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Walden University

College of Education and Human Sciences

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Ganiyat Saidu

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Walden University

2025

Abstract

Nigerian Immigrant Mothers' Parenting Style in Supporting Academic Achievement in Their Children

by

Ganiyat Saidu

MA, Walden University, 2018

BS, New Jersey City University, 2015

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Psychology

Walden University

August, 2025

Abstract

Supporting their children's academic activities while navigating the socioeconomic norms of the new system continues to be a significant challenge for most immigrant parents in urban areas of the United States. However, there is inadequate literature on the parenting behaviors used by Nigerian immigrant parents to support their children's academic achievement. The purpose of this qualitative study was to understand how Nigerian immigrant mothers describe the parenting styles that support their children's academic achievement. The theoretical framework for this study was Bandura's (1977) social cognitive theory and Baumrind's (1966) theory of parenting styles. For this basic qualitative study, the population consisted of eight Nigerian immigrant mothers who met the inclusion criteria. Data were collected from participants using semi-structured interviews with open-ended questions. Collected data were transcribed, coded, and analyzed using thematic analysis. The analysis yielded five themes: (a) nurturing achievement through active parental engagement; (b) integrating cultural value and educational achievement; (c) fostering achievement through guidance and high standards; (d) parental adaptation and sacrifice; (e) adaptive disciplinary and parenting approach. This study has the potential to contribute to positive social change by projecting a distinctive parenting approach used by Nigerian immigrant mothers in supporting their children academically, providing insight into the cultural context of education. Schools and educational communities can foster initiatives that promote active parental engagement and cultural responsiveness in strengthening school-home relationships.

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Dedication

I dedicate this study to my late parents (Titilayo Toriola and Muftah Sofoluwe) and my late uncle and father figure (Olalekan Olaniyan), who did not live to see me achieve this last leg of my formal educational journey. To my husband, who has always seen the best in me, even when I do not appreciate or recognize my strengths. To my lovely children for all the understanding, support, endurance, and sacrifice, and to my mentor, Ajibola Kaka. Above all, I thank almighty Allah for His mercy on my family and me throughout this journey.

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My initial acknowledgment is to Almighty Allah for His mercy and blessings on me for completing this program. I also want to give inestimable thanks to my husband, Dr. Sharafdeen Saidu, and my two lovely boys, Khalid-Sultan and Khalilullah Saidu, for all their sacrifices, endurance, and support that guided me to the finish line. To our family friends, Dr. Akeem Adeyemi and Mariam Adeyemi, thank you for everything.

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Chapter 1: Introduction to the Study

Introduction

In African American communities, several subgroups have different norms and cultural and religious beliefs that influence their parenting styles (Gatwiri & Anderson, 2020). African migrant parents continue to learn how to navigate their new social, cultural, and political context to support their children (Salami et al., 2017). To a greater degree, the relationship between home factors and students' academic achievement has been documented in various literature (Giraldo-Garcia & Bagaka's, 2017; Masud et al., 2016). In the United States, the academic achievement of African immigrant students, especially Nigerian American students, differs from that of all other minority groups (Habecker, 2016)

J. Newman et al. (2015). Pinquart and Kauser (2018), Yang and Zhao (2020), and other studies have documented a relationship between parenting style and students' academic achievement in different immigrant communities. In comparison, numerous studies, including those by Adeniji-Neill (2012) and Igbinovia (2021), have examined the impact of culture and parental expectations on Nigerian American students. However, inadequate studies have explored how Nigerian immigrant mothers describe their parenting style that supports and encourages academic achievement in their children. This study focused on how Nigerian immigrant mothers describe their parenting styles, behaviors, and challenges in supporting and encouraging academic achievement in their children. By understanding how Nigerian immigrant mothers describe their parenting styles, which support and promote positive participation and academic achievement in

Nigerian American students, stakeholders, and other immigrant parents can understand how to nurture immigrant children in a new culture.

In this chapter, the discussion includes the study background, purpose, nature, research question, theoretical foundation, assumptions, and limitations. The chapter concludes by discussing the potential contribution and significance of the study to the profession, literature, and social change. Chapter 2 includes a detailed discussion of the theories that guide the study, along with extensive literature reviews on various concepts necessary to address and justify how Nigerian immigrant mothers describe their parenting style, which supports and encourages their children's academic achievement.

Background of Study

Over the years, academic performance has been used as a measure of accountability for all schools nationwide (McIntosh & Curry, 2020), and parental involvement has been identified as a key factor in the interaction between home and school (Dryden-Peterson, 2017). Parental involvement remains a leading non-academic factor influencing academic performance, with tangible parental support at the center (Chung et al., 2020). The relationship between schools and families has become a significant topic of debate in the United States, with a focus on reducing academic achievement gaps and improving student success rates (Dryden-Peterson, 2017; Pinder, 2020).

Some immigrant families believe that their children's academic achievement is linked to the opportunity for a better life, which is described as the pathway to achieving their American dream and success in life (Chung et al., 2020; Onwujuba et al., 2015). Adeniji-Neill (2012), Igbinovia (2021), and other studies have documented the strong

approaches African immigrant parents use to influence their children's educational outcomes. However, there are gaps in the research on how Nigerian immigrant mothers describe their parenting styles that support their children's academic achievement. This study will explore Nigerian immigrant mothers' descriptions of their parenting styles that support and encourage their children's academic achievement. Researching how Nigerian immigrant mothers describe their parenting styles that support and encourage their children's academic achievement may increase parental involvement and provide needed knowledge to reduce the failure rate among the immigrant student population.

Problem Statement

The problem addressed in this study was how Nigerian immigrant mothers describe their parenting styles in support of their children's academic achievement. As migration grows, the population of immigrant students whose parents struggle to navigate the challenges of maladjustment to new social and cultural norms continues to grow in most urban schools (Salami et al., 2017). Hence, there is a need to understand how to navigate the social and cultural barriers that inhibit parents from supporting their children's academic achievement.

Literature reviews have enriched the understanding of African immigrants' parenting practices and how they navigate parenting in North America by highlighting the immigrant parents' ethnicity and nationality (Adekoya & Sinacore, 2019). African immigrants' parenting practices and involvement prompted the need to understand how Nigerian Immigrant mothers describe how they support high academic achievement in their children. According to Pinder (2020), parenting style and involvement have a greater influence on achievement. Therefore, there is a need to understand how Nigerian

immigrant mothers describe their parenting styles in support of their children's academic achievement.

While previous researchers have investigated the parenting styles of African immigrants and their students' academic achievement, there is an inadequate literature on how Nigerian immigrant mothers describe their parenting style in supporting and encouraging academic achievement in their children. This study focused on how Nigerian immigrant mothers describe their parenting styles, which support and promote positive participation and academic achievement in Nigerian American students. By exploring Nigerian immigrant mothers' descriptions of their parenting styles that support and encourage their children's academic achievement, this study can contribute to the knowledge needed by other immigrant parents to navigate the parenting challenges in their new environment. Schools and stakeholders may benefit from the study's outcomes in formulating programs to help immigrant parents nurture and support their children's academic performance.

Purpose of the Study

The purpose of this qualitative study was to understand how Nigerian immigrant mothers describe the parenting styles that support their children's academic achievement. The study employed a basic qualitative approach, conducting semistructured interviews to collect data from Nigerian immigrant mothers to understand the parenting styles they described that support their children's academic achievement. This helped address the gap in literature. The study would contribute to the body of knowledge on increasing parental involvement and improving the academic achievement of immigrant students.

Research Question

RQ: How do Nigerian immigrant mothers describe the parenting styles that support their children's academic achievement?

Theoretical Foundation

This study employed Baumrind's (1966) theory of parenting styles and Bandura's (1977) social cognitive theory (that begins social learning theory) as the theoretical framework to examine the Nigerian immigrant mothers' parenting method that helps influence their children's academic behavior. Baumrind's (1966) parenting style theory explains the three parenting styles, focusing on the socio-cultural practices of Nigerian immigrant mothers in response to supporting their children's needs. According to Baumrind, child and adolescent outcomes are influenced by parenting styles regulated by two major behavioral factors: responsiveness and demandingness. The author described responsiveness as the extent to which parents are receptive and supportive of their children's needs or requests, using warmth and reasoned communication. In contrast, demandingness is characterized as parental behaviors that regulate children through behavioral control, monitoring, and confrontation.

Baumrind's theory provides details on authoritative, authoritarian, and permissive/indulgent parenting styles, as well as what constitutes a good parenting model, based on the parenting expectations and behaviors of Nigerian immigrant mothers. Additionally, Baumrind's parenting theory was employed to define the mother-child relationship, focusing on the children's attachment patterns as a means to understand the influence of Nigerian mothers on their children's academic achievement (Berk, 2018).

Similarly, Bandura's (1977) cognitive social learning theory will be used to understand how mothers' behaviors and self-constructed identities influence their children's academic performance. According to B. M. Newman and Newman (2016), Bandura's theory focuses on children's learning behavior from a self-efficacy model or an observation of a significant individual, such as the mother or caregiver. Therefore, the concept of mothers' acceptance, strictness, responsiveness, and demandingness will be explored by writing interview questions along with the following concepts: Nigerian immigrant mothers' parenting style, mothers' expectations and practices, factors influencing children's behavior, nature of the mothers' culture, and personal and professional experience of both the children and mothers.

Nature of the Study

The specific research design to address the research question in this qualitative study employed a basic qualitative approach, including semistructured interviews with Nigerian immigrant Mothers (Patton, 2015). The basic qualitative approach enabled rigorous semistructured interviews that explored the experiences, behaviors, and parenting styles of Nigerian immigrant mothers regarding their children's academic performance. Ravitch and Carl (2019) posited that qualitative research will help understand how Nigerian immigrant mothers describe their parenting styles that support and encourage their children's academic achievement. Patton (2015) proposed that a basic study is needed to understand how people describe, interpret, construct, and make meaning of their world or experiences in a particular setting. The basic qualitative approach was appropriate since the study focused on exploring the experiences and

behaviors of Nigerian immigrant mothers concerning their children's academic achievement, using multiple lenses.

In this study, the central concept involved how Nigerian immigrant mothers describe what parenting style supports and encourages their children's academic achievement. The sampling choice for selecting participants in this study was purposeful sampling (Ravitch & Carl, 2016). According to Luciani et al. (2019), researchers intentionally utilized purposive sampling to select participants or settings that provide rich and relevant information about the phenomena needed to answer the research question. The criteria for selection involved recruiting Nigerian immigrant mothers who have been living in an urban area of the northeastern United States for more than 5 years. Their children must have attended at least four years of schooling in the United States and have reached the age of 18, having completed high school. Children's academic achievement must be at least a letter grade of B and/or a GPA of 3.00. The sample size consisted of five to eight participants.

Data were collected from participants through semistructured interviews using detailed interview protocols to collect data that would answer the research question. Selected potential participants were invited to participate in the study through an invitation letter, while those interested participants would receive the informed consent forms. Semistructured interviews were conducted via telephone, Zoom, Google Meet, or in-person, with the participant's preference. Interviews were recorded with the participants' permission through a digital voice recorder. Interviews were transcribed using transcription software. The data from the interviews were coded using manual color

coding. The generated codes were then organized into categories, bringing out different themes to be analyzed for the study (Saldaña, 2016).

Definitions

Academic achievement: Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university (Steinmayr et al., 2020).

Parent academic expectations: How far parents thought their child would go in school, what grades they anticipated their child would receive (Loughlin-Presnal & Bierman, 2017).

Parental involvement: Parental involvement refers to the behaviors and activities that parents engage in to establish a healthy relationship with their children. This includes attending parent-teacher conferences, volunteering in the classroom, and working with children on learning activities at home to mentor and encourage them (Loughlin-Presnal & Bierman, 2017).

Parenting style: A combination of the variety of parental behaviors and attitudes displayed toward their children and the emotional environment in which these behaviors are displayed (Bi et al., 2018).

Self-construct identity: The self-construct identity of African immigrant parents and their children involves a self-schema, which contains self-knowledge, construction, postulation, and interaction with the self and the world (Watson & Knight-Manuel, 2017).

Self-efficacy: A personal belief in one's ability to organize and execute the actions required to achieve a given attainment (Bandura, 1997, p. 3).

Assumptions

Several assumptions were made in this study. The first assumption was that the Nigerian immigrant mothers participating in this study would provide truthful and honest responses to all the interview questions. The second assumption was that the participants possess rich and adequate experience concerning how they support their children's academic achievement. The third assumption was that enough potential participants will meet the inclusion criteria and be willing to participate in the study.

Scope and Delimitations

This study addressed the lack of understanding concerning the parenting style of Nigerian immigrant mothers in supporting their children's academic achievement in urban areas in the Northeastern region of the United States. The scope of the study would be narrowed by the choice of participants and a specific geographical area. The population would be Nigerian immigrant mothers in urban areas of the Northeastern part of the United States. The delimitation of this study is that it only collected data from immigrant mothers, excluding data from fathers. The exclusion of the fathers' perceptions and those of immigrant mothers from other regions of the country may affect the transferability of the outcome across other geographical areas and the United States.

Limitations

The potential challenges for this study included finding participants willing to participate and answering the interview questions truthfully without bias. According to Theofanidis and Fountouki (2018), the limitations of a research study involve the

restrictions imposed on the study by the research itself, which are beyond the control of the researcher but have an influence on the research design, data collection, analysis, and all other aspects of the study. The purposeful sampling approach may limit the sample size to a small number, and the transferability of the outcomes may also be limited to the Nigerian American community.

Significance of the Study

This study focused on seeking an understanding of the parental behavior, experience, self-construct identity, and parenting styles of Nigerian immigrant mothers that influenced their children's academic achievement in many schools across the United States. Although there is a significant amount of information in the literature on different parenting styles and their influence on children's academic achievement (Driscoll et al., 2008; Feliciano & Lanuza, 2017; Kumi-Yeboah et al., 2020; Smetana, 2017), less is known concerning the successful parenting behavior and style used by Nigerian immigrant mothers in nurturing and promoting their children's academic achievement. The findings of this study could help bridge the gap in the literature concerning what behavior and parenting styles immigrant mothers need to display to support their children's academic performance.

Addressing social change as a research problem will help gain insight into the factors that influence the change program and the magnitude of its impact on the people (Walden University, 2015). As societies become more diverse, interfaith and socio-cultural interactions emerge, giving rise to numerous social issues. A substantial effort is required to mitigate the consequences of social issues through positive social change programs for society (Robertson et al., 2023). The outcome of this study could enhance

our understanding of the parenting behaviors required by immigrant mothers to overcome the socio-cultural challenges of supporting their children's academic achievement, as well as the parental socialization strategies that can be adapted to improve the academic achievement of immigrant students in urban schools.

In many schools nationwide, bridging the academic achievement gaps among different groups of students requires adequate parental involvement. Đurišić and Bunijevac (2017) asserted that students' academic achievement continues when there is a strong positive relationship between home and school. With positive parental support, students' behavior and academic performance will improve, enabling them to become productive citizens in society. These citizens will be able to make positive contributions to the socioeconomic development of society.

Summary and Transition

This study focused on understanding how Nigerian immigrant mothers describe their parenting styles that support their children's academic achievement in the urban areas of Northeastern America. Chapter 1 includes the study's introduction, background, research purpose, problem statement, and research question. Baumrind's (1966) theory of parenting styles and Bandura's (1977) social cognitive theory served as the theoretical framework, along with a discussion of the study's nature, assumptions, scope, delimitations, and limitations. The section concludes with a discussion on the significance of the study in relation to practice and social change.

In Chapter 2, the discussion includes an extensive review of the current literature on various models of parenting and the behavior of immigrant parents, as well as the challenges of parenting and supporting children's academic performance in a different

cultural context. The chapter also includes literature search strategies and an extensive discussion of the theoretical framework that guides the study. Chapter 2 concludes with the summary and conclusion.

Chapter 2: Literature Review

Introduction

Various researchers have documented the role of immigrant parental style and involvement in the academic performance of their children (Pirchio et al., 2017, 2018; Salami et al., 2017). The purpose of the literature review is to explore relevant information regarding the lack of research on Nigerian immigrant mothers' descriptions of their parenting styles and how these styles support and encourage their children's academic achievement. The purpose of this qualitative study was to understand how Nigerian immigrant mothers describe their parenting styles that support their children's academic achievement.

African immigrant parenting practices encompass parental engagement, race, ethnicity, generational status, educational outcomes, and parental involvement in schools as factors that enhance children's academic performance (Liu & White, 2017). This study aimed to understand how Nigerian immigrant mothers describe their parenting style, which supports and encourages their children's academic achievement.

Chapter 2 begins with an introduction and includes a literature search strategy, a theoretical foundation, the application of theories, a review of relevant literature sections, and summary and conclusion sections. In this chapter, the discussion will encompass an extensive review of the current literature on various models of parenting styles and behaviors among immigrant parents, parental involvement, and parental behaviors. Also, I will review the literature for the concept guide by Baumrind's (1966) theory of parenting styles and Bandura's (1977) social cognitive theory (that begins social learning theory) to examine the Nigerian immigrant mothers' parenting method that supports their

children's academic behavior. Bandura's social cognitive theory will be analyzed and synthesized to give a foundation to the concept of *Self-efficacy* and self-construct identity of Nigerian immigrant mothers. Likewise, I will examine Baumrind's (1966) theory of parenting styles by analyzing the three parenting styles to lay the groundwork for the concept of the nature of Nigerian immigrant mothers' perspectives of parental involvement, expectations, mother-child relationships, and practices that contribute to encouraging and supporting their children's academic achievement. The discussion in this chapter includes the literature search strategy, theoretical foundations, review of key concepts, summary, and conclusion.

Literature Search Strategy

The following databases and search engines were utilized to search for relevant empirical studies, textbooks, and journal articles on the parenting styles of Nigerian immigrant mothers: APA PsycInfo, APA PsycArticles, EBSCOhost, Google Scholar, ProQuest Central, Taylor & Francis Online, and Sage Journals. The search yielded limited or inadequate literature on the parenting styles of Nigerian immigrant mothers. Still, most articles on the search focus on parenting style, with an emphasis on self-esteem and self-identity within multicultural contexts, particularly among Nigerians. Also, the keywords and terms used were *African immigrant expectation, African immigrant parenting styles, Nigerian American Parenting styles, Nigerian Parents' culture, the academic achievement of Nigerian students, educational achievement of Nigerian American students, Nigeria, Nigerian students' performance, American students, immigrant parents,* and *Nigerian American parents' expectations*. The selection

of all relevant literature in this review ensures that the most appropriate information is included.

Theoretical Foundation

In this basic qualitative study, Bandura's (1977) social cognitive theory and Baumrind's (1966) theory of parenting styles will be used as the theoretical foundation to understand how Nigerian immigrant parents describe the parental behavior and style used to support their children's academic achievement. Bandura's social cognitive theory will be used to analyze and synthesize the self-efficacy and self-construct identity of Nigerian immigrant mothers who support their children's academic achievement. In contrast, Baumrind's (1966) theory of parenting styles guides the exploration of how Nigerian immigrant mothers describe their perspectives on parental involvement, expectations, and mother-child relationship practices that support their children's academic achievement.

Social Cognitive Theory

Albert Bandura's (1999) social cognitive theory expands from his 1977 social learning theory, which is deeply rooted in learning through direct observation of others, where people learn expecta the use of reinforcement and repetition to shape the behavior (B. M. Newman & Newman, 2016; Rumjaun & Narod, 2020). Bandura (1969, 1971, 1977) identified attention, retention, motivation, and reinforcement as the four processes involved in observational learning. On the other hand, Bandura (1965) argued that direct reinforcement is not the typical sequence; instead, a social element is involved that facilitates learning. Therefore, the behavioral theory (SLT) could not explain all learning because learning might not result in behavior change (B. M. Newman & Newman, 2016).

As a result, social learning theory (SLT) is often referred to as social cognitive theory (SCT; Bandura, 1999).

Bandura's social cognitive theory (SCT) provides a framework for understanding, predicting, and changing behavior through observation within a social context (B. M. Newman & Newman, 2016). SCT affirmed that cognitive, behavioral, and environmental interaction initiates learning. The theory emphasizes that observation, learning, and self-efficacy play a crucial role in shaping behavior through cognitive processes such as attention, memory, and motivation. Self-efficacy refers to an individual's belief in their ability and capacity to cope with environmental demands. Bandura posited that self-efficacy is measured as a person's self-evaluation of his/her ability to overcome challenges and difficulties (Bandura, 1997), and it influences an individual's emotional state, choices, efforts, and resilience when faced with challenging situations (Bal-Taştan et al., 2018). Individuals with high self-efficacy are more likely to face and overcome challenges encountered while performing tasks. In contrast, people with low self-efficacy tend to quit the task when met with challenges.

Recent research by Schunk and DiBenedetto (2020) has highlighted the central argument of Bandura's SCT theory and posited that individuals "strive for a sense of agency or the belief that they can exert a large degree of influence over important events in their lives" (p. 2). Schunk and DiBenedetto reported that such individuals exercise this belief using their cognitive and self-regulative abilities as they set goals and employ strategies to accomplish them. Self-efficacy remains a significant personal influence in Bandura's (1986, 1997, 1982) social cognitive theory model of mutual interactions that affect the motivational outcomes of children as they engage in cognitive and behavioral

activities, which improve learning. Bandura's social cognitive theory (1997, 1982) mentioned that self-efficacy is related to judgments of how well an individual can execute the courses of action required to deal with prospective situations.

Self-efficacy

According to Bandura (1977), self-efficacy is the cognitive and behavioral activities that improve learning goals and must be set using effective learning strategies, such as monitoring and evaluating goal progress while establishing effective physical and social environments for learning (Schunk & DiBenedetto, 2020). Bandura's social cognitive theory (1982) states that self-efficacy significantly influences individuals' cognitive processes. Bandura believes that an individual will feel more comfortable achieving a set goal, monitoring progress, and changing the approach to achieving the goals when he/she has a firm belief in themselves. However, those who lack or have low self-efficacy may focus on the negative situation, which increases the likelihood of failure when they encounter difficulty (Schunk & DiBenedetto, 2020). Hence, failure in Self-efficacy significantly influences a person's cognitive processes (Bandura, 1982). With self-efficacy, an individual becomes motivated to set goals, enact them, and overcome challenges while achieving those goals (Bandura, 1977; Lippke, 2020). Self-efficacy plays a crucial role in social cognitive theory (Bandura, 1986) because it influences individual behaviors, feelings, choices of activities, motivation to make efforts, rate of knowledge acquisition, and skill foundation (Tus, 2020).

Previous Applications of Social Cognitive Theory

Bandura (2012) explains social cognitive theory as an individual learning, developing, acquiring knowledge, and self-regulated proficiency within a social setting

where parents, peers, and teachers are the social models. Social cognitive theory research has interested educators, parents, and policymakers because of its explanatory power in understanding human development, its practicality, and its applicability to learning. P. Garcia et al. (2019) state that SCT emphasizes humans' innate ability to direct their behaviors because individuals are neither conduits of external forces nor fully controlled by internal desires. Instead, the authors believe humans are competent for forethought and metacognitive self-reflection, which helps humans think and reflect when encountering or experiencing difficulty. An example of self-reflection is when an individual believes she/he can successfully perform the tasks needed to meet given situational demands through a person's behavioral competence or ability to execute specific actions in certain situations.

Bandura (1977) refers to the particular behavioral competency as a constructed self-efficacy; as such, self-efficacy is the central determining factor of functional adaptation in SCT because it affects outcomes both directly and indirectly by influencing other intrapersonal factors such as goals, outcome expectations, and self-evaluative reactions to one's behavior and resulting outcomes (P. Garcia et al., 2019). Ozer and Bandura (1990) suggest that self-efficacy captures a self-regulatory function that involves motivation, cognitive resources, and strategies of the actions needed to "exercise control over given events" (p. 472). Self-efficacy is the agentic perspective of SCT theory that exerts self-regulative influence over one's functioning (Stajkovic et al., 2018). Stajkovic et al. associated self-efficacy with academic performance as they examined 50 predictors and found self-efficacy was the second strongest predictor of academic achievement. The researchers' result emphasizes that self-efficacy depends on adaptability to any given

challenge, and it can be improved through “enacted mastery, vicarious learning, verbal persuasion, and physiological/psychological sensations” (Stajkovic et al., 2018, p. 239). Though students with low self-efficacy easily convince themselves of their ineffectiveness and lack of effort when facing academic difficulties or challenges, they believe in themselves and find ways to overcome academic obstacles (Burns et al., 2018; Stajkovic et al., 2018).

Cattelino et al. (2019) noted that self-efficacy is task- and context-specific, and there are two types of self-efficacy: self-regulatory and belief in self-capabilities, which are directly related to academic achievement. Cattelino et al. (2019) stated that self-efficacy is the belief a person has about their capabilities to be successful in a specific school subject, and self-regulation is the learning practice that encourages academic self-efficacy. Džinović et al. (2019) suggested that academic self-efficacy is linked to an individual's perception of managing their educational process effectively. This involves organizing suitable academic activities, selecting appropriate study locations without distractions, and motivating oneself to complete homework despite more appealing alternatives. In contrast, Tazouti and Jarlégan’s (2019) research examined parental self-efficacy and parental involvement to facilitate the relationship between family socioeconomic status and children’s academic achievement. Tazouti and Jarlégan (2019) considered self-efficacy a dynamic dimension that varies. They believe self-efficacy belief is a specific parenting domain that represents an effective variable for explaining a significant portion of the modification observed in parental skills and satisfaction.

Baumrind's (1966) Parenting Styles Theory and Its Assumptions

Baumrind classified the parenting style as the parents' attitude toward raising a child and how they engage with their children (Berk, 2022; Estlein, 2021). The parenting style theory was first presented as an academic standard that elegantly organized parenting styles into a clear taxonomy to investigate parental control or influence on children. Baumrind's (1966, 1971) typology initially identified three parenting styles: permissive, authoritarian, and authoritative. The three styles vary in patterns of parental authority and reflect different parental values and naturally occurring patterns of parental behavior (Berk, 2022). Baumrind's (1966, 1971) concept of parenting style explains and defines the style as an act of parenting that combines various parental behaviors and attitudes in which parents respond to children's needs, emphasizing the dynamic environment in which the attitudes and behaviors are displayed.

Baumrind's parenting style examines parent-child relationships, involving parents' behavior in various situations and the roles of parents' emotional support, which consists of autonomy granting, psychological control, involvement, and acceptance, as well as emotional responsiveness to the child (Berk, 2022). Psychological control signifies parents attempting to control children's thoughts or feelings using guilt induction, love withdrawal, shaming, and other manipulative behaviors (Zheng et al., 2022). Estlein (2021) explains parental responsiveness as "the extent to which parents intentionally foster individuality, self-regulation, and self-assertion by being attuned, supportive, and acquiescent to children's special needs and demands" (p.22). Parental responsiveness reflects and advances nurturing, acceptance, and encouragement, constituting a significant element in parent-child relationships (Candelanza et al., 2021).

The authoritative parenting style has been linked to parents being controlling and demanding, with consideration of the child's needs (Candelanza et al., 2021). Candelanza et al. mentioned that authoritative parents tend to be more responsive and supportive and even go far beyond for their children if the situation warrants it. Authoritative parents also support their children in a fair disciplinary and monitoring environment (Liang, 2021). In contrast, authoritarian parents focus more on high levels of control and demand but have a low response and support, giving less conciliation or compromise for their child's needs (Candelanza et al., 2021; Liang, 2021). These two parenting styles tend to set up high regulations and guidelines that require their children to conform to or obey (Liang, 2021).

The last parenting style is permissive; these parents' behaviors reveal over-tolerance of "responsiveness and demandingness" (Liang, 2021, p. 2231) with their children. Permissive parents give much freedom and rarely restrict their children's behaviors (Liang, 2021). Relating to the concept of parenting style, Baumrind (1966, 1967, 1971) explains the style as an act of parenting itself that combines a variety of parental behaviors and attitudes in which parents respond to the needs of children, emphasizing the dynamic environment in which the attitudes and behaviors are displayed. The benefit of this parent-child relationships theory of parenting styles would guide the exploration of how Nigerian immigrant mothers describe their perspectives of parental involvement, expectations, and mother-child relationship practices that support their children's academic achievement (Estlein, 2021). Baumrind's 1971 theory was also isolated into three types of parenting: authoritative, authoritarian, and permissive (Masud et al., 2016).

Authoritative Parenting Style

According to Baumrind's 1971 theory on parenting styles, authoritative parents are supportive (Masud et al., 2016). Authoritative parents attempt to lay down guiding principles, maintaining balance in affection and discipline to shape a child's behavior and regulate their autonomy (Masud et al., 2016). With authoritative parenting, parents are most likely to facilitate competence development using responsible behavior and competence that fosters independent behavior in children (Baumrind, 1971). An authoritative parent tends to direct a child's activities in a sensible and oriented manner (Berk, 2022). They encourage verbal independence, self-expression, and instrumental attributes, but employ firm control at points of parent-child divergence and do not impose restrictions on the child (Baumrind, 1971). The authoritative parent supports the child's present qualities and sets standards for future conduct because they believe it is the most effective way to teach, educate, and promote an independent child (Baumrind, 1971). Additionally, authoritative parents support and encourage their children to succeed academically (Baumrind, 1971). Baumrind (1971) suggested that children raised by authoritative parents display better overall well-being and perform better in academic and school-related assignments.

Authoritarian Parenting Style

Authoritarian parents excessively attempt to control, shape, and evaluate the behavior or attitudes of their children following a set standard of conduct, usually an absolute standard (Baumrind, 1971). Authoritarian parents are intolerant of their child's misconduct; they often resort to punitive punishment to maintain and forcefully curb the child's actions or beliefs when they conflict with what they think is proper conduct

(Baumrind, 1971). Parents who practice an authoritarian style believe in indoctrination that involves values such as respect for authority, respect for preserving order, and traditional structure (Baumrind, 1971). These parents do not encourage verbal expression or opinion from their children because they believe any sign of freedom of expression may lead to disobedience from the child (Baumrind, 1971). These parents believe in setting boundaries for children and limiting autonomy but demand high academic achievement from their children (Baumrind, 1971). Children who grow up under authoritarian parents become accustomed to relying on their parents to make decisions, leading to a higher likelihood of adverse outcomes once they grow older and have to make decisions themselves (Baumrind, 1971). Consequently, children who grow up under authoritarian parents display higher rates of low self-esteem and social incompetence (Baumrind, 1971; Berk, 2022).

Permissive Parenting Style

The permissive parenting style involves behaviors opposite to those displayed by parents who practice the authoritarian and authoritative styles of parenting (Baumrind, 1971). This style allows children the freedom and autonomy to control their activities and minimizes parental interference. Parents regularly consult with their children about rules and decisions, providing explanations. Parents are lenient, make few demands for household responsibility, avoid confrontation, and allow considerable self-regulation (Baumrind, 1971). Typically, these parents present themselves as a friendly resource for their children, not as role models or authority figures. Discipline is nonpunitive. Instead, the parent communicates and reasons with clarity. According to Baumrind, permissive parents are much more responsive than demanding ones. The author equally entioned that

a permissive upbringing for boys inhibits parenting style: “Achievement-oriented behavior, but the same could not be said for girls” (p.93). Since the permissive parenting style has few demands or expectations, parents may be more responsive and less demanding; children have greater liberty and autonomy. Permissiveness can be interpreted as indifference or parental detachment, which tends to cause students to have less achievement orientation (Baumrind, 1971).

The authoritative parenting style is high in parent demandingness and responsiveness (Baumrind, 1971). The authoritarian parenting style is also high in demandingness but low in responsiveness, while the permissive style is high in responsiveness but low in demandingness (Baumrind, 1971). Baumrind (1971) was able to classify the pattern of parenting, noting that parents who identified as permissive differed in their interactions with their children compared to authoritative parenting For instance, permissive parents were less controlling and placed fewer demands on their children than authoritarian parents (Baumrind, 1967). Baumrind (1971) considered the authoritative parenting style the perfect child-rearing approach.

Previous Applications of Parenting Style Theory

Researchers examine parenting style relative to the act of parenting itself that mingles a variety of parental behaviors and attitudes in which parents respond to the needs of children, emphasizing parental involvement, expectations, and parenting practices that encourage children’s academic achievement (Candelanza et al., 2021; O.F.Garcia & Serra, 2019; Theresya et al., 2018). Theresya et al. (2018) reported that Baumrind’s 1967 theory on parenting style suggests that children living in authoritative families will develop confidence and self-control, which helps them manage their

emotions and academic goals. The authoritative parenting style has been linked to parents who control and demand, while also considering the child's needs (Candelanza et al., 2021). Candelanza et al. mentioned that authoritative parents tend to be more responsive and supportive and even go far beyond for their children if the situation warrants it. O.F. García and Serra (2019) examined the relationships between parenting styles and school performance throughout adolescence, including the short- and long-term socialization consequences, without considering the adolescents' poor school performance during their teenage years. O.F.Garcia and Serra's study revealed that children raised by indulgent parents (also known as permissive parents) have equal or even higher self-esteem than those raised by authoritative parents. However, authoritarian and neglectful parenting was linked to the lowest level of self-esteem. The researchers reported that children with parents who were either indulgent or authoritative obtained higher academic and professional self-esteem scores than those raised by authoritarian parents.

Candelanza et al. (2021) and Liang (2021) suggest that authoritarian parents tend to focus on high levels of control and demand, but offer low response and support, resulting in less conciliation and a compromise of the child's needs. The outcome of O.F.Garcia and Serra's (2019) study indicated that indulgent and authoritative parenting styles are associated with children having greater self-competence, social competence, and empathy than authoritarian parenting styles. Theresya et al. (2018) presented authoritarian parenting style as a nurturing form of parenting practice that fosters attitudes and behaviors that support a child's psychological self-sufficiency, leading to good self-esteem and self-regulation in children. Darling and Steinberg (2017) conceptualized authoritarian parenting styles as a parent-self-centered approach that may

increase children's resistance to parental advice. This behavior may lead to conflict that could weaken their children's academic achievement, as authoritative parents tend to support their children in a fair, disciplinary, and monitoring environment (Liang, 2021).

Liu and White (2017) investigated the role of parental engagement in academic achievement in the United States by exploring parental engagement, race, ethnicity, generational status, education outcomes, parental involvement in school, and parent-child communication relationships. The authors used mixed-effect models to evaluate parental engagement's influence on improving math scores. They found that the progression of students' academic performance varies substantially by race or ethnicity and their immigrant parents' status, which has implications for their success in school. Their outcome helps explain how parental engagement predicts superior test scores and reduces dropout rates for students of various racial backgrounds despite various challenges. Sahithya et al.'s (2019) study explored the cultural differences in parenting styles and their outcomes in the West and India. Authoritative parenting styles were associated with better outcomes than authoritarian, and the finding on indulgent/ permissive parenting styles was mixed in Western countries and India (Sahithya et al., 2019). Authoritative parenting styles were associated with better outcomes than authoritarian parenting. The finding on permissive parenting styles was mixed in both Western countries and India; however, traditional India mainly practices the authoritarian parenting style (Sahithya et al., 2019).

Arafat et al. (2020) explored the different aspects of parenting and how parenting styles have shaped the child. Arafat et al. reported that authoritarian parenting practice had been linked with negative social adjustments (such as hostility and low self-esteem)

and behavioral and conduct disorders in children because the parenting style is based on harsh punishment and little positive reinforcement. Parenting style has been found to predict child well-being in social-emotional behavior, academic performance, psychosocial development, and problem-solving behavior. However, they believe that culture deeply affects parenting, determining how to regulate and respond to a child's needs.

Relevance of Parenting Style Theory to the Current Study

Adekoya and Sinacore (2019) utilized qualitative methods to explore African immigrants' parenting practices in North America by examining parents' values about parenting, children's perceptions of parenting styles, and intergenerational relationships among African immigrant families in North America. Parenting styles, academic achievement, and the influence of culture were studied, measuring parenting styles' influence on children and adolescents' academic achievement, focusing on Baumrind's model of parenting styles (Checa & Abundis-Gutierrez, 2018). According to Checa and Abundis-Gutierrez, parenting styles are significantly influenced by cultural differences and social values. Ugwuanyi et al. (2020) stated that parenting style and parental support are significantly related to student academic performance. For example, the study by Ugwuanyi et al. found that increased parental involvement leads to increased student success. The two studies found that students from Nigeria raised under authoritative and authoritarian parents exhibit high levels of prosocial behaviors that are reported to encourage better academic achievement in these students (Checa & Abundis-Gutierrez, 2018; Ugwuanyi et al., 2020).

Literature Review Related to Key Concepts

Nigerian Immigrant Parenting and Academic Achievement

The patterns of parenting practices remain unexplained in culturally appropriate ways, and the current literature review cannot be generalized to the experiences of all African immigrant parents in North America (Adekoya & Sinacore, 2019). Adekoya and Sinacore (2019) and Checa and Abundis-Gutierrez (2018) outlined the parents' values regarding parenting, parenting styles, and intergenerational relationships among African immigrant families, which are most effective in enhancing the academic achievement of children and adolescents while focusing on the parents' culture. The significant relationship between parental role beliefs for involvement and variables such as marital status, education, and gender, as comprehensive factors in students' education, helps explain the parental responsibilities related to involvement and the influence of mothers on students' academic achievement (Afolabi et al., 2015; Chung et al., 2020). Aremu et al. (2019) examined gender differences in perceived parenting styles and self-esteem among adolescents and the relationship between perceived parenting styles and self-esteem among Nigerian in-school adolescents in Ibadan. The study's outcomes indicated that fathers and mothers exhibit similar parenting styles. Most participants perceived their parents as utilizing an authoritative or permissive parenting style, followed by those who viewed their parents as authoritarian—about one-tenth of respondents perceived their parents to employ more than one parenting style. The findings also revealed that female respondents perceived their fathers as authoritative and permissive, which had no statistically significant connection with their self-esteem.

On the other hand, Aremu et al. (2019) reported that males perceived their mothers as more traditional and neglectful, while females perceived them as more flexible; these results were statistically significant because average Nigerian parents do not typically engage in parent-child dialogue. In this respect, their children may perceive their parenting style as authoritarian, flexible, or a mixture of both. Nigerian parenting values are expressed through the balance of culture and parenting behavior; as such, their parenting practice stems from the Nigerian philosophy that parents are central to the development of the community, and their authority must not be questioned (Adekoya & Sinacore, 2019).

To integrate parenting values from Nigeria with those in the US, Nigerian parents allow their children to communicate with them freely (Adekoya & Sinacore, 2019). The relationship between parents' involvement in their children's academics and the collective impact of parental warmth from fathers and mothers influences children's academic achievements and school engagement (Chung et al., 2020). At the same time, Corley et al. (2020) conducted qualitative research to examine African American students' academic success based on the perceptions of the students and their single mothers. The study's findings indicate a correlation between the academic success of students, mothers who are deeply invested, and social-relational support rooted in home involvement. Corley and colleagues recognize and affirm the academic achievements of Black high school seniors, which are bolstered by the guidance and support they receive from their deeply invested mothers.

Hassan and Mohammed (2017) investigated the connection between parenting practices and children's academic achievement, finding that Nigerian parents who

practice authoritative parenting styles have a more positive relationship with their children, which in turn improves students' academic performance. They recommended that authoritative parents provide intensive emotional support that helps children develop autonomy and awareness, thereby facilitating their academic achievement. Still, the Nigerian Immigrant mothers' parenting styles were not indicated in their outcomes. The authors suggest that these children's sense of awareness and perception are shaped by their parents' principles, morals, and objectives. The authors also suggest that authoritative parents engage in bidirectional interaction with their children. The interaction technique develops skills in interpersonal relations and produces better-adjusted and more popular children. Hassan and Mohammed proposed that these interpersonal skills may help advance children's academic performance.

Similarly, Immigrant African mothers' behavior and experience in fostering their children's academic achievement through the role of immigrant parenting styles might be perceived as psychological control based on the host country's parenting practice (Sikiö et al., 2018). Although African immigrant parents' behavioral control might influence the children's academics positively, the fact remains that immigrant African mothers' excessive control might negatively or indirectly impact their children's academic success when overused by African Immigrant parents (Sikiö et al., 2018). Kumi-Yeboah et al. (2020) explored the factors that facilitate cultural assimilation strategies among immigrant youth from West Africa, focusing on their academic success and challenges. African immigrant parenting practices were regarded as wicked and threatening; thus, they were represented as abnormal or unhealthy, causing failure in the parenting success of African immigrants (Alaazi et al., 2018). Kumi-Yeboah et al. discovered that teacher,

parent, peer support, and extracurricular activities emerged as the factors that assisted these immigrant youth's acculturation strategies and academic success.

Alaazi et al. reported that the general perspective of African immigrant parents' view of belonging to a culture different from theirs might force them under the weight of pressures to give up elements of their traditional parenting practices in favor of their host country's parenting tradition. The current study found a negative correlation between African immigrant parents' view of belonging to a different culture and being forced under pressure to give up elements of their traditional parenting practices in favor of their host country's parenting tradition. However, the relationship between parents' involvement in their children's academics and the collective impact of parental warmth around fathers and mothers in influencing their children's academic achievements and school engagement is a notable variation in how fathers and mothers show their parental warmth, together with parents' involvement (Chung et al., 2020). Thus, it is essential to understand the parental responsibilities that include parents' support, that makes parents a progressive partner in their child's academic achievement, because it may help describe the influence of mothers on students' academic achievement.

Parental Involvement and Expectations

Parental involvement is defined as a parent's actions at home and school that are associated with children's learning in school (Boonk et al., 2018). Likewise, studies have revealed that modest home-based parental expectations are positively associated with academic achievement (Adekoya & Sinacore, 2019; Adeniji-Neill, 2012; Boonk et al., 2018). Ziaian et al. (2023) defined parental involvement as parental aspiration and expectation that encourage positive participation in children's academic learning when

the involvement is limited to parental guidance that helps children make their own decisions. The authors investigated children's decisions about parental involvement, based on their aspirations and expectations that encourage positive participation in their education. The researchers suggested that allowing children to make their own decisions based on their academic goals will facilitate academic achievement and future outcomes that help to influence a child's overall development in line with parental expectations. Parental expectations are numerous beliefs, assumptions, and objectives that convey discipline, culture, acculturation, and family composition, usually motivated by parents as they encourage their children's success in school (Adeniji-Neill, 2012; Ziaian et al., 2023)

Parental involvement has been recognized as crucial to children's learning development (Baumrind, 1966; Pinquart & Kauser, 2018), a subject that also guides the current study's exploration of how Nigerian immigrant mothers describe the perspectives that support their children's academic achievement. For Nigerian immigrant parents who appear to value schooling, little is known about their involvement or practices relevant to schooling (Deslandes et al., 2022; Oyinloye, 2021). Parental involvement has also been proven to positively influence children's social and emotional development, encouraging academic achievement (Barger et al., 2019). Deslandes et al. reported that parent and guardian-based support focuses on parents' and guardians' encouragement of their children's academic activities, including helping children with their academic work by engaging with their education as they communicate with teachers and other educational staff on behalf of students.

As parents struggle to adjust or get involved in their children's education in school because of differences between home and host culture expectations surrounding the parents' role in children's education (Deslandes et al., 2022), parents and teachers are the most influential in a child's life because parents typically start the process. Teachers expand on it (Kuboja, 2019). Literate, urban, middle-class Nigerian parents in Nigeria encourage and support their children's education in multiple ways. However, mothers perceive themselves as advocates and reinforcers of tasks that structure, foster, and support their children's learning in numerous ways (Oyinloye, 2021). Parental involvement and expectations in a host country can be challenging for African immigrant families due to the differences between traditional African cultural practices and the disciplinary strategies of the new country (Akosah-Twumasi et al., 2020; Salami et al., 2017). Akosah-Twumasi and colleagues noted that the differences between traditional African cultural practices and disciplinary strategies are closely tied to the Nigerian immigrants' practices of parental involvement and expectations, which involve physical discipline, respect as a deeply entrenched value in parenting, cultural values, religious practices, and gender differences in parenting.

Mother-Child Relationship Practices

Parenting a child in Nigerian culture is typically regarded as a shared responsibility between the father and mother. The father is considered the breadwinner, and the mother's sole responsibility is regarded as a homemaker who nurtures children to respect and obey their culture (Adigwe, 2021). In Nigerian parent-child relationships, mothers are more likely than fathers to be the ones who facilitate and moderate the activities of their children. Parenting methods have been perceived as a gendered

obligation exclusively meant for the father, as good home training is identified with the father.

In contrast, a child with delinquent behavior is identified with the mother based on cultural beliefs (Adigwe, 2021). Culture plays a significant role in the parent-child relationship practices and attitudes of Nigerian immigrants because the parenting practices learned from their pre-migration culture tend to be maintained post-migration (Adekoya & Sinacore, 2019). Mothers are more likely than fathers to be the ones who facilitate parenting practices that diverge from shared values, including respecting individuals in authority and making meaningful contributions to society (Alaazi et al., 2018). In the Nigerian community, parenting is considered a communal responsibility whereby neighbors, relatives, and siblings supervise and discipline children, but the mother is the primary disciplinarian.

Challenges to Nigerian Immigrant Mothers' Parenting

Nigerian immigrant parents, like any other immigrant group, face many challenges and limitations in supporting their children's education after relocating to the United States. Some challenges Nigerian immigrant mothers face include parenting style and practices, acculturation, discrimination, and language barriers (Onwujuba & Nesteruk, 2021). Nigerian immigrant mothers struggle with adjusting to many societal norms that differ from their native customs; among these norms are parenting styles and practices. Many immigrant parents struggle to support their children's education as they navigate through what constitutes the rights of children and the appropriate disciplinary practices to address behavioral issues (Alsharaydeh et al., 2019; Inyang, 2021; Oerther et al., 2020).

Akachukwu (2019) reported that most immigrant parents and their children speak languages different from those of their host country, and thus face communication problems due to language barriers. Many immigrant parents and their school-age children who are less proficient in English face greater language and communication challenges than those who speak fluent English when assisting their children with schoolwork (Inyang, 2021; Kumi-Yeboah et al., 2020). Parents' inability to effectively communicate with their child's teachers adversely affects the student's learning, parental involvement, and efficacy. Choe (2022) posited that parents with lower language fluency tend to face challenges with parental self-efficacy and parenting, whereas parents with high fluency in the host language tend to be more successful in parenting and parental self-efficacy.

Acculturation is another obstacle in the immigrant mothers' way of adequately supporting their children's education. As many Nigerian immigrant parents settle into their new communities, the need to balance the cultural scales between Western and Nigerian cultures becomes a focus for effective parenting. Onwujuba and Nesteruk (2021) stated that the cultural values of the immigrant parent dictate the type of ethnic socialization and parental practices that would be provided for the children. Kumi-Yeboah et al. (2020) reported how navigating through the mainstream culture and that of the immigrant parent continues to create tension and impact the academic achievement of many students of immigrant parents. When not properly managed, this tension can lead to a breakdown in communication and low parental self-efficacy, negatively affecting a child's academic achievement.

Financial constraints and discrimination are other barriers that Nigerian immigrant mothers must overcome in supporting their children's academic achievement.

Many migrant mothers are of low economic status as they settle in the new community. Most parents struggle to secure a job that provides them with the financial resources needed to meet their children's needs. According to Onwujuba and Nesteruk (2021), Nigerian Immigrant mothers facing financial constraints find it difficult to provide for their children's academic needs adequately. Many find it challenging to afford after-school programs, purchase school materials, and even provide enough food for students to eat healthily before school. Often, the students whose parents are undergoing financial constraints get discriminated against in school and are subjected to stereotypical conjecture about immigrant students. Like any other black group, children of Nigerian immigrant parents are also subjected to prejudice from other students and teachers, harassment from police, and other people from society (Akachukwu, 2019). These experiences often create low self-efficacy in both immigrant mother and their children, which can result in low academic achievement for the children.

Parent Self-Efficacy and Student Academic Achievement

Parental self-efficacy (PSE), derived from Bandura's social cognitive theory (1982), refers to parents' beliefs in their ability to positively influence their children's behavior, development, and academic achievement (Boruszak-Kiziukiewicz & Kmita, 2020; Tazouti & Jarlégan, 2019). Thus, PSE refers to parents' confidence in their ability to engage in the activities they consider important to their role as parents (Jones & Prinz, 2005). This appraisal is, in turn, associated with more effective parenting, particularly in the face of challenges (Coleman & Karraker, 1998, 2000).

According to Boruszak-Kiziukiewicz and Kmita (2020), a strong relationship exists between parental self-efficacy and effective parental functioning. The authors

equally asserted that parents who strongly believe in their capacity to positively influence their children's behavior usually employ positive parenting techniques, particularly in terms of discipline and parental support. Tazouti and Jarlégan (2019) submitted that parents with low parental self-efficacy might find it difficult to mediate the conflict in their children's behavior and cannot manage their anxiety while engaging with their children's academic achievement. At the same time, a parent with higher parental self-efficacy can facilitate positive academic and social outcomes in their children.

Many studies conducted in various countries have found that mothers who believe they possess sufficient skills to be good parents can manage their anxiety and maintain the focus and energy needed to engage in positive parenting behaviors (e.g., Chau & Giallo, 2015; Dumka et al., 2010). Choe (2022) reported that self-efficacy positively influences performance and posited that a parent with high self-efficacy in language learning tends to achieve higher language proficiency. However, Swick and Broadway (as cited in Choe, 2022) asserted that parents with positive PSE could establish a progressive parenting behavior that promotes a positive relationship with their children's school and showcase a greater involvement. Among immigrant families, higher parental self-efficacy among mothers helps mediate the effects of acculturation, language barriers, and parental involvement (Choe, 2022). Immigrant mothers who believe in their capacity to positively influence their behavior and that of their children, and to achieve a positive outcome, tend to engage in parental practices suited to overcome many barriers and support their children's academic achievement.

Summary and Conclusion

This chapter reviews the literature needed to explore the concepts of parenting styles, parental involvement, and parental self-efficacy of immigrant parents relative to supporting their children's academic achievement. The literature review also explored Bandura's Social Cognitive Theory and Baumrind's Parenting Style Theory as theoretical frameworks for the study. Bandura's Social Cognitive Theory was explored to analyze parental self-efficacy and its effect on parental support for a child's academic achievement. In contrast, Baumrind's parenting style theory was explored to understand the four parenting styles and their impact on parental support for children of immigrant parents. Furthermore, the literature was reviewed to explore self-efficacy, the four parenting styles, parental self-efficacy, and the relationship between the self-efficacy of immigrant mothers and their children's academic achievement.

The outcome of the literature review showed a positive relationship between self-efficacy, parenting styles, and academic achievement. However, more literature was needed on how Nigerian immigrant mothers describe their perspectives of parental involvement, expectations, and mother-child relationship practices that support their children's academic achievement. The information from this review will explore what parenting styles Nigerian immigrant mothers describe as having influenced their children's academic achievement.

Chapter 3 discusses the rationale for the study, a detailed description of the researcher's role, selection criteria, sampling method, participants' population, data collection tools, data collection techniques, and data analysis methods.

Chapter 3: Research Method

The purpose of this qualitative study was to understand how Nigerian immigrant mothers describe the parenting styles that support their children's academic achievement. In order to address this gap in the study, I used a basic qualitative approach and semistructured interviews to collect data from Nigerian immigrant mothers to understand the parenting style they described that supports their children's academic achievement. This chapter includes sections that discuss the rationale for choosing a qualitative study, the role of the researcher, the mitigation of ethical issues related to these relationships, participant selection, data collection instruments, and data sources. I discussed the study's methodology in this chapter, along with the description of the data analysis plan, issues of trustworthiness, and ethical considerations that ensure the safety and confidentiality of the participants. Chapter 3 concludes with a summary.

Research Design and Rationale

Developing the research question for this study aimed to understand the behavior and parenting style that Nigerian immigrant mothers described as supporting and encouraging academic achievement in their children. Therefore, the central question of this study was as follows:

RQ: How do Nigerian immigrant mothers describe the parenting styles that support their children's academic achievement?

Defining Phenomena of the Study

The central phenomenon of this research was to understand how Nigerian immigrant mothers describe their parenting style that supports and encourages their children's academics. The study focused on mothers' descriptions of their experiences,

behaviors, and parenting styles in relation to their children's academic performance. Qualitative research was employed to thoroughly explore participants' experiences with this phenomenon (Clark & Vealé, 2018; Patton, 2015). Qualitative research offers a richer understanding of the lived experiences of Nigerian immigrant mothers than quantitative research, as numbers cannot effectively convey the context of these experiences (Rutberg & Bouikidis, 2018). Qualitative research is flexible and adapts to new information based on data collection, providing a holistic perspective on participants' experiences, perceptions, and behaviors (Rutberg & Bouikidis, 2018).

Qualitative Research Design and Rationale

A basic qualitative design was employed to gain a deeper understanding of how Nigerian immigrant mothers described parenting styles that support their children's academic achievement. According to Merriam and Tisdell (2016), a basic qualitative study may uncover the participants' experiences, behaviors, practices, strategies, and the meaning the participants ascribe to those experiences. Merriam and Tisdell (2016) stated that a basic qualitative study is a trustworthy research approach derived theoretically from constructionism, phenomenology, and symbolic interaction. In alignment with Merriam and Tisdell's belief, I employed a basic qualitative research design to explore the effective practices, strategies, and behaviors of Nigerian immigrant parenting styles in supporting their children's academic performance.

A basic qualitative research design can assist the researcher in inquiring about participants' experiences through interviews or surveys, along with what these experiences represent to the participants (Ravitch & Carl, 2016). According to Ravitch and Carl (2019), this design would enable a thorough evaluation and in-depth analysis of

the phenomenon, utilizing multiple data sources, including document review, observation, and semi-structured interviews. Patton (2015) proposed that a basic study is needed to understand how people describe, interpret, construct, and make meaning of their world or experiences in a particular setting. However, there are many qualitative research approaches, including narrative inquiry, social constructivism, ethnography, case study, system theory, phenomenology, and grounded theory (Patton, 2015). Researchers in each qualitative approach use the participants' worldview as a lens to understand the phenomena through a collaborative relationship with the participants. Patton posited that with grounded theory, researchers focus on generating an argument about a phenomenon.

The ethnographic approach is used to understand people's meanings of the patterns of behavior within their culture, while the phenomenological approach focuses on human experiences related to the issue under study. Since the study focused on understanding the experiences and behaviors of Nigerian immigrant mothers regarding their support for their children's academic achievement, the basic study approach was more suitable for this study. A basic qualitative research study would also allow the participants to share their experiences as Nigerian immigrant mothers, describing the parenting style that supports and encourages their children's academic performance.

Role of the Researcher

In this study, my role was as a human instrument, getting access to the participants' experience for data collection through in-depth interviews (Clark & Vealé, 2018). In this role, I conducted individual interviews with each participant, using in-depth interviews to create interaction with the participants while collecting data from them. As a human instrument, I divulged my biases and subjectivities and declared my

positionality. Ravitch and Carl (2019) mention that positionality is the role and relationship between a researcher and the participants within the context and settings of the study. I used my position as an interviewer to ensure the interview took place in a safe, secure, and more comfortable environment for the participants to talk openly without fear. Likewise, as an interviewer, I established a healthy relationship and warm reception, so the participant trusted me as an inquirer.

Power Differentials

The interviews occurred with relative strangers; as such, no personal or professional relationships existed between the research participants and me. Consequently, the lack of supervisory relationships between the participants and me resulted in no apparent power differentials. Although power disparities inherently occur between researchers and research participants (Ravitch & Carl, 2016; Rubin & Rubin, 2012), I managed the possibility of power imbalances by utilizing an interview protocol as a guide for the interview. Participation in this interview was voluntary, and there was no financial compensation for any participant. Each participant had a vivid understanding of their right to withdraw from the process at any time.

Mitigating Researcher Bias

A potential bias might result from my position as a part-time teacher in an urban school, where I have witnessed a high academic performance rate among Nigerian American students. Many of these children are first-generation Nigerian immigrants whose parents have two to three higher educational certificates or secondary school certificates. As a member of the Nigerian American community that shares the same socio-cultural characteristics as the participants, I understood that my experiences might

contribute to some unavoidable biases. I knew that these biases existed around my own positive and negative experiences. So, I used reflexivity to neutralize the effect of my subjectivity as a member of the Nigerian American community. I utilized an interview protocol as a guide throughout the conversation as I collected valid and qualitative data (Merriam & Tisdell, 2016; Rubin & Rubin, 2012). Likewise, I maintained a researcher's explanatory protocol of a literal journal to reflect on my potential biases. This study seeks to understand the lived experiences and perceptions of Nigerian immigrant mothers who are knowledgeable about their own experiences (Ravitch & Carl, 2016). As the researcher, I collected and analyzed valuable data from participants that were used to answer the research question without embedding my personal experiences and perceptions (Merriam & Tisdell, 2016; Rubin & Rubin, 2012).

Methodology

Participant Selection Logic

In this study, the participant population consisted of Nigerian immigrant mothers who had been residing in the United States for more than 10 years. The participants were purposively selected based on the following inclusion criteria:

- Each participant is a Nigerian immigrant mother.
- Each participant supported a child who had completed high school and enrolled in a two- or four-year college in the United States.
- Participants were literate Nigerian immigrant mothers proficient in writing, reading, and speaking English to participate in this study.
- Children's academic achievement was not less than a B and/or a GPA of 3.00 and above.

Sampling

The sampling choice for this study was purposeful sampling (Palinkas et al., 2015). Pantelides (2017) states that the sampling technique allows autonomy in selecting participants with in-depth knowledge of the phenomenon as they answer the research questions. Using purposeful sampling helped elucidate a wealth of expertise in understanding the parenting styles that Nigerian immigrant mothers describe as supporting their children's academic achievement (Creswell & Poth, 2016; Pantelides, 2017).

Sample Size

Approximately 8-10 mothers were selected to participate in the interviews for this study. In qualitative research, the sample size needed to provide adequate rich data to answer the research question is usually estimated because there is no clear guideline for calculating or selecting a specific sample size for an approach (Hennink & Kaiser, 2022; Vasileiou et al., 2018). In qualitative research, the aim is not to collect data that could be generalized but data that is rich in context and provides an exhaustive response to the research question (Ravitch & Carl, 2016). Therefore, a small sample size is needed for data collection to reach a state of saturation where no additional data will change the study's outcome. In a qualitative study, the adequate sample size is the number of participants that takes the researcher to reach a point where an addition of a new sample does not produce any new data or new information about the topic while the research advances the point of data saturation or redundancy (Hennink & Kaiser, 2022; Pantelides, 2017; Ravitch & Carl, 2016).

Instrumentation

As the researcher in this qualitative study, I was the primary human instrument for data collection (Ravitch & Carl, 2016) and used an in-depth interview protocol to collect participant data. The data collection tool consisted of semistructured interviews with open-ended questions seeking data needed to answer primary research questions. Each participant was asked the same questions through a convenient medium of their choice and with greater confidentiality. The semistructured interview brought about close interaction with the participants, helped minimize subjectivity, and improved the quality of the study (Pantelides, 2017). Ravitch and Carl (2019) stated that interview protocols are used as a guide to align the interview questions to research questions and conduct an inquiry based on the list of questions the researcher intends to ask each participant. This study developed one set of protocols (see Appendix) that aligned the interview questions with the research questions and focused on the study phenomenon (Ravitch & Carl, 2016; Yin, 2017).

Strengthening the validity and reliability of a study is crucial in qualitative research, and this is often referred to as trustworthiness (Patton, 2015). One of the many strategies researchers use to validate data collection and the analysis of a study outcome is peer debriefing (or review) and member checking. I used member checking to validate the study results by allowing the participants to check for accuracy in the data collected from them. Peer review also provided credibility to the study. Though other potential data sources for this study might include observation and evaluation of archival documents (Ravitch & Carl, 2016), the scope and timeline for this study did not allow for their use.

Procedures for Recruitment, Participation, and Data Collection

Recruitment

The choice of participants for this study was purposeful sampling (Ravitch & Carl, 2019). According to Luciani et al. (2019), researchers intentionally utilize a purposive sampling approach to select participants or settings that provide rich and relevant information about the phenomena needed to answer the research question. The selection of potential participants in this study adhered to the following criteria: (a) Each participant is a Nigerian immigrant mother; (b) each participant supported a child who had completed high school and enrolled in a two- or four-year college in the United States; (c) participants were literate Nigerian immigrant mothers proficient in writing, reading, and speaking English to participate in this study; and (d) children's academic achievement was not less than a B and/or a GPA of 3.00 and above.

Potential participants were recruited from Facebook using the purposive sampling method. I advertised for participants by joining some Nigerian parents' group pages with the inclusion criteria, using Facebook targeted advertising, and seeking permission from the group administrators. According to Kosinski et al. (2016), targeted advertising is an effective alternative to snowballing, where participants with a well-defined range of preferences are recruited. Interested participants were invited to contact me through the email provided or phone number. Potential participants who responded were screened against the inclusion criteria. I recruited additional participants by distributing flyers in Nigerian churches and Masjids as needed.

The potential participants who met the criteria were sent an informed consent form early, before the interview. The informed consent form informed the participants of

the voluntary nature of the study, the risk involved, their rights, and the level of confidentiality with which their data would be protected. All documents were written in English since all participants were expected to speak English fluently. The participants were allowed to review the consent form, and when requested, I went over the consent form with them to answer any questions they had. Once their consent was given by stating yes on the consent form and returning it through their email address, the interview was then scheduled. An ethical measure was implemented to ensure their data and community confidentiality. Each participant was called on the phone to ascertain their commitment.

All participants were informed of the intention to record the interviews on at least two audio recorders for accuracy and backup in case of electronic malfunction. Participants understood that they had the right to refuse the use of an audio recorder for data collection during the interview. All participants were asked for consent to be audiotaped with two simultaneous recorders to gather data. If a participant could not consent to an audio recording, I was prepared to take adequate field notes of the responses. I also intended to utilize a responsive interviewing technique to adapt to the participants' personalities during the conversations. Responsive interviewing involves using main questions, such as probes and follow-up questions (Rubin & Rubin, 2012). All participants agreed to be audiotaped during the conversations.

Procedures for Data Collection

The data collection starts with selecting the appropriate participants and settings (Ravitch & Carl, 2016). This study purposefully recruited Nigerian parents with experience of the parenting style used to support their children's academic achievement.

Data was collected from the participants using a semi-structured interview. In line with the participants' choice, participants were interviewed through Zoom or face-to-face, accommodating any COVID-19 protocol. The interview process followed the interview protocol (Appendix C).

After the interviews, I transcribed the data using "Otter" transcription software and coded it using NVivo software. Using NVivo qualitative data analysis software, codes were generated, organized into categories, and classified into different themes. However, during the data collection, analysis, and report, efforts were made to protect participants' identities through confidentiality. A pseudonym was used for each participant to protect their identity. The data collected will be securely saved in a password-protected folder on my computer for five years, after which it will be destroyed by permanently deleting the folder from the computer.

Data Analysis Plan

This basic qualitative study aims to understand how Nigerian immigrant mothers describe the parenting styles that support their children's academic achievement in the urban area of Northeastern America. Interview data were collected from the participants and analyzed to answer the following research questions: How do Nigerian immigrant mothers describe the parenting styles that support their children's academic achievement? After transcribing each interview collected, this study utilized thematic analysis to organize and analyze the interview data collected from the participants. A qualitative study uses thematic analysis to abstract, focus, analyze, and report patterns and emerging themes from the interview data (Nowell et al., 2017). I conducted a thematic analysis of

the collected data using Braun and Clarke's (2006) six-stage analysis process for its flexibility and simplicity.

Braun and Clarke (2006) asserted that the use of thematic analysis in qualitative studies enables researchers to enhance the quality of their work by providing a clear understanding of the data in answering the research question. The authors provide a six-stage process of thematic data analysis that includes (1) familiarizing with data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining themes, and (6) writing the report. Using Baumrind's (1966) theory of parenting styles and Bandura's (1977) social cognitive theory as a guide, and following the Braun and Clarke six-stage process, I began step 1 by familiarizing myself with the data. I read each transcript several times and took notes. Each interview transcript was simultaneously reviewed as soon as I completed each interview. Simultaneously analyzing the transcript alongside data collection will provide the opportunity to make notes and seek codes and patterns needed to make sense of the data. In step 2, after multiple readings of the transcripts, they were uploaded into NVivo software to organize the data and generate emerging codes. In stage 3, the generated codes were categorized into themes. In step 4, the themes were reviewed for any subthemes, as well as for the merger or elimination of duplicate categories and themes. In step 5, I renamed themes for better definitions. In step 6, the report on the outcome of data analysis was written after all themes had been well-defined and the data had been interpreted.

During data analysis, I used NVivo, a computer-assisted qualitative data analysis software (CAQDAS), to aid in organizing and analyzing the textual data from the interviews. In qualitative studies where a high volume of textual data is analyzed for

codes, patterns, themes, and sub-themes to understand participants' behaviors and practices, using a CAQDAS is more appropriate (Friese et al., 2018; Ravitch & Carl, 2019). This study utilized the NVivo software to analyze codes and organize codes into categories and themes to help understand the participants' reported behaviors and practices that answer the research question. In case of any discrepancy in the data collection, the issue was addressed during the data analysis stages of theme review, renaming, and definition. This process concurrently occurred for each interview until data saturation was met.

Discrepant Cases

Discrepant cases are data generated that neither produce a new insight different from the majority opinion nor are sufficient for understanding the study's phenomena (Merriam & Tisdell, 2016). In this study, discrepant response cases were sorted during step 4 (theme review stage) of the data analysis process, where such cases could either be merged or eliminated as they are not strong enough to generate a separate category or theme. The review of all collected data revealed no discrepancies.

Issues of Trustworthiness

Central to the acceptability of any qualitative research is the quality of methodology, starting from conception to the presentation of the outcome. According to Ali and Yusof (2011), ensuring the quality of a study remains an integral part of qualitative research, the rigor of which can be judged through its credibility, validity, reliability, and generalization. Quality qualitative research is always embedded in quality criteria that showcase the degree to which the results can be attributed to the study, how objective the study is, and how replicable the study can be. In a qualitative study, the

researcher must ensure that the results are credible, dependable, transferable, and confirmable. Establishing trustworthiness in the qualitative study indicates the strength of the research's acceptability and quality. Shenton (2004) states that the credibility of a qualitative study is dictated by how much reality is captured in the study's outcome.

Credibility

The credibility of a qualitative study is the confidence that the researcher's report of a study's outcome accurately represents and interprets the participants' worldview (Connelly, 2016; Patton, 2015). According to Kyngäs et al. (2020), the credibility of a study is the most important criterion that signifies the reader's belief in the truthfulness of the research procedure and outcome. Kyngäs et al. (2020) explained that researchers can improve the credibility of a study by selecting an appropriate methodology and participants, conducting an extensive literature review, collecting sufficient data to achieve saturation, and employing appropriate data analysis. This study enhanced credibility by employing a purposive sampling method to select participants with in-depth knowledge of the phenomenon, utilizing pre-tested interview protocols to collect data, and employing thematic data analysis to analyze the interview data. Moreover, member checking ensured that the outcome of the analyzed data accurately represented the participants' views by sending them a draft of the findings for verification.

Transferability

Transferability refers to the extent to which the findings of a study can be applied to another setting with similar characteristics (Kyngäs et al., 2020). In a qualitative study, the goal is not to statistically generalize the study's outcome, as is typically done in a quantitative study, but rather for readers to apply the findings to their own context

without disregarding the original context (Connelly, 2016). According to Kyngäs and colleagues, transferability can be improved through a thorough description of the context, sampling techniques, potential inclusion criteria, and the characteristics of the participants, which will help others determine if the outcome applies to their setting.

In this study, transferability was established through a detailed description of the phenomenon, including the characteristics of the participants, the inclusion criteria, data collection methods, and analysis procedures. This enabled readers to gain a comprehensive understanding of the outcome and decide whether the findings applied to their context.

Dependability

Dependability in qualitative research refers to the consistency and stability in all aspects of the chosen method for investigating the phenomenon (Ravitch & Carl, 2019). Dependability concerns the alignment between the theoretical or conceptual framework, the data collection process, and the data analysis. The researcher's responsibility is to ensure that the data are stable over time and conditions (Connelly, 2016; Kyngäs et al., 2020). I sought the service of a peer reviewer to strengthen the dependability of this study and help ensure that an alignment exists between data collection, data analysis, and the interpretation of the outcome. Moreover, I ensured that the collected data informed the findings and conclusions. Additionally, thorough journaling of all steps and procedures was undertaken.

Confirmability

The conformability of a study measures the extent to which the study's outcome accurately represents the views and experiences of the participants, as captured in the

collected data, rather than the researcher's preconceived biases. According to Ravitch and Carl (2019), confirmability establishes the researcher's neutrality, data authenticity, and objectivity of the outcome. Kyngäs et al. (2020) explained that it is incumbent on the researcher to ensure that the findings and the interpretation of the outcome are not shaped or motivated by personal interest but by the data collected. This study established confirmability through an audit trail that includes a detailed description of the data collection, analysis, and interpretation process in journals and field notes, establishing a relationship between the outcome and the data. Also, member checking helped ensure that the findings represented participants' worldviews.

Ethical Procedures

In qualitative research, the interaction and relationship between the researcher and participants can sometimes raise potential ethical concerns regarding privacy, confidentiality, anonymity, and informed consent (Sanjari et al., 2014). Arifin (2018) stated that researchers need to engage in an ethical procedure to protect human participants from the potential risks that their participation could expose them to. Human participants must be treated with high levels of anonymity and confidentiality, even when anonymity is impossible. Following the Belmont Report protocol, all participants were treated fairly and equitably, and informed of the potential risks and benefits of the study.

This study ensured that the rights and welfare of the participants were catered to by engaging in an ethical procedure that began with seeking Walden IRB approval to ensure that ethical standards were met before data was collected. A letter of invitation was sent to each potential participant who met the inclusion criteria, inviting them to participate voluntarily in the study. I sent an informed consent form to each participant

who declared an intention to participate in the study, detailing its goals, nature, scope, data collection, and analysis process, while emphasizing the voluntary nature of their participation. The consent form also informed the participants that the study would not provide compensation for their participation and that they had the right to discontinue participation at any time.

This study protected the confidentiality of participant information ethically by using an alphanumeric pseudonym to refer to each participant's identity. The interview took place in a comfortable environment for the participants, which included both an online interview via Google Meet and a face-to-face interview. The data collected from the participants were analyzed, and the findings were reported with high confidentiality. All collected data and correspondence are securely locked on my 2-factor password-protected personal computer for five years before being securely destroyed.

Summary

Chapter 3 discussed the chosen qualitative method and its rationale, the role of the researcher in the study, the choice and size of potential participants, and the sampling method. It also included sessions discussing data collection methods and instrumentation, data analysis and ethical considerations, and the steps to protect the participants. The next chapter will discuss the participants' demography, data collection, and the study's findings.

Chapter 4: Results

The purpose of this qualitative study was to understand how Nigerian immigrant mothers describe their parenting styles that support their children's academic achievement based on the use of Baumrind's (1966) theory of parenting styles and Bandura's (1977) social cognitive theory. I collected data using semi-structured interviews to answer the following research question: How do Nigerian immigrant mothers describe the parenting styles that support their children's academic achievement?

This chapter includes a description of the setting for data collection, as well as the demographics and characteristics of the participants. I then explain, in detail, the data collection and analysis process, discuss the implementation of research trustworthiness that includes credibility, transferability, dependability, and confirmability of the data, and present the results. The chapter ends with a summary and transitions to the next chapter.

Setting

After obtaining the University's approval number (01-19-24-0630172 with an expiration date of January 18, 2025) from the Walden University Institutional Review Board, I invited the potential participants through advertising and seeking administrators' permission from the Nigerian parents' group page on WhatsApp. I also invited additional participants from the Nigerian churches and masjids by distributing flyers. I was responsible for recruitment, location, and data collection. The invitations were distributed in both paper and digital formats. I emailed digital invitations to the group page on WhatsApp, but the process was not fruitful because the administrator had a problem linking the digital invitation to the group page; therefore, paper invitations were posted on all churches' and masjids' public bulletin boards with my email address and telephone

number and allowing interested individuals to reach out to me. I conducted phone screenings of potential participants, after which interviews were scheduled with individuals who met the inclusion criteria.

I emailed the informed consent forms with the inclusion criteria to the 10 potential participants who had emailed and called to express their interest in participating in the study. Since the sampling in this study was not truly random, there is a threat to its external validity, and the results need to be carefully evaluated regarding their applicability to the general population. An attempt was made to gather as much data as possible from about 10 participants, as discussed in Chapter 3. However, one potential participant felt uncomfortable participating in the research and pulled out at the last minute, which I respected. The nine other mothers emailed me, indicating their interest and understanding that their participation was voluntary. I emailed each mother a copy of the informed consent, requesting a response within 72 hours, to which they replied, "I consent," as highlighted in their email, serving as evidence of their consent. I also called each participant by phone to confirm their commitment. During the call period, another mother opted out due to a family matter; however, I was able to recruit another participant as a replacement. Nine prospective participants initially reached out; one did not attend scheduled interviews. The final sample size was eight participants. Interviews were conducted via face-to-face and Google Meet. I interviewed one mother in person at a local library as she requested. Four mothers were interviewed via Google Meet; three chose to interview in a private room at their homes. The interviews were audio-recorded and ranged in duration from 31 to 40 minutes. I employed a semistructured interview protocol and followed the plan described in Chapter 3.

The target population was Nigerian immigrant mothers who have been living in an urban area of the Northeastern part of the US for more than 10 years, speak fluent English, have children who have a minimum of four years of schooling in the United States, and their children have attained the age of 18 and completed high school. Also, their children's academic achievement is at least a B, and they have a GPA of 3.00 or above. The focus of the study was the mothers' descriptions of their experiences, behaviors, and parenting styles toward their children's academic performance.

The external validity of this study was enhanced by the broad cultural diversity of the recruited mothers, whose ethnicities spanned the three major tribes and two of Nigeria's three central religious beliefs. By recruiting multi-ethnic participants, the study aims to expand the reported experiences of Nigerian immigrant mothers across different cultures and improve the external validity of the findings. The plurality of religious beliefs among participants also made the findings more representative of Muslims and Christians. Furthermore, collecting data from participants based on their preferred medium and in their comfortable environments, such as in-person at participants' homes, libraries, and virtually, helped reduce their fear of being observed and allowed them to open up, which mitigated the Hawthorne effect.

The issue of shared cultural background, in which the participants assumed that I understood their situation because we shared the same cultural and religious beliefs, allowed them to open up and feel free to discuss the issue. However, some participants were asked to explain their assertions whenever they gave brief responses, assuming that I shared their experience. More often, follow-up questions were asked for further exploration.

Demographics

The ethnicity of the eight Nigerian immigrant mothers who participated in the study comprised three major ethnic groups from Nigeria (five Yorubas, two Hausas, and one Igbo). Each of the eight participants who signed the consent form and participated in the study has lived in an urban area of the northeastern United States for more than ten years and speaks fluent English, in addition to their native languages. Two participants mentioned Christianity as their faith, while others associated it with Islam. The participants' education was diverse, comprising one associate's degree, three bachelor's degrees, three master's degrees, and one doctorate. This description of the participants' demographics in this study provided a contextual lens through which the findings could be interpreted, particularly concerning factors that influence the parental behavior adopted in supporting their children. In addition, an understanding of the demographics will clarify the limits of the study's generalizability and guide the scope of the findings' applicability.

The participants' children have reached the age of 18, have completed a minimum of four years of schooling in the United States, and have graduated from high school. Also, their children's academic achievement is at least a B grade and a GPA of 3.00. Each participant additionally revealed their level of education and profession during the interaction. Each participant's identity was protected by representing their names with pseudonyms P1, P2, P3, and so on throughout the document and in the table below. The summary of the demographic information of the study sample is presented below (see Table 1).

Table 1

Participants' Demographics

Participants	Mother Years in the US	Mother's Level of Education	Ethnicity	Religion	Child's Level of Completed Education
P1	20 years	Bachelor's degree	Yoruba	Islam	College
P2	25 years	Master's degree	Yoruba	Islam	Secondary/ College
P3	20 years	Bachelor's degree	Yoruba	Islam	Secondary/ College
P4	28 years	Master's degree	Yoruba	Islam	College
P5	22 years	Bachelor's degree	Hausa	Islam	Secondary
P6	23 years	Associate degree	Hausa	Islam	Secondary
P7	29 years	PhD	Igbo	Christianity	Secondary / College
P8	26	Master's degree	Yoruba	Christianity	College

Data Collection

Data collection for this study began after the IRB approval and spanned from January to May 2024. Before interviewing the eight participants, I ensured each participant received and signed the informed consent form after clearly understanding its content. The average interview time was about 35 minutes. The interview was conducted in participants' preferred locations; four were interviewed via Google Meet, while the remaining participants were interviewed face-to-face in their safe environment, using the interview protocol (see Appendix). The data collection process described in Chapter 3 was strictly followed without any unwarranted issues.

I conducted semistructured interviews using open-ended, audio-recorded questions via Google Meet and an external audio recorder to supplement the data with participants' knowledge. Open-ended questions were used during the interviews to ensure that participants could discuss their experiences freely. I used semi-structured interviews to address research questions about how Nigerian immigrant mothers described their

perspectives on parental involvement, expectations, and mother-child relationship practices that support children's academic achievement.

One of the established beliefs that the Nigerian traditional social system is based on is that the role of nurturing children to be respectful, disciplined, and successful falls primarily on the parent, with the mother often bearing the brunt of the blame when the outcome is not favorable. When a participant attempted to downplay her challenges or align her response with the cultural expectations of the Nigerian mother in parenting, the interview protocol was used to collect the necessary data through follow-up questions without hurting her feelings.

I used Otter transcription software to transcribe the audio-recorded interviews. After that, I reviewed all eight interviews to ensure accuracy. Besides the delay in the last interview due to the participants' scheduling issue, no unusual circumstances influenced the data collection.

Data Analysis

The interview data were collected from the participants and analyzed to answer the research question: "How do Nigerian immigrant mothers describe the parenting styles that support their children's academic achievement?" I utilized a thematic analysis approach to organize and analyze the collected data. Using the thematic analysis method enables the researcher to identify, analyze, and report themes by clearly understanding the data in answering the research question (Braun & Clarke, 2006). The thematic analysis involved examining patterns of meaning throughout the data, as the basic qualitative design offers a valuable approach to understanding the mothers' experiences. The data analysis was conducted following Braun and Clarke's (2006) six-stage analysis

process that includes (a) building familiarity with the data by reviewing the transcripts several times, (b) generating initial codes, (c) identifying emerging preliminary themes, (d) reviewing themes, (e) defining and naming themes, and (f) reporting.

After collecting the data, I began the analysis by reviewing each transcript repeatedly to build familiarity and make sense of the data. This process facilitated the identification of significant ideas and potential patterns inherent in the data, which helped answer the research question. I uploaded the transcripts into NVivo software for initial coding. In step two, I generated initial codes from each transcript by identifying important ideas that addressed the study's research question. I went through each transcript and identified significant information in each paragraph. This significant information was then labeled to generate a code. Each code was linked with the excerpt that it represented. I linked any significant information that any previously generated code could represent with that code. I labeled new information with a new code. The process was repeated throughout each transcript. Several excerpts were extracted from the raw data to support the generated codes. These excerpts represented the participants' words used to ground the validity of the codes in answering the research question (see Table 2). Table 2 below shows some of the codes and the corresponding excerpts. More of the excerpts are used in the results section to buttress the analysis of the outcome. I ran the data through NVivo's auto-coding feature to see if any new codes would emerge and to check for similarities or duplicates. I combined similar codes and removed duplicate codes.

Table 2

Example of Initial Coding

Raw Data	Codes
"Yes, what happened is that when we were in Nigeria, you get to school age, your parents will always monitor you" (P1) "If you don't call me, text me about how you are doing."	Parental monitoring
"My upbringing was in a home where my father was very strict and disciplined" (P2). "My parents' style was tough, but it was tough love." (P5).	Disciplined upbringing
"Respect is a core value" (P4) "The respect aspect is complete respect for the parent, not speaking when parents are speaking; not interrupting when adults are speaking." (P3)	Respect for elders and teachers
"No, I don't want a C, I don't want a D; I will surely take an A. If you end up with a B, it is not good enough, but I will take it. Your GPA has to be at least 3.5 or higher. So, such expectations, they work on it." "My parents expect me to go to school and be successful" (P4)	High Academic Expectations
"Parenting back then, like they say that it takes a whole village to raise a child; I would not say it happened here, but back home, it was the neighbor who would see you and deal with you if you were not doing the right thing."	Communal Child-Rearing
"So, at the point I became a single mother, it became more challenging. I have to work, and at the same time, I am in school." (P7) "Balancing my schedule to drop off and pick up my children"	Balancing responsibilities
"My belief is that when you support your kids, you support your kids financially, morally, and physically. You try your best; they would like to achieve." (P4) "I support them by ensuring they do their homework" (P6)	Parental Support
"As a mother, you need to have a conversation every day with your children, which also greatly impacts them."	Open communication
"At home, I prefer them to speak our language" (P6)	Cultural identity
"I like to listen to my children and understand their perspective" (P6)	Listening to children
"I attend basketball games and parent-teacher meetings to see how they are doing and what they need to improve on."	Parental Involvement
"I made myself available to the schools. I tried to volunteer for so many things that they do in this school."	Volunteering

In the third stage, I reviewed the emerging codes, found no new ones, and reached data saturation. I then organized the codes by creating preliminary themes using the dominant codes (codes with higher excerpt counts). I categorized the codes under the preliminary themes based on similarities in meaning and code hierarchy (see Figures 1 and 2).

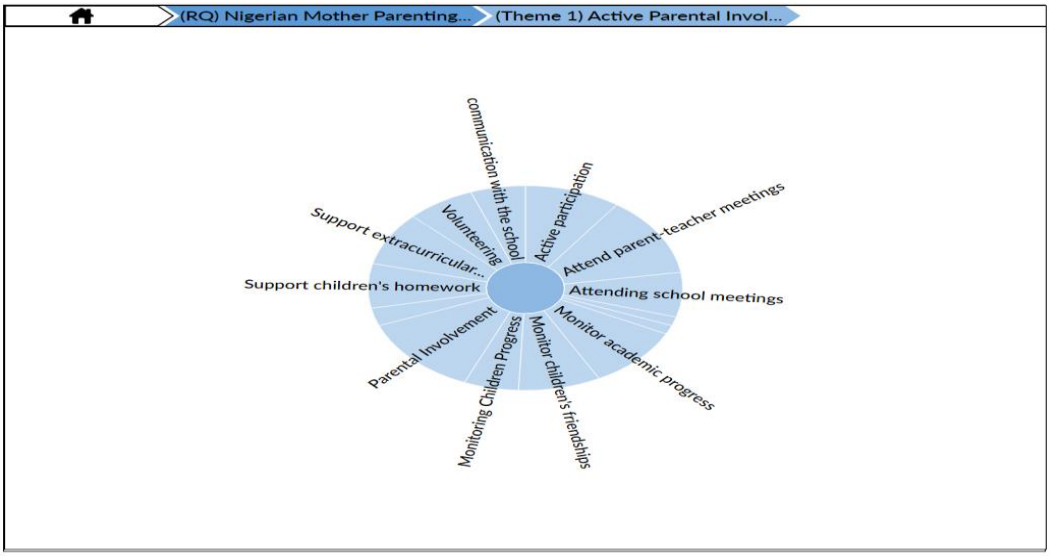
Figure 1

Code Hierarchy

Name	Files	References
(RQ) Nigerian Mother Parenting Style	8	180
(Theme 1) Active Parental Involvement	8	71
Attend parent-teacher meetings	7	9
Parental Involvement	6	9
Active participation	5	7
Monitor academic progress	5	7
Monitor children's friendships	4	6
Support extracurricular participation	5	6
Attending school meetings	4	5
Volunteering	4	5
Support children's homework	5	5
communication with the school	3	4
Monitoring Children Progress	3	4

Figure 2

Code Hierarchical Chart



Preliminary themes were generated by comparing and categorizing those with similar meanings into the same theme. In step 4, I reviewed the preliminary themes to identify and eliminate duplicates, as well as those that were not strong enough to warrant a separate category or theme. (Braun & Clarke, 2006). In step 5, I then renamed the themes for clearer definitions and analyzed them to gain a deeper understanding of each theme in relation to answering the research question (see Table 3). Finally, the report of the findings was written after all themes had been well-defined and the data had been interpreted (see Braun & Clarke, 2006).

Table 3

Examples of Themes

Themes	Definitions	Codes
Nurturing Achievement Through Active Parental Engagement	The parents actively and consistently participate in the events and activities related to their children's education through volunteering, helping with homework, communicating with teachers, and attending meetings.	Parental Involvement Volunteering Parental monitoring Attending school meetings
Integrating Cultural Value and Educational Achievement	This theme explains how immigrant mothers help their children maintain the fundamentals of their cultural values and identities while navigating through the new education system.	Balance Cultural Identity Maintain language Respect for elders and teachers Preserving cultural values and norms
Fostering Achievement through Guidance and High Standards.	The theme illustrates how mothers supported, encouraged, and motivated their children to meet high expectations in behavior and academic achievement.	Parental encouragement Positive reinforcement Encourage independence High academic expectations
Parental Adaptation and Sacrifice	The theme explores immigrant mothers' challenges while supporting their children and their strategies to overcome them.	Personal sacrifice, Communal child-rearing Balancing work shifts. Resilience and sacrifice
Adaptive Disciplinary and Parenting Approach	This theme showcases the disciplinary approach that immigrant mothers adopted to help shape their children's behavior and maintain cultural values.	Disciplined upbringing Adaptive Positive Discipline Open Communication Religious Guidance

During the data analysis, I used NVivo, a computer-assisted qualitative data analysis software (CAQDAS), to aid in organizing and analyzing the textual data from the interviews. In qualitative studies where a high volume of textual data was analyzed for codes, patterns, themes, and sub-themes to understand participants' behaviors and practices, using a CAQDAS was more appropriate (Friese et al., 2018; Ravitch & Carl, 2019). To facilitate an understanding of the participants' reported behaviors and practices that address the research question, this study utilized NVivo software to analyze and organize codes into categories and themes. More so, a thorough review of all collected data showed no discrepancies.

Evidence of Trustworthiness

The trustworthiness followed the planned steps presented in Chapter 3. A researcher applies rigor throughout the study to address the issue of trustworthiness and enhance the quality of a study (Ali & Yusof, 2011; Kyngäs et al., 2020). Establishing trustworthiness in a qualitative study requires the researcher to apply the four criteria: credibility, validity, reliability, and transferability, to ensure quality and report the findings accurately and thoroughly, representing the participants' experiences. In a qualitative study, participants' observed actions and experiences can be interpreted without using any measurement system, and it is the researcher's responsibility to ensure that the results are credible, dependable, transferable, and confirmable in the study (Amin et al., 2020; Saidu, 2021).

Credibility

Kyngäs et al. (2020) mentioned that the credibility of a study is the most important criterion that signifies the reader’s belief in the truthfulness of the research procedure and outcome. Therefore, credibility in qualitative studies involves accurate analysis, data collection, and interpretation, as represented in the researcher’s reporting (Kyngäs et al., 2020). Using multiple basic studies and semi-structured interviews allowed me to collect credible data from eight mothers. Also, the open nature of the interview protocol (see Appendix C) allowed me to use the main questions, probes, and follow-up questions that strengthened the participants’ responses. Credibility was also established through member checking, which involves sharing a draft summary of Chapter 5 with participants to verify the accuracy of findings and the interpretation of all

responses. However, I use the Otter software for transcription to avoid my experiences and judgments interfering with the data collection, analysis, and interpretation.

Transferability

Transferability is a benchmark of trustworthiness, where researchers present evidence of rigor and represent the extent to which the study's outcome can be applied to other contexts (Kyngäs et al., 2020). Connelly (2016) and Ravitch and Carl (2019) explain transferability as the ability of a qualitative study to be applied to other contexts without disregarding the original contextual richness, which can be achieved through detailed description strategies. A detailed description provided a thorough narrative of the context and participants' experiences to enhance the study's transferability to settings with similar demographics (Connelly, 2016; Ravitch & Carl, 2019).

Transferability of this study was enhanced with a detailed description of the phenomenon, the characteristics of the participants, the inclusion criteria, data collection procedures, and analysis methods, enabling readers to understand the findings comprehensively. Moreover, using purposeful sampling of participants with rich and diverse experiences about the phenomenon under study helped generate rich data for analysis, which enhanced transferability.

Dependability

Dependability in qualitative studies is achieved when the researcher ensures consistency and stability in all aspects of the chosen method for investigating the phenomenon (Connelly, 2016; Kyngäs et al., 2020; Ravitch & Carl, 2019). Alignment between theoretical or conceptual frameworks, data collection processes, and data analysis is an important point in dependability. I addressed dependability in this study by

seeking the service of a peer reviewer who assists in ensuring the alignment between the data collected, data analysis, and the interpretation of the outcome. I ensured that the collected data informed the findings and conclusions. I addressed dependability in this study by maintaining an audit trail of all data, transcripts, analysis processes, and other relevant notes related to the study. Sharing the interview protocol with my committee and a Nigerian mother who did not participate in the study for feedback prior to data collection helped ensure the dependability of the data collection instruments used. The feedback reinforced the tools and process for replicability that would achieve the same outcome in future studies. The strict adherence to the interview protocol, which exposed all participants to the same questions, further enhanced the study's dependability and helped mitigate social bias.

Confirmability

Ravitch and Carl (2019) mentioned that confirmability represents the degree of a researcher's neutrality, allowing the data to be confirmed and the findings to be objective. Researchers use confirmability to measure and display the extent to which the study's outcome accurately represents participants' views and experiences, rather than the researcher's preconceived biases. To ensure the dependability of this study, I detailed the data collection, analysis, and interpretation process to establish a relationship between the outcome and the data. The analysis of the audio recordings was subjected to several reviews, a process facilitated by auto-transcription. The method allowed an extended reflection on findings, which helped me filter out any potential bias. I listened to each recording several times to ensure the accuracy of the transcripts.

Results

The results in this study emerged from the analysis of the interview data generated to answer the following central research question: How do Nigerian immigrant mothers describe the parenting styles that support their children's academic achievement? A thorough analysis of the interview data produced five themes, which emerged from organizing several codes. The generated themes include (a) Nurturing Achievement Through Active Parental Engagement, (b) Integrating Cultural Value and Educational Achievement, (c) Fostering Achievement through Guidance and High Standards, (d) Parental Adaptation and Sacrifice, (e) Adaptive Disciplinary and Parenting Approach, which are summarized below.

Theme 1: Nurturing Achievement Through Active Parental Engagement

The participants reported that supporting their children's academic achievement entails being actively involved in all the events related to their academic activities. All participants emphasized the role of active parental involvement as part of the parental behavior they use to support their children's academic achievement. Active parental involvement involves volunteering at school events, monitoring students' academic progress, attending parent-teacher meetings, and participating in children's schoolwork, such as reading and tutoring.

The outcome of the data analysis revealed that parental involvement was a leading behavior displayed by mothers in support of their children's academic achievement. The immigrant mothers asserted that when parents get involved in their children's academic activities, their children will be more successful and show progress. While they all asserted the importance of parental engagement, the ways and means of involvement

vary. Of the eight participants, six (P3, P4, P5, P6, P7, P8) mentioned volunteering as part of their involvement with the school, while P1 and P2 stated that they did not volunteer. P 4 shared that she participated in her children's school activities in alignment with what her parents did to her. She stated, "I am very involved in my children's activities because my parents did the same for me. I attended school meetings and volunteered in the classroom." P5 shared how she supported her children and boosted their morale with her involvement and volunteering when she stated, "I always get involved and give moral support. I attend school events and volunteer." Other statements include P7's comment, "I always made myself available to the schools. I tried to volunteer for many things they do in these schools". Meanwhile, P3 specified, "With their organized sport, if they go anywhere, I always go with them, and I pay."

As P1 and P2 reported their non-volunteering role, they reported in unison with the other participants, stating that attending school meetings was a unique way of getting involved. All participants mentioned attending school meetings, as indicated on the school invitations and/or at their request. Participant 1 stated that she attended the meeting and all other school events at the school's invitation, demonstrating her love for the children. P1 disclosed, "At times, when the school calls to have a meeting with the kids or with the parent, you have to go. When they are doing something that involves the parents or people, and you are invited, you have to go. You have to show you love what they are doing." P8 informed that participation needs to start from a very young age and stated, "From Pre-K, we attended parent-teacher meetings and joined the parent-teacher association." While P6 submitted, "Sometimes I go and watch their games to cheer them

up. I do go for parent-teacher meetings or conferences to see how they are doing and weigh the range of what they need to improve on."

Another category of behavior that the parents reported they displayed in getting involved in their children's academics is monitoring. All mothers explained that monitoring academic and non-academic activities included checking the children's homework, academic scores, behavior outside of school, and contacting teachers. According to P1, P5, and P6, monitoring the children entails knowing how they perform in school, how they complete their homework, their score, and their whereabouts after leaving the school. P1 stated that while growing up, "my parents always monitored me as soon as I reached school age. They wanted to know how I performed in school, what the teachers had to say about me, and if I was behaving well." P5 explained that she demands, "If you don't call me, just text me. How are you doing? I just want to make sure I know. How is the class and the school? When is the next test and exam? That is the kind of involvement that I always do with them." P3 explained that the monitoring varies with each kid. She exclaimed, "With the first two, I have barely any contact with the school unless one or two times a year to check on, you know, the conferences, and that everything is good. --- but the third one (child), we had a lot of back-and-forth emails with him. I think I have more contact with his teachers."

Theme 2: Integrating Cultural Value and Educational Achievement

Integrating cultural values and educational achievement is the second theme that emerged from the analysis of the interview data. The theme explores how the mothers helped children balance their cultural norms and values with the educational expectations in the new system. Most participants mentioned respect for elders and teachers as cultural

norms that helped their children integrate and achieve academic success. P7 posited, “So it is like storytelling that I tell them every day, from what I learned from my parents, they learned a lot of respect. I will tell you, they learned the cultural values.” The parents emphasized respect as a key cultural value. P4 insisted, “You have to respect elders and help them, even if they are not your immediate family.” P4 said, “Definitely the aspect of complete respect to the parent, not speaking when parents are speaking, not interfering when adults are speaking.”

Other behaviors revealed by the data analysis under the theme of Integrating cultural value and educational achievement include ensuring the children preserve their cultural identities and maintain their language. P6 said, “At home, I prefer them (children) to speak our language. While we pray, we have meals together and use that time to talk about our days. This helps maintain our cultural values while integrating into society here.” P1 and P2 stated that they always engaged their children in conversations, explaining the differences between the cultures and how they would adapt to them. P1 said: I had to explain the difference between Nigeria and the US and help them adapt.” P2 said Instilling cultural values in the children “is about balancing both worlds and ensuring they understand the difference. “

Theme 3: Fostering Achievement through Guidance and High Standards

This theme explored how participants encouraged, supported, and motivated their children to achieve high behavioral and academic achievement expectations. Under this theme, the participants described parental encouragement, positive reinforcement, open communication, and high academic expectations as some of how they helped support their children’s academic progress. Many participants emphasized the importance of

encouragement as a tool for parents to support their children. P6 said, " Encouragement is the key. Back home, children were not encouraged much, which killed their talents. I ensure my children are supported and free to express themselves." P4 gave ways to encourage and support the children when she said: "We acknowledge and embrace their achievements, not just focus on the negatives. We open communication, so they feel comfortable talking to us." P8 cited encouraging the "children to participate in extracurricular activities like art and cultural groups" as another way of support. Meanwhile, P5 posited that having open conversations with the children is another form of encouragement. I have a lot of conversations with my children about school, giving them advice and encouragement."

As the mothers encouraged their children, they also revealed that they had higher expectations for their children's behavior and academic performance. Most mothers stated that having higher expectations of their children stemmed from their own experiences, and they continued the trend with their offspring. In behavior, P5 said: I want them to have a positive attitude towards learning and to pursue knowledge." In academics, P8 stated, "We set high expectations for their academic performance. We want them to get A's and maintain a GPA of at least 3.5. By setting these High standards, they work hard to meet them". P5 also supported this mindset. P6 proclaimed that she expects her children to be leaders, whereas P1 emphasized the importance of financial independence.

Theme 4: Parental Adaptation and Sacrifice

Participants described the challenges they faced while raising their children in the new society. These challenges include balancing work and life as a single mother and

adapting to a new culture. However, the parents reported various ways to adapt and overcome the challenges in support of their children's academics. The parents mentioned personal sacrifice as a key adaptation technique they have adopted to overcome many challenges. P7 said," I denied myself so many things to ensure I provided for them when they needed it." Another adaptation technique mentioned by the parent is balancing work shifts. Many parents reported how they must change their careers, jobs, or work a certain shift to cater to their children's needs as they attend school. P8 stated: "My husband and I worked different shifts to this (childcare challenge). He worked during the day, and I worked nights, so we could take turns taking care of the children." P4 informed: "I gave up my job in the city to be closer to my children."

Some parents reported family and communal support as an adaptation strategy. They relied on the support of family members and religious groups as they navigated the new system. P6 posited,

> One challenge was balancing my schedule to pick up and drop off my children. Thankfully, my sister came to live with us, which helped. The community I live in is mostly Nigerian, so we share the same values and support.…the support system in the city for low-income families has been helpful.

Two participants (P5 and P2) reported changing their careers to a career in education so that they could understand the new education system and have time to cater to the needs of their children. Some participants submitted that overcoming the challenges in the new system involves perseverance and resilience. I have to bring in what I learned from my parents: perseverance and, at the same time, resilience."

Theme 5: Adaptive Disciplinary and Parenting Approach

The Nigerian immigrant mothers related the adaptive nature of their disciplinary and parenting approach, a fusion of their cultural upbringing, religious education, and customs of the new system. The mothers explained that their upbringing was strict and disciplinary, serving as a reference point for their parenting style. P2 stated, "My upbringing was from a home where my father was very strict and disciplined." P4 informed that "parenting style then was very disciplinary" and that "education was part of surviving." In her submission, P8 explained that a strict disciplinary upbringing is always laden with respect and infused with communal efforts. P6 buttressed this assertion and stated, "It was a communal effort; neighbors could discipline you if they see you doing something wrong."

The parents mentioned adaptive positive discipline as the strategy they used to nurture their children in the new community where they live. The mothers admitted that the requirements and culture in the new environment are vastly different from those of their upbringing and warrant adaptation. According to P5, my parents' styles are different and rigid compared to my parenting now, because here the culture is different," claimed P6.

Adaptive parenting is another prominent parenting approach that the mothers mentioned. Most participants stated that the discipline approach they employed varied from that of their parents and often involved physical punishment. Some approaches mentioned include asking children to face the wall, denying TV time, and confiscating electronic gadgets. P5 shared, "I don't physically discipline my children because my parents did not do that to me." "I take away their privileges, like their gameboard. I also

make them read books instead." In addition to the approaches, participants also reported openly communicating with their children. The mothers affirmed that discussing the pros and cons of the children's behavior helps them (children) to have a better understanding of the academic and behavioral expectations. P2 shared, "I have not had many issues with my children misbehaving. They know what is expected of them, and we usually discuss any issues if they arise. We do not have many extra things like TVs or gadgets to take away as punishment." The parents believed that parental support cannot be achieved without open and effective communication with the children.

In all conversations with the parents, the influence of religion was evident. All parents mentioned how their knowledge of religion and adherence to their faith tenets helped shape their upbringing and parenting approach. Many parents admitted that they could cope with and nurture their children to become successful due to the guidance and support they received from members of their religious association. "I used my religious community, where most people have similar cultural beliefs. They help redirect the children when needed." P1 stated, "Religion and prayer are also important, and I always remind them that nothing comes easily." P4 informed that:" As a Muslim child, my parents expect us to have respect and a religious understanding. So, I sent my children to Islamic school on weekends, which was similar to what my parents did." P5 submitted, "As a Nigerian immigrant mother and practicing Muslim, we always put God first. We pray for guidance in everything".

Summary

The purpose of this qualitative study was to understand how Nigerian immigrant mothers describe the parenting styles that support their children's academic achievement.

Eight participants participated in the study, responding to the semi-structured interview questions that helped answer the research question. This chapter describes the setting and demographics of the eight participants and the data collection process. The data collected was analyzed thematically using NVivo qualitative analysis software, which generated five themes. The result of the data analysis was described to reveal the five themes that include (a) Nurturing Achievement Through Active Parental Engagement, (b) Integrating Cultural Value and Educational Achievement, (c) Fostering Achievement through Guidance and High Standards, (d) Parental Adaptation and Sacrifice, (e) Adaptive Disciplinary and Parenting Approach.

The five themes represent the parenting behaviors displayed by immigrant mothers that *help support their children's academic achievement. The immigrant mothers reported active* parental involvement as the leading behavior in supporting their children. They mentioned participation in meetings, volunteering, and monitoring children's academic and behavioral activities as some of the ways the parents get involved in their children's academic activities. Another major behavior revealed is how the parents help the children balance the culture and the education system in America. The findings showed that parents encouraged their children to maintain their cultural identity, speak their language, and respect the elderly and their teachers. The participants reported that they encourage their children to reach for the best and have high expectations regarding their behavior and academic performance. The outcome of the analysis showed parental challenges and how they overcame them while supporting their children. Lastly, the parents narrated their disciplinary and parental approach to nurturing the children. The mothers submitted the various adaptive parenting strategies they used to discipline their

children, and the influence of the faith on their parenting approach. Chapter 5 presents a detailed discussion of the findings relative to theoretical framework and relevant literature. The chapter will also address the study's limitations, future study recommendations, and potential implications for positive change.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

The purpose of this qualitative study was to understand how Nigerian immigrant mothers describe the parenting styles that support their children's academic achievement. The study utilized Baumrind's (1966) theory of parenting styles and Bandura's (1977) social cognitive theory as a framework. Data were collected using semistructured interviews to address the following research question: How do Nigerian immigrant mothers describe the parenting styles that support their children's academic achievement?

The data collected were organized and analyzed using thematic analysis to seek the parenting behaviors and practices Nigerian immigrant mothers used to support their children's academic achievement. The analysis yielded five themes: (a) nurturing achievement through active parental engagement; (b) integrating cultural value and educational achievement; (c) fostering achievement through guidance and high standards; (d) parental adaptation and sacrifice; (e) adaptive disciplinary and parenting approach, which are summarized below. In this chapter, I discuss the interpretations of the findings within the guidance of the literature, discuss the study's limitations, make recommendations for future studies, and enumerate the study's implications for social change. The chapter ends with the study conclusion.

Interpretation of Findings

The purpose of this qualitative study was to understand how Nigerian immigrant mothers describe their parenting styles that support their children's academic achievement based on the use of Baumrind's (1966) theory of parenting styles and Bandura's (1977) social cognitive theory. The five themes that emerged from the analysis

of collected semi-structured interviews include (a) nurturing achievement through active parental engagement; (b) integrating cultural value and educational achievement; (c) fostering achievement through guidance and high standards; (d) parental adaptation and sacrifice; and (e) adaptive disciplinary and parenting approach. The findings in this study showcase a clear understanding of Nigerian immigrant mothers' descriptions of how their parenting behaviors provided the needed support for their children's academic development.

Nurturing Achievement Through Active Parental Engagement

The outcome of this study revealed that nurturing achievement through active parental engagement is a leading behavior at the center of parenting style reported by Nigerian immigrant mothers in supporting their children. Participants shared that supporting their children's education is demanding and emphasized the importance of actively engaging with the children's academics for successful growth. Research has linked active parental involvement to improved children's self-esteem and academic achievement (Corley et al., 2020; Erdem & Kaya, 2020; Kim, 2020; Wilder, 2023). Kim (2020) stated a strong relationship exists between parental involvement and student academic achievement, while Utami (2022) insisted that this relationship between student academic achievement and parental involvement yields more significant outcomes when parents are actively involved in their children's activities. The author asserted that children from homes where parents are actively involved tend to have better academic performance than those with less parental involvement (Utami, 2022). The parents also share this sentiment in the study.

Findings under this theme revealed that immigrant mothers employed different ways to actively support their children's education, which include monitoring students' academic performance, volunteering at school events, attending parent-teacher meetings, and involvement in children's schoolwork, such as helping with homework, reading, and tutoring. All mothers expressed that proactively and constantly monitoring children's grades, homework, reports from teachers, and responding to teachers' phone calls or invitations helped them to promptly identify their children's areas of need, provide needed support, and establish a positive relationship with the school, which in turn creates an enabling environment for the children's success. The findings showed that Nigerian immigrant parents believe that having regular oversight of their children's providers and educational activities provides opportunities for family bonding, mitigates unwanted distractions, and allows the children to stay on track with their academics. This belief fuels their innate drive to improve. This parental behavior significantly aligned with Bandura's (1986) social cognitive theory that suggests that children's self-efficacy improves when their behaviors are moderated by parental involvement (Džinović et al., 2019; Stajkovic et al., 2018; Tazouti & Jarlégan, 2019). Stajkovic et al. (2018) stipulated that self-efficacy develops through adaptation and mastery of various learning. They posited that children with high self-efficacy demonstrate great belief in themselves and their ability to overcome academic challenges.

The findings in this study revealed that attending teacher-parent meetings is another critical behavior of active involvement. All participants mentioned attending parent-teacher conferences regularly, either in person or virtually. Though two mothers do not subscribe to volunteering at school events, others stated that volunteering at

various school events, such as games, school trips, cultural events, and award ceremonies, allows them to build a strong relationship with the school. With their regular participation, the mothers believe they create a supportive educational network for their children to achieve academic success. This form of parental behavior modeled by the mothers exemplifies Baumrind's authoritative parenting style, where parents nurture their children by creating an environment that supports independence through structure and clear expectations that regulate their autonomy (Baumrind, 1971; Masud et al., 2016). Baumrind (1971) posited that authoritative parenting nurtures achievement through active parental engagement, resulting in children with better overall well-being and becoming high performers in academic and school-related activities. While parents employ firm control during parent-child divergence, they encourage verbal independence and self-expression and foster independent children. Ziaian et al. (2023) stated that when parental involvement allows children to make decisions based on their academic goals, it will facilitate an outcome that helps influence their overall development in line with parental expectations.

Integrating Cultural Value and Educational Achievement

Integrating cultural values and educational achievement was another significant theme that the findings in this study revealed. Findings showed that Nigerian mothers supporting their children's education required balancing cultural and educational integration. The mothers believe that their adherence to their cultural norms and heritage shaped their lives positively, and they strived to ensure their children experience the same while growing up in the new environment. The mothers acknowledged the difference between the Nigerian cultural expectations and those of the US educational system and

the challenges of integrating them. According to Onwujuba and Nesteruk (2021), Nigerian immigrant parents, like any other immigrants, face the challenges of acculturation, adjusting to the new but different culture, and supporting their children's education while maintaining the appropriate disciplinary practices that positively shape their behavior (Alsharaydeh et al., 2019; Inyang, 2021).

Research has informed that parent's cultural value has a pivotal influence on parental practice, especially of immigrant parents in the new society, and on how they navigate supporting their children's education in the new system (Leyendecker et al., 2018; Onwujuba & Nesteruk, 2021; Sahithya et al., 2019) Leyendecker et al. (2018) informed that it is the role of the parent to help shape and balance the children's experiences in the multilingual and dual culture society. The author suggests that helping children acquire language proficiency in both cultures and maintaining cultural heritage helps improve family relationships and children's well-being. In alignment with the literature, the findings in this study show that Nigerian immigrant mothers place a high priority on maintaining their native cultural identity and preserving family norms while helping children navigate through the dual cultural expectations. The mothers ensure the children adhere to their native cultural practices of respect, humility, and discipline that help maintain their cultural identity and self-efficacy.

The study's findings show that these cultural values were integrated into the children through the mothers' adaptive parental practices, which balance the strictly structured (authoritarian) parenting they were exposed to in Nigeria with the new, flexible, individualistic (authoritative) parenting approach of the United States. Findings showed that participants consistently encouraged children to actively engage with the

education system by being active participants through productive discussions that included questioning, but did so with respect and discipline, which is a hallmark of Nigerian cultural values. The research findings revealed that mothers encourage their children to speak their native languages, attend cultural events, and have regular conversations with them to help identify and navigate through dual cultural expectations. These findings were consistent with Kumi-Yeboah et al.'s (2020) position that, though navigating through dual culture creates tension and significantly impacts student achievement, when effectively managed, the tension leads to increased parental self-efficacy and improved academic achievement for their children.

Fostering Achievement through Guidance and High Standards

Findings in this study also showed that fostering achievement through guidance and high standards is another significant theme in explaining the parenting practices used by Nigerian immigrant mothers to encourage, motivate, and support their children's education. Nigerian immigrant mothers maintained that their high expectations of their children's behavior and educational outcomes is shaped by their firm belief that education is a lifeline. The mothers emphasized the importance of supporting their children through parental encouragement, open communication, and positive reinforcement, which are deeply rooted in high expectations for both behavior and academic outcomes. The findings revealed that many parents have regular and open conversations with their children, encouraging them to be selfless and have freedom of expression. They believe children must display humble, disciplined, and respectful behavior while meeting their educational requirements.

The parental behavior displayed by Nigerian immigrant mothers reflects Baumrind's authoritative parenting style, where children's behaviors are regulated with clear standards and tangible support that give children autonomy and flexibility to express themselves. Literature has expressed that authoritative parenting involves parents moderating children's behavior with consideration for the children's needs (Checa & Abundis-Gutierrez, 2018; Sahithya et al., 2019). Sahithya et al. (2019) posited that the parental practice displayed by parents stems from their background and that authoritative parenting yields positive outcomes in children's achievement due to its warmth and responsiveness. In alignment with these assertions, the study's findings revealed that parents' higher expectations for their children were shaped by their own experiences, and they continued this trend with their offspring, providing them with open conversations, encouragement, and advice.

Parental Adaptation and Sacrifice

The theme of parental adaptation and sacrifice emerged as the parent narrated how they supported their children by adapting to the American system and the support system they had to establish to survive. The findings under this theme revealed that the mothers needed to overcome the challenges of adapting to a new culture, balancing work and life, and single parenthood responsibilities to be able to support their children's well-being and academic achievement. The findings indicated that the mothers overcame these challenges by adapting and exploring specific support systems. To adapt to the new system in America in such a way that allows parents to give their children the support needed, the mothers balance work shifts and make personal sacrifices. These techniques include changing their work schedule to allow parents to attend children's school

meetings or events and work with them on homework. Some parents share responsibility with their husbands and work shifts that allow at least one parent to be with the children at home. Some mothers even change their jobs or careers as an adaptation strategy to overcome the challenges of supporting their children's upbringing and academics.

The findings in the study equally revealed that many Nigerian immigrant mothers lean on family, religious, and communal support as an adaptive strategy to overcome challenges while supporting their children in the new society. Most parents reported receiving support from family, the Nigerian community, or religious groups to help them navigate the challenges. This support system provided immigrant mothers with guidance on navigating the education system and immigrant life, fostering a sense of shared responsibility. With this support, the mothers were able to improve their emotional intelligence, resilience, perseverance, and self-efficacy, which are needed to adapt their parenting approach to support their children's academic growth. The findings in this study echo the fundamental assertions of Bandura's (1997) social cognitive theory that there is a strong interaction between parental self-efficacy, parenting practice, and environmental support to moderate children's behavior. Studies have shown that environmental factors, such as family, religion, or community networks, have more influence on parental self-efficacy (Dumka et al., 2010; Kong & Yasmin, 2022). Mothers who receive support from family and community tend to be more resilient and responsive, have higher self-efficacy to overcome challenges, and are more effective in their parenting practice, which aids their children's growth.

Adaptive Disciplinary and Parenting Approach

The last theme that emerged from the study was the adaptive disciplinary and parenting approach, where the Nigerian immigrant mothers reflected on the adaptive nature of their disciplinary and parenting approach, which was a fusion of their cultural upbringing, religious education, and adaptation to the customs of the new system. The findings from this study revealed that the Nigerian immigrant mothers' parenting style was an adaptation of the strict and disciplinary parenting of their upbringing that emphasized respect for elders, devoid of child autonomy, and high expectations for children's behaviors. This authoritarian parenting approach was adapted to meet the requirements and norms of parenting in the new culture, as it helps their children navigate the education system.

The outcome also includes mothers adopting open communication strategies, discussing the pros and cons of their behavior, and using soft nonphysical punishment to correct children's behaviors while still having high expectations for their behavior and educational achievement. This adapted parenting style is semi-structured and laden with religio-cultural beliefs, giving the students autonomy to improve their self-efficacy and overcome academic challenges. The adapted parenting style revealed in this study reflects Baumrind's authoritative parenting that emphasizes children's autonomy and high parental expectations of the children's behavior.

Literature has shown that parental behaviors influence and predict the well-being of their children concerning psychosocial development, socioemotional learning, academic engagement, and problem-solving behavior (Arafat et al., 2020; Kong & Yasmin, 2022; Leyendecker et al., 2018; Ugwuanyi et al., 2020). Leyendecker et al.

(2018) asserted that for parents to help their children regulate their behavior and overcome the challenges of meeting their academic needs, the parent must adapt their parenting practices to align with the norms and cultural expectations of the host country. The outcome of this study reflects the Baumrind authoritative parenting style, where parents support and regulate their children's behavior with high expectations, support, responsiveness, and consideration for children's autonomy and needs (Candelanza et al., 2021). This inference from the findings in this study suggests that children who grew up in an authoritative parenting environment will attain confidence and self-regulation, which helps to moderate their emotional and academic objectives.

Limitation

The major limitation of this study is its limited generalizability due to the small sample size resulting from the chosen sampling method. The chosen purposive sampling method required recruiting participants with deep knowledge of the phenomenon and expanded knowledge about how Nigerian immigrant parents support their children's academic achievement. This method warrants creating inclusion criteria that restrict recruiting a small number of participants who meet the requirements. More so, the study is culturally specific and focused on the experience of Nigerian immigrant mothers, which will make it difficult to extend the outcome to non-Nigerian African mothers and nonimmigrant mothers. Although the transferability of the outcome to non-Nigerian African immigrants or nonimmigrant mothers may not be possible due to the sample size and cultural homogeneity of the participants, the variation in their ethnoreligious demographics may help extend the applicability to mothers with similar characteristics. However, the sample size was enough to reach data saturation (Hennink & Kaiser, 2022).

The study's focus on immigrant mothers, which excludes the opinions and experiences of fathers, is another limitation. Though the study yielded substantive information from the mothers' perspective, the perception of fathers, who happen to be the other half of parenting, needs to be explored in future studies.

Recommendations

This study aimed to explore the parenting style Nigerian immigrant mothers employ to support their children's academic achievement. The focus was on the mother's perspective, leaving the experiences of the fathers and the children out of consideration. Though the findings in this study revealed parental experiences that will contribute qualitatively to the existing literature, future research also needs to understand the fathers' experiences and how they support their children's academics. Moreover, the perception and experience of the children need to be considered to understand how the parenting style helped them overcome challenges and improve their academic outcomes.

The participant pool in this study consisted of Nigerian immigrant mothers who held a minimum of an associate’s degree. Adding the perception of Nigerian immigrant mothers with no higher education and those with low socioeconomic status on how they adapt their parenting style to help support their children’s academic endeavors will be something for future research to explore. The diversity of the participant pool can be improved to include mothers residing in rural areas and those with traditional beliefs as a religion. Including these types of participants’ characteristics will improve and expand the transferability and trustworthiness of the outcome.

Implications

The finding in this study has implications for both positive social change and practice. The findings from this study have a pivotal implication for social change, projecting a distinctive parenting approach used by Nigerian immigrant mothers in supporting their children academically, which in turn provides insight into the cultural context of education. By clearly understanding these parental behaviors, schools and educational communities can foster initiatives prioritizing active parental engagement and cultural responsiveness in solidifying school-home relationships. Moreover, the understanding can help the schools and policymakers to gain insight into how to help immigrant parents (of the same characteristics) overcome the challenges of adapting to the new education system, improve the efficacy of both the parent and children toward success, and train educators on how to build an inclusive education environment.

As many of the population of students in many of the classrooms in our schools continue to be diverse and multicultural, having a clear understanding of how the Nigerian immigrant mothers were able to support their children's academic endeavors, will give the school leaders and stakeholder the insight into what the cultural expectations of some of the students might be and how to meet their educational needs. This knowledge will help educators build better parent-teacher relationships and culturally responsive classrooms that meet the socioemotional needs of each student. This knowledge will also help the school to use an appropriate strategy to engage immigrant mothers in their children's education, which will, in turn, help produce progressive learning that turns the students into critical thinkers who contribute positively to the growth of their society.

Implications for the Practice

The implications of the findings in this study for the practice of psychology will be in knowledge acquisition about the cultural beliefs and behaviors of Nigerian immigrant parent that help foster their children's academic achievement. The study showcases the values inherent in active parental engagement, cultural and parental expectations, support networks, and adaptive acculturation as effective strategies for helping Nigerian children navigate the complexities of their multicultural education system. Moreover, practitioners will benefit from the study's findings by understanding the parenting practices necessary to bolster parental efficacy in overcoming challenges in the new culture and in designing interventions that integrate Nigerian cultural beliefs with American norms, thereby enhancing their resilience and perseverance in achieving success.

Conclusion

The purpose of this qualitative study was to understand how Nigerian immigrant mothers describe the parenting styles that support their children's academic achievement. The study's findings revealed that active parental involvement in children's education is key to improving their academic achievement. The results indicated that mothers' active parental engagement involves parents working with students on their schoolwork, volunteering for school events, attending meetings with the school, and monitoring academic progress. While active participation remains the leading behavior, the findings revealed that the mothers supported the children with parental encouragement, positive reinforcement, and open communication, and had high academic and behavioral expectations of the children.

The other behavior of the parents emphasized by the study includes reliance on community and religious networking, adaptive parenting behavior, and balancing work-life activities to navigate the challenges of supporting their children's academic endeavors. The outcome showed that the mothers' parenting behavior was an authoritative parenting style, an adaptive style that merged the cultural beliefs from Nigeria with the norms in the new society. The blended and adaptive parenting style infused with high expectations for respect and positive academic achievement, while allowing children autonomy and free thinking. The outcome of the study projects that that students whose parents display authoritative parenting behavior tend to develop self-efficacy, which fosters perseverance and resilience, enabling them to overcome the challenges of meeting their academic expectations. This study contributes to the literature by providing an in-depth insight into the parenting behaviors of Nigerian immigrant mothers who positively contribute to their children's success. The outcome will benefit schools, teaching immigrant mothers how to navigate the system and support their children.

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Appendix: Interview Protocol

Interview Protocol Draft/Interview Guide

Research Title: Nigerian Immigrant Mothers' Parenting Style in Supporting Academic Achievement in their Children.

- Time of interview: 30-60 minutes
- Date:
- Place:
- Interviewer: Ganiyat O. Saidu
- Interviewee: Participant 1(P1), Participant 2 (P2) ….

Research Question: How do Nigerian immigrant mothers describe the parenting styles that support their children's academic achievement?

Introductory statement

Hello.

Thank you for accepting the invitation to participate in this interview. The aim of this interview is to collect information that will help me better understand your parenting experiences and style as a Nigerian immigrant mother in supporting your children's academic achievement. This interview will be recorded. Please do not hesitate to let me know if you need a break, want to ask a question, or have any concerns during the interview.

The Interview Questions

1. How would you describe your upbringing and perception of the parenting style you were exposed to in Nigeria?
2. How would you describe your cultural and traditional beliefs and their influence on your development?

3. How would you describe your parenting approach and belief in supporting your children's academic activities?
4. In what ways have you been participating in your children's school activities, and what are the areas of your specific engagement to support your child's academic growth?
5. As an immigrant mother, what are the challenges of parenting and supporting your child's education in the United States? What did you do to overcome them?
6. How do you balance your cultural norms and your child's integration into the educational system and society here?
7. How would you describe your relationship with your child's school, and how often do you contact the teachers?
8. What strategies or disciplinary actions do you usually take when the child acts out at

   school and home?
9. How will you describe the factors responsible for your child's academic performance and how your parenting style fits into it?
10. What expectations do you have for your child's future?
11. How will you advise other immigrant mothers trying to help their children succeed academically?

Concluding/Closing Statement

Thank you for taking part in this interview. You have indeed contributed to the development of knowledge concerning how Nigerian immigrant mothers'

parenting styles help support their children's academic achievement. Are there any questions you would like to ask me at this point? Until we meet again, thank you, and bye for now.