the roles that they perform in the contexts of home, work, and community, increasing their sense of belonging, and removing a barrier (Anderson et al., 2015).

Socioeconomic Barriers

Indebtedness and fathers' socioeconomic status may also be a determinant of their involvement in their children's lives. Turner and Waller (2017) indicated that child support arrearages are linked to nonresident fathers having less contact and involvement with their children. Similarly, Coakley et al. (2014) noted that fathers desired to support their children financially regardless of their socioeconomic status, however, if they were

unemployed and owed child support, fathers interacted less with their children because of the potential risks and fear of jail. Although the child welfare system and child support policies are intended to support the emotional and economic wellbeing of children and their fathers, the Fragile Families Study revealed that fathers who are unable to pay their child support as a result of unemployed or employed in minimum wage jobs have little or no interactions with their children (Turner & Waller, 2017).

For disadvantaged, low income, or minority fathers, child support arrears weaken the relationships a father has between his children and the custodial parent as fathers are labeled with various stereotypes such as "deadbeat" or "dead broke" dads (Revell, 2015; Turner & Waller, 2017). Fathers who are labelled as dead broke dads are fathers who are employed but still are unable to meet their child support financial obligation, in contrast to deadbeat fathers who have the ability to pay child support but chose not to pay (Turner & Waller, 2017). These terms used disparagingly influence the relationships and interactions fathers have with their child as labels define fathers from a one-dimensional perspective versus a multidimensional lens. Current studies indicate fathers contribute more than just financial support to their children.

Coakley et al. (2014) indicated absence or lack of father involvement in the lives of children was a crucial problem within the child welfare system. Conversely, engaging fathers in the child welfare system process in which the child is a participant, is one approach to help fathers develop better communication and interactions with their children and become involved, regardless of their past or current socioeconomic status (Campbell et al., 2015). However, Campbell et al. (2015) noted the disparities of how

fathers were treated by caseworkers, social workers, and some service providers within

the child welfare system, that impeded their involvement. For example, fathers felt that

they were disrespected by the staff based on their current level of participation in their

children's lives, current financial status, and gender, which was indicated by the

deliberate exclusion in planning visitation protocols, unreturned phone calls, the lack of

clear communication about goals, and given the runaround when they inquired about

their case (Campbell et al., 2015). Fathers wanted to be involved as indicated by their

reported presence in the welfare system, not judged. As a result of their negative

interactions with social workers or case managers, and the labels they received for either

past or present questionable behavior or violence within the home setting, fathers did not

participate and had little involvement with their children within the home or welfare

system (Campbell et al., 2015).

Other Types of Barriers

Fathers from diverse backgrounds and cultures are faced with barriers to

involvement that are societal and within or beyond their control. Revell (2015) indicated

that African American fathers often encounter stereotypes, racism, discrimination,

unemployment, financial debt, cultural habits, nonresident challenges, long work hours,

time-consuming work, and home commutes while dealing with their own anxieties and

self-doubt. Equally, Alexander, Cox, Behnke, and Larzelere (2017) noted several reasons

for Latino parents' lack of participation in the academic lives of their children. Parents

felt unwelcomed at their children's school and had further challenges such as lack of

transportation, work schedule conflicts, cultural incompetence, language or

communication barriers, limited resources, and lower levels of education, which became

barriers to Latino parent's school-based involvement (Alexander et al., 2017). Lack of

parental involvement at school, based on conflicting work schedules and lack of

transportation, was shown to influence children's grade point averages negatively

(Alexander et al., 2017).

Children who perceived that their parents were uninvolved because they were not

interested in their academic success were more inclined to have challenges academically,

in contrast to children whose parents desired to be involved but were challenged with

actual barriers (Alexander et al., 2017). Since the early 2000s, several initiatives and

government funded programs have been established to help mitigate some of the

challenges and barriers fathers face to facilitate their successful participation and

involvement within their families, communities, and society as a whole (Revell, 2015).

For example, in order to address fatherlessness in the US, President Barak Obama

launched the President's Fatherhood and Mentoring Initiative was released in 2010

(White House Office of the Press Secretary, 2010).

Coakley, Shears, and Randolph (2014) contributed four classifications of paternal

noninvolvement: (a) child welfare system influences, (b) societal causes, (c) family, and

(d) fathers' personal factors. Societal factors within the United States that influence father

involvement of Hispanic American, African American, and Latino fathers are nationality,

culture, racism, poverty, discrimination, and ethnicity (Coakley et al., 2014; Revell,

2015). Fathers' personal factors impeding their involvement in the academic and overall

lives of their children that have not been mentioned previously are criminal activity,

incarceration, legal problems, domestic violence, mental illness, alcohol abuse, illicit

drug abuse, and inadequate parenting skills (Coakley et al., 2014). Although fathers'

personal barriers may be based on poor choices and other factors, fathers are able to

receive help through human services agencies, legal services, and treatment modalities in

order to transcend personal barriers, providing them with opportunities to participate in

their children's lives, by choice.

Determinants of Paternal Involvement

Despite barriers fathers may face; they often make choices and find resources to

move beyond the barriers to participate in the lives of their children. What determines a

father's decision to get involved is an ongoing and evolving conversation. Dyer, Day, and

Harper (2014) incorporated several antecedents of father involvement into three

categories: relationship with the father characteristics, demographics, and individual

characteristics. Antecedents are factors that are in existence before something else. There

are a number of factors that are antecedents and precursors to father involvement. For

example, the gender of the child is a demographic antecedent that may determine the

level and type of engagement a father has with his child, as fathers are more involved

with their sons versus their daughters (Mammen, 2011; Planalp & Braunagrt-Rieker,

2016). Fathers know how to be males and are able to identify and engage with their sons

because of the shared gender perspective, which is a determinant of time invested.

Residency is another factor of father involvement. Fathers living in the home with

their children have potentially more opportunities to engage with their children in

contrast to fathers who live apart from their children who may not have the same access

to their children (Macon et al., 2017; Varghese & Wachen, 2016). On the other hand, father residential status does not equate with automatic increased levels of involvement and quality interactions in the child-father dyad, as there are other factors (time, work schedules, etc.) that influence father involvement (Varghese & Wachen, 2016). Although residential fathers may seem to have an advantage, some nonresident fathers can be as involved or more involved based on their commitment and determination to be available for their children. For example, Yogman et al. (2016) indicated that nonresidential, Black fathers provided more daily, hands-on interactive care such as reading, dressing, and bathing, compared to nonresidential, White fathers.

Relationship quality between the mother and father or a significant other is also a determinant factor as to whether a father remains in the home and engaged, or whether a nonresident father engages with his children. For example, fathers who had a quality relationship with the mother and were satisfied with the relationship were more interactive with their children in social activities (Macon et al., 2017). Fathers who were in constant conflicts and had an adversarial relationship with the mother or custodial person had less interactions with their children as they were seeking to avoid the conflict (Varghese & Wachen, 2016).

In addition, fathers' beliefs and perceptions about their capabilities in a number of areas may act as barriers to their involvement in their children's activities of daily living, education, and socialization (Coakley et al., 2014; Newland et al., 2013). If fathers believe that they do not make a practical or valuable contribution to their child's education, they do not become involved. Equally fathers' perceptions and beliefs about

their capabilities can also be a determining factor to be involved in their children's

academic lives.

Parental Self-Efficacy Beliefs

Paternal self-efficacy can play a role in fathers' decision to be involved and

participate in the lives of their children (Volker, 2014). Self-efficacy is how individuals

perceive their capability to perform in any given domain (Bandura, 1977, 1994).

Perceived self-efficacy is individuals' belief in their ability to regulate the events

affecting their lives in the areas of resilience to hardship, life choices, quality and level of

functioning, susceptibility to depression or stress, and their level of motivation (Bandura,

1994). An individual's efficacy beliefs are developed over the course of a lifetime in four

key areas that include (a) observing other compatible individuals manage task

successfully; (b) social confirmation of abilities to thrive in any specified activities; (c)

master challenging experiences; and (d) learning from own weaknesses and strengths

from emotional or physical reactions, based on interpretation or perception (Bandura,

1994). Self-efficacy beliefs are typically the result of an individual's personal success and

accomplishments in a particular task or tasks (Murdock, 2013).

Perceived self-efficacy is a causative factor in an individuals' choice of the

activities they take on, combined with their motivation to accomplish those activities

(Sevigny et al., 2016). The meaning of perceived self-efficacy joined with the concept of

parenting, (PPSE) is defined as "beliefs or judgments a parent holds of their capabilities

to organize and execute a set of tasks related to parenting a child" (de Montigny &

Lacharite, 2005, p. 390). Another aspect of PSE is the parents' belief in their ability to

influence their children's behaviors and environment for successful outcomes (Stecca et al., 2011). Fathers' perceptions about their personal knowledge and skills may influence their thinking and decisions about the types of activities they take on, with a degree or probability of success (Hoover-Dempsey & Sandler, 1995).

Hoover-Dempsey and Sandler's (2005) model of the parental involvement process at Level 1 indicated that parent's sense of efficacy and involvement is a part of student academic achievement, student grades, increased test scores, and competency. If parents had positive perception of their skills, they were more inclined to engage in the activity or task with their children, expecting a positive outcome (Hoover-Dempsey et al., 2005). Parents who believed their skills to be inadequate did not engage in the task or activity with their child but sought out additional resources (another family member or teacher) to help their children (Hoover-Dempsey et al., 2005). As a result, the higher the level of PPSE, the higher likelihood that parents will be involved in their children's educational life (Bubić & Tosić, 2016). Father's self-efficacy beliefs and their involvement activities within the dyadic relationship are indicators of children's academic self-efficacy, cognitive competence, attitudes towards school, and educational attainment throughout the duration of their schooling (Newland et al., 2013).

Negative Outcomes of Paternal Involvement in Academics

The benefits of father involvement in the education of whole child approach is prominent in the literature for the past 2 decades, as more studies have revolved around parental and paternal involvement to help children succeed academically. However, not all father involvement is equal or productive (Kim & Hill, 2015). Some types of father

involvement may foster negative outcomes. Kim and Hill (2015) claimed that a father's visit to school to talk to a teacher may result in weaker correlations with child achievement, as the motivations of the father and mother differ. For example, a mother attends a parent teacher conference to gather information as to how her child is progressing in his or her studies, which may be dissimilar to the father's visit that may be to address any problems the child might be having (Kim & Hill, 2015). Parents' goals may be the same, which is to help the child succeed; however, the approach taken may yield different outcomes as one approach is from a problematic viewpoint, and the other viewpoint is to gain information to help the child. Newland et al. (2013) noted that fathers' negative attitudes towards the school and teachers resulted in children also having negative attitudes towards school and the teachers. This was indicative of the strength and influence of the interactions within the father-child relationship (Newland et al., 2013). Paternal beliefs and involvement practices on either end of the spectrum (positive or negative) affect children's academic outcomes.

In addition, Monti, Pomerantz, and Roisman (2014) indicated that parents' insensitivity towards their children's needs in early childhood destabilizes their commitment and achievement in academics. For example, insensitive parenting behaviors may be a parent's unresponsiveness, intrusiveness, and/or hostility towards a child's need for support and independence, which may cause the child to disengage when faced with challenging decisions (Monti et al., 2014). Children's disengagement interferes with their ability to learn from their interactions with others and in school. Constructive parental involvement as opposed to parental insensitivity is needed to prevent adverse behavior

and academic outcomes in children. In contrast, McNeal (2014) noted parent-child involvement as parents actively engaged in every aspect of their child's life through monitoring. Parents monitoring behaviors in the forms of knowing the whereabouts of the child, homework completion, and discussions about school-related matters, communicates to the child active engagement and responsiveness to what is important to the child (McNeal, 2014).

Summary

In Chapter 2, I presented the research problem documented in the literature in regards to elementary school children's national standardized test scores in reading and mathematics in 2015 within the US. Researchers, educators, and governmental agencies indicated the need for parents to be more involved in their children's academic lives within the school context. I presented an in-depth explanation of the ecological system, which was used as the framework to study fathers' perceptions of their own academic knowledge in reading and math and involvement. The whole-child education model and Epstein's (1995) model of parental involvement were also identified as relevant to the study.

Additionally, I discussed findings from previous literature that indicated the quality and significance of the father-child dyadic relationship and the interactions fathers were having with their child. Fathers in general were involved in some aspect of their children's lives that included childcare, taking their children to school, and playing with and reading to their children. Fathers, on a whole, desired to be available for their

children and sought to overcome barriers, role ambiguity, job and time limitations, nonresident, and socioeconomic challenges in order to be accessible.

Determinants of father involvement (self-efficacy beliefs, residency, relationship with the child's mother, and resources) previously noted in the literature (Trahan & Cheung, 2016) were also addressed in this chapter. A goal of the study was an exploration of fathers' perception of their reading and math skills and paternal involvement, which may provide further insights to how fathers view and evaluate themselves to determine other factors that motivate fathers to get involved.

Chapter 3 delineates the general or basic qualitative research design and the rationale for the use of this design for this study. The role of the researcher is discussed, addressing any potential researcher biases or ethical issues, such as power differentials, incentives to be used, and conflicts of interests. Research methodology, instrumentation, recruitment procedures, and data analysis plan are addressed. Issues of trustworthiness, credibility, transferability, dependability, and confirmability are described. Ethical procedures such as agreements, institutional permissions and approvals, confidentiality, data collection, storage, and security will be obtained.

Chapter 3: Methodology

Introduction

In this chapter, I specify the purpose of the study and present an overview of generic qualitative research design and how it aligns with the research questions. The purpose of this qualitative study was to explore fathers' perceptions about their reading and math skills to help their elementary school-aged children with reading and math, within a dyadic (father/child) relationship. Murdock (2013) indicated that PSE beliefs may be task specific and may be an indicator of paternal involvement in the academic lives of elementary school-aged children. Knowing fathers' perception of their skills provided further insight and understanding about fathers' decisions to become involved in their children's education.

Children within the U.S. public school system had challenges learning basic reading and math skills. To improve children's learning and standardized test scores, educators have implemented various interventions to include PI in the academic lives of children. According to studies, mothers are the predominant parent involved in their children's education. However, over the last 10 years, researchers have studied fathers' relationships with their children in the home and school contexts, and the benefits children received from the father-child dyadic relationship.

This chapter includes the rationale for the use of basic, qualitative method and design to explore and understand fathers' perceptions of their reading and math abilities and how it affected their involvement. The overall role of the researcher is discussed, as well as how the role impacted the study. Included further in this chapter is the

methodology, sampling, instrumentation, and selection process for the participants in the study. The data analysis plan followed, and ethical procedures and issues of trustworthiness are addressed.

Research Questions

RQ1:   What are fathers' perceptions of their reading and math skills and their own involvement in their children's early elementary school years?

RQ2:   How do fathers describe the accessibility of school and community resources that would support learning activities within the home environment?

Research Design and Rationale

Based on the research questions, a qualitative research design was chosen because this method allowed for the exploration and understanding of meanings and significance fathers ascribe to their experiences, personal, and collective challenges that informs their beliefs and worldview (see Baškarada, 2014; Caelli et al., 2003; Kahlke, 2014). Specifically, I determined that a basic, qualitative research design was the most suitable qualitative approach to explore the perceptions of fathers' academic skill sets, as it allowed for the investigation of fathers' accounts of their reflective experiences, attitudes, subjective opinions, perceptions, and beliefs (Percy, Kostere, & Kostere, 2015). A basic qualitative research design provided a wider scope to cultivate a research design within the established qualitative family of approaches to address the research questions (see Kahlke, 2014). Bellamy, Ostini, Martini, and Kairuz (2016) indicated that a generic or basic qualitative design can be used when studies do not claim complete allegiance to one of the established qualitative approaches. A basic, qualitative approach used the strengths

of the qualitative approaches but does not adhere to the intent or structure of a specific

approach (Bellamy et al., 2016; Kahlke, 2014). In the basic qualitative approach,

researchers can draw on several characteristics from the qualitative family to create

qualitative research methods that are informed by the research questions and are aligned

to the epistemological position (Bellamy et al., 2016). A basic, qualitative research

approach was ideally suited for this study because of the emphasis placed on fathers'

feelings and perceptions, instead of the expected meanings (see Bellamy et al., 2016).

Although a basic, qualitative inquiry has its advantages over established

qualitative methodologies, Kahlke (2014) cautioned the novice researcher about some

concerns and/or pitfalls each researcher should be cognizant of with an intention to avoid.

A basic, qualitative inquiry is devoid of consistent established theoretical assumptions,

unlike the five traditional qualitative approaches (Kahlke, 2014). Generic or basic

qualitative methods may not possess theoretical constraints as the traditional qualitative

approaches; however, they are not without theory. Instead, the basic, qualitative approach

allows individual researchers to use theoretical frameworks that align with the research

questions and design of the research study (Kahlke, 2014; Merriam & Tisdell, 2015). If

the researcher fails to effectively articulate and understand the theoretical and

epistemological grounds for the research project, concerns may intensify related to

research quality and researcher bias (Kahlke, 2014).

Another identified pitfall that researchers should be conscious of in basic

qualitative approaches is "method slurring," which infers or assumes that the basic

qualitative approaches are a blend of the traditional qualitative methodologies, which

may or may not be an accurate assumption (Kahlke, 2014). Caelli et al. (2003) also indicated that a lack of clarity or explicit methodology is a cause for concern, as it may lead the reader of the study to guess or assume a research approach. Incongruence in the articulation of a research framework, design, methods and techniques of the study is another concern that may surface as a result of method slurring (Kahlke, 2014). Researchers may avoid these pitfalls and others from the onset of the research process and study by clearly thinking through the research choices and stating the theoretical foundations as they align with the research questions (Kahlke, 2014).

Role of the Researcher

The role of the qualitative researcher is complex and multidimensional as the researcher performs more than one role and must consider various components of the research process. For example, the qualitative researcher is responsible for monitoring and reducing bias; developing competent methods and skills; collecting, analyzing, and interpreting data; and presenting the findings in a scholarly written format or communication (Ravitch & Carl, 2016). However, in qualitative research, the researcher's key role is the data collection instrument (Fink, 2000). The researchers collect the data themselves as a result of interviewing participants, reviewing documents, and/or observing behavior (Fink, 2000).

Prior to my role as the researcher for this study, I did not have any professional or personal relationship with any of the participants. There were no preconceived ideas or beliefs on my part of power or superiority as it related to me as an individual or my role as the researcher. Incentives were not used to recruit participants, however a token of

appreciation ($25.00 visa gift card) was given to each participant after the interview process to thank them for their participation. This gesture was my way of appreciating in a small tangle way the participants contribution to the study which could not exist without their participation.

As the researcher and key instrument in this study, I was cognizant of and applied the principles of reflexivity in the research process. Reflexivity and self-awareness are vital parts of the preparation process for any research study. Berger (2015) indicated that reflexivity is a continuous process of self-evaluation and self-reflection that enables researchers to generate awareness about their own feelings, biases, actions, and perceptions. Ravitch and Carl (2016) noted research reflexivity as a methodical assessment of subjectivity, identity, and positionality. Reflexivity allows each researcher to self-monitor and mitigate the influence of researcher beliefs and biases that may skew the research process in the areas of data collection and analyses, outcomes, and the presentation of findings of the study (Berger, 2015).

As the researcher and key instrument in this study, I also applied the principles of self-awareness in the research process. Homan (2016) indicated that self-awareness (like reflexivity) is the ability to know the self, which includes the knowledge of personal weaknesses, strengths, attitudes, desires, beliefs, and fears. The ability of the researcher to be aware of and deal with impulses, disruptive emotions, and nonproductive or negative beliefs about the population of study, before the study is started, is a key aspect of self-awareness (Collins & Cooper, 2014). During this study I kept notes in a journal about my feeling and challenges I experienced during the data collection process. I spoke

with two of my colleagues about my disappointment in the length of time required to recruit participants for the study which allowed me to refocus and aligned with my goals. I also spoke with my mentor who basically shared that what I was experiencing was part of the process.

Emotional intelligence for the qualitative researcher is the ability to identify internal feelings and the feelings of others to manage ourselves and interactions (Collins & Cooper, 2014). Personal and social competencies are the two components that are essential to understanding the relationship between the researcher and the participant in qualitative research. The researcher's use of emotional intelligence within the research process enhances the ability of the researcher to connect with the participant/s, through the interview process and the use of attentive listening skills to the answers (verbal and nonverbal) that are shared (Collins & Cooper, 2014). During the interview process I was mindful to be present by keeping eye contact and actively listening to the participants' responses. I sought to develop trust and build rapport through clarifying and restating what the participant was seeking to convey.

Cultural competence in research refers to the ability of the researcher to provide quality research that considers the diversity and culture of the identified population of study in the areas of research design, consent, recruitment strategies, data collection procedures, the analysis and interpretations of research outcomes, and the conclusions drawn (Obrien et al., 2006). Researchers who are culturally competent ensure relevant engagement, effective interactions, and communications between the participants and themselves and the community (Obrien et al., 2006). Cultural competence and

congruence are safeguards that the research is applicable and adaptable to the population of study. The researcher should also be aware of any preconceived cultural notions or stereotypical beliefs about the population of interest. During my literature review I review several articles (Allport et al., 2018; Bryan, 2013; Cabrera et al., 2014; Coakley et al., 2014: Revell, 2015) about fathers from diverse backgrounds and the challenges they encounter to be involved in their children's lives. The information and insight gained from the articles increased my awareness of the fatherhood culture. During the interview process I allowed fathers to convey their answers and experiences in their own words.

I served as the research instrument in this study. Positionality in research refers to the role and social identity that the researcher has in relationship to the setting and the participant (Raheim et al., 2016; Ravitch & Carl, 2016). Positionality includes multiple relationships and roles that may exist between the researcher and the participant through the research topic and in the research environment (Raheim et al., 2016; Ravitch & Carl, 2016). For example, as the researcher in the study, I may be a member of the same community or share an ethnic background with the participant. The researcher may be an insider or an outsider in any particular situation during the research process. This heightened awareness provides the researcher with an opportunity to identify or address biases and negotiate the researcher's position as it relates to the research study (Raheim et al., 2016). My positionality within the research process for this study was neutral. I was not affiliated with any of the participants within any community groups or organizations. However, one participant's child attended a daycare where I volunteered. There were no interactions or familiarity prior to the study.

One approach to manage biases was to document or make notations throughout the complete process of the study. I documented notations about my comfort or lack of comfort level in a particular setting, thoughts, feelings experienced, actions taken or omitted, interpretations and conclusions that were made or came to mind in the setting, and spontaneous questions or responses before, during, and after the data collection process. The American Psychological Association (2010) provided guidelines to minimize biases in the labeling of participants, the language used to convey a response, and by the chosen topics. To mitigate my perceived and/or potential biases, questions developed on the father interview questions were crafted in simple respectful terms. Questions were open-ended and did not infer or lead participants to specific responses. I listened to participant's responses and made some notes during the interview process to make sure that I understood the context and meaning of their responses.

Methodology

Qualitative methodology was selected to study fathers' perceptions of their academic skills in reading and mathematics to assist their elementary school-aged children with scholastic learning activities in the home, within a dyadic relationship.

Participant Selection

The population chosen for this study was fathers who were somewhat, moderately, or very involved in their elementary school-aged children's lives within the home environment and were not as involved in the academic lives of their children. Participants were fathers 21 years or older. Fathers were required to have a child or

children in elementary school in order to participate in the study. Participants were available to meet for at least a 1-hour interview and met all of the above stated criteria.

Sample

Sample selection in qualitative research is crucial to the final outcomes and quality of the study. Sampling strategies should be described in ample detail to allow for accurate interpretation of the findings and provide the guidelines for future replication of the study (Yilmaz, 2013). The delineation of the sampling strategies is imperative because the participant's reality is not static and encompasses multiple realities based on their value systems and/or worldviews, which may lead to multiple interpretations of any given situation or experience (Yilmaz, 2013). Therefore, understanding the phenomenon of study from the participant's perspective or perception enables the researcher to further align the sampling strategies within the study, the themes, and the interpretations that emerged.

Sampling Strategy

Sampling is the process by which units (people, organizations) are selected from the population of interest in order to study the phenomenon posed in the study (Yilmaz, 2013). Purposeful sampling was the sampling strategy chosen for this study. This strategy is appropriate for this study because it allows for the intentional selection of participants who were able to provide answers to the research questions (Ravitch & Carl, 2016). Participants who were reflective and willing to share their thoughts and experiences were suitable candidates for the study using purposeful sampling (see Morse, 1995). Purposeful sampling allows the researcher to study a small number of people whose

participation produces an in-depth understanding of the detailed data provided (Yilmaz, 2013). Through the use of inductive reasoning, the qualitative researcher focuses on context, meaning, interpretation, and understanding the data captured from experiences and thoughts shared by the participants during the interview process (Yilmaz, 2013).

Sample Size

I did not seek outcomes that were generalizable, but instead pursued a sample size that supported the purpose and rationale of the study (see Mason, 2010; O'Reilly & Parker, 2012; Ravitch & Carl, 2016).). Morse (2000) indicated that qualitative inquiry has no hard and fast rules for sample size; however, sample size is dependent on time constraints and resources that are available, what is useful, whether breadth or depth is needed to answer the research questions, the purpose of the study, and whether it adds credibility. The use of purposeful sampling allows the researcher to select a small number of participants to gain comprehensive information and a thorough understanding of the phenomenon from the participant (Yilmaz, 2013). Although smaller sample sizes may challenge the credibility of the study, larger sample sizes may not provide the rich in-depth information needed to address the research questions when time and resource constraints are considered (Yilmaz, 2013).

Saturation is another approach that assists the researcher to determine whether the sample size is adequate for the study after the commencement of data collection (Vasileiou, Barnett, Thorpe, & Young, 2018). Saturation occurs in data collection when the data gathered do not provide new insights or additional themes; instead, data are redundant and indicate an adequate sample and sample size (Morse, Lowery, & Steury,

2014). A small sample size of seven fathers who had in-depth and rich information provided essential discoveries and advances in understanding the phenomenon of father involvement in the academic lives of their children (see Yoder & Lopez, 2013). Josilowski (2019) used generic qualitative research design to explore the perceptions of teachers in reference to the home-school collaboration (parent-school) for students with autism. The sample size used that yielded data saturation was 10 teachers. Forsyth, Saunders, Elmer, and Badger (2019) used qualitative study research design and a sampling of nine individuals to study children and young people engagement and views on a board.

Hennink, Kaiser, and Marconi (2017) discussed that a small number of interviews could represent data saturation because the major themes of the research study are identified. Although, data saturation may occur with a small sample size, more data is needed in order to gain an in-depth understanding of the phenomenon of study. Guest, Bunce and Johnson (2006) obtained data from 60 in-depth interviews that explored when thematic data saturation during analysis occurred and found that theme saturation was realized by 12 interviews. However, it was also noted, the basic components of the themes that emerged were present at six interviews due to the in-depth nature of the data collection and review. In this study, semistructured interviews contributed to the data saturation that occurred somewhere between seven and 12 interviews (Hennink et al., 2017). Sample size and saturation may vary based on the qualitative research method and the phenomenon of study (Fusch & Ness, 2015). There are no all-encompassing guidelines for sample size in qualitative research.

Using semistructured questions for in-depth interviews, the proposed sample size for this study was eight participant fathers. Eight was a small sample size that allowed for in-depth data collection within the time and resource constraints of the study, which generated the quality and quantity of the data required for the study. Sample size is flexible and emergent, which meant that eight was the initial sample of fathers needed for the study, but the sample size was adjusted to seven based on the findings from fieldwork and data saturation level that occurred after the fifth interview (see Morse et al., 2014). However, data saturation was not noted until the interviews of Participants numbers 6 and 7 were completed.

Participant and Data Recruitment Process

Fathers who were somewhat, moderately, or very involved in the day-to-day activities of their children within the home environment but were not necessarily involved with their child academically were invited to participate in the study. Criteria for participant selection included the following:

- Fathers were 21 years of age or older

- Had a child or children in elementary school

- Resided in a southeastern state in the US

- Had access to their child on a regular basis

- Were available to give approximately 60 minutes of their time for an interview.

- Consented to participate and be audio taped during the interview process.

I approached elementary schools, educational sites, daycares, churches, recreation centers, youth organizations, online groups, sports coaches, barber shops, after school

programs, grocery stores, and other establishments within this Southeastern state and

recruited fathers using the following steps: I obtained permission from community

establishments to post flyers and contact information on bulletin boards and public

information boards at indicated sites. I posted flyers and invitations on-line and sent

email invitations. I verified that fathers met the criteria of the study.

I created a log for fathers and assigned each a research code. I secured a meeting

room at the local public library and my home office, which has a separate entrance from

the main portion of the house, as locations and settings for the interviews. I called fathers

who agreed to participate in the study to set up an interview appointment.

Instrumentation

I served as the main data collection instrument and used the interview protocol. I

created an interview protocol that included nine questions and additional probe questions

to draw out more in-depth data. I also used a semistructured interview format to conduct

the interviews. The questions asked in the interview process were open-ended,

descriptive, interpretive, and in-depth. Prior to developing the father interview questions,

I reviewed and studied Bandura's (2006) guide for constructing self-efficacy scales. The

guide walked me through a process of content construction and validation. Emphasis was

made on minimizing response biases. Sevigny et al. (2016) development and validation

of father self-efficacy was reviewed. I also reviewed Hoover Dempsey et al.'s (2005)

parental involvement revision model through scale development to expose myself to

ideas and concepts to develop questions that would address the research questions. The

instrument was reviewed by two experts in the field of education: a former dean of

education who also worked with parents as a certified family life educator and a

published author of books for kindergarten through 12th grade educators on school-family

relationships.

Data Collection

Qualitative research has been used to gain insights and understandings about

individual's thoughts and feelings about the phenomenon of study posed in the research

questions (Sutton & Austin, 2015). A potential challenge I faced was whether are not the

questions asked would cause individuals to talk about experiences or subjects that may be

painful, personal, in the present or in the past (Sutton & Austin, 2015). The data

collection method used was face-to-face interviews to generate large amounts of rich data

from participants (Sutton & Austin, 2015).

Face-to-face interviews provides the interviewer with more accurate screening,

captures verbal and nonverbal cues including body language, and emotions (Opdenakker,

2006). Although face- to-face interviews were the data collection method of choice, I also

used telephone and email interviews for the final two participants, based on participants'

minimized accessibility due to COVID-19 pandemic that occurred during the final stages

of the data collection process. Telephone and email interviews provided flexibility and an

extended access (beyond geographical locations) to the participant in order to complete

the interview (Opdenakker, 2006). The disadvantage of these methods was the absence or

reduction of social cues and behaviors that the participant may have demonstrated. The

interview protocol (Appendix B) was used to guide the data collection process; however,

this did not prevent me from asking additional questions or probing further into particular responses or experiences shared.

The interview guide I used included the name of the study; a brief description, date, time and location of the interview; and codes that protected the privacy of the participants. The data collection process included taking notes, journaling the experiences, the use of both a digital recorder, and a voice memo application on my Apple iPhone and iPad to capture the data during the interview process. All recording devices were checked for functionality and charged overnight, and extra batteries were added for the digital recorder. Appendix B includes the interview protocol used, and Appendix C contains the interview questions that were used for data collection.

When participants arrived for their interview appointment, I made sure the setting was free of or had little potential for distractions. I explained the purpose of the interview and that the interview process would take an hour or less; I also explained the presence of the recording devices (iPhone and iPad). I explained the format of the interview and the interview questions. I addressed privacy and confidentiality measures as to how their identity would be protected and their information stored. I explained and clarified any questions or doubts they had prior to the start of the interview.

I reviewed the items on the informed consent document and obtained a signature if the participant did not provide one by email prior to the interview. I asked the participants if they had any additional questions before conducting the interview. I reiterated to the participant that he may stop or opt-out of the study at any time during or after the interview. The participant was then provided with my contact information. I

conducted the interview and collected the data. I thanked the participants, re-iterated that they would receive a transcript copy of the recorded interview for their review for content accuracy and a summary of the findings of the study; asked them if they had any additional questions and gave them a $25.00 visa gift card in appreciation for their participation in the study.

Data Analysis

The most important aspect of the data management, transcription, analysis, and interpretation is that the researcher remains true to the participant by protecting the integrity of information provided (Sutton & Austin, 2015). The general inductive approach was used for data analysis as it is an efficient and useful approach to analyze data. A general inductive approach allowed the me to understand the collected data, categorize the data from fathers into different themes that emerged, and uncover the links between fathers' interconnected thoughts and perceptions and the objective of the study (see Thomas, 2003).

The identification of patterns, themes, and similarities using the inductive approach also allowed me to summarize extensive and raw data (Thomas, 2003). Data analysis is a methodical and interactive process in which data are organized in order to provide an enlightening description of the phenomenon through a series of steps that involve first transcribing the data and then understanding the findings (Noble & Smith, 2014). I used inductive analysis outlined in the following six simple steps for data analysis: (a) read all data and then ask questions in reference to credibility, depth, and how the information should be used; (b) prepared the findings for analysis; (c) organized

the data into textual segments and/or themes before ascribing any meaning, which was coding; (d) used inductive coding system to further develop and refine categories; (e) considered the multiple meanings in the text before ascribing meaning; and (f) interpreted the meaning of the data and how they informed and deepened the understanding of the researcher, based on the research questions and phenomenon (Taylor & Gibbs, 2010; Thomas, 2003).

Techniques to assist the researcher in code identification includes comparisons of key words, repetitions, ideas, concepts, connectors, and metaphors (Taylor & Gibbs, 2010). I made notations of thoughts and ideas that came to mind during the process. Transcribed data were checked first by me for any inaccuracies or transcription errors, after which the documents were reviewed with participants for any additional feedback.

Issues of Trustworthiness

Trustworthiness is the confidence the researcher has in the reliability of the study as it relates to the suitability and application of the methods used and the integrity of the study's findings (Noble & Smith, 2015). Reliability and validity are two components within a qualitative study that help to deal with issues of trustworthiness. Reliability refers to the dependability of the data analysis procedure that includes the researcher's account for personal and research methods preferences that may influence the study's results (Noble & Smith, 2015). A self-reflective journal was kept recording my thoughts, feelings, ideas, biases, and issues as they occurred during each phase of the research process, which made me more self-aware of how I adjusted to maintain the integrity of the research. Validity in qualitative inquiry refers to the exactness of the findings in

alignment to accurately reflect the data (Noble & Smith, 2015). I ensured validity in this study through strict adherence to the research process.

Noble and Smith (2015) indicated that trustworthiness and credibility of the research is accomplished through the use of methodological strategies that include the researcher's account of her personal biases, careful transparent and consistent record keeping, the use of critical reflection of methods to safeguard the relevance of data collection and analysis, acknowledgement of biases in the sampling, participant validation of the transcript as to whether the themes created effectively reflect their thoughts and feelings about the phenomenon of study, and the inclusion of the participants' thick and rich word-for-word accounts that support the findings. Trustworthiness was established in the data analysis phase through the use of consistency and stakeholder checks. I conducted member or stakeholder checks that involved the participants or other individuals with a particular interest in the study to give feedback on the categories and the interpretations in the preliminary or final findings (see Thomas, 2003).

Dependability in qualitative research refers to the constancy of the findings over a period of time. Participants' review of the study findings, clarification, and recommendations are components that establish stability of the study and consider the possibility of change within the natural context (Korstjens & Moser, 2018). Member checking of the findings of the research study provided dependability of the study by the feedback given by the participants.

Confirmability refers to the confirmation of the study's findings by the description of the research process from the beginning to end (Korstjens & Moser, 2018). Korstjens and Moser (2018) noted that establishing the legitimacy of the data, interpretation, and findings of the study is another aspect of confirming the trustworthiness of the research study. Findings should not be the viewpoints of the researcher but should be derived solely from the data. In this study I ensured confirmability through a detailed description of the research process and precise reporting of the data.

Transferability in qualitative research is determined by the ability of the reader to extrapolate from the study's findings similarities that may be used beyond the focus population, within their context or populace (Korstjens & Moser, 2018). Transferable settings may include empirical, cultural, and theoretical (Moon, Brewer, Januchowski-Hartley, Adams, & Blackman, 2016). To facilitate transferability, the researcher is responsible for writing thick descriptive data and a detailed account of the recruitment and selection of participants and data collection and analysis process (Moon et al., 2016). I ensured transferability within this study by writing a detailed description of the participant recruitment and selection, data collection and analysis procedures.

Ethical Procedures

Orb, Eisenhauer, and Wynaden (2001) indicated that ethical issues exist within and during the research process due to the pressures that are present between the rights of the participants and the objective of the study. The researcher's first responsibility before, during, and after the study is to minimize risks or do no harm to the participants,

stakeholders, and his or herself (Orb et al., 2001). Researchers conducting research on human subjects must respect and protect the autonomy, dignity, privacy, and confidentiality of each participant (Resnick, 2011). Ethical principles that I abided by were objectivity, nondiscrimination, honesty, integrity, responsible publication, competence, and social responsibility (see Resnick, 2011). Prior to the research study, I gave and reviewed consent forms with each volunteer participant. Participants' in this study were given numbers to protect their identity and maintain confidentiality of the information shared. Each participant was also given the option to withdraw from the study at any point with or without reason.

Obtaining voluntary and informed consent from each participant is a vital component that helped to ensure that participants understood the purpose of the study, potential risks and benefits, and the commitment needed to participate in the study (Ahern, 2012). To mitigate any ethical issues, I collected data once I had secured permission from the university institutional review board (IRB). Voluntary informed consent was obtained. I discussed and assured participants of confidentiality and privacy throughout and after the research process. I protected participants' privacy by assigning code numbers to their data and removing all identifying information, including their names.

Data management included a locked file draw in my home office with a keyed entry door. I coded data based on the preassigned codes given to participants, and I did not use participants' real names. I used my computer to store, code the data and applied passwords to secure the data. Data stored on the computer were backed up on a flash

drive, which will also be kept in a double locked location (room and file cabinet). I am required to keep the data secure for 5 years, and then destroy the data. Copies of handwritten data were made, including a master list of data collected and a data collection matrix in order to have a visual identification system of the data. I explained to the participants that the incentive was not payment for services rendered and instead was a token of appreciation for their participation. For this study the token, was $25.00 Visa gift card.

Summary

In this chapter, I discussed my role as the researcher and main instrument in the study. I presented the methodology used for this study with delineations for the recruitment of participants, data collection methods, and data analysis techniques. Interviews were also identified as the data collection instruments I used to collect the data. I explained the steps I used to conduct interviews, obtain informed consent, and ensure confidentiality of the collected and analyzed data. Finally, in this chapter, I also discussed the ethical procedures and concerns that may occur in this study.

In Chapter 4, I briefly review the purpose of the study and the research questions. I describe the setting, demographics, data collection, and analysis process. I provide the results from interviews and emergent themes. I discuss the study's levels of trustworthiness.

Chapter 4: Results

In this chapter, I present my data analysis and findings associated with this qualitative study. The purpose of this study was to explore fathers' perceptions of their reading and math skills to assist their elementary school-aged children within a dyadic relationship, and a father's decision to be involved in the academic lives of their children within the home environment. Fathers provided valuable information and insight about their perception of their skills sets and self-efficacy beliefs and meanings they ascribed to their perceptions, as it related to their involvement in the overall and academic lives of their children. The findings increased my understanding of fathers and their involvement in their child's schoolwork within the home. Areas in which fathers need support and training were also identified in this study, which can be used by educators, policymakers, tutors, and community organizations to inform programs that strengthen fathers' self-efficacy needs and opportunities for fathers to learn with their children, enabling fathers to support and reinforce academics within the father-child relationship in the home environment.

I delineate the research settings, participants' demographics, data collection, and analysis process of my study. I also provide evidence of the study's trustworthiness, ethical considerations, results from the findings, and a summary of the chapter.

Ethical guidelines discussed in the previous chapters were followed as delineated. The approval to conduct the study and for the data collection were obtained before any portion of this study commenced and was granted by the Walden University IRB. The IRB approval number is 07-02-19-0522606.

Research Questions

The foundational research questions for this study were the following:

RQ1:   What are fathers' perceptions of their reading and math skills and their own involvement in their children's early elementary school years?

RQ2:   How do fathers describe the accessibility of school and community resources that would support learning activities within the home environment?

Setting

The study was conducted in two urban counties in a Southeastern state of the US. Participants were recruited by posting flyers in local grocery stores bulletin boards, churches, hand-delivered flyers on the streets, and by referrals from other participants. The data were collected between August 2019 and April 2020. The local public library and an office space were used to interview each participant. I reserved a room for two individuals at the library. It contained two chairs and counter space with electrical outlets for the recording devices. Once the glass door was shut, the room was sound proofed. The office had a small conference table and two chairs that were placed facing each other for the interview process.

Once each participant agreed to be in the study, I emailed consent forms with information about the study. I could be called or emailed any questions participants had before scheduling the interview. Participants signed the consent form after they reviewed it and returned it to me via email or mail. I checked the forms to make sure signatures were in the right spaces. The times set for the interviews were based on participant availability, which was either before or after work. Scheduling participants was one of

the most challenging aspects of the study as appointments were set and broken for various reasons. Some participants cancelled appointments the day of the interviews and did not reschedule for the interview. This meant other participants had to be recruited in order to continue building the sample to meet the goal of data saturation.

Seven volunteers were recruited and participated. However, due to the timing of the last two participants' interviews, the data collection method was changed due to the COVID-19 pandemic. Participants initially agreed to confidential, face-to-face recorded interviews. Due to the safety precautions and restrictions placed on people throughout the United States and the world, individuals were asked to shelter in place in their homes and not leave their homes unless they were essential personnel wearing protective gear. This changed the data collection method of face-to-face interviews to nonphysical contact modalities.

This change and the experience of the last two participants recruited for the study had the potential to influence the interpretation of the study or the results. One participant requested that the questions for the interview be emailed, which I delivered via email. The participant filled it out and returned it with very little data. I then emailed the participant and inquired if he would be amenable to a phone or Zoom interview, which he agreed to do and complete on April 2, 2020. The last participant was interviewed over the phone on April 1, 2020, which was an additional change in the data collection process. Initially, during this phone interview, we had some technological challenges in the form of a lot of noise and difficulty hearing the responses to the questions. The participant put on headphones to minimize the static noise in the phone, and the data were collected.

This incident changed the quality of the audiotaped recording and made the transcription process within the first 5 minutes challenging. However, due to good note taking and member checking, the data and context of the first 5 minutes were recaptured.

Participants' Demographics

Participants were recruited based on the criteria listed below. I interviewed seven participants who were fathers of children in elementary school. In order to participate in this study, fathers met the following criteria:

- Must be 21 years of age or older

- Reside in the state of Maryland

- Be a volunteer

- Have a child or children in elementary school

- Have access to their child on a regular basis

- Be available for a 60 minutes interview

- Agree to be audio taped during the interview

All participants interviewed were the biological fathers of their children and lived within the home with their children. Six fathers had two children in the home, and one father had three children in the home (one daughter and two sons). Three of the six fathers had two daughters, one father had a daughter and son, and one father had two sons. All participants were married. All children were in elementary school.

Recruitment

I used purposeful sampling to recruit and select fathers who met the criteria for this study. The first five participants were the result of purposeful sampling techniques.

Other participants were obtained through snowball sampling, referrals from other

participating fathers. I created a flyer with the participating criteria; distributed it by

hand; and posted it at sites that included the local boys and girls club, gyms, recreational

centers, karate schools, barber shops, grocery stores, and local churches. Within the first

2 weeks, I recruited 12 potential participants who said yes to participating in the study. I

had difficulty scheduling the interviews for participants who agreed to participate. I

completed the first interview in August of 2019. Two months later, October 2019, was

my second interview. My third participant was recruited and interviewed 3 weeks later

October 22, 2019.

I started recruiting again after my third interview. Fathers responded affirmatively

but were unable to complete scheduled interviews. Although interviews were scheduled

during the months of November and December, none were completed. My next interview

was completed January 17, 2020. I was more than halfway through the data collection

process, when momentum switched again (COVID-19) and I interviewed the fifth

participant on March 3, 2020. The final two participants were interviewed the first week

of April 2020, completing the participant recruitment phase and data collection.

Data Collection

Consent forms were emailed to participants for their review prior to the interview

in order to obtain an informed consent. Once the consent form was signed and returned,

the interview was scheduled. I thanked participants for coming and for their willingness

to participate in the study. Prior to starting the interview process, the signed consent form

allowing me to conduct the interview, record, and take notes was briefly reviewed, and

participants were asked if they had any additional questions or concerns. I reminded

participants that the interview would be about 30 to 45 minutes, and they could stop the

interview at any time for any reason, without reprisal. I also made them aware that I was

a licensed practitioner in the state of Maryland, so if they shared anything that was

criminal activity, against the law, or illegal, I was required to report it; everything else

shared would remain confidential.

Face-to-face interviews were the method used to collect data from five

participants and phone interviews and email from two participants. Sutton and Austin

(2015) indicated that face-to-face interviews produce large amounts of rich data from the

interviewee. Although phone interviews and emails were not my first choices, I obtained

data from two participants over the phone and by email which provided extended access

and flexibility during the COVID -19 pandemic, to complete the interviews and data

collection process (see Opdenakker, 2006).

I collected data from a total of seven fathers. I used a semistructured interview

protocol (Appendix B) that included nine questions with additional probes. The questions

were open-ended, interpretive, in-depth, and descriptive. Interviews times ranged from 14

to 48 minutes. The shortest interview was a phone call follow-up and clarification

interview from the participant who emailed his initial responses. I took notes during the

interview process, which was a useful tool during data transcription and analysis. The

equipment I used to record the interviews were the iPhone 8, iPad Gen 6 (using the

program voice memo) and a digital recorder.

At the end of each interview, I thanked participants for sharing their experience and gave them each a visa gift card for $25.00, which was approved by Walden University IRB as part of the study. Recordings were transferred from devices uploaded to my computer and labeled with the participant code number assigned at the beginning of the interview, initials, date, and time. I began transcribing initial interviews; however, this was an arduous process for which I had limited time. I researched an individual who had a transcription service and interviewed her in reference to the confidentiality clause (which she agreed to) before hiring her for the remaining interviews. She was the only person in her company, which minimized breach of confidentiality clause that was approved by Walden University IRB during the approval process of the study.

Data Analysis

In this study, I was the instrument. I used the general, inductive approach for data analysis as it provided a distinct understanding of the collected data and identification of patterns, leading to the categorization of the data from individually coded units to categories and from categories to emerging themes (see Thomas, 2003). The interactive and methodical process of data analysis allowed for the organization of the data to provide an informative description of the phenomenon of study, paternal involvement in the academic lives of children within the home, through a step-by- step process that involved the transcription of the recorded data and understanding the findings (see Noble & Smith, 2014).

I used the 6-step process of general inductive approach suggested by Taylor and Gibbs (2010) to analyze the data, which included reading all data, preparation, organizing

and coding, member checking, interpreting results, and presenting the data. For the first cycle, I initially listened to the audio-recorded interviews and read each participant's data for transcription accuracy. I then underlined similar or repetitive words and textual phrases that were generated from the nine questions and the additional use of probes I asked each participant. Twenty-eight repetitive words were identified, and each participant's response was given a different color. To analyze the data in a more in-depth way, I created a color-coded chart with the seven participants' color codes for the header and columns of the chart and the nine questions as line items. Using the initially identified 28 words, I reviewed the data a second time and identified patterns and established categories. I emailed the participants a copy of their transcribed interview for their review and feedback as to the accuracy of the transcript, and whether their sentiments were accurately conveyed or captured.

In second cycled coding, I identified 14 phrases that significantly captured fathers' perceptions of their abilities to help their elementary school-aged child academically. Each phrase was written on a sheet of paper with corresponding words, concepts, patterns, categories, and any thoughts or ideas from reading and my field notes. This process demonstrated saturation of the data in which no new information, patterns, or themes emerged (Fusch & Ness, 2015).

Data saturation was achieved by the Participant 5; however, this was not verified until the completion of the interview for Participant 7. I considered the responses the fathers gave, and the multiple phrases fathers used to provide the essence of their perceived thoughts, experiences, and beliefs before ascribing any meanings and/or

interpretation of the data (see Taylor & Gibbs, 2010). As I endeavored to understand the nuances of each participant's response in context, I was able to have a deepener understanding of father involvement in the overall and academic lives of their children.

Evidence of Trustworthiness

Reflexivity, credibility, confirmability, transferability, and dependability are the components of quality criteria that provide evidence of trustworthiness in qualitative research (Korstjens & Moser, 2017). Data collection, analysis, and management in a systematic and ethical process is also a significant aspect of trustworthiness. During the research process, collected data (audio and written) were saved on my password-protected computer located in my home office to safeguard confidentiality. Journal notes, paper copies of participant transcripts, data analysis manuscripts, coding, and any other handwritten resources used to analyze the data were locked in a file cabinet in my home office. I was the sole possessor of the key. Participants' printed data were identified by assigned numbers during the data collection process and colors with participants' initials during the analysis, which also maintained each persons' identity anonymity.

My password on my computer was changed three times, and my antivirus protection was updated automatically via the schedule on my computer and scanned for viruses intermittently, as I was aware of occurrences and the possibility of electronic theft of intellectual property, hacking, and scams to secure electronic footprints or identity. These measures upheld the authenticity of the research process and data. In addition, the integrity of the study was maintained by the adherence to all the procedures and policies of Walden University IRB.

Reflexivity

During the research process, I kept a self-reflective journal of my feelings, thoughts, biases, and concerns as they occurred. This made me more aware of personal biases and preconceptions about the phenomenon of study during the process. As I reviewed my notes, I made a conscious effort to adjust how I interacted with the data in order to maintain the integrity of the study. For example, I noted that participants had various strengths and weaknesses academically. Fathers had strengths in English did not enjoy math and listed it as a weakness. My thought I noted at the time was this is going to affect how they engage their child in the area of mathematics. As quickly as the thought came, I immediately dismissed it and regained eye contact with the participant to remain present and without preconceptions or drawn conclusions. This occurrence made me more mindful to remain attentive and engaged with the participant during data collection phase.

Critical self-reflection protects the relevance of the data collection and analysis by ensuring transparency (Korstjens & Moser, 2017; Noble & Smith, 2015). Self- reflection provided a clearer understanding of the importance to remain neutral while interacting with the participant and the data. Examining my own values, implicit or explicit assumptions and the conceptual lens of how I view the world before the actual research process commenced, adding to the trustworthiness of the study (see Berger, 2015).

Credibility

Credibility is whether the research findings embody the original information and the correct interpretation of the participant (Korstjens & Moser, 2018). Credibility was

established as I reviewed the transcripts of participants' responses from in-depth interviews and validated the accuracy of the transcripts and the themes that emerged were reflective of their feelings and thoughts about their involvement in the academic lives of their elementary, school-aged child. I reviewed the methods used and maintained alignment with the research questions and purpose of the study. I used the interview protocol (Appendix B) and interview questions with probes (Appendix C) to engaged participants in in-depth interviews to elicit deep and rich data and a deeper understanding of fathers' perceptions.

I used member checking with participants for feedback, as it strengthens the data, because the researcher and the participant view the data with different lens and can make corrections and authenticate the accuracy of the data (Korstjens & Moser, 2018). I ensured that the study was guided by the conceptual framework and maintained all delineated ethical guidelines. As a novice researcher, I remained painstakingly aware to do no harm to the participant, myself, or the research process.

Dependability

Dependability was established as I transparently described the research steps taken from the beginning of the study through the data collection and analysis phases, and subsequently the interpretation and reporting of the findings. I remained focused and consistent throughout the research process as consistency of the researcher indicates more dependable results (see Sutton & Austin, 2015). I reviewed my recorded activities and field notes to ensure that I maintained the integrity and the alignment of the research process for generic, qualitative research design.

Transferability

Transferability was established as I provided thick, rich descriptions and examples of the participants' data and the research process to enable another researcher or the reader to determine whether the findings from the representative sample population can be transferred to their own or a specific setting (see Korstjens & Moser, 2018). Korstjens and Moser (2018) indicated that the reader, not the researcher, makes the transferability judgement based on the contexts (setting, demographics, sample size, and strategy, etc.) and the overall research process. The results of the study can be beneficial for fathers, children, families and educators as it illumined the perceptions fathers have about their self-efficacy skills and their perceptions about their own academic abilities. The findings can also strengthen the relational and communication bonds between father and child, educators, and families to work collaboratively to establish positive student learning outcomes.

Confirmability

Korstjens and Moser (2018) indicated that confirmability in qualitative research pertains to the veracity of the data and findings that are derived from the data and are not a fabrication from the researcher's imagination. The data and the interpretation of the data should remain neutral and free of my biases, values, and beliefs (see Korstjens & Moser, 2018). Field notes, journaling, transcripts, coding charts, participants' signed consent forms, reflexivity, and member checking were all strategies used to document the steps of the study.

Results

This study was guided by two research questions.

RQ1:   What are fathers' perceptions of their reading and math skills and their own involvement in their children's early elementary school years?

RQ 2: How do fathers describe the accessibility of school and community resources that would support learning activities within the home environment?

The themes that emerged during the data analysis provided direct and indirect answers to the research questions. The systematic analysis revealed five related themes that emerged from the data in second cycle coding, which included relationship, self-efficacy, communication, adaptability, and resourcefulness.

Theme 1: Relationship

Both Bronfenbrenner's ecological systems theory (1994) and Epstein's model of parental involvement (1991) noted the effectiveness and benefits of the dyadic relationships between fathers and their children. The quality of the relationship and interactions a father has with his child influences the child's academic, emotional, psychological, social, and health outcomes, as well as the fathers' level of involvement in each facet of the child's life. Varghese and Wachen (2016) also noted that fathers within the home environment strongly influence a child's growth and development by face-to-face interpersonal communications, interactions, and the roles that fathers model in front of their children. Within the microsystem, interactions between the child and his/her parents are key to a child's developmental learning, wellbeing, and their development of personal values and beliefs (Bronfenbrenner, 1986; Cabrera et al., 2014).

During the study, the fathers shared the types of activities that they enjoyed with their children. Interactive activities, conversations, and one- to- one time with their children were codes that evolved from the data that conveyed the theme and importance of the dyadic relationship. The participants were distinct and clear about how they related to their school-aged child. The levels of activities that they were involved in with their child ranged from playing games, sports, reading books, watching movies, trips to the library, eating dinner, homework, church, field trips, talks, discussions, listening to music, singing together, and one- to- one conversation. The activities and interactions fathers have with their children, emphasized the nature, depth, and quality of the relationship each father had with his child. Fathers were intentional about spending individualized time with their child and were convinced that spending time with their child was foundational to a child's overall success and wellbeing. For example: When asked the question what are the kinds of things you do with your child?

Participant F1 the father of two daughters ages 5 and 8 stated,

> She will insist that I play with her , so we have play time , and we also have daddy/daughter time and we do a number of things together, but I also have made it a point this year to start spending individualized time with each child separately so that they have that one on one attention from daddy. We did dinner and a movie with one girl, the oldest one, on Friday night, and then dinner and a movie with the other child on Sunday night. It's little things like that is something that we're trying to institute in the house so that the children are getting individualized time with each parent to feel special in addition to the things that they do with us

as family. I try to spend time with life skills, teaching different types of skills….

trying to give her that exposure now to different varieties of things of skill-

building; just giving her the basic confidence so she understands that this is not

something that is outside of my capabilities. She's a voracious reader who reads

on her own. She is stimulated by being able to come and discuss what she's read

with me, which is pretty regularly. We'll sing songs. Maybe I'll start singing a

song and she'll start singing along and spark conversation like that.

Participant F2, the father of one daughter age 10 and one son age 3, stated,

One thing I do is just spending time as far as, like, sitting down and having a

conversation. I really like to sit down and ask her about her day and try to be real

specific in the questions that I ask her so we can have open -ended conversation ,

so not just a lot of yes or no questions; get her to be more comfortable talking

about who she is, her likes and dislikes; and having her think a little more about

the things that she experiences. We like to watch movies together. We like to

play a lot of board games, and more so than board games. We like to play card

games. She likes to play Uno and Phase 10.

Participant F3, the father of two daughters ages 8 and 5 stated,

I have very active children. They're into a lot of extracurricular activities. They're

in gymnastics. My oldest plays softball, so we spent a lot of time going to batting

cages and me throwing the ball to her. Also, they like dance, so we listen to a lot

of music. They actually take dance classes as well. Just in general, our time

together, they love going to movies. My oldest, she'll know when movie release

dates are based off seeing commercials and things like that. She'll hit me with,

this movie came out today. Can we go? Of course, it's hard to say no so we love

doing that. If I pick them up from school, I'm asking questions about their day,

seeing how that went. They're little girls, so sometimes they're emotional about

certain things or something somebody said at school, so we talk about that stuff.

When I'm cooking dinner, they'll sit there and talk to me and interact with me

during that time.

Participant F4 the father of two daughters ages 7 and 4 stated,

We do devotionals, we do recreational activities. I like to have them spend some

time outdoors. They prefer that I read to them, and they're very consistent about

that. When we have twenty minutes of assigned reading, I have them read aloud

so I can at least hear them. I find It to be personally rewarding because I realize

my children now come to me with questions. The point in which the teacher is the

smartest person in the world, whatever the teacher says goes, and a lot of times I

realized it they say, well, my daddy says this, and I realized the impact of having

a presence to help them to solidify a foundation of who the good resources are in

their learning.

Participant F5 the father of two sons ages 7 and 5 said,

Well, the oldest child who is in the elementary age child at 7, is very active. Of

course, kids like to play games. Right now, I have two children; one is 5 as well.

They're into their iPads a lot. The oldest child started getting into basketball.

We're in the house in we're working on different tools as far as him learning

basketball. We also, of course, with the schoolwork, sit down and go over some of

the exercises that are sent home from school.

Participant F6 the father of one daughter age 11, two sons ages 10 and 3 stated,

"We do a lot of fun outside activities and life skills games, time and

weather permitting."

Participant F7 the father of 1 son age 11 and 1 daughter age 7 said,

We do several educational things. Over the summer we usually have math

packets. My daughter is 7, so over the summer we usually get a packet. We go

over the schoolwork assigned for the summer, which will get them ready for the

next year. When we're not using a packet, we either write paragraphs and I'll print

out something from the computer, and that's practice. I help with their homework

nightly and finish their homework and whatever other projects they might have;

we work together on those as well.

Theme 2: Self-Efficacy Beliefs

Self-efficacy is how individuals perceive their capability to perform a behavior or

task in any given domain (Bandura, 1977, 1994; Trahan, 2018). Perceived self-efficacy is

individuals' belief in their ability to regulate the events affecting their lives, conjoined

with the concept of parenting. de Montigny and Lacharite (2005) defined parenting

perceived self-efficacy as the judgement parents have about their capabilities to organize

and perform certain task related to child-rearing. Stecca et al. (2011) also indicated that

parents believe they can influence the environment and behaviors of their children for

successful outcomes in their growth and development.

Volker (2014) noted that paternal self-efficacy was a significant determining factor in fathers' decisions to participate in any aspect of their children's lives. Fathers within this study had a good grasp on their areas of strengths and weaknesses. The level of self-awareness fathers had about their abilities to help their child was noteworthy.

I asked each father the following question: How would you describe your thoughts about your current ability to help your child with their schoolwork? F1's response was,

Okay, her being in a French immersion program, she is not assigned homework in a formal sense, a decision that was made by the PTA some years ago because the parents were too stressed out. The parents who did not speak French were two stressed out didn't know what was going on, and they just figured it would be better to do things during the school day. We encourage her to read a minimum of 30 minutes per day. In the French immersion program, the children learn all their major subjects in the foreign language, which in this case would be French. Language arts is taught in French; mathematics is taught in French; social studies are taught in French; science is taught in French. The only subjects that are not taught in French are physical education, art and music, which are considered specials in this country. I think it's not a challenge for me that it may be for other parents by me knowing the language the way I do. I would like for her to develop the competency that transcends the ability to translate on the spot. I'm trying to give her some context so that she's got culture superimposed over this language

sheet understands that there are different cultures that use the French language, and it's important to understand each one of them, right?

F2 responded,

I think in my ability to help her with schoolwork, I think overall, I'm able to lend a great hand to her. I think the first thing that I'm able to do to help her excel at school is to keep instilling in her ways to be a diligent worker, helping her to be organized and what she supposed to be doing with her classwork so she can be productive in everything she's doing. It helps that we know technology. We can keep track of her grades and her progress throughout the year instead of having to wait for report cards or progress reports, so we can tell her where she needs to put her focus in at that moment in time for her to get those grades back up. We're able to, like with the Google classroom in technology it's a good thing it's just an adjustment. We can allow ourselves to be engrossed in the learning process with her, and if she has questions, we are better prepared to be able to answer those things. Just showing her that we are always willing to be there for her when she needs help and no we're doing the best that we can, letting her know I'm not perfect, but we've been through the whole school process. School is still going to be in school and there are certain things you have to do to be successful. I think that other than the math part with the process of figuring problems out, I think we're really able to be engaged in the learning process.

F3 stated,

> I'm very confident in my ability to help with her schoolwork, but the things that
> are hard for me, I'll go outside my realm of education or abilities to make sure that
> they're learning so they'll be successful at school, even if it's, again, going to talk
> to the teacher and ask her how to help her. I'm comfortable in the sense that I'm
> willing to help with any kind of subject, but if I'm looking at it and I'm struggling,
> I'll take a second. I'll go and try to figure it out myself or look at other resources,
> like YouTube. My strength is the reading. I've never been good at math in my
> days of school from elementary through college. It was always a struggle for me.
> I'm one of those people who figure I just need to know how to count; add,
> subtract, multiply. I never really got into the math like I should have. I did
> enough, of course, to pass and get a degree, but it was always a difficult subject
> for me. My wife, on the other hand, she is more education inclined as far as she
> was in an engineering program, so she is into all of this. Every subject excites her.
> Again, I'm a realist to know when I'm struggling, and I'll have somebody else
> help her.

F4 stated,

> Right now, I'm capable of helping them absent sometimes deciphering
> instructions. We're able to work through any problems and any assignments in a
> reasonable amount of time. There are learning concepts that they bring home that
> I'm not familiar with. Those can be a challenge but, as I said before, with some
> reverse engineering, we often figure it out. My strengths with them are more

analytical based activities in the lines of math. We're strong in reading, but I would say math first and then reading and phonics-based books. My weaknesses, they have an affinity for languages, and they also have an affinity towards music, and those are not my strengths.

F5 response was

Well, for me, I just believe it would be the fact of having more time at the point where they are awake and ready to learn before bedtime, being at home at that present time, which, again , a lot of times I'm out at work, so that stagnates the ability. If I am present, I'm able to utilize some of my own learning resources and tools just from my period of time. Patience and creativity in getting him to understand what is translated on the paper and getting him to think out of the box. Of course, they learn what is being taught in school, but to also go a little further, think a little bit further.

F6 responded,

I'm very adequate to do their schoolwork, but going back to the math, it seems like a big difference. It's this knew Common Core stuff, and 2x2 was 4 to us. They have taught them 2x2 and do something else to get you four. I don't understand the extra steps they have them going to get the same answer. I don't want to say I don't have any weaknesses because I do. It's just when I can't pinpoint it because when something bothers me with their work, I typically just go online and Google or YouTube, see how they explain it and stuff from there and come back and help them out.

F7 stated,

> Right now, I think I'm pretty good, even though I didn't start off-- it's a learning
> process unless you've had kids before unless you taught other children. I'm a high
> school counselor, so I never really dealt with children that age, so I learn as I go
> along. I think I'm pretty good, and my son is 11 now. I practiced with him. So,
> now, with my daughter, I'm pretty good with her. It's just like trial and error you
> learn until you find the best way to do it. My strength, mine is English, no
> question. I always got straight A's in English. English is my subject. Math is not.
> That's only because I have never spent the time that I should have period. If I
> spent the time, it would be easy.

Fathers used various word phrases and adjectives to describe their perceptions of
their ability to help their children overall and with schoolwork that included very
adequate, language fluency, capable, confident, pretty good, lend a great hand, teach life
skills, ability to be patient, and creative. Fathers articulated their lack of knowledge and
weaknesses as it related to their abilities. However, this level of self-awareness did not
prevent fathers from helping their children. Instead, fathers were able to adapt and
overcome challenges.

Theme 3: Adaptability

Adaptability is an individual's capability, willingness, motivation, outlook, and
skill to choose to change in order to fit a new environment, different tasks, and changing
conditions (Zhou & Lin, 2016). Paternal adaptation includes father satisfaction, the
ability to fulfill responsibilities, and the capacity to handle current situations and

challenges (Eskandrari, Simbar, Vadadhir, & Bagheri, 2018). Factors that involve

father's successful adaptation include collaboration in child rearing; a father's initial

readiness to fatherhood; attempt to manage current situations and experiences as it relates

to fathering, time, fathers' abilities; and the access and use of educational and support

resources (Eskandrari et al., 2018).

Ployhart and Bliese (2006) described four viewpoints and the development of the

individual ADAPTability (I-ADAPT) theory: adaptability to cognitive processing,

organizational change, task performance, and individual coping mechanisms. In earlier

studies on adaptability, Pulakos et al. (2002) developed a scale to assess and measure

eight dimensions of individual variances of adaptability in the field of human

performance within changing and complex environments: crisis adaptability, work stress

adaptability, technological adaptability, learning new task adaptability, adaptability of

situational uncertainty, interpersonal adaptability, cultural adaptability, physical

adaptability, and creative adaptability to problem solving. Fathers who participated in this

study revealed from the accounts of their experiences five of the eight dimensions of

adaptability within the complex environment of their homes: creative problem solving,

technological, physical, learning new task, and interpersonal adaptability.

Although the above-mentioned studies were predominately in industrial

organizations, Ployhart and Bliese (2006) also noted that adaptability in social or work

environments is a vital determining factor of how an individual evolves through changes.

I reviewed the eight dimensions of adaptability by Pulakos et al. (2002) and gained a

more in-depth understanding of individual differences and levels of adaptability in

changing and complex environments; the home is identified as a complex social environment with multiple interpersonal interactions (Bronfenbrenner, 1986; Epstein, 2001). The theme of adaptability emerged from the data as a result of fathers evolving to meet the academic and developmental needs of their children. Fathers illustrated levels of adaptability as they learned new approaches and systems to help their children with their school and homework.

F1 stated,

> Sometimes she'll have a worksheet that was completed in class or she will bring home graded work, and we'll talk about it, discuss, and I'll try to get a handle on how she's being taught the methods for doing it, especially mathematics because I don't have a primary education in the French language. My education started essentially in secondary school, so some of the things I have learned in order to help make sure that she's learning it the way she's being taught. She'll have a math sheet, or she'll have a packet that she brings home, and very fortunately so because I can look at those things and many times teach myself at that level, how she's being taught to do the math. I'll ask her, explain to me how your teacher explained to you how to perform this operation. Then she needs to repeat to me how the teacher said to do whatever the case may be, whether it's multiplication or division or what have you, she'll explain it to me. If there are words that I am not familiar with, I'll make her explain it to me. Many times, that helps me to understand this primary school level French that I never got.

F2 indicated,

I guess one thing that threw me off a little bit, but it's an awesome adjustment is the schools now in her grade, they really put more emphasis on the kids being responsible for everything, which is good. You want to teach them independence and responsibility, but it makes me a little nervous because I want to make sure we're fully informed. But so far, the teachers are doing a good job of letting us as parents know what's expected of the kids. I just worry as the year goes on that she starts to get in more clubs she's in band and she's in an honors course and some other kinds of groups just making sure that she can handle everything and I want to make sure that we're not putting too much on her but I think it's just all about adjusting.

The technology piece is not difficult. It's just knew. It's trying to get acclimated to using a lot of the Google tools that they're using now, Google Classroom. That's new to me that she just began using. But the biggest issue, like we said, is just a whole process of math.

F4 responded,

I thought it was going to be easy, but it's harder than I thought. For the one in kindergarten, oftentimes I'm challenged with the instructions because a teacher may provide instructions and clarifications in class, but it doesn't always translate in the paperwork that's sent home. Sometimes it's some reverse engineering to figure out what the intention is before we can actually engage in the learning activity. I wouldn't say it's easy, but I would say it's medium and difficult.

I realize that engaging both my daughters in their respective learning facilities that

the mother is often more present. I know even in the past with my eldest daughter,

when I engaged in PTA, I was often the only male in the room. And although I

defer a lot to my wife, I still try to make it a situation where I'm engaged just to

emphasize that education is as important for both parents and not just one. I think

that's something I'm always mindful of. Even when I want to sit down and watch

TV, I'll get up and do those reading assignments.

F7 talked, about children learning math and doing math problems online through an

online program called I Excel (IXL) academic, science, and mathematics. He explained,

The way they do it on IXL, they do problems designed to teach a certain principle

and to grasp a certain math principle when they do their math problems.

Sometime so some of them might appear to be easy at first, but they're trying to

get you to catch on to a certain formula or a certain technique, the way they

structure their questions and their math problems. If you follow their technique, is

designed for children to grasp the concept of the math problem. They actually

enjoy learning off of that. They enjoy doing the problems. When they finish every

set they have, they have the concept. Sometimes I don't even know what it is

they're trying to do, what they're trying to get them to learn. Sometimes I'm not

even sure. They do want you to get the problem, but they want you to get the

technique or the concept of the problem. They want you to master that, so you can

tell they're not really focused on the problem. The problem might be easy, but the

focus is not on how easy it is; it's the concept the way they come up with the

answers. It's basically the same thing except for the IXL part because that's the computerized part. Obviously, we didn't have computers at that age but it's pretty much the same otherwise.

Zhou and Lin (2016) noted that individuals who adapt successfully to change possess both behavior and cognitive adaptability. I found that fathers were able to adapt and were capable of fulfilling their responsibilities and assisting their child academically in the areas of learning a new task or system (common core), interpersonal adaptability (collaboration with child, spouse and teachers), creative adaptability to problem solving (reverse engineering), physical adaptability (getting off the couch watching TV to work with the children), and technological adaptability (Google classroom and IXL). Zhou and Lin identified adaptability as a personal resource that facilitates the adjustment of individuals to change in their environment. Fathers in this study used adaptability as a personal resource, combined with other resourceful activities and behaviors to assist their child academically in the areas of reading and math.

Theme 4: Resourcefulness

Resourcefulness conceptualized at the most rudimentary level is an individual's ability to discover and use available resources to problem solve, achieve goals, and shape the future. Two identified forms of resourcefulness in the literature are personal (learned or self-help) and social (help-seeking) resourcefulness (Zauszniewski, 2016; Zauszniewski & Bekhet, 2011). An individual's use of internal energies without the dependency or help from others to achieve specific tasks or goals is learned or personal resourcefulness (Zauszniewski, 2016). In contrast, seeking help from others because of

the inability to independently function in the accomplishment of a task or a goal is social resourcefulness.

A person's ability to be resourceful requires a set of skills whether those skills are personal or social, intrinsic to the individual, or extrinsic to the individual (Zauszniewski, 2016). Zauszniewski and Bekhet (2011) presented personal resourcefulness strategies or a skillset to help an individual mitigate the stressors derived from the accomplishment of daily task to include thinking positively, changing personal thinking or lens (cognitive reframing), prioritizing tasks, a written plan, and problem-solving abilities. Social resourcefulness sources that an individual may seek out for help include family members, professionals or experts, friends, teachers, social networks, and community organizations (Zauszniewski & Bekhet, 2011).

Fathers in this study revealed the use of both personal and social resourcefulness to gain the knowledge, skills, and information they needed to help their children accomplish their academic learning, and homework assignments. F7 said,

The Internet is wonderful. Every time we have a problem or a question or situation, we Google it, and that's something we didn't have growing up. Not just for school. We use the Internet. A lot of times things are not correct on the Internet, so we try to verify it two or three times to make sure the information is correct. But resources, whatever it is, we need practice with this, we need help with that, we use the Internet. As long as you verify the information is correct, we go ahead and use it.

F6 added,

> Like I said before, for me to understand it, I just Google and YouTube it and
> watch a video or two, read up on something so that I pretty much grasp the
> concept and how they're trying to teach it. They send emails daily with different
> resources that you can go to and check up on different learning, be familiar with it
> and all that type of stuff. They have a little math club, little reading clubs and stuff
> like that, but my kids, they never have to sign up for anything like that, so we
> didn't sign them up. But if they need it or if the teacher suggests it for the child it's
> best to follow the recommendation.

F5 stated,

> For myself, I went to school a long time ago and at that level it seems that some
> of the learning tools have changed. Just getting familiar with what it is that needs
> to be translated so I can help him sometimes takes a little extra time to just
> understand it myself. After I can formulate what I need to translate to him, after a
> while he picks it up. Since we're not in the classroom setting and getting the
> tutorial from the teacher to say this is how we now formulate the math problems
> or whatever it is we are learning, it takes us time to just okay, alright, I see what
> they're trying to illustrate.

F4 shared,

> The school, for the kindergarten age, provides interactive, online resources, one of
> which is Class Dojo, where you can connect with the teacher if you have any

questions. They also provide access to online tutorial and learning activities that

the parent or the child can engage with over the Internet. For the younger one

who's not yet in Pre-K, it's just a close relationship with the staff at her learning

facility. Then, mirroring some of what we did for her older sibling, sometimes

will just do printouts that we used to do with her older sibling with her because

we feel like she's at the age where we first introduced it to her older sibling. I am

aware of resources. As I said, my strength is not language. We do have some

friends who teach French that we use as an extra resource to help engage our girls.

We also are fortunate to know some teachers who direct us on academic work

material that we should consider that we would otherwise not previously consider.

My wife tends to be very savvy at finding resources.

F3 explained,

The math homework is difficult for me. They no longer teach math how we

learned it at our age. I'm 37, and I don't know how they're doing it the way they're

doing it now. But me and my wife spent a lot of time trying to learn it to make

sure we know what we're trying to help her with, and my daughter also goes to a

tutor outside of the home as well to help with math. They want to do it a long

way. Remember we used to stack the numbers on top of each other and things like

that! I think they are no longer borrowing one number. It's difficult but I can get

why they're doing it that way. They send that work home for us to help without

directions.

I might have to go to YouTube on Internet to learn what's going on here. Even the

tutor that my daughter goes to, he'll break it down with certain things that I can

look at, and I don't think that's on purpose. I think he's just trying to teach her a

way to do it, but I'm looking over all of her stuff and that's how I see how he's

getting it down, and then I can help her that way.

F2 said,

One thing that we did that I think was so great, we found her a tutor. It originally

was just for enrichment to keep her engaged in the whole learning process and do

different things that they are not doing at school. As she's gotten older from year

to year, with a lot of this math in particular, we're just not able to help her in the

way we want to, and we know we need to. Her tutors really engaged in the whole

common core process of doing these things, so that's helped out tremendously.

When she has issues, she can talk to her tutor. They can give the extra help best

needed. That's been super beneficial. She's been seeing her for the last it's been

four years now, every Monday pretty much for the last four years.

On weekends, twice a month we would try to go to the bookstore and let her get

some books, just sit down and read while we were at the bookstore. Same thing at

the library, just find different places being comfortable being in that kind of

environment, just reading a good book.

F1 said,

There are a lot of Internet resources that we use, there YouTube videos, for

example, your child can learn French. There's lots of videos that are high-quality,

as well as an organization called the Alliance of Francaise. There are two

locations in D.C., one downtown and one up on Wyoming Ave north of Dupont

Circle. We did that but prior to her being in 2nd grade. Saturday morning story

hour is all in French. I am aware of those things.

On occasion, I have gone to probably not third grade, but maybe 2nd grade I went

to the teacher and asked her to explain to me how she explained the operation to

the children so that I had the necessary steps and I could reinforce that at home.

That's not something I do all the time, but there was a case where I needed to

understand better how it was taught to them, and the teacher explained it to me.

Theme 5: Communication

Communication is a component of every aspect of the human existence. Whether

it occurs through face- to- face interactions (verbal and nonverbal), technology, in written

form, through electronics, or auditory means, a person must be in connection and able to

communicate with themselves and others. Nwogbaga, Nwankwo, and Onwa (2015)

stated, "communication refers to the process of exchanging information between or

among individuals, groups, institutions, and/or organizations in oral, written, or signed

forms through any available media" (p. 33). The exchange of information occurs at high

levels within educational systems, learning environments, or any environment between

individuals who are connected with a number of stakeholders (parents, students, teachers,

administration, organizations, and community partnerships) who are dependent and

expect positive outcomes.

Meaningful communication between parents, students, and teachers enhances the education of students; increases child productivity, knowledge, and academic progress; and parent engagement (Natale & Lubniewski, 2018). Communicating is Type 2 within Epstein's (1995) six types of involvement framework, in which the positive effects of the interactions and collaborative communication between students, parent, and teachers are outlined. For example, through communication with teachers, both parents and students have an increased awareness of the child's progress or lack of progress and the actions required to improve grades (Epstein, 1995).

Prior to the information technological boom; teachers sent notes home; progress reports; talked at scheduled parent teacher conferences; and/or made phone calls to inform parents about assignments, grades, permission slips, student behavior, class or school events, updates, and any other concerns (Natale & Lubniewski, 2018). Parents also used notes or phone calls to update teachers about personal or social changes the child experienced (i.e., the death of a family member). Beyond just academics, this type of communication provided the teacher with insight about the difference, if any, in the child's temperament or behavior.

Recent technological advances have changed the traditional communication structure and the ability to take classes 24/7. Teachers use text messaging, social media, emails, phone calls, and teaching and/or video platforms to communicate with students and parents to disseminate information (Natale & Lubniewski, 2018). Pancsofar, Petroff, and Lewis (2017) noted at this level of interaction between teachers and parents, communication, if used effectively, allows parents to attain a better understanding of

what is expected, and the support strategies required to help their children. In order for

fathers to help reinforce classroom learning within the home environment, involved

fathers in particular need to be informed on a regular basis about their child's academic

needs and any challenges the child might be experiencing (Pancsofar et al., 2017).

Fathers talked about the interactions or lack of interactions they had with their

child's teacher. Overall, teachers seemed to be available, and fathers had access to

teachers by emails, parent-teacher conferences, phone, websites with parents' portals, and

after school office hours. Fathers were mostly aware of how to get additional help from

their child's teacher verses school resources or community resources.

F3 shared,

> They send progress reports. Last year my daughter was struggling behavior wise,
> so we had a conference with the teacher, and she ended up creating a list of things
> that needed to be done throughout the day. My daughter would get a smiley face
> or frown face if there was an issue. As far as if she did everything right, she'd get
> a smiley face. The next day she might get a frown face. The teacher would write a
> note to me saying, Lily struggled staying on task today, and things like that. That
> was pretty cool to let me know what was going on throughout the day. I took it as
> what was interesting to her and what's making her be off task. That's how you find
> out what's really going on. Is it a friend that she's next to that they talk while the
> teacher is talking, or does she have other distractions around? She would also
> send the work home, and I could see if my daughter finished that assignment or if
> she didn't. Then I could ask her why? I could ask my daughter what happened

while you were doing this? Why didn't you finish this? Or you did a good job on this one because the teacher marked it, or things like that. That was pretty good as far as that aspect the teacher reaching out to me and letting me know if things weren't going okay. My wife has gotten emails before about certain things going on as far as again, behavioral stuff or certain struggles. My daughter does struggle in math as well, which is why she has a tutor. She reached out last year - a teacher reached out to us and that's, again, how we knew she was struggling in math. She has a folder, so inside that folder the columns are marked, keep this at home, and return this to school. We look at the that folder every night and we'll take out the stuff. They sent a lot of permission slips or things like that. Also, that's how we know what the homework is and things like that.

F7 said,

I know the teachers are available for email, and whenever I have a question, I emailed them, not only email but on the phone. I have their numbers, so I'm able to reach out to them, and they'll answer a question to give us direction or where we need to go, what we need to do, things like that. It's basically IXL and ability to reach out to them and talk to them and ask them, which we have done several times.

F2 added,

One of the things that teachers do have is after hours, office hours now where they can meet with the students who need some extra help who want to come and talk to them about different things, but there's also time for parents to be able to come

in. Every teacher has given their email address, so that's a way to communicate one on one, I think a deeper manner, which helps out with that communication part.

Throughout the data analysis process, participants' responses seemed to be authentic and provided the environment for the emergent themes. Participants F1, F2, and F3 added a pedagogical dimension to the communication and relationship themes. The act of asking and answering questions are central to the concepts of teaching and learning (Yu, Bonawitz, & Shafto, 2019). According to Yu et al. (2019), questions are a means by which information is induced from others. Pedagogical questions are questions asked by a knowledgeable person (teacher, parents) with the goal in mind of teaching in the given situation or experience (Yu et al., 2019).

The dyadic interactions and conversations that occur between a father and his child can be pedagogical in nature as illustrated in the above dialog by F3. Participant F3 is asking several questions from his daughter to ascertain information that he may already know the answer to but uses the questions as a teaching modality. Likewise, F1 also used a series of questions to get information from his daughter in her foreign language (French) development for which he already knew the answers but used questions to teach and help her expand her understanding of the French culture.

Beyond fathers' or parents' pedagogical questions in conversations, approximately 80% of questions teachers ask in the classroom have the goal of teaching students (Yu et al., 2019). Two other types of questions that are used in parent-child

conversations are information-seeking questions and rhetorical questions. Yu et al. (2019) categorized the types of questions parents asked their children:

Pedagogical questions are those for which parents know the answer and want children to learn, information seeking questions are those for which parents do not know the answer and seek the answer from the child, and rhetorical questions are those not intended to be answered, either because there is no obvious answer or because it is assumed that both parties already know the answer.

Effective and intentional parent – child, parent -teacher, and teacher –student communications are essential to a child's academic, psychological, and social success (Natale & Lubniewski, 2018; Yu et al., 2019).

Fathers also shared the need for better information and instructional communications from teachers and the school system, specifically as it related to new teaching modalities and programs used to teach their children. Common Core math was a challenge for fathers to teach their child without the instructions given in the classroom setting (F4, F5, F1, F6, F2, & F3). F3 clearly expressed what he thought would help not only himself but fathers in general.

He stated,

More programs that would sit down with the fathers. Have a class that teaches the fathers the math. I think you call it…. Common Core. Teach us how that works, and also just send in general information about the type of math problems that they are going to work on. Again, a lot of the homework doesn't have directions for us. It'll have the directions for the child, and they're supposed to know

because, of course, they've been in the class X amount of time throughout the
year. But they send a work home for us to help without any directions. That
would help.

Summary

Fathers remain an integral part of a child's academic, psychological, and social
growth and development. I contribute to the body of knowledge through a more in-depth
understanding of fathers' perceptions of themselves and their unique skill sets,
adaptability, resourcefulness, relationship with their children, motivation, and the extents
they are willing to pursue in order to benefit their children. This purposeful sample of
fathers indicated that the level of education a father has may or may not determine his
choice to be involved in the academic life of his child within the home environment.
Despite the changing landscape of education through technology, new teaching
modalities, and systems (Common Core), some fathers may be a bit challenged, but are
not deterred from the goal and motivation to ensure that they morph themselves when
possible, and they also utilized external resources to provide the tools needed for their
children's overall success. Fathers did not note any barriers that prohibited them from
getting resources or having access to resources.

Bronfenbrenner's (1994) ecological systems theory provided a conceptual
foundation for this study to examine the relational interactions between father and child,
family and child, and teacher and student within the home and school environments.
Fathers provided in-depth responses to the questions that provided rich data to expand my

knowledge of father involvement in the academics of their children. I was introduced to a different paradigm of emergent fathers who are present and accounted for, not absent.

In Chapter 5, I provide my interpretation of the findings. I also address the implications for social change and practical applications, limitations of the study, and recommendations for future studies. I conclude with a synopsis of the essence of the study and messages from fathers about what should be considered in their behalf to facilitate not only involvement in the academic lives of their children, but engagement.

Chapter 5: Conclusion and Recommendations

Introduction

On a national scale, children within the public-school systems in the United States at the elementary level are challenged academically in the areas of reading and math. Parental involvement has become a critical component of a child's academic success. Most of the previous research studies on PSE focused predominately on maternal self-efficacy and the mother as the involved parent. However, over the past decade, more researchers have studied paternal self-efficacy and fathers as an involved parent overall. Researchers have indicated that father involvement with their child increased cognitive and social development, complex language, literacy, and academic achievement (Abel, 2012; Baker, 2014; Kim & Hill, 2015; Yoder & Lopez, 2013). Despite the noted benefits of father involvement, many fathers remain uninvolved in the educational aspects of their child's development. In addition, a limited number of researchers have focused on father's involvement in their child's academic pursuits.

The purpose of this qualitative study was to explore and gain a deeper understanding of fathers' perceptions about their math and reading skills, and if those perceptions influenced their involvement to assist their elementary school-aged child with their homework and schoolwork, within a dyadic relationship in the home. Basic, qualitative research design was the most suitable qualitative approach to explore the perceptions of fathers' academic skill sets, as it allowed for the investigation of an individual's reflective experiences, subjective opinions, insights, attitudes, and beliefs (Percy et al., 2015). The basic, qualitative approach allowed me to explore the

multidimensional facets of paternal involvement with the focus of academic involvement with their children.

The findings of this study were in alignment with the ecological systems framework, which is comprised of interactions that are positive and reciprocal within dyadic relationships between father – child, father – teacher, and teacher and student (Bronfenbrenner, 1987; Hoover-Dempsey & Sandler, 2005). Key interrelated findings from this study that are believed to be central to fathers' perception, followed by their decision to become involvement in the academic lives of children, were the following: fathers' close relationship with their child, conversations and interactions with their child and communication with teachers, fathers' strong sense of efficacy and belief that their participation exerts a positive influence on their child's academic outcomes, fathers adaptability (becoming or learning whatever is needed to help their child succeed) and fathers resourcefulness, and their utilization of internal and external resources.

Interpretation of Findings

Fathers' accounts of their levels of involvement provided rich descriptions that confirmed the valuable presence of fathers in the overall and educational lives of their children. Fathers in this study had a strong sense of self-efficacy and were unwavering to the extent of helping their children succeed. Fathers in general (F1, F2, F4, F5, F6, F7), except one father (F3), believed that their level of education was not a significant indicator of their choice to help their child with their learning, homework, and/or schoolwork. This finding disconfirmed the view that fathers' reading, and math skills were foundational to their decision to help their children educationally. Although fathers'

perceptions of their reading and math proficiency or lack of proficiency did not influence their decision to be involved, their individual levels of education were considered a resource that were used to help their children academically because the educational environment and the approach to learning (Common Core), reading and math had significantly changed since they were in school.

The current system and process used to teach children reading and math at the elementary school level was a major concern for fathers as they were seeking to reinforce the skills learn in the classroom within the home setting, but initially were unable to be supportive due to their unfamiliarity of the Common Core system.

F3 said,

> Other Parents that I know from the school, some have issues helping them. We all kind of agree about the different ways that their learning math and other subjects right now is different from how we learned. Some are more frustrated about it than others, but I think they're doing the best they can with teaching the kids. Common Core. Teach us how that works, and also just send in general information about the type of math problems that they are going to work on. Again, a lot of the homework doesn't have directions for us. I'll have the directions for the child, and they're supposed to know because, of course, they've been in the class X amount of time throughout the year. But they send the work home for us to help without any directions.

F4 added,

> "There are learning concepts that they bring home that I'm unfamiliar with."

> "Those can be a challenge but, as I said before, with some reverse engineering, we often figure it out."

F5 stated,

> Well, I assume that over a period of time I guess the educational system finds new ways to, that's Common Core? Okay. If I can use that term, Common Core, the ideas of making a problem, let's say math problems, they use different examples, sequences. I'm able to clarify what I'm trying to say, but it has changed from the period of time where they gave us certain examples of doing math problems. Now they're using these different scenarios.

Three of the five themes were consistent with the sparse yet growing literature documenting why fathers choose to be involved with their child's academic life: relationship, communication, and self- efficacy. The remaining two themes, adaptability and resourcefulness, expanded my understanding of the paternal involvement construct and how fathers describe their efforts to help their children; and extends the discipline through knowledge as it relates to why fathers decide to be and remain involved in their child's academic activities within the home environment. In my literature review, I have not found research linking father adaptability and resourcefulness as significant influences on paternal involvement.

Dyadic Relationships

Fathers developed meaningful relationships with their children through various activities internally and external to the home environment. Activities that fathers in this study engaged with their children were listening to music, indoor/outdoor play, reading together, dinner, watching movies, homework, library trips, video games, school projects, sports (basketball, softball), daily conversations, devotionals, board and card games, canoeing, life skills building, gymnastics, cheerleading, trips to museums, and academic activities. These activities and interactions were consistent with previously identified literature that provided opportunities for fathers to bond with their child in the physiological, psychological, mental, emotional, cultural, social, and educational phases of development (Baker, 2014; Revell, 2015).

Hoover-Dempsey and Sandler's (2005) model of the parental involvement process indicated three main factors that influence parent involvement, life context, personal motivators, and perceived invitations. Fathers' own academic experiences, childhood memories, successes and/or challenges in elementary school, and subsequent grades provided the level of motivation needed to get involved at the beginning of their child's educational journey. Fathers who were successful desired to pass on what they learned, and fathers who struggled and were challenged but still successful also wanted to create an environment and provide tools that would minimize the difficulty, and help their child succeed.

Father F1 said,

One of the things that I've attempted to do is show them the usefulness of foreign

language as a career vector, if you will. However, I don't want to impose my own

experience on them and make them feel that you need to do something using the

French language in your job like Daddy did, but I want it to be there for them as

an option, right? When and if you need this language, you'll have it. You will be

able to think this way and in this language. But that doesn't mean that's the only

thing that anyone should give you. Daddy also wants you to learn math and

science. If you like robotics it's cool, so helping them to be inspired by learning.

I remember being stressed out in 3rd grade, in particular, a lot. That was because I

was extremely disorganized starting out the school year, and my third-grade

teacher figured out that I didn't have a learning disability when she saw my

achievement test scores. She said "Oh, wait, you're scoring above 90th percentile

nationwide on these achievement tests. You don't have a problem." Then she

figured out that it was just that I was extraordinarily disorganized. GH it's a little

different. She is willing to be neater than I was in 3rd grade. She's learned to be a

bit more organized than I was in 3rd grade.

F2 shared,

I really do believe in my love for reading and writing, I think that kind of

translated to her because that was the bulk of what I was surrounding her with her

my own love for it. When you read to her, being enthusiastic about it and even

just making up stories. I really think that played a role in her being more

interested in reading books as a whole. I think that played a big part, just my love

for it translates to about what I surrounded her with.

F3 reminisced,

I never liked school. It was one of those things where I know I have to do this to

be able to do certain other things, but I never was the person that got excited

about going to school. I grew up in a rough part of town, East Cleveland, Ohio so

there was a lot of other distractions going on. My education grew as I grew. When

I got older I did go to college. I did graduate but, again, just doing enough to get

by. Now, for me as a parent, I don't want that for my child. I want her to be

excited about subjects and be engaged. I want to be checking the homework and

helping her with homework because I didn't have those things.

Fathers' life context and memories of their experiences as a child provided some

of the motivation needed to get involved with their child's learning. Self- awareness of

their own skills and knowledge influenced fathers' thoughts and ideas about what types

of activities they would participate in with their child. In this study, fathers seemed to be

more child-focused about being and doing what is needed to help their children.

Barriers to Paternal Involvement

Earlier in Chapter 2, I discussed barriers and determinants of paternal

involvement. In previous studies, researchers noted several reasons why many fathers

were not involved with the care and development of their children. Role ambiguity,

fathers' residential and socioeconomic status, work schedules, and time constraints were

some of the barriers cited for father's noninvolvement. In Question 7, fathers were asked

to describe any barriers or obstacles they perceived that might affect their ability to

access resources. Fathers F1, F2, F3, F4, F5, F6, and F7 indicated that there were no

barriers to accessing resources due to the internet, social media, email, and their ability to

search the web. Proactive steps were taken by fathers to acquire the help or resources

needed as discussed in Chapter 4.

Role ambiguity did not surface as a barrier as fathers' relationship with their child

established a fluidity of nontraditional roles and an adaptable home environment between

parents in order to care for the growing needs of their child (Allport et al.,2018).

F5 acknowledged,

> I know probably fathers were the ones who had to do the physical work around
> the house and are geared for that sort of thing, and the mothers were left to give
> that mother's care and intensiveness to the children, especially learning, going
> over work. But I believe it's a two- way street. I think father's need to get involved
> just as much and let the children know that we're in tune with what they have to
> do as well.

F6 noted,

> I believe that not all dads help kids with homework, and I feel that it's something
> you want to do. You want to make sure that your kids are doing the right thing,
> checking on them and stuff like that. I want to say society. I know this might be
> off topic. It's just I believe roles of relationships play a part in fathers helping out
> with kids' homework and stuff like that. I mean, plenty of fathers don't take kids
> to doctors or go to parent- teacher meetings and stuff like that.

As stated earlier, fathers lived in the home with their children, and there were no data that emerged regarding father's socioeconomic status as a barrier. However, one father F5 talked about the challenges of his work schedule and time constraints. F5 shared,

> Well, that's when it initially started, but then there's times now in the evening, after school, in between that period of dinner. Sometimes it was probably a little hard to accomplish because of the schedules of my wife and myself. So, much more times in the evening she would be home at that time, around bedtime. I'm at work, so my times would be early in the afternoon when I would be home, days off, or those nights where I came in a little earlier, weekends, Saturdays, Friday night.

Determinants of Father Involvement

Fathers' PSE and self-efficacy skills in general was the second determinant (relationship with their child, the first) of their decision to be involved in the academic lives of their children. Fathers had high levels of PSE that translated in this study to high levels of involvement. How fathers perceived their reading and math skills was not a determining factor to their involvement academically. Fathers' motivations, resourcefulness, and adaptability sustained their decisions to be involved. Becoming self-aware of the ongoing roles they play, the significant influence and the important contributions they make to their child's development was enlightening to fathers. Although fathers may not have articulated the whole child approach to education and care, they actively engaged their child collaboratively within the home, school, and

community environments to provide holistic education within his/her ecosystems

(LeWallen et al., 2015).

Ecological System Framework

The ecological framework allowed for the examination of the data that emerged

from this study, evidenced by the quality interactions fathers had with their child in an

intimate setting: home. The interrelated connections of the child's world are the focus of

the ecological perspective (Bronfenbrenner, 1979). For example, fathers' interactions

moved beyond his child to other individuals (teachers, tutors) and resources that would

help the child shape their world successfully. These external influences are critical within

the microsystem because they directly influence the child as there are no buffers. When a

child is being taught in the classroom, parents are not present to intervene or interpret for

the child what the teacher has said or expects.

Consequently, collective and whole child education is needed in order for the

child to construct and align their world based on the external influence and their own

internal navigational or intuitive system. In this study, the relational experiences fathers

shared supported the impact of the interactions and exchanges that occur within the

ecological environment. For example,

F4 shared,

> I find it to be personally rewarding because I realize my children now come to me
>
> with questions. There's a point in which the teacher is the smartest person in their
>
> world, whatever the teacher says goes, and a lot of times I realized they say,
>
> "well, my daddy says this," and I realize the impact of having a presence to help

them to solidify a foundation of who the good resources are in their learning. I

think it's very important, especially for male figures, because more teachers are

female figures. I think a good balance is key, so personally I find it to be

immeasurable, the impact.

F1 shared additional thoughts,

I just recently had a conversation with my father, and it was basically I noticed he

picked up exactly where I was on this subject. He said to me," listen, teach them

everything you possibly can. They will learn everything because you're their dad.

They will learn everything that you're willing to teach them, so teach them

everything that you can think of all the time." I said, wow, that's pretty powerful,

because that's kind of what I was thinking and where I was going.

Within the ecological approach, parents, teachers, school partnerships, and the

community permits for the conceptualization of the relationships and roles influencing

the development of the child, as role construction pertains to parents' beliefs about their

responsibility to their child academically (Bronfenbrenner, 1979; Hoover-Dempsey &

Sandler, 2005). Bronfenbrenner (1994), Epstein (1995), and Hoover-Dempsey and

Sandler's (2005) frameworks are all focused on the interrelation experiences of families

(parents and child) and supports the education of the whole child model. The

multidimensional phenomenon of paternal involvement was explored and was supported

by the ecological system framework, which allowed for a clear review and understanding

of the research data.

Limitations of the Study

In addition to the probable benefits and contribution of the study, a number of

limitations are acknowledged. The findings of this study were based on a small sample of

volunteer biological fathers of school-aged children in elementary school, residing in a

state in the Southeastern US, which is not generalizable to all fathers, as it may not be a

true representation of fathers' involvement in the academic lives of their children within

the home environment. I focused on recruiting a sample with the potential to yield the

maximum experiences and understandings directly relevant to my research interests

(Mason, 2010; O'Reily & Parker, 2012; Ravitah & Carl, 2016; Yilmaz, 2013). The use of

a different recruitment criteria may have produced a different and less pragmatic sample

of participants.

During the data collection process (face-to-face interviews), my responses,

nonverbal cues (facial expressions, nodding my head, and body language), may have

influenced participants responses. I consciously sought to maintain reflexivity and ethical

integrity.

The United States and the world were experiencing the pandemic COVID-19,

which also impacted the data collection process, changing face-to-face interviews to

telephone, internet, and email modes of communication to collect the data. The advantage

of using these alternative methods of collecting data is an extended access to the

participant and flexibility (Opdenakker, 2006). The challenges with the use of these

methods, as mentioned earlier in Chapter 3, were the reduction or absence of behavioral

and social cues, which may have limited the amount of data gathered from the two final participants.

Despite these limitations, the results of this study provide evocative accounts of fathers' perceptions of their self-efficacy beliefs, reading and math skills, levels of involvement, relationships, resourcefulness, communication, and adaptation skills. Dissimilar to previous studies that focused on PI, mainly mothers as the parent of choice, I was able to acquire first-hand information from fathers. The findings of this study provide a unique contribution to the literature on paternal involvement in the academic lives of children, as it provided insightful and a deeper understanding of fathers' perceptions of their academic involvement within a dyadic relationship.

Recommendations

Paternal involvement in the academic lives of children is an important and foundational aspect of children's comprehensive development. Fathers' perceptions of their abilities and influence to effect change in the academic lives of their children requires further research as it relates to the conceptual themes of adaptability and resourcefulness that emerged from the data as determinants and sustainers of paternal involvement. Do these themes reflect the evolutionary process of paternal involvement overall, or are they limited just to the academic aspect of PI? Relationship, communication, and self-efficacy were recurring themes from previous literature that this study expanded upon.

Secondly, the study discussed the extent to which fathers lacked supportive resources from the school environment to support the educational needs of their children

in the home environment. Further research on school and community educational resources for fathers (parents) is needed to support and strengthen the underutilized, yet growing phenomenon of father involvement in children's academics. A need to improve collaboration between families, school, and community continues to exist, as identified in previous research. Some resources may already exist, but fathers are not aware of them. Improved and collaborative efforts to communicate information and resources to families is also needed to effect social change (Natale & Lubniewski, 2018). Future research should include more demographic criteria, as this study had a narrow focus on specific demographics.

Lastly, fathers and the traditional family structure are evolving, requiring a social paradigm shift. Although the fathers in this study were heterosexual and biological fathers, the nomenclature of the traditional family structure has evolved to include single parent families (male and female), grandparents and extended family members raising children, blended families, and same-sex parents (Leland, 2019; Schumm, 2014). Fathers are taking on more roles and responsibilities to facilitate their children's growth and development (Yogman et al., 2016). Future research on the impact of the deconstruction of traditional families, reconstruction of nontraditional family units, and how it affects father involvement is needed.

Implications

The main goal of this study was to acquire knowledge and a deeper understanding of paternal involvement through the perceptive lens of fathers' ability in the educational areas of reading and math to help their children academically within the home

environment. The current study was consistent and met the intended goals. Although educational demographics were not collected for this study, the study revealed that fathers' perceptions of their reading and math skills were not foundational to their decision to be involved. Thus, fathers at any educational level can be engaged to help their child academically.

The results of the study heightened my awareness to the levels of adaptability fathers morphed in order to serve their children's needs academically. Fathers' resourcefulness exceeded previous barriers documented in the literature through the use of technology, teachers, tutors, community resources (library), and internal resources of perceived and believed self-efficacy skills. In most cases, fathers made intentional decisions to teach themselves, learn from others and/or internet, the information and skills needed to help their children. The findings make a unique contribution to the empirical literature by including the expansive attributes adaptability and resourcefulness to paternal involvement.

Positive Social Change

The underpinning of the ecological system is that everything exists within the individual and is enhanced through external interactions within relationships (Bronfenbrenner, 1979). Thus, social change occurs at the microlevel (individual) moves to the mezzo-level (intermediary) and the macrolevel (overall) within systems theory.

Fathers' self-efficacy beliefs and self-identification in this study can be used by social workers, educators, community leaders, and researchers to address negative societal narratives previously attached to fathers, affecting how fathers are perceived and

being more inclusive of fathers in academics. Earlier research studies discussed indicated that fathers are not as involved as mothers in the scholastic areas of their children's lives. Based on the research findings of this study, the narrative may be altered to include fathers who choose to be involved academically because of their strong belief in their capability, close relationships with child, a high level of adaptableness, and their resourcefulness.

Additionally, fathers' contributions to their child's development are unique and imminent to address and increase the nation's report card of elementary school children performance on standardized tests to proficiency or above proficiency in reading and math, preparing children to be world citizens. More fathers can become involved with the educational goals of their children as more programs and materials are developed in the language to which fathers can understand, regardless of their educational level, providing useful tools for father engagement.

Conclusion

The benefits of paternal involvement are well established by researchers (Abel, 2012; Hoover-Dempsey & Sandler, 2005; Kim & Hill, 2015; Varghese & Wachen, 2016; Yoder & Lopez, 2013). Fathers' cultivated relationships with their children through conversations, engaging activities, and their self-efficacy beliefs and skills provide the foundation from which the benefits of their involvement are derived. Fathers' access and support of their children within the home environment provided a continuum for the progression of children's educational, psychological, physical, social, mental, growth, and development (Hoover-Dempsey, 2005).

The findings presented from this study enabled me to conclude that fathers' ability to help their children is not embedded in their education or job titles but by the intimate dyadic relationships they have with their children. Fathers have cultivated their problem-solving skills through their resourceful ideas and actions (Zauszniewski, 2016). Fathers' increased use of their personal and social resourcefulness provided a more adaptive approach and enhanced the quality of their lives and the lives of their children (Zauszniewski & Bekhet, 2011). Fathers who participated in this study did not present barriers to their involvement as noted in previous studies.

The ability of fathers to adapt to potentially stressful life experiences allowed them to conserve their personal and internal resources to help their children (see Zhou & Lin, 2016). Enhancing fathers' knowledge and skills as it pertains to their child's academics, by supplying supportive resources and educational opportunities to learn alongside their elementary school-aged children, creates an environment that maintains fathers' participation and continued existence now and in the future for evolving generations (Eskandari, Simbar, Vadadhir, & Bagheri, 2018).

As more researchers explore the valuable resource of fathers in the academic lives of their children, a more inclusive framework of these findings and others may be developed. School administrators, teachers, policymakers, advocacy and social change agents, researchers, and community and organizational stakeholders have a responsibility to create social programs and trainings that provides parents with tools to effect positive social change and the quality of our shared existence, by producing responsible, productive and successful leaders.

References

Abel, Y. (2012). African American fathers' involvement in their children's school-based

   lives. *The Journal of Negro Education, 81*(2), 162-172.

   doi:10.7709/jnegroeducation.81.2.0162

Ahern, K. (2012). Informed consent: Are researchers accurately representing risks and

   benefits? *Scandinavian Journal of Caring Sciences,* 671-678. Retrieved from

   https://doi.org/10.1111/j.1471-6712.2012.00978.x

Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human*

   Decision Processes, 50, 179-211. doi: 10.1016/0749-5978(91)90020-T

Alexander, J. D., Cox, R. B., Behnke, A., & Larzelere, R. E. (2017). Is all parental

   "noninvolvement" equal? Barriers to involvement and their relationship to Latino

   academic achievement. *Hispanic Journal of Behavioral Sciences, 39*(2), 169-179.

   doi:10.1177107399863177700837

Allport, B. S., Johnson, S., Auil, A., Labrique, A. B., Nelson, T., K. C., A., Carabas, Y.,

   & Marcell, A. V. (2018). Promoting father involvement for child and family

   health. *Academic Pediatrics,* 1-8. doi:10.1016/j.acap.2018.03.011

American Psychological Association. (2010). *Publication manual of the American*

   psychological association (6th ed.). Washington, DC: Author.

Anderson, S., Aller, T. B., Piercy, K. W., & Roggman, L. A. (2015). Helping us find

   ourselves': Exploring father-role construction and early childhood programme

   engagement. *Early childhood Development and Care, 185*(3), 360-376. doi:

   10.1080/03004430.2014.924112

Baker, C. E. (2014). African American fathers' contributions to children's early academic

    achievement: Evidence from two-parent families from the childhood longitudinal

    study-birth cohort. *Early Education and Development, 25*(1), 19-35.

    doi:10.1080/10409289.2013.764225

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change.

    Psychology Review, 84, 191-215. https://doi.org/10.1037/0033-295x.84.2.191

Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), Encyclopedia of human

    behavior (Vol. 4, pp. 71-81). New York: Academic Press. (Reprinted in H.

    Friedman [Ed.], Encyclopedia of mental health. San Diego: Academic Press,

    1998).

Bandura, A. (2006). Guide for constructing self-efficacy scales. In F. Pajares & T. Urdan

    (Eds.). *Self-efficacy beliefs of adolescents* (Vol. 5., pp. 307-337). Greenwich, CT:

    Information Age Publishing.

Baškarada, S. (2014). Qualitative case study guidelines. *The Qualitative Report, 19*(40),

    1-18. Retrieved from http://nsuworks.nova.edu/tqr/vol19/iss40/3/

Bellamy, K., Ostini, R., Martini, N., & Kairuz, T. (2016). Seeking to understand: Using

    generic qualitative research to explore access to medicines and pharmacy services

    among resettled refugees. *International Journal Clinical Pharmacy, 38,* 671-675.

    Retrieved from

    https://doi.org/10.1007/s11096-016-0261-1

Berger, R. (2015). Now I see it, now I don't: Researcher's position and reflexivity in qualitative research. *Qualitative Research*, *15*(2), 219-234. doi:10.1177/1468794112468475

Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist,* 513-531. Retrieved from https://doi.org/10.1037/0003-066X.32.7.513

Bronfenbrenner, U. (1979). *The ecology of human development.* Cambridge, MA: Harvard University Press.

Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology, 22*(6), 723-742. Retrieved from https://doi.org/10.1037/0012-1649.22.6.723

Bronfenbrenner, U. (1994). Ecological models of human development. *International Encyclopedia of Educations, 3*(2), 37-43. Retrieved from https://www.stolaf.edu/people/huff/classes/Psych130F2010/Readings/Bronfenbrenner1994.pdf

Bryan, D. M. (2013). To parent or provide? The effect of the provider role on low-income men's decision about fatherhood and paternal engagement. *Fathering, 11*(1), 71-89. doi:10.3149/fth.1101.71.

Bubić, A., & Tosić, A. (2016). The relevance of parents' belief for their involvement in children's school life. *Educational Studies, 42*(5), 519-533. doi: 10.1080/03055698.2016.1230049

Cabrera, N. J., Fitzgerald, H. E., Bradley, R. H., & Roggman, L. (2014). The ecology of

   father-child relationships: An expanded model. *Journal of Family Theory &*

   Review, 6, 336-354. doi: 10.1111/jftr.12054

Caelli, K., Ray, L., & Mill, J. (2003). Clear as mud: Toward greater clarity in generic

   qualitative research. *International Journal of Qualitative Methods,* 1-13.

   Retrieved from https://doi.org/10.1177/160940690300200201

Campbell, C. A., Howard, D., Rayford, B. S., & Gordon, D. M. (2015). Fathers matter:

   Involving and engaging fathers in the child welfare system. *Children and Youth*

   Services Review, 53, 84-91. doi: 10.1016/j.childyouth.2015.03.020

Carbon, C. C. (2014). Understanding human perception by human-made illusions.

   Frontiers in Human Neuroscience. Retrieved from

   https://doi.org/10.3389/fnhum.2014.00566

Cardona, B., Jain, S., & Canfield-Davis, K. (2012). Home-school relationships: A

   qualitative study with diverse families. *The Qualitative Report, 17*(35), 1-20.

   Retrieved from https://nsuworks.nova.edu/tqr/vol17/iss35/2

Castro, M., Exposito-Casas, E., Lopez-Martin, E., Lizasoain, L., Navarro-Asencio, E., &

   Gaviria, J. (2015). Parental involvement on student academic achievement: A

   mete-analysis. *Educational Research Review, 14,* 33-46. doi:

   10.1016/j.edurev.2015.01.002

Coakley, T. M., Shears, J. K., & Randolph, S. D. (2014). Understanding key barriers to

   fathers' involvement in their children's lives. *Child & Youth Services, 35,* 343-

   364. doi: 10.1080/0145935X.2014.972550

Collins, C. S., & Cooper, J. E. (2014). Emotional intelligence and the qualitative researcher. *International Journal of Qualitative Methods,* 88-103. http://doi.org/10.1136/emj.2007.050641

Cooper, S., & Endacott, R. (2007). Generic qualitative research: A design for qualitative research in emergency care? *Emergency Medicine Journal*, *24*(12), 816–819. http://doi.org/10.1136/emj.2007.050641

Daniel, G. R., Wang, S., & Berthelsen, D. (2016). Early school-based parent involvement, children's self-regulated learning and academic achievement: An Australian longitudinal study. *Early Childhood Research Quarterly, 16,* 168-177. Retrieved from https://doi.org/10.1016/j.ecresq.2015.12.016

De Montigny, F., & Lacharite, C. (2005). Perceived parental efficacy: Concept analysis. *Journal of Advanced Nursing, 49,* 387-396. 10.1111/j.1365-2648.2004.03302.x

Digest of Education Statistics. (2015). Introduction. Retrieved from https://nces.ed.gov/programs/digest/d15/index.asp

Durmaz, G. B., Baş, N. G., & Gümüş, F. (2016). Father's perception of their role in fathers with babies aged between 4 and 12 months in Turkey. *Newborn and Infant Nursing Reviews, 16,* 115-118. Retrieved from https://doi.org/10.1053/j.nainr.2016.08.005

Dyer, W. J., Day, D., & Harper, J. M. (2014). Father involvement: Identifying and predicting family members shared and unique perceptions. *Journal of Psychology, 28*(4), 516-528. doi: 10.1037/a0036903

El Nokali, E., Bachman, H. J., & Votruba-Drzal, E. (2010). Parent involvement and children's academic and social development in elementary school. *Child Development,* 81, 988-1005. doi:10.1111/j.1467-8624.2010.01447.x

Epstein, J. L. (1995). School/family/community partnerships: Caring for the children we share. *Phi Delta Kappan, 76*(9), 701-713. Retrieved from https://doi.org/10.1177/003172171009200326

Epstein, J. L. (2001). Building bridges of home, school, and community: The importance of design. *Journal of Education for Students Placed at Risk, 6*(1&2), 161-168. Retrieved from https://doi.org/10.1207/S15327671ESPR0601-2_10

Epstein, J. L., & Dauber, S. L. (1991). School program and teacher practices of parent involvement in inner-city elementary and middle schools. *The Elementary School* Journal, 91(3), 289-305. Retrieved from https://www.jstor.org/stable/1001715

Eskandari, N., Simbar, M., Vadadhir, A. A., & Bagheri, A. (2018). Paternal adaptation and affecting factors in men: A meta-synthesis. *Iranian Journal of Health Sciences*, 6(3), 53-62. Retrieved from http://dx.doi.org/10.18502/jhs.v6i3.197

Fagan, J., Iglesias, A., & Kaufman, R. (2016). Associations among head start fathers' involvement with their preschoolers and child language skills. *Early Childhood Development and Care,* 186(8), 1342-1346. doi:10.1080/03004430.2015.1094654

Fink, A. S. (2000). The role of the researcher in the qualitative research process. A potential barrier to archiving qualitative data. *Qualitative Social Research, 1*(3), 1-11. Retrieved from http://dx.doi.org/10.17169/fqs-1.3.1021

Forsyth, F., Saunders, C., Elmer, A., & Badger, S. (2019). A group of totally awesome people who do stuff- a qualitative descriptive study of a children and young people's patient and public endeavor. *Research Involvement and Engagement, 5*, 13. Retrieved from https://doi.org/10/1186/s40900-019-0148-0

Fusch, P. I., & Ness, L. R. (2015). Are we there yet? Data saturation in qualitative research. *The Qualitative Report, 20*(9), 1408-1416. Retrieved from http://www.nova.edu/ssss/QR/QR20/9/fusch1.pdf

Gordon. M. S. (2017). Self-perception and relationship quality as mediators of father's school-specific involvement and adolescent's academic achievement. *Children and Youth Services Review, 77,* 94-100. doi: 10.1016/j.childyouth.2017.04.001

Guest, G., Bunce, A., Johnson, L. (2006). How many interviews are enough? An experiment with data saturation and variability. Field Methods, 18, 59–82. doi:10.1177/1525822X05279903

Hennink, M., Kaiser, B., & Marconi, V. (2017). Code saturation versus meaning saturation: How many interviews are enough? *Qualitative Health Research, 27*(4), 591-608. doi:10.1177/1049732316665344

Hilado, A. V., Kallemeyn, L., & Phillips, L. (2013). Examining understandings of parent involvement in early childhood programs. *Early Childhood Research & Practice, 15* (2). Retrieved from https://ecrp.illinois.edu/v15n2/hilado.html

Homan, M. S. (2016). *Promoting community change* (6th ed.). Boston, MA: Cengage.

Hoover-Dempsey, K. V., & Sandler, H. M. (1995). Parental involvement in children's education: Why does it make a difference? *Teachers College Record, 97*(2), 310-331. Retrieved from https://psycnet.apa.org/record/1996-02761-005

Hoover-Dempsey, K. V., Walker, J. M., Sandler, H. M., Whetsel, D., Green, C. L., Wilkins, A. S., & Closson, K. (2005). Why do parents become involved? Research findings and implications. *The Elementary School Journal, 106*(2), 105-130. doi:10.1086/499194

Houghton, C., Casey, D., Shaw, D., & Murphy, K. (2013). Rigour in qualitative case-study research. *Nurse Researcher, 20*(4), 12-17. doi:10.7748/nr2013.03.20.4.12.e326

Jeynes, W. H. (2015). A meta-analysis: The relationship between father involvement and student academic achievement. *Urban Education,* 50(4), 387-423. doi:10.1177/0042085914525789

Jones, J., & Mosher, W. D. (2013). Fathers' involvement with their children: United States, 2006-2010. *National Health Statistics Reports, 71,* 1-22. Retrieved from https://pubmed.ncbi.nlm.nih.gov/24467852/

Josilowski, C. S. (2019). Teachers' Perceptions of the Home-School Collaboration: Enhancing Learning for Children with Autism. *The Qualitative Report*, 24(12), 3008-3021. Retrieved from https://nsuworks.nova.edu/tqr/vol24/iss12/5

Junttila, N., & Vauras, M. (2014). Latent profiles of parental self-efficacy and children's multisource-evaluated social competence. *British Journal of Educational Psychology, 84, 397-414. doi:10.1111/bjep.12040*

Kahlke, R. M. (2014). Generic qualitative approaches: Pitfalls and benefits of
methodological mixology. *International Journal of Qualitative Methods, 13*, 37-
52. Retrieved from https://doi.org/10.1177/160940691401300119

Kikas, E., Tulviste, T., & Peets, K. (2014). Socialization values and parenting practices as
predictors of parental involvement in their children's educational process. *Early
Education and Development, 25*, 1-18. doi:10.1080/10409289.2013.780503

Kim, S. W., & Hill, N. E. (2015). Including fathers in the picture: A meta-analysis of
parental involvement and students' academic achievement. *Journal of
Educational Psychology, 107*(4), 919-934. Retrieved from
https://doi.org/10.1037/edu000023

Kochhar-Bryant, C. (2015). The engaged community: School collaboration for
developing the whole child. Retrieved from
https://www.sagepub.com/sites/default/files/upm-
binaries/34869_Kochhar_Bryant__Effective_Collaboration_for_Educating_the_
Whole_Child_Ch1.pdf

Kochhar-Bryant, C., & Heishman, A. (2010). *Effective collaborations for educating the
whole child.* Thousand Oaks, CA: Corwin Press.

Korb. K. A. (2012). Bronfenbrenner's ecological systems theory. Retrieved from
http://Korbedpsyc.com

Korstjens, I., & Moser, A. (2017). Series: Practical guidance to qualitative research. Part
4: Trustworthiness and publishing. *European Journal of General Practice, 24*(1),
120-124. doi:10.1080/13814788.2017.1375092

Leland, A. (2019). The experiences of LGBT parents and caregivers with their children's schooling: A critical review of literature. *Planning and Changing, 48*(3/4/), 129-149. Retrieved from https://www.questia.com/library/journal/1P4-2281977937/the-experiences-of-lgbt-parents-and-caregivers-with

LeWallen, T. C., Hunt, H., Potts-Datema, W., Zaza, S., & Giles, W. (2015). The whole school, whole community, whole child model: A new approach for improving educational attainment and healthy development for students. *Journal of School Health, 85,* 729-739. doi: 10.1111/josh.12310

Macon, T. A., Tamis-LeMonda, C. S., Cabrera, N. J., & McFadden, K. E. (2017). Predictors of father investment of time and finances: The specificity of resources, relationships, and parenting beliefs. *Journal of Family Issues, 38*(8), 2642-2662. doi:10.1177/0192513X17710282

Mammen, K. (2011). Fathers' time investment in children: Do sons get more? *Journal of Population Economics, 24,* 839 -871. doi:110.1007/s00148-009-0272-5

Mason, M. (2010). Sample size and saturation in PhD studies using qualitative interviews, *Forum: Qualitative Social Research, 11*(3), 1-14. Retrieved from http://dx.doi.org/10.17169/fqs-11.3.1428

Matsumoto, D. (2001). *The handbook of culture and psychology.* New York, NY: Oxford University Press.

McGinnis, M. D., & Ostrom, E. (2014). Social-ecological system framework; Initial changes and continuing challenges. *Ecology and Society, 19*(2), 1-12. Retrieved from http://dx.doi.org/10.5751/ES-06387-190230

McGregor. S. A., & Knoll, M. A. (2015). The Theory of planned behavior as a framework for understanding parental experiences with homework. *Educational Psychology in Practice, 31*(4), 335-353. Retrieved from https://doi.org/10.1080/02667363.2015.1065472

McNeal, R. B. (2014). Parent involvement, academic achievement and the role of student attitudes and behaviors as mediators. *Universal Journal of Educational Research, 2*(8), 564-576. doi:10.13189/ujer.2014.020805

McWayne, C., Downer, J. T., Campos, R., & Harris, R. D. (2013). Father involvement during early childhood and its association with children's early learning: A meta-analysis. *Early Education and Development, 24,* 898-922. Retrieved fromhttps://doi.org/10.1080/10409289.2013.746932

Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation* (4th ed.)*.* San Francisco, CA: John Wiley & Sons.

Monti, J. D., Pomerantz, E. M., & Roisman, G. I. (2014). Can parents' involvement in children's education offset the effects of early insensitivity on academic functioning? *Journal of Education Psychology, 106*(3), 859-869. Retrieve from https://doi.org/10.1037/a0035906

Moon, K., Brewer, T. D., Januchowski-Hartley, S. R., Adams, V. M., & Blackman, D. A. (2016). A guideline to improve qualitative social science publishing in ecology and conservation journals. *Ecology and Society, 21*(3),17. Retrieved from http://dx.doi.org/10.5751/ ES-08663-210317

Morse, J. M. (1995). The significance of saturation. *Qualitative Health Research, 5*(2), 147-149. Retrieved from https://doi.org/10.1177/104973239500500201

Morse, J. M. (2000). Determining sample size. *Qualitative Health Research, 10*(1), 3-5. Retrieved from https://doi.org/10.1177/104973200129118183

Morse, W. C., Lowery, D. R., & Steury, T. (2014). Exploring saturation of themes and spatial locations in qualitative public participation geographic information systems research. *Society & Natural Resources: An International Journal, 27*(5), 557-571. Retrieved from https://doi.org/10.1080/08941920.2014.888791

Munthe-Kaas, H., Nokleby, H., Lewin, S., & Glenton, C. (2020). The transfer approach for assessing the transferability of systematic review findings. *BMC Medical Research Methodology,* 1– 26. doi:10.1186/s12874 - 019-0834-5.

Murdock, K. W. (2013). An examination of parental self-efficacy among mothers and fathers. *Psychology of Men and Masculinity, 14*(3), 314-323. Retrieved from https://doi.org/10.1037/a0027009

Natale, K., & Lubniewski, K. (2018). Use of communication and technology among educational professionals and families. *International Electronic Journal of Elementary education, 10*(3), 377-384. doi:10.26822/iejee.2018336196

National Center for Education Statistics. (2016). The nation's report. Retrieved from https://nces.ed.gov/pubs2016/2016301.pdf

Newland, L. A., Chen, H., & Coyl-Shepherd, D. (2013). Associations among father beliefs, perceptions, life context, involvement, child attachment and school outcomes in the U.S. and Taiwan. *Fathering, 11*(1), 3-30. doi:10.3149/fth.1101.3

Noble, H., & Smith, J. (2014). Qualitative data analysis: A practical example. *Evidence Based Nursing, 17*(1), 2-3. doi:10.1136/eb-2013-101603

Noble, H., & Smith, J. (2015). Issues of validity and reliability in qualitative research. *Evidence Based Nursing, 18*(2), 34-35. Retrieved from http://dx.doi.org/10.1136/eb-2015-102054

Nwogbaga, D. E., Nwankwo, O. U., & Onwa, D. O. (2015). Avoiding school management conflicts and crisis through formal communication. *Journal of Education and Practice, 6*(4), 33-36. Retrieved from https://files.eric.ed.gov/fulltext/EJ1083752.pdf

Obrien, R. L., Kosoko-Lasaki, O., Cook, C. T., Kissell, J., Peak, F., & Williams, E. H. (2006). Self-assessment of cultural attitudes and competence of clinical investigators to enhance recruitment and participation of minority populations in research. *Journal of the National Medical Association, 98*(5), 674-682. Retrieved from   http://hdl.handle.net/10504/59522

Opdenakker, R. (2006). Advantages and disadvantages of four interview techniques in qualitative research. *Forum: Qualitative Social Research, 7* (4), Art.11. Retrieved from http://nbn-resolving.de/urn:nbn:de:0114-fqs0604118

Orb, A., Eisenhauer, L., & Wynaden, D. (2001). Ethics in qualitative research. *Journal of Nursing Scholarship, 33*(1), 93-96. Retrieved from https://doi.org/10.1111/j.1547-5069.2001.00093.x

O'Reilly, M. O., & Parker, N. (2012). Unsatisfactory saturation: A critical exploration of

the notion of saturated sample sizes in qualitative research. *Qualitative Research,*

13(2), 190-197. Retrieved from https://doi.org/10.1177/1468794112446106

Pancsofar, N., Petroff, J. C., & Lewis, A. (2017). Father-friendly classrooms: Making a

space for dads of children with disabilities. *Teaching Exceptional Children, 49*(5),

309-317. Retrieve from Https://doi.org/10.1177/1468794112446106

Park, S., & Holloway, S. D. (2017). The effects of school-based parental involvement on

academic achievement at the child and elementary school level: A longitudinal

study. *The Journal of Educational Research, 110*(1), 1-16.

doi:10.1080/00220671.2015.1016600

Percy, W. H., Kostere, K., & Kostere, S. (2015). Generic qualitative research in

psychology. *The Qualitative Report, 20*(2), 76-85. Retrieved from

http://www.nova.edu/ssss/QR/QR20/2/percy5.pdf

Perry, A. R., & Langley, C. (2013). Even the best of intentions: Paternal involvement and

the theory of planned behavior. *Family Process, 52*(2), 179-192.

doi:10.1111/famp.12013

Planalp, E. M., & Braungart-Rieker, J. M. (2016). Determinants of father involvement

with young children: Evidence from the early childhood longitudinal study-birth

cohort. *Journal of Family Psychology, 30*(1), 135-146. doi:10.1037/fam0000156

Ployhart, R. E., & Bliese, P. D. (2006). Individual adaptability (i-adapt) theory:

Conceptualizing the antecedents, consequences, and measurement of individual

differences in adaptability. In C. Burke, L. Pierce, & E. Salas (Eds.), Advances in

human performance and cognitive engineering research (pp. 3-39).

doi:10.1016/s1479-3601(05)06001-7

Pulakos, E. D., Schmitt, N., Dorsey, D. W., Arad, S., Hedge, J. W., & Borman, W. C.

(2002). Predicting adaptive performance: Further tests of a model of adaptability.

Human Performance, 15, 299-323. Retrieved from

https://doi.org/10.1207/S15327043HUP1504_01

Raheim, M., Magnussen, L. H., Sekse, R. J., Lunde, A., Jacobsen, T., & Blystad, A.

(2016). Researcher-researched relationship in qualitative research: Shifts in

positions and researcher vulnerability. *International Journal of Qualitative*

Studies on Health and Well-being, 11, 1-12. doi:10.3402/qhw.v11.30996

Ravitch, S. M., & Carl, N. M. (2016). *Qualitative research: Bridging the conceptual,*

theoretical, and methodological. Thousand Oaks, CA: Sage.

Resnick, D. B. (2015). What is ethics in research & why is it important? *National*

Institute of Environmental Health Sciences, 1-9. Retrieved from

https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm

Revell, M. A. (2015). The African American father does matter. *International Journal of*

Childbirth Education, 30(1), 25-29. Retrieved from

https://www.researchgate.net/publication/280880223_The_African_American_Fa

ther_Does_Matter_in_Parenting

Roy, K. (2014). Fathering from the long view: Framing personal and social change

through life course theory. *Journal of Family Theory & Review, 6,* 319-335.
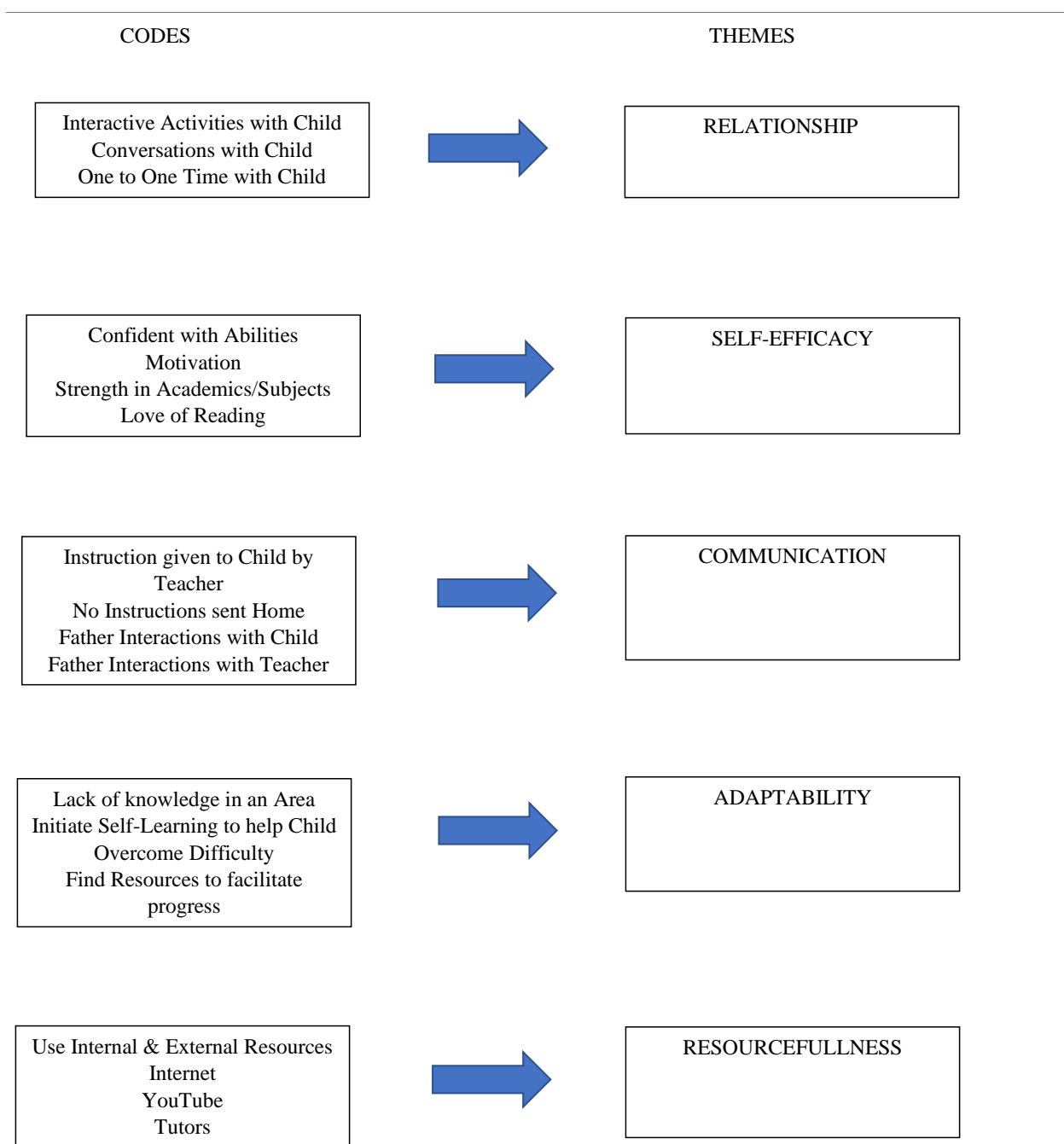
Retrieved from https://doi.org/10.1111/jftr.12050

Rushing, C., & Powell, L. (2015). Family dynamics of the stay-at-home father and working mother relationship. *American Journal of Men's Health, 9*(5), 410-420. doi: 10.1177/1557988314549414

Schumm, W. R. (2014). Challenges in predicting child outcomes from different family structures. *Comprehensive Psychology, 3*(10), 1-12. Retrieved from https://doi.org/10.2466/03.17.49.CP.3.10

Sevigny, P. R., Loutzenhiser, L., & McAusian, P. (2016). Development and validation of the fathering self-efficacy scale. *Psychology of Men & Masculinity, 17*(1), 92-102. doi:10.1037/a0039659

Sibley, E., & Dearing, E. (2014). Family educational involvement and child achievement in early elementary school for American-born and immigrant families. *Psychology in the Schools, 51*(8), 814-831. doi:10.1002/pits.21784

Slade, S., & Griffith, D. (2013). A whole child approach to student success. *KEDI Journal of Educational Policy*, 21-35. Retrieved from https://www.researchgate.net/publication/287320346_A_whole_child_approach_to_student_success

Stecca, P., Bassi, M., Caprara, G. V., & Fave, A. D. (2011). Parent's self-efficacy beliefs and their children's psychological adaptation during adolescence. *Journal of Youth & Adolescence, 40,* 320-331. doi:10.1007//s10964-010-9514-9

Stitt, N. M., & Brooks, N. J. (2014). Reconceptualizing parent involvement: Parent as accomplice or parent as partner? *Schools: Studies in Education, 11*(1), 75-101. Retrieved from http://dx.doi.org/10.1086/675750

Sutton, J., & Austin, Z. (2015). Qualitative Research: Data Collection, Analysis, and

    Management. *The Canadian journal of hospital pharmacy*, *68*(3), 226–231.

    https://doi.org/10.4212/cjhp.v68i3.1456

Taylor, C., & Gibbs, G. R. (2010). How and what to code. Retrieved from

    http://onlineqda.hud.ac.uk/Intro_QDA/how_what_to_code.php

Thomas, D. R. (2003). A general inductive approach for qualitative data analysis.

    American Journal of Evaluation, 27, 237-246. doi:10.1177//098214005283748

Trahan, M. H., & Cheung, M. (2016). Testing gender applicability of father involvement

    instruments. *Social Work Research Advance Access, 1-8.* doi:10.1093/swr/svw014

Trahan, M. H. (2018). Paternal self-efficacy and father involvement: A bi-directional

    relationship. *Psychology of Men & Masculinity, 19*(4), 624-634. Retrieved from

    https://doi.org/10.1037/men0000130

Tudge, J. R., Mokrova, I., Hatfield, B. E., & Karnik, R. (2009). Uses and misuses of

    Bronfenbrenner's bioecological theory of human development. *Journal of Family*

    Theory & Review, 1, 198-210. Retrieved from https://doi.org/10.1111/j.1756-

    2589.2009.00026.x

Turner, K. J., & Waller, M. R. (2017). Indebted relationships: Child support arrears and

    nonresident fathers' involvement with children. *Journal of Marriage and Family,*

    79, 24-43. doi:10.1111/jomf.12361

United States Bureau of Labor Statistics. (2017). Employment characteristics of families,

    2017. Retrieved from

    https://www.bls.gov/news.release/archives/famee_04192018.pdf

Ünlü-Çetin, Ş., & Olgan, R. (2018). He said, she said, but what do they say? Young

    children's perceptions of father involvement. *Early Child Development and Care,*

    188(3), 251-263. doi:10.1080/03004430.2016.1212190

Varghese, C., & Wachen, J. (2016). The determinants of father involvement and

    connections to children's literacy and language outcomes: Review of literature.

    Marriage and Family Review, 52, 331-359. doi:10.1080/01494929.2015,1099587

Vasileiou, K., Barnett, J., Thorpe, S., & Young, T. (2018). Characterising and justifying

    sample size sufficiency in interview-based studies: Systemic analysis of

    qualitative health research over a 15-year period. *BMC Medical Research*

    Methodology, 18(148), 1-18.

    Retrieved from https://doi.org/10.1186/s12874-018-0594-7

Volker, J. (2014). Paternal involvement: A review of the factors influencing father

    involvement and outcomes. *TCNJ Journal of Student Scholarship, XVI, 1-8.*

    Retrieved from

    https://joss.tcnj.edu/wp-content/uploads/sites/176/2014/04/2014-Volker.pdf

White House. (2012). Race to the top. Retrieved from

    http://obamawhitehouse.archives.gov/issues/education/k-12/race-to-the-top

White House Office of the Press Secretary. (2010). President Obama launches next phase

    in fatherhood efforts with the President's Fatherhood and Mentoring Initiative.

    Retrieved from http://www.whitehouse.gov/the-press-office/president-obama-

    launches-next-phase-fatherhood-efforts-with-presidents-fatherhood-a

Wilder, S. (2017). Parental involvement in mathematics: Giving parents a voice.
Education, 45, (1), 104-121. doi: 10.1080/03004279.2015.1058407

Yilmaz, K. (2013). Comparison of quantitative and qualitative research traditions:
Epistemological, theoretical, and methodological differences. *European Journal of Education, 48*(2), 311-325. Retrieved from https://doi.org/10.1111/ejed.12014

Yoder, J. R., & Lopez, A. (2013). Parent's perceptions of involvement in children's
education: Findings from a qualitative study of public housing residents. *Child & Adolescent Social Work Journal, 30,* 415-433. doi:10.1007/s10560-013-02298-0

Yogman, M., Garfield, C. F., & Committee. (2016). Fathers' roles in the care and
development of their children: The role of the pediatricians. *Pediactrics, 138*(1), e1-e15. Retrieved from https://doi.org/10.1542/peds.2016-1128

Yu, Y., Bonawitz, E., & Shafto, P. (2019). Pedagogical questions in parent – child
conversations. *Child Development*, *90*(1), 147-161. doi:10.1111/cdev.12850

Zauszniewski, J. A. (2016). Resourcefulness. *Western Journal of Nursing Research,*
38(12), 1551-1553. doi:10.1177/0193945916665079

Zauszniewski, J. A., & Bekhet, A. K. (2011). Measuring use of resourcefulness skills:
Psychometric testing of a new scale. *International Scholarly Research Network,*
doi:10.5401/2011/787363

Zhou, M., & Lin, W. (2016). Adaptability and life satisfaction: The moderating role of
social support. *Frontiers in Psychology, 7*, 1134. doi:10.3389/fpsyg.2016.01134

Appendix A: Relationship of Codes and Themes

CODES		THEMES
Interactive Activities with Child Conversations with Child One to One Time with Child	→	RELATIONSHIP
Confident with Abilities Motivation Strength in Academics/Subjects Love of Reading	→	SELF-EFFICACY
Instruction given to Child by Teacher No Instructions sent Home Father Interactions with Child Father Interactions with Teacher	→	COMMUNICATION
Lack of knowledge in an Area Initiate Self-Learning to help Child Overcome Difficulty Find Resources to facilitate progress	→	ADAPTABILITY
Use Internal & External Resources Internet YouTube Tutors	→	RESOURCEFULLNESS

Appendix B: Interview Protocol

Interview Protocol for Fathers

Date of Interview: _____

Location of Interview: _____

Start time _____ End time _____

Name Interviewee: _____ Code: _____

Name of Interviewer: _____

Recording equipment: _____

First let me take this opportunity to thank you for your willingness and time to participate in this study. The information gained from this interview will provide important insights about how fathers think about their child's schoolwork. The interview will take approximately 60 minutes. Everything discussed and information shared will be strictly confidential so please speak freely and openly. I will be recording our conversation so that I may transcribe it accurately at a later time. The recording will not be shared with anyone else. You have signed the consent form, but if at any time during the interview you become uncomfortable, you may decline to answer a question or withdrawn from the interview.

For each interview, I will ask open-ended questions which will give you the opportunity to express yourself freely and allow me to gain a better understanding of your thoughts and responses. Thank you for your time. I appreciate your contribution to this study. When the study is completed you will receive a copy of the summary. In the meantime, may I call you if I need to clarify any information you provided?

Appendix C: Fathers' Interview Questions

Code: _____

1. What are the kinds of things you do with your child?

   (Probes)

   - Where do you do those activities? Home? School?

   - How often during the week or month do you engage in those activities?

   - Are other children involved or just you and your child?

2. Please describe the homework your child usually brings home.

   (Probes)

   - Can you describe the levels of difficulty of the homework your child brings

     home?

   - In what ways is the homework similar or different from the homework you did

     at the same age?

3. What are the types of reading activities that take place in your home?

   (Probes)

   - What types of reading materials do you have available in your home? Books?

     Tablet? Computer? Magazines? Audiobooks

   - Does your child ask you to read to them or do they prefer to read to you?

4. How would you describe your thoughts about your current ability to help your child

   with their schoolwork?

   (Probes)

- What are your strengths to help them with their reading assignments or homework?

- Please describe any weaknesses or challenges you may have when seeking to help your child with reading?

- What are your strengths to help them with their math assignments or homework?

- Please describe any weaknesses or challenges you may have when seeking to help your child with math?

- What barriers or obstacles do you perceive that may affect your capability to help your child with the schoolwork they bring home?

5. What resources are you aware of within your child's school that you might use to help your child with their schoolwork at home?

   - Any workshops, homework club,

6. Describe or list any community resources that you might use to help your child with their schoolwork that they bring home.

7. Describe any barriers or obstacles you perceive that may affect your ability to access the resources that you are aware of.

8. If you perceived that you needed help in any subject, what steps might you take to get the help you needed in order to help your child?

9. Please share any additional thoughts or experiences that might contribute to my understanding of fathers' helping their children with their schoolwork at home?

Appendix D: Recruitment Flyer

RECRUITMENT FLYER

INVITATION TO PARTICIPATE IN RESEARCH

Fathers with children in elementary school to participate in a research study.

You are invited to participate if you are:

- **A father residing in this state**

- **21 years of age or older**

- **Have a child or children in elementary school.**

- **Must have access to your child on a regular basis.**

- **Willing to give 60 minutes of your time for an interview**

- **Willing to be audio taped in an interview with this researcher**

Interested volunteers may contact:

To thank you for your participation you will receive a $25 Visa gift card.