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The Parent Perspective Of Parental Involvement, Academic Achievement, And Latino Fathers In An Urban School

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THE PARENT PERSPECTIVE OF PARENTAL INVOLVEMENT, ACADEMIC
ACHIEVEMENT, AND LATINO FATHERS IN AN URBAN SCHOOL

A Dissertation

by

SONJI L. SAYLES

Submitted to the Office of Graduate Studies
Prairie View A&M University
in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

May 2023

Major Subject: Educational Leadership

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ABSTRACT

The Parent Perspective of Parental Involvement, Academic Achievement, and Latino

Fathers in an Urban School

(May 2023)

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In the past 50 years, a significant body of literature has confirmed the importance of parental involvement in children's education (Gugiu et al., 2018). However, despite its significance, parental involvement is not robust in many school communities (Lawson et al., 2018). According to traditional definitions of parental involvement, parents of color tend to be less involved in their child's school (Joseph et al., 2016). Although the literature on parental involvement and communities of color has increased, most research involves mothers. What is often overlooked is the role that fathers have in supporting their children.

The population for this study consisted of Latino fathers with more than one child in school and who had at least one child attending the school for at least two years. A purposeful sampling strategy was used to select the participants. Using Epstein's (2016) framework of parental involvement, the guiding research question was: How do Latino fathers of elementary aged students understand and make meaning of their parental involvement? Additional questions were:

(a) How do Latino fathers of elementary aged students make meaning of their culture in relation to parental involvement?

(b) How does Epstein's (1981) model of parental involvement illuminate the role of Latino fathers in their child's academic career?

The findings revealed three themes: Importance of Education, Value of Hard Work, and Latino Fathers and the School System. The data suggests that Latino fathers are involved in the education of their children in ways not captured by traditional definitions.

Keywords: parental involvement, Latino fathers and parental involvement, Latino families and parental involvement

DEDICATION

Ecclesiastes 9:11

The race is not to the swift or strong but to those who endure to the end...

I dedicate this work to my parents, the late Earl L. Sayles and Clara Sayles, my sister Charlotte Carter, my brother the late Ron Sayles, my son Blake, my nieces Tiffany, Kenedee, and Kandyce, and my nephew Taylor. Mom and dad, thank you for being my first teachers and magnificent role models of discipline, dedication, and determination. Charlotte and Ron, you both gave me endless encouragement and reassurance that I could accomplish this dissertation even through challenges.

Blake, you have been my greatest inspiration. Your maturity, intellect, and academic abilities have motivated me to continue to push forward. I am grateful for the gifts and talents God has blessed you with. Thank you, son, for giving me unlimited love and support throughout this dissertation.

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Philippians 4: 13

I can do all things through Christ who strengthens me.

First, I want to give thanks and praise to my Heavenly Father who is above all. Thank you for providing me with wisdom, knowledge, and understanding through this life altering test. Your grace has given me the capabilities to excel and to run my race with endurance in obtaining my Ph.D.

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CHAPTER 1

INTRODUCTION

“Parental involvement is an important determinant of youth’s educational success and is linked to higher academic performance across grade levels and racial-ethnic groups” (Bharagava et al., 2015, p. 1).

Introduction to the Problem

A significant body of literature has occurred in the past 50 years regarding the importance of parental involvement in children’s education (Gugiu et al., 2018). Findings from studies indicate that parental involvement continues to be a necessary ingredient for successful students (Jimenez-Castellanos et al., 2016). Santiago et al. (2016) found parental involvement was linked to positive outcomes for children including regular school attendance, improved student behavior, higher rates of homework completion, greater academic performance, and positive relationships between the parents and the teachers.

Unfortunately, in many school communities, parental involvement is not robust despite its significance (Lawson et al., 2017). Specifically, parents of color tend to be less visible at schools (Joseph et al., 2016). Consequently, low parental involvement is generally reported for African American parents and even lower levels of parental involvement have been reported for Latino parents. Depression among parents that only speak Spanish of first grade students was associated with lower levels of parental emotional and home-based academic involvement and more importantly, English language has been shown to be associated with parents’ academic involvement when

parents that only speak Spanish have no options but to navigate a predominately English-speaking educational system with their children (Gilbert et al., 2017). Latinos are defined in this study as individuals who self-identify as Hispanic, Mexican, Puerto Rican, or Cuban (Trainin et al., 2016).

Salinas (2020) also added populations in the United States that identify as having Latin American ancestry have used various labels to self-identify including Latino, Hispanic, Mexican American, Chicano, Puerto Rican, and Cuban American. Latino and Hispanic are two traditional labels. Salinas (2020) confirmed Latino refers to people from the Caribbean, as well as Mexico and the countries that comprise Central and South America and even countries that are not Spanish speaking. Salinas (2020) added Hispanic refers to people who are from countries where the primary language is Spanish. The term Latinx is considered more of a fad name and gave foothold by the mid-2015s and began spreading beyond LBQT communities (Salinas, 2020).

A recent google scholar search on parental involvement and African American parents revealed 50,900 results whereas the same search using Latino or Hispanic parental involvement revealed 32,900 and 37,400 results, respectively. This means that although parental involvement is considered important to student success, more studies have been conducted on parental involvement and African American parents than parental involvement and Latino parents. Therefore, this study addresses that gap.

Statement of the Problem

Findings from studies indicate that parental involvement continues to be a necessary ingredient for student success (Jimenez-Castellanos et al., 2016). Fenton et al.,

(2017) confirmed parents are integral in playing a crucial role in the quest for educational equity and excellence for the country's youth. Furthermore, legislation such as Every Student Succeeds Act (ESSA) and Individuals with Disabilities Education Act (IDEA) make parent and community partnership central to academic success. In addition, Berryhill (2016) confirmed parental involvement in school is one of the most widely recognized factors that impacts a child's learning and development and has a powerful influence on academic outcomes for children. For these reasons, policymakers are convinced that parental involvement is an essential focus in educating children. The concern regarding the lack of parental involvement in some communities has led to the development of typologies and theoretical constructs for schools to improve the parental presence on their campuses (Bunnell et al., 2018).

Lin et al. (2019) found Latino parents do participate more in school with their children and their children's teachers when their culture is acknowledged and respected by school personnel. On the other hand, in the United States, English proficiency is imperative in the education of children. According to Jung and Zhang (2016), immigrant parents who do not possess confidence in their English proficiency become less active or involved in their children's education and as a result, tend to visit the school less frequently than those who are confident in their proficiency. Also, Latino parents are less likely to become involved and participate with their children at school due to: (1) perceived unfamiliarity with the policies and procedures of the school system, (2) personal concerns with transportation, work schedules, and childcare, and (3) a feeling that visibility on the school campus can indicate a sense of mistrust (Goldsmith &

Kurpius, 2018). Further, Cherng and Ho (2017) found immigrant parents are less likely to be engaged in the type of practices that are commonly expected by the school such as attending parent teacher conferences due to differences in their social class. On the other hand, some research findings indicate Latino parents do engage in involvement strategies at home that are less visible to the school and to teachers (Bhargava et al., 2015).

By now, it is common knowledge that Latinos comprise the nation's largest minority group (Gandara, 2017). Specifically, this growth is reflected in the public-school student population. Gandara (2017) reported one in four K-12 students in the United States is Latino or Latina and that number has tripled since 1980 from 8.1% to its current 25%. The National Center for Education Statistics (2019) projected that by 2023, nearly one third of all students will be Latino. Further, Gilbert et al. (2017) confirmed over the last few decades that administrators, researchers, and politicians across the United States have prioritized the academic outcomes of Latino students because of the continuous gaps in educational achievement in grade level passing, standardized test scores, and high school dropout rates and since this is true, parental involvement has been shown to be a positive factor in student achievement.

According to Fleeschmann and de Hass (2016), most parental involvement comes from mothers rather than fathers. However, Kim et al. (2016) pointed out, fathers are potentially powerful agents of change in children's educational lives because their involvement is impressionable and subject to external influence. In addition, Coakley et al. (2018) believed fathers' supportive and positive involvement leads children to being well adjusted in their social behavior, psychological wellbeing, cognitive ability, and

educational achievement. Further, Foster et al. (2016) confirmed, preschool aged children and their fathers are engaged in learning on average of two and a half-hour a day during the week with approximately four minutes of that time devoted to teaching and achievement activities such as reading books and playing educational games.

Gordon (2016) asserted a growing body of research identified father's involvement had a significant positive difference on children's school related events such as completing homework assignments which links directly to academic success. Furthermore, fathers who are involved in their children's lives foster children's development while providing social and emotional learning skills guarding children from social disadvantage throughout their lives (Guendelman et al., 2018). Consequently, administrators and teachers may need to reconceptualize Latino parental involvement through a lens that promotes change, rather than passivity and conformity with the status quo (Jimenez-Castellanos et al., 2016). Since Latinos are the largest non-White student population, Vega et al. (2016) suggested the best way to serve Latino children, their parents, and promote effective educational opportunities is to develop effective school family partnership activities that are culturally sensitive to the unique needs of Latino families.

Unfortunately, there is more research in the literature that creates the impression that Latino parents are not involved in their children's education to the degree of other parents. However, some researchers have found that when interacting with administrators and teachers, many Latino families feel unwelcome, misunderstood, and confused, leaving them disconnected and alienated. Hill et al. (2016) contended, for families to

remain involved and productive in their children's education and for schools to establish effective partnerships with families from diverse backgrounds, it is critical for current frameworks to be broadened, developmentally, and ethnically.

Existing literature shows not only parental involvement, but early parental involvement is essential for building a foundation for later student success. Gibbard and Smith (2015) said research evidence links the home learning environment including quantity and quality of cognitive stimulation, a literacy rich home environment, and the emphasis on the value of learning, to children's learning outcomes at age three and five. Beyond that, Zhang (2015) cited parental involvement in children's education enhances social skills and academic competence among school age children and parental involvement has an even greater positive effect on the learning and development of children that are in preschool.

For example, Head Start is a federal program that educates parents to work with their children at home while they are young. According to Lee and Rispoli (2016), Head Start provides the opportunity for high quality education for economically disadvantaged children with increases in children's language and literacy skills as well as emphasizing parent teacher collaboration. The program involves parents in interventions at an early age to assist them with being more successful in improving learning outcomes of children particularly with children who are from lower socioeconomic backgrounds (Max et al., 2015). In addition, Rentzou and Ekine (2017) found parents are regarded as the first educators of their children and thus their involvement in the early years is highly essential. Unfortunately, as stated previously, most research on parental involvement

focuses on maternal parental involvement. In light of the absence of studies on Latinos and parental involvement and in light of the research that indicates the need for early parental involvement, this research study explored parental involvement from the perspective of Latino fathers of elementary-aged students.

Purpose of the Study

The purpose of this research study was to explore the perspectives of Latino fathers' parental involvement and how they understood their involvement in relation to their children's academic achievement. As mentioned earlier, one significant factor in academic achievement is parental involvement (Gan et al. 2019). As shown, parental involvement is related to children's cognitive development and academic achievement in school (Gan et al., 2019). In particular, when parents are involved with their children academically, children exhibit higher academic values, better grade point averages and standardized test scores, and they have a desire to enroll in college (Camacho-Thompson et al., 2016). Hornby and Blackwell (2018) acknowledged children's academic performance is significantly influenced by parents supporting activities in the school as well as supporting academic activities in the home and therefore it is crucial for the school to regard parental involvement as central to the school's ethos.

Significance of the Study

Despite policy efforts to weaken the influence of ascriptive background characteristics on student achievement, race continues to be a defining factor shaping patterns of educational inequality among students in the United States (Huntington-Klein & Ackert, 2018). Hines and Young (2020) added the racial inequality present in the

American educational system remains as prevalent as the racial inequality present in the American justice system. More importantly, the dramatic dispersion of Latin American immigrants and American born Latinos across a wide range of states and communities in the United States is a major demographic shift during the last three decades (Ackert et al., 2019). Since this is so, as the largest racial group of color in public schools, Latino students are frequently viewed as major contributors in the achievement gap in the United States rather than students with enormous potential (Butvilofsky et al., 2016).

Delgado et al. (2015) said though they are likely to graduate from high school, Latino students have consistently had higher dropout rates compared to White and African American students for the past 40 years. Beyond that, Lew and Harklau (2018) stated that as one of the fastest growing demographic groups in the United States schools, Latinos are among the lowest achieving. In essence, Bussert-Webb and Zhang (2017) believed the nation has been successful in failing to educate Latino children.

This research study is important to the area of educational leadership. Denecker (2019) asserted during the 1980s, the international literature on education leadership revealed that school administrators had the toughest job in America in that they were expected to be effective school site managers who implement successful reforms to improve strategies from the bottom up but that are imposed from the outside. As a further note, Rocque et al. (2016) believed education in America is shifting and it was critical for school administrators to embrace the fluctuating expectations in the current political, social, and cultural climate driven by the rapid change in accountability requirements that

are increasing the demands to document student learning and teacher effectiveness and the progression of student demographics.

Without a doubt, school improvement continues to be a challenge for educational leaders, school administrators, and policymakers. This research study was designed to extend the literature on paternal parental involvement in at least two specific ways. First, it could have either supported the conventional wisdom prevalent in the literature that Latino parents are less involved. Or it could challenge the current narrative that Latino parents are involved but in less visible ways. The findings indicate it was the latter. Added perspectives and approaches that bring school, family, and community stakeholders together for the benefit of serving and meeting the needs of students are essential. School and parental partnerships can be a powerful strategy for alleviating the effects of educational inequalities (Henry et al., 2017).

Theoretical Framework

Indeed, today the general consensus is that parental involvement is a critical element of academic achievement, however, over the last two decades, numerous scholars have sought to understand why many parents of color experience distant relationships to the schools where their children attend. Some researchers have concluded that cultural mismatches are to blame (Lee H. , 2019). As the number of immigrants and refugee students continue to expand during these destabilizing times, it is necessary that educators at all levels become more aware of the intersection of first and second immigrants and how the immigration process impacts students and their families across different social economic classes, ethnic, and racial backgrounds and genders

(Rubinstein-Avilz, 2016). If all students are accorded value in schools, then it is likely that their families and their communities will be viewed as partners in the development and education of children (Fenton et al., 2017).

In 1981, Joyce Epstein and her colleagues started research on parental involvement in elementary schools that continued in 1987 with research in middle schools, followed in 1990 with research at the high school level. Epstein continued her research and the development of activities with district and state leaders while continuing to work with educators at all policy levels. In 1996, Epstein launched the National Network of Partnership Schools (NNPS) at John Hopkins University as a guide for states, district, schools, and organizations to use as research-based approaches for the construction of goal-oriented partnership programs for student success. Daniel (2015) confirmed Epstein's typology emphasizes the role of schools in facilitating parent involvement and her framework forms the foundation of current family and school partnership policies and practices.

Epstein endorses a model of overlapping spheres and partnerships between the school, the home, and the community to encourage academic achievement of students. Ma et al. (2015) identified Epstein's framework of six types of parental involvement including: (1) parenting; schools and communities educate families creating home environments that positively support children's education, (2) communicating; schools and communities create successful channels of communication between the school and the home about the progress of the student and programs at the school, (3) volunteering; schools and communities recruit and organize efforts for parents to support the operations

and functions of the school, (4) learning at home; schools' communications provide families with information and education to help parents carry out the curriculum of home activities, (5) decision making; schools and communities train parents to become leaders and representatives for making educational decisions in the school, and (6) collaborating with the community; schools and communities identify and integrate resources and services for communities to strengthen family practices and school programs enabling parents and teachers to support children's learning development. It is important to note at this juncture that Hill et al. (2016) argued apart from these prevailing strategies, ethnic minority families often engage in other strategies to support their children's achievement including, communicating the importance of education, and advocating for better educational experiences. This researcher acknowledges that some are not captured by current frameworks and are sometimes missed by school personnel.

Still, Epstein's theory is best as a theoretical framework for this research study because parent's perspective of the concept of school community partnerships is based on the idea that the levels of educational achievement for their children, especially those from lower socioeconomic backgrounds, can be enhanced by providing additional support to assist them in reaching their potential. Furthermore, the collaborative effort of teachers, parents, and the community share information that can guide students, solve problems, and celebrate the success of students (Wheeler et al., 2018). Beyond that, Henry et al. (2017) found school, family, and community partnerships are collaborative initiatives where school personnel, families, and the communities connect and come together to help children succeed through collaborative planning and implementing

programs and activities that foster-resilience and strength in children. To that end, Epstein's (1981) model was used to understand parental involvement from the perspective of Latino fathers of elementary aged students.

Research Questions

This study explored Latino fathers' understanding and application of parental involvement. The guiding question was: How do Latino fathers of elementary age students understand and make meaning of their parental involvement? Additional questions were:

- (a) How do Latino fathers of elementary age students make meaning of their culture in relation to parental involvement?
- (b) How does Epstein's (1981) model of parental involvement illuminate the role of Latino fathers in their child's academic career?

Researcher's Perspective

Clearly, there is evidence that supports the involvement of parents in children's education. Hornby and Blackwell (2018) asserted extensive research literature published over a period of 50 years indicates that parental involvement is an important element of effective education for children of all ages. Unfortunately, not all parents are involved with their children at school in traditional ways, specifically, parents of students of color and immigrant families. Gilbert et al. (2017) confirmed first, and second-generation immigrant parents are less involved than nonimmigrant parents in traditional academic involvement behaviors.

In an effort to encourage a stronger and more welcoming parental involvement policy in schools for all families, it is critical for law and policy makers to amend current educational reforms. Minority parents are suffering and are labeled as non-caring and disinterested because their parental involvement is not considered on par with White parents. Goldsmith and Kurpius (2018) confirmed it is often assumed that Latino parents are uninvolved and uninterested in their children's education, however, Latino parents care deeply about their children's success in school but they define their role and responsibilities in their children's education as providing informal support at home such as providing cultural narratives and teaching, helping with homework, and excusing children from chores to do schoolwork and these homebound strategies have been associated with positive academic outcomes. However, loosely defined definitions of parental involvement and a lack of cultural awareness from school personnel maybe partly to blame for the absence of Latino parents' parental involvement responsibilities in the school. In short, Walker (2016) said when the school and the home fail to productively overlap, student motivation and learning suffer.

School districts, administrators, and teachers must embrace a broader definition of parental involvement initiatives specifically for minority and immigrant parents. Kim et al. (2018) found the definition of parental involvement according to schools and educators is typically narrower than the definition that parents recognize. Moreover, because teachers perceive that parents value their children's education when their parents are involved in school rather than at home and because teachers think that children's whose parents' values differ from theirs are less likely to perform successfully

academically, it is imperative to broadly conceptualize the definition of parental involvement from the perspective of parents to not only gain understanding but maximize the learning process for minority and immigrant children and hopefully reduce their achievement gaps. Jimenez-Castellanas et al. (2016) cited educators in the present era are entering a school system that is demographically unlike any other in the history of the United States and all educational efforts must take into account the diversity and cultural capital of Latino parents and the individuality of each child.

By incorporating new paradigms of parental involvement that represent cultural diversity, family strengths and diverse modes can replace deficit models. Goldsmith and Kurpius (2018) argued to encourage and promote parental involvement among Latino parents and build stronger school and home partnerships, educators must first understand the cultural beliefs and values of the parents that motivate their involvement. For families to remain productively involved in their children's education and for schools to develop effective partnerships with families from diverse backgrounds, current frameworks need to be broadened developmentally and ethnically (Hill et al., 2016).

Definition of Terms

The following terms are operationalized for this study. They are listed in alphabetical order.

Academic Achievement: successful performance in academic task (Jamil & Khalid, 2016).

Achievement Gap: differences in performances on academic test between low-income and high-income students and between students of color and White students (Flono, 2015).

Parent Involvement: a parent's active commitment to spending time assisting in the academic and general development of their children (Graham, 2015). Actions undertaken by parents to be involved in their children's education (Rodriguez et al., 2014).

Student Outcomes: The knowledge, skills, and behaviors (critical thinking, written communication, oral communication, quantitative reasoning, and information literacy) that students are expected to demonstrate by the end of their course of study (McClendon & Ho, 2016).

CHAPTER II

LITERATURE REVIEW

Literacy has become a necessary proficiency that continues to be the opportunity for increased economic conditions and educational benefits as international society develops into high-tech innovations. According to Zeece and Wallace (2009), literacy begins at birth and children's early years of educational development ideally provide the foundation on which later literacy skills are built and thus it correlates with school success. Ho et al. (2018) confirmed children with enriched learning activities at home were more likely to do better in school than those without enriched learning activities in home environments. Ho et al. (2018) went on to say parental involvement in academic related resources in the home were additional significant contributors to children's academic performance even when parents' socioeconomic status (SES) had been considered. Likewise, Segal et al. (2017) added parents were critical in scaffolding home education and learning experiences for children.

Parents play a key role in educating children and they are a central focus in ensuring their academic achievement. Fenton et al. (2017) confirmed a crucial shift in legislation of the No Child Left Behind (NCLB) of 2001 and its iteration, Every Student Succeeds Act (ESSA) of 2015. The legislative language was revised to reflect the government's belief that parents have more input and decision-making power than ever before in addressing barriers, needs, and relevant strategies for the academic achievement of their children, especially those of racial, ethnic, and linguistically diverse populations. Furthermore, Haskins and Jacobsen (2017) argued attention to the relationship between

the school and the family and how these two institutions foster student success have been a reoccurring area of interest among researchers, policy makers, and educational reformists and they agree that children perform better academically when their parents are involved. In line with these researchers, the purpose of this study is to explore Latino fathers' perspectives of parental involvement and how they understand their involvement in relation to their children's academic achievement.

Exploring Latino fathers' parental involvement in the education of their children is significant. Guendelman et al. (2018) found fathering in early childhood is known to foster children's development with fewer cognitive delays, a reduction of behavioral problems, stronger social and emotional skills, and better academic performance during childhood and beyond. Better academic performance inspires students to graduate from high school, perhaps enroll in higher education, establish a career, and become a productive citizen. According to Crawford and Arnold (2016), education is the key to economic, occupational, and social mobility.

Concha et al. (2016) cited the United States will move from one in six to one in three Latinos by the year 2060. As a result of this increase, the number of Latinos is sure to have an impact on the public-school student population. Therefore, it is imperative for educational leaders to better understand the cultural nuances that may come into play for Latino students and encourage and support parental involvement. Since this is so, the impact that Latino fathers have on their children today can have a profound effect in the United States for decades to come (Concha et al., 2016).

Setting the Stage - Parental Involvement in Education

Nationally, over a million students drop out each year from the United States K-12 public school system and the term silent epidemic, dropping out of school, or early school withdrawal has been stereotyped as a problem in urban schools (Hines et al., 2017). Since this is so, parental involvement is essential in fostering the education of students and the partnership between the home and the school can ultimately produce positive educational results for learners. According to Blandin (2017), the history of the home and school partnership can be traced to the 1970s when the rein of power regarding educational decisions were predominately in the hands of school administrators. However, researchers called for more parental involvement in the school decision making process because they believed it would have an even greater positive impact on students and parents. This can be seen in the 2001 No Child Left Behind Act legislation that focused on promoting and connecting the home and the school by the mandate that schools provide parents with the opportunity to become involved in the educational development of their children (Blandin, 2017).

Kaplan et al. (2015) also confirmed that parental involvement is a conceptualized multidimensional construct and grouped into two overarching categories of home-based involvement and school-based involvement with a range of parental practices. Kaplan et al. (2015) examined the effects of perceived classroom climate of home-based and school-based parental involvement of junior high school students in a longitudinal study. Participants included 198 adolescent students which consisted of 97 girls and 101 boys.

Kaplan et al. (2015) evaluated the data that was collected from the participants self-report questionnaires from December through January of that year.

Kaplan et al.'s (2015) findings indicated students perceived classroom climate had a significant effect on perceived parental involvement. Results showed that the classroom and the home were related despite being two different contexts because processes that took place in the classroom not only affected students' educational functioning, but parental involvement as perceived by students. In addition, findings suggested as students reached junior high school, the effects of classroom climate on academic achievement were not a direct one. Rather, it was connected to achievement via self-evaluation and perceived parental involvement.

Daniel (2015) suggested parental involvement in children's education was represented through: (1) parenting, where families establish supportive home environments for children as learners; (2) communicating, between the home and the school concerning children; (3) volunteering, where parents participate in school and classroom events; (4) learning at home, helping with activities related to the school curriculum; (5) decision making, such as in meetings and through board service; and (6) collaborating with the community, drawing on local resources and services. Daniel (2015) explored family school partnerships using a longitudinal analysis. He used families of children who were in year one (six years, nine months) and three years (eight years, nine months) who completed parental involvement measures. His focus was to reflect on Epstein's original classification of home-school and community-based involvement and the three forms of involvement within the Longitudinal Study of

Australian Children (LSAC). The LSAC measures were derived from similar indexes in international studies including: The National Household Education Survey, the Early Childhood Longitudinal Study, and the Head Start Family and Child Experiences Survey in the United States; and the National Longitudinal Survey of Children and Youth (Daniel, 2015).

Daniel (2015) found in his data analysis patterns of parental involvement for 2,296 families from K-Cohort of LSAC in year one and again in year three. This study also investigated changes and differences in parental involvement practices across the three spheres of home-school and community-based involvement in the early years of formal schooling. The findings identified a decline in partnership activities in home, school, and community-based activities as children moved through their early years of schooling.

Indeed, parental involvement is one of the most widely recognized factors that impacts a child's learning and development. Duppong Hurley et al. (2017) asserted parental involvement and the schooling of students is a strong predictor of future academic achievement and it is not surprising that recent federal legislation recommends that schools develop ways to improve parental involvement in education. More importantly, an extensive empirical base supports the effectiveness of parental involvement and children's academic outcome improvements.

Duppong Hurley et al. (2017) gathered data from the High School Longitudinal Study of 2009, a nationally representative sample of students in ninth grade during the fall of 2009, and parents of 16,995 students. Duppong Hurley et al. (2017) used structural

equation modeling (SEM; also referred to as latent variable modeling) as the primary analytic framework. The purpose of Duppong Hurley et al.'s (2017) study was to examine the psychometric properties of Hill and Tyson's (2009) three domain framework (school-based, home-based, and academic socialization) as well as a more nuanced six-factor model of their framework using a large national data of ninth graders and their parents.

Many studies have been conducted to further understand the role of parental involvement and the educational outcome of children; however, minimal research has explored the psychometric properties of the measurement of parental involvement for secondary students. Duppong Hurley et al.'s (2017) findings suggested that parental volunteering in the school, a type of school-based involvement, was the most school level variable in eighth to 10th grade; parental home discussion, a type of academic socialization, was critical in grades 10 and 11, and home school communication (school-based involvement), had a temporary effect on ninth grade. The findings inconsistencies may be due to whether students are in elementary or secondary school.

According to Fleischmann and de Haas (2016), educational psychologists suggest the role of parents in parental involvement in their children's schooling is connected with parents' motivation to involvement including (1) constructing an active role for oneself and emphasizing self-efficacy, (2) life circumstances that hamper or facilitate involvement, and (3) the perception that the school appreciates parental involvement. Specifically, the most significant factor of this motivation involves the parent's

construction of the parental role and their perceived efficacy in contributing to their children's learning in school.

Williams et al. (2017) also confirmed the role that parents interpret for themselves and their abilities to support their children to become successful shape parent's involvement in the school system because parents are considered an essential part of their children's educational experiences. In addition, self-efficacy has been linked to the father's role in parental involvement. According to Lee (2019), fathers with high parental efficacy and the belief about his own competence to parent and raise his child successfully are factors that encourage fathers to be involved in educating their children. Lee (2019) confirmed Hoover-Dempsey and Sandler (1997) identified a model of the parental involvement process that concentrated on the parent's fundamental decisions about involvement. The model emphasized that parent's sense of efficacy, parents' beliefs about his or her own competence to parent and raise children successfully, influences parental school involvement and the sense of efficacy for supporting children's success in school is said to be linked to parents' involvement decisions as parents assume that their involvement activities will positively influence children's learning and school performances (Lee, 2019).

Cross et al. (2019) found the academic achievement of Latino youth is important to their future educational outcomes. Therefore, it is essential for Latino parents to play a significant role with their children by providing them with support and reinforcing the importance of getting an education. Fathers are sympathetic and responsive to their children's needs and parental sensitivity is consistently linked to children's long-term

cognitive abilities. Leyandecker et al. (2018) argued Latino fathers' sensitivity during infancy and involvement in cognitive stimulating activities at nine months, such as reading, predicted their toddlers social and cognitive skills at 48 months.

Furthermore, parental involvement practices in the home are necessary for parents to stimulate children's learning with homework or engaging in intellectual activities. Berryhill (2016) said this type of involvement is related to social and emotional development, better grades and higher standardized test scores in language, arts, math, and science, and increased child academic achievement. In addition, home parental involvement inspires students with higher school engagement, better competence and control, and intrinsic and extrinsic motivation.

Ressler et al. (2017) confirmed parental involvement in children's education is a form of household labor and parental investment requires significant time, energy, and emotional work that occurs within and outside of the physical space of school. In school involvement includes parents participating in school events, parent teacher conferences, and school activities. The role of parental involvement in the home supports children's learning and cognitive development through reading and playing stimulating games so that children's learning opportunities extend beyond the school day. More important, Ressler et al. (2017) argued both parental involvement at home and in school are associated with better grades, test scores, lower participation in problem behavior, and higher levels of children's school engagement.

A vast amount of literature encourages parent involvement in education. Lin et al. (2019) found family school partnerships led to positive academic and behavior outcomes

for children through a combination of trust, respect, and shared responsibility from teachers and parents for children's learning. Gan and Bilige (2019) confirmed parental involvement is vital throughout a child's educational journey. Goldsmith and Kurpius (2018) said even Latino parents who cannot help with homework communicate high expectations for their children's achievement. This is a strong value in Latino households, aligning with school expectations, and it is linked to positive academic outcomes for students (Goldsmith & Kurpius, 2018).

Wong et al. (2018) found parental involvement not only made children aware of parent's expectations, but it facilitated children's learning in school by sustaining students' interest across contexts. Children who understood their parent's expectations for school experiences had a greater intrinsic motivation to stay engaged in school related tasks (Wong et al., 2018). Oswald et al. (2017) said parental involvement was empirically related to children's academic performance and as parents' involvement increased, children had gains in social-emotional development, self-esteem, emotional self-regulation, language, cognition, and perception of academic competence.

Many parental involvement researchers developed theoretical constructs and typologies as critical resources in educating learners (Bunnell et al., 2018). In the 1980s, Epstein et al. (2002) developed a six-dimension typology of parental involvement that included parenting, communication, volunteering, learning at home, decision making, and collaborating with the community. The model of three overlapping circles explained the interactions of school, family, and the community for positive child outcomes.

For decades educational reformists dialogued about parents and schools and how they fostered the academic success of students. As a result, strategies have been implemented to increase parental involvement specifically for low-income families (Haskins et al., 2017). According to Camacho Thompson et al. (2016), teachers identified Latino parents as being uninvolved in the learning process with their children, however, other studies have found that Latino parents value the academic success of their children.

Gilbert et al. (2017) found Latino parents are very involved in their children's education particularly through home-based involvement behaviors and these behaviors have an impact on children's outcome by (1) reinforcing classroom instruction, (2) helping students to internalize positive motivational processes, and (3) encouraging the development of cognition and skills. Students home-based parental involvement have been consistently found to increase children's attitude and academic achievement of all social classes and ability levels (Gilbert et al., 2017). For example, Loera et al.'s (2011) research study showed Latino parents academic valuing and involvement in reading increased children's motivation and engagement in reading (Gilbert et al., 2017).

In addition, Chavira et al. (2016) confirmed that although Latinos in the United States have a lower level of formal education, they have high aspirations in education for their children which dispels the negative stereotypes about their ambitions. Chavira et al. (2016) added in research with the Educational Longitudinal Study: 2002 data base on 1,050 Latino 12th grade students with at least one immigrant parent, 75% of students reported that their parents desired for them to graduate from college. Camacho et al. (2016) believed a continued critique of parental involvement practices without

acknowledging the social conditions parents experience leaves the conversation of empowerment of parents in furthering school reform disjointed, if not deceptive.

Conus and Fahrni (2017) believed a family-school partnership could not be imposed unilaterally. Rather, it was constructed through reciprocal communication daily. Varying the types of communication between families and schools improves the relationship and children's achievement and reciprocal communication reinforces collaboration, parental involvement, and the possibility of implementing a relationship based on partnership (Conus & Fahrni, 2017). According to Antony-Newman (2018), Latino parents offer rich resources, however, due to language barriers and a lack of information of the school system that is available for parents, those resources were often under-utilized. Inclusive parental involvement in schools might become more of a reality when deficit views of families of color, in this case Latinos, are no longer the norm. The literature indicates as Latino parents are constructed as the proactive recipients of educational guidance, and analysis includes consideration of parental involvement for pre-service and in-service education, the creation of parent-school partnerships can be truly democratic and effective for all families (Antony-Newman, 2019).

Parental Involvement in K-12

An important dimension of parental involvement and parent teacher relationships is trust. Santiago et al. (2016) studied the influence of demographic variables on parent trust and relationships among parent trust, student behavior, and parental involvement. Santiago et al. (2016) found parents' trust of their children's school and teachers was

positively related to important outcomes for students and it was a critical component of family school relationships particularly in elementary school.

Parents of 212 kindergarten through fourth grade children enrolled in four local elementary schools, in the Pacific Northwest region of the United States and completed questionnaire packets that were sent home with students in a weekly folder. Santiago et al. (2016) evaluated the data against two scales used to measure parent trust: the FSRS and the Parent Trust in School Scale (PTSS). The Strengths and Difficulties Questionnaire (SDQ) was used to measure parent perception of student behavior and two scales measured parental involvement: the Parent Choice of Involvement Activities and the Family Involvement Questionnaire (FIQ-E). Three important implications were indicated.

First, Santiago et al. (2016) found parents of students eligible for a free or reduced priced school lunch were less trusting of teachers and the school. Second, she found parent trust was significantly associated with several dimensions of student behavior. Third, she found parents who reported higher trust of teachers also reported more frequent parental involvement.

The involvement of families in schooling is a vital factor in education and children's academic success because they bring value to the learning environment (De Spain et al., 2018). Parental involvement influences student outcomes through positive teacher-parent interactions, enhancing and stimulating student learning, and through parents' academic interactions with their children (Walker et al., 2016). Consequently, cultural discontinuity between the expectations at school of the White middle class and

the expectations of the culture of Latino home life often leads to a distrust between Latino parents and educators because teachers believe that Latino parents are indifferent to their children's education and Latino parents feel as though that teachers are not respectful of their authority as parents and treat them as if they are inferior and incompetent (Yasuike, 2017).

The relationship between parents and school is also considered an important dimension regarding parental involvement. At the elementary level, Villalba et al. (2007) studied the experiences of elementary school age Latino children using a qualitative research design. He interviewed nine Latino parents, three males and six females who lived in a Latino community and worked in the agricultural and service industry sector and had children who had attended the local elementary schools. Participants had previously lived in an urban setting including Washington, DC, Los Angeles, and Dallas, and resided in the United States for two years.

Villalba et al. (2007) found broad-based educational obstacles for young Latino children, such as problems associated with high stress and developmentally inappropriate academic expectations were overarching and widespread and negatively impacted the scholastic experiences on Latino children. These problems were heightened with less parental involvement. Interestingly, one of the themes highlighted the importance of same race teachers for Latino students. Based on parent's accounts, teachers who were willing to work in the Latino community were considered allies and contributors to the success of Latino children. Furthermore, Villalba et al. (2007) found extracurricular activities that were organized by schools and efforts to make schools a more inviting

place by hiring bilingual staff contributed to the educational experiences of Latino children.

Despite the recognition as a critical component of student academic achievement, parental involvement remains low among minority parents, specifically with Latino parents when weighed against White parents' activities. Malone (2017) believed increasing awareness to meet specific needs for working and single parents ultimately can increase parental involvement and positively impact academic outcomes and with these accommodations, it may make it feasible for families of all socioeconomic status levels to support the school and their child. According to Torres and Hurtado-Vivas (2011), for Latino parents, they are not only subject to anti-immigrant sentiments but are often blamed for their lack of school involvement and interest in their children's education. For many working Latino parents, they must balance assisting their children with homework against conventional White middle-class standards of resources and time. Nonetheless, of the studies that have been conducted consistent with findings from studies on K-12 schooling, researchers concluded that parents' involvement with their children's learning remains key to the academic success of their children (Torres & Hurtado-Vivas, 2011).

For example, Santiago et al. (2016) aimed to address the limitations by exploring the influence of key demographic variables on parent trust and determine that relations among parent trust, parent behavior, and parent involvement were relevant for parents of children in elementary school. Santiago et al. (2016) and Villalba et al. (2007) both used a qualitative study examining the academic and personal/social experiences of elementary school children. Santiago et al. (2016) used female participants who were from the

Pacific Northwestern Region of the United States, while Villalba et al. (2007) selected male and female participants from the Southeastern United States. Santiago et al. (2016) concluded demographic variables predict parent trust and parent trust predicts parental involvement. Villalba et al.'s (2007) findings suggested engaging in an egalitarian dialogue with Latino parents and children could help pinpoint educational obstacles and related interventions which favors the contribution and the success of an entire community.

Santiago et al. (2016) used a majority of female parents (92%) to address equivocal findings for demographic variable predictors including: (1) examining relations between parent trust as a unique variable, (2) student behavior and parental involvement, (3) parents of students in elementary school in the United States, and (4) exploring the influence of key demographic variables on parent trust and it was determine that relations among parent trust, student behavior, and parental involvement was relevant for parents of children in elementary. Their findings showed that demographic variables predict parent trust and parent trust predicts parental involvement and linking parent trust to be associated with several dimensions of parent perception of student behavior.

Villalba et al. (2007) also conducted his study with elementary students consistent with Santiago et al. (2007). Villalba et al. (2007) centered his research in a rural Southeastern community in the United States while Santiago et al. (2016) used an area in the Pacific Northwestern Region of the United States. Villalba et al. (2007) used a consensual qualitative research (CQR) method to determine the common themes including (1) schools and teachers as resources and obstacles, (2) school policies

negatively impacting the academic success of Latino children (3) family and cultural characteristics of Latino children living in Burgeoning Latino communities, and (4) social factors impacting the development of Latino children living in rural communities.

Villalba et al.'s (2007) results confirmed broad-based educational obstacles for Latino parents and their children such as problems associated with high stress and developmentally inappropriate academic expectations, were more widespread and negatively impacted the scholastic experiences of Latino children. While Villalba et al.'s (2016) dialogued about stress and educational obstacles of Latino families, Santiago et al. (2016) dialogued about Latino family's children's schooling, and trust and the link to student outcome. Villalba et al.'s (2007) findings suggested that the demographic variables of Latino families predict the relations of parents and teachers and student outcomes.

Fleishmann et al. (2016) analyzed data from the Netherlands Longitudinal Lifecourse Study (NELLS). Participants included male and female parents of children of primary school children with ages five to 12 years old with an aim to understand ethnic and gender differences in parental involvement for children's academic outcomes and the ethnic differences in educational achievement in Western countries. Fleishmann et al.'s (2016) parents' skills and knowledge, as assessed with their level of education and language proficiency, accounted for ethnic differences. Fleishmann et al. (2016) found ethnic and gender gaps in parents school involvement draws on parents' self-efficacy, parenting goals, and parent skills and household resources were important antecedents for their motivation to become involved in their children's schooling.

Williams et al. (2017) focused her study on an emic approach by examining qualitative interviews of 76 African American mothers of first graders on their educational experiences, parental involvement, and academic expectations for their children and the role that race played in their children's schooling. Williams et al. (2017) found the three overarching themes that African American mothers discussed included (1) the extent to which they believed that race would play a role in their children's education, (2) the factors that they took into account when they made this assessment, and (3) the ways in which they planned to become involved if and when race became an issue.

Williams et al.'s (2017) study showed mothers considered how race would play a role in their children's schooling through specific factors including (1) the racial composition of the environment, (2) teacher biases and practices, (3) representation. Williams et al. (2017) said that mothers believed that exposure to diversity would equip their children with the ability to understand and communicate with individuals from various ethnic, racial, and cultural background and signal to the child that content of character was more important than skin color when choosing friendships. Williams et al. (2017) findings suggested mother's thoughts about the role of race in their children's schooling experiences may relate to the factors they chose to discuss about race and schooling, and they would determine their level of parental involvement.

Fleishmann et al. (2016) shared similar beliefs with Williams et al. (2017) on ethnic differences and children's academic achievement. Fleishmann et al. (2016) used a nationally representative survey data of primary school age children who were of Dutch,

Turkish, and Moroccan origin. They confirmed parents' skills and knowledge as assessed with their level of education and language proficiency, accounting for ethnic differences. Fleishmann et al. (2016) believed ethnic and gender gaps in parents' school involvement draw on parents' skills and household resources, parenting goals, and self-efficacy as important antecedents for their motivation in being involved.

Cross et al. (2019) examined how adolescents' perceptions of parental educational expectations and their parent's academic socialization messages related to adolescent's academic self-efficacy. The data were drawn from a longitudinal study of 148 Latino parent-adolescent dyads in southeastern Michigan. Their findings suggested parental educational expectations were positively associated with adolescent academic self-efficacy. Parents reported their academic socialization messages of shame, pressure, and academic efforts. Students described their academic self-efficacy and perceptions of their parent's educational expectations. The results indicated the significance of nuances in the context and type of academic socialization messages with Latino families.

Lee (2019) examined the level and determinants of school involvement with fathers in South Korea and what influenced their involvement in their children's learning. Consistent with Fleishmann et al. (2016), self-efficacy was an important antecedent for parents' motivation to become involved in children's school development. Lee (2019) believed parental efficacy is an important variable for fathers parenting. Lee (2019) affirmed that parental sense of efficacy for helping their children succeed in school was linked to parents' involvement and parent's decisions influence children's learning and school performance.

At the middle school level, Hill et al. (2016) examined family school partnerships using a qualitative design. They used a total of 20 focus groups including nine parents, nine seventh grade students, two middle school guidance counselors, and teachers of core subjects. Their focus was to identify clusters of strategies that were common for middle school but may have been overlooked. In their data analysis, they characterized the experiences of families, students, and teachers to provide a context for understanding the strategies of involvement.

Hill et al. (2016) found general themes emerged across and with groups which included teachers alleging that some parents did not care about education, and they were not interested in working together. Hill et al. (2016) said some parents were motivated to help their children succeed and they wanted their children to do their best and to be persist and attentive while doing their best to make good grades. Findings showed that ethnic minority parents were clear and determined in their engagement in school to support their children and their experiences.

Hill et al. (2016) also found Latino parents' goal for maintaining involvement in their children's education was to make sure that their children had a good opportunity to learn. African American parents' involvement centered on keeping their children on the right track because they felt any failure would disrupt their future. European American parents talked about setting their children up for success by securing information on teachers, courses, and extracurricular activities for their children. Hill et al. (2016) indicated one common theme for all students' groups was an emphasis on career goals and going to college.

Regarding the data, findings suggested specific strategies for parents to support their children's success in school. Hill et al. (2016) indicated there were three broad types of strategies including (1) scaffolding independence around schoolwork, (2) linking education to future success, and (3) communication. Hill et al.'s (2016) findings were consistent with Santiago et al. (2016) and linking effective family school partnerships with positive student outcomes and academic achievement.

Another study focused on secondary students and parental involvement. Dunnpong Hurley et al. (2017) gathered data from 15,740 ninth grade students and parents of 16,995 students to examine the three domain conceptualizations of parental involvement including school-based, home based, and academic socialization, compared to a more nuanced six domain conceptualization. The six-domain conceptualization included (1) school and parent communication (2) attending school activities, (3) home activities, (4) homework help, academic socialization, (5) parent child communication about education, and (6) parental aspiration about children's aspiration. Duppong Hurley et al. (2017) used the structural equation modeling (SEM) also referred to as the latent variable modeling, as the primary analytic framework. The purpose of Dunnpong Hurley et al.'s (2017) study was to examine the structure of the latent factors to better understand the usefulness of different potential frameworks of parental involvement with secondary students.

Across the parental involvement variable, parents indicated a range of parental involvement levels with secondary students. Dunnpong Hurley et al. (2017) showed items with the endorsement of 75% or higher were contained in all three of the Hill and

Tyson's (2009) domains: school-based involvement (attending a school meeting); home-based involvement (working on the computer with a child), and academic socialization (talking with children about college and jobs). Across all domains, lower levels of parental involvement were also found: 26% of parents were likely to volunteer at school, 16.4 % were likely to attend a science fair, and almost 50% of parents reported helping children with homework less than one day a week.

Hill et al. (2018) and Duppong Hurley et al. (2017) shared a consistent message of the importance of communication regarding youth in middle school. Hill et al. (2018) and Duppong Hurley et al. (2017) said maintaining productive partnerships between schools and families becomes more of a challenge when students start middle school. Hill et al. (2018) indicated parents dialogued and requested more communication in supporting their children's learning in school.

Berryhill (2016) cited evidence in the literature showing that the quality of the coparenting relationship is linked to parent-child engagement, increased child psychological outcomes, academic school readiness, and academic success, which are vital to increase father involvement in schooling. Participants for this study came from the Fragile Families and Child Wellbeing Study (FFCWS), a longitudinal birth cohort study of 4,898 families in 20 American cities. Berryhill (2016) examined the association between coparenting and biological mothers and fathers home-based involvement and school-based involvement when the child was 9 years old.

Berryhill (2016) found that comparing support was associated with higher levels of mothers and fathers home-based involvement. Parents maintaining coordination

enhanced the confidence of the parents to become more involved in their children's schooling. Berryhill (2016) also found the higher levels of co-parenting support were associated with higher levels of school-based involvement for fathers.

Ressler et al. (2017) examined the link between mother's union statuses and their involvement in children's schooling. The data was gathered from the Early Childhood Longitudinal Study Kindergarten Cohort with a multistage sampling frame beginning with 100 primary sampling units from which schools were selected and ended with approximately 23 students from each school who were selected with waves of data collection occurring in the spring of kindergarten, fall and spring of first grade, the spring of third grade, fifth grade, and eighth grades. Participants included trained personnel at each wave who performed in-depth interviews with parents over the phone or at home in the language of their choice. School administrators completed surveys about their school's basic demographic, structural, and environmental characteristics.

Ressler et al. (2017) results suggested in terms of school based parental involvement mothers married to their child's biological father reported greater involvement than mothers in all other union statuses across all primary grades. Among the other union statuses, single mothers reported less involvement on average than mothers cohabiting with either the biological father or a new partner during most time periods. In terms of home-based parental involvement, very few differences by material union status emerged.

With few exceptions, analysis from studies suggest that parental involvement with children's schooling is beneficial. According to Wong et al. (2018), parental support for

children's learning at home such as monitoring schoolwork and visiting museums is beneficial for improving student's academic ability and social relationships. When parents and children interact, children learn from their parent's expressions of emotions and they use the learned reactions to tackle life issues later in life (Wong et al., 2018).

Haskins et al. (2017) added parental involvement in schooling can strengthen parent school relations and parents' confidence and the parent's ability to advocate for their children. Haskins et al. (2017) went on to say parental involvement provides access to important information networks that are integral to children's success. Further, Sukys et al. (2015) pointed out parental involvement in children's schooling is linked to student's academic achievement and this is attributable to the interaction of increased social capital influenced by the increase in parental skills and knowledge and increase social education control through the pursuit of a common goal with the school.

Sukys et al. (2015) believed parental involvement in children's education encourages the development of children's cognitive and metacognitive skills and fosters their achievement, because parents who are involved in school set the example for their children and encourages them to participate in school activities. Findings indicate parental involvement in children's learning development is a multidimension construct of parent decision making, parents participating in school, and parents' educational aspirations for their children in school and it is associated with student outcomes (Daniel, 2015; Duppong Hurley et al., 2017; Fleischmann & de Haas, 2016;). Also identified was a psychometric structure of a three-domain model including (1) home-based involvement (parent and child communication about school and parents help with homework), (2)

school-based involvement (parents volunteering at school and parent teacher conferences, and (3) academic socialization (parents communication about expectations and the importance of education) (Duppong Hurley et al., 2017).

Daniel's (2015) findings also associated parental involvement and academic achievement to Epstein's (1995) overlapping of influence between the home, school, and the community including (1) parenting, (2) communicating, (3) volunteering, (4) learning at home, (5) decision making, and (6) collaborating with the community. Two important extensions of parental involvement include Lee (2019) concerning the "Fathers Effect," a theoretical foundation for establishing a new father figure that posits a unique influence on the father on the growth and development of the child as demonstrated through empirical studies.

Olivios and Mendoza (2010) cited every child in the United States, regardless of their immigration status or the immigration status of their parents, had the right to a free public education that was safe and supportive. Unfortunately, the integration of Latinos has led to complications with these families being undermined by society and institutional mindsets, policies, and practices disempowering them within the public-school system (Olivios & Mendoza, 2010). Consistent with Olivios and Mendoza (2010), Jimenez- Castellanos et al. (2016) confirmed establishing meaningful home-school partnerships has remained a vague endeavor predominantly in schools where low-income Latino families are the majority.

Latino Fathers and Parental Involvement in K-12

According to Aldoney and Cabrera (2016), parents organize their children's routines through balancing aspects of their values and beliefs with aspects of the ecological content of constraints and resources within their families. By understanding the cultural beliefs, socialization practices, and the social and cultural capital of Latino families and how they support their children, educators can draw on parent's knowledge and empower parents in ways that are culturally relevant because culture encourages universal learning. Trainin et al. (2016) added children of Latino parents who experience a rich language environment particularly in the home, develop vocabulary knowledge that stimulates growth in phonological processing. Trainin et al. (2016) went on to say differences in home literacy environment have been linked to differences in early literacy achievement and later school success.

Parental involvement in school can be understood as a component of parent's responsibility because schools represent the nonfamily institution that is most responsible for children (Terriquez, 2013). According to Terriquez (2013), fathers' parental involvement merits attention not only because it contributes to an understanding of the father's role in their children's lives, but because the fathers' parental involvement in children's schooling can promote academic achievement independent of the mother's involvement in schooling. Concha et al. (2016) went on to say father's parental involvement with their children's learning has a positive impact on adolescent development.

There is a deficiency that exist about the knowledge and importance of Latino fathers' parental involvement and their children's schooling. Cabrera and Bradley (2012) reported Latino fathers have been historically portrayed as wary and lacking in showing intimacy with their children and instilling fear in them. However, most scholars suggest this portrayal is inaccurate and contradicts the diversity that exists among Latino fathers. According to Garcia (2014), fathers tend to specialize in the more fun and interactive activities of paternal involvement especially in the early stages of a child's life course. However, fathers play a central role in the quality of father-child relations over time and in children's emotional and cognitive abilities.

Jimenez-Castellanos et al. (2016) added declaring that Latino fathers do not care about their children's education invalidates the reality that Latino parents care deeply about their children's educational development. Jimenez-Castellanos et al. (2016) confirmed institutional policy microaggressions were a significant force in preventing Latino fathers from engaging in meaningful participation in their children's schools. For example, they found Latino fathers were hesitant to visit their children's school due to the disregard of their primary language, feeling uncomfortable in a school environment that translated into a sense of unwelcoming in terms of school events, and not being clear about the relationship between the school and the role of the Immigration and Custom Enforcement (ICE) agency in the school community.

Evidence shows many Latino fathers value their role as teachers and view themselves as egalitarian and have high aspirations for their children (Cabrera & Bradley, 2012). Ortiz (2004) confirmed Latino fathers often read with their children on a regular

basis, incorporating a positive relationship between the amount of literacy Latino fathers engage in and their children's academic reading test scores. In addition, researcher Mullins (2011) found Latino fathers spent more time helping their children with school related projects than African American and Anglo fathers.

Terriquez's (2013) study explored parental responsibility and parental involvement of Latino fathers. She gathered data from the 2003 National Household Education Survey (NHES) administered by the National Center for Education Statistics collected by telephone from one adult respondent household using random-digit dial methods. Her focus was on parental participation in four types of school activities that served as indicators of parental responsibility including (1) attending a school meeting- back to school night and open house), (2) attending a class event- science fair or sporting event, (3) participating in parent teacher conference, and (4) volunteering at the school, with a comparison of White and Latino fathers.

Her findings indicated White fathers participated in school activities somewhat more than Latino fathers. Terriquez's (2013) findings specified the importance of socioeconomic backgrounds in shaping patterns of parental involvement and school participation. She found fathers with low, or no English proficiency participated less in children's schooling and highlighted the need for schools to accommodate fathers who were new arrivals and had not mastered the English language.

According to Cabrera and Bradley (2012) new evidence shows that Latino fathers are often involved prenatally with their partners and babies such as discussing the pregnancy and the sonogram. Cabrera and Bradley (2012) added many Latino fathers

often begin their involvement prenatally because they reflect on the belief that being involved early in their child's life is important for them and for their children. Evidence shows that fathers who are involved prenatally are more likely to remain involved in their children's lives later in life (Cabrera & Bradley,2012).

Rodriguez et al. (2006) used an established behavioral observation methodology to explore the parenting practices of first-generation Latino parents of children ages four to nine years old to determine the feasibility of using a behavioral methodology with Spanish speaking immigrant families, utility of the Parent Peer Process Code (PPPC) for coding parent child interactions, and the relationship of observed parenting practices, as coded with the PPPC, and child outcomes. The research team used a total of 50 families; 44 were two-parent families, two were two parent-step families, and four were one parent families of three single mothers and one single father. All fathers were born outside of the United States: 39 were born in Mexico, seven were born in another Latin American country, and one did not report country of origin. A ratio of 93.6% reported having a low level of education and worked full-time, 68.9% reported having completed eight grade or less, 18% reported that they completed high school, and 13% reported completing some college.

Rodriguez et al. (2006) featured multiple regression analyses to examine the parenting practices of mothers and fathers together considering each one and their interaction. The study showed parenting practices significantly predicted fathers rating on the Child Behavior Checklist (CBCL). Rodriguez et al. (2006) cited evidence the relationship between fathers' parenting practices and children's externalizing behaviors

were the strongest when mothers exhibited low parenting scores, and they were the weakest when mothers' composite parenting scores were high. Rodriguez et al.'s (2006) study found differential levels of acculturation yielded significant differences in Latino parent's knowledge about school activities, perceived barriers to involvement, levels of perceived efficacy, and educational expectations.

The findings suggested practices, beliefs, and values did not significantly deviate from majority values or from values of other ethnic groups. Findings also show Latino parents used praise with their children considerably less than White parents. Rodriguez et al. (2006) cited evidence that there were more similarities than differences across ethnic groups in parenting practices particularly in the early years of children.

According to Lin et al. (2016) sociocultural theories suggest that Latino parents' cultural beliefs act as a filter through which they interpret their children's behaviors and motives based on the extent that it reflected adherence toward traditional ethnic cultural values. For instance, Gordon and Nocon (2008) examined how parents from diverse socioeconomic, cultural, and ethnic groups acted and interacted in decision making to introduce resources to support their children's learning. Establishing successful schools for all children is important to the actions of parents and their social and cultural resources within the framework of the larger sociopolitical context of the public school (Gordon & Nocon, 2008). Data was drawn from public documents including school site council minutes, district and school reports, newsletters, articles, field notes and correspondence produced by Virginia Gordon who was a participant observer in the school community project in 1996 and who was a parent at the school during the 1990s.

Findings showed helping disabled or low achieving students was valued. However, socializing with individuals of a lower class was not. Gordon and Nocon (2008) found parents, regardless of their economic or ethnic background, want the very best for their children. As this study implied, parents have the power to encourage schools to be democratic and more responsive to the needs of children and they can contribute to resegregation.

Gordon and Nocon (2008) cited evidence from the literature that found for parents to become a positive force in constructing successful integrated schools that do not reproduce social inequalities and social stratification, an understanding of the interplay among diverse group of parents and schools must increase. Rodriguez et al. (2006) affirmed the Oregon Social Learning Center Parent Management Training (OSLC-PMT) interventions would be appropriate for Spanish speaking Latino families. The researchers felt existing guidelines for culturally based modifications to existing interventions would yield an intervention that was likely to be well received in the Latino community given the apparent need of families to assist their children in developmental and cultural adjustment task that would set them on a path to more positive outcomes.

Rodriguez et al.'s (2006) study showed observational methods were at the core of the theoretical framework of the Oregon Social Learning Central's Parent Management Training (OSLC-PMT) model and had been found over time to be better predictor of child outcomes than parents or teacher reports. Second, Rodriguez et al. (2006) found the OSLC-PMT model emphasized that children's interaction styles were learned within the family. Rodriguez et al. (2006) said the core positive parenting practices of the OSLC-

PMT model were skills, encouragement, discipline, monitoring, problem solving, and positive involvement.

Ramirez (2003) examined the concerns of Latino parents in Southern California regarding their children's school. Ramirez (2003) interviewed 29 females and 14 male parents in a qualitative research study. The community was made up of 90% Latinos who were recent or second-generation immigrants and had children who received free or reduced-price lunch in public schools.

Ramirez's (2003) findings showed teachers did not have time to speak to parents individually at Open House or at other school meetings about their child's performance. Ramirez (2003) found parents felt they were uninformed about the traditions of the school. Ramirez (2003) cited evidence from the literature that from parent's culture, school was a part of learning for their children and parents were present when they were invited by the teacher. Further to this, parents wanted the school to listen to their concerns and bridge the gap between the home and the school and enhance the relationship with the families.

Good et al. (2010) used a qualitative research design to gain a more in depth understanding of the barriers that hindered the academic achievement of English language learners (ELL) by exploring the perceptions and experiences of the parents and teachers. Parent participants included eight Latino mothers who were 28 to 43 years of age and received their education in Mexico and immigrated to the United States. Parent participants were from a district sponsored adult English (ELL) class of Latino parents who had ELL children enrolled in the district's elementary, middle, and high school.

Participants also included five teachers who were fluent in English and Spanish with ages ranging from 30 to 45 that were from the district's elementary, middle, and high school who had at least three years teaching experience in teaching ELL students.

Good et al. (2010) used a framework that was grounded in two theoretical perspectives including critical inquiry and the cultural-ecological adaptations of minority communities. Good et al.'s (2010) themes centered around (1) culture clashes, lack of teacher preparation in multiculturalism, language, acquisition and ELL instructional strategies, (2) communication gaps, (3) lack of a systematic articulated district ELL plan, (4) lack of a support system for families transitioning to a new environment, and (5) new culture. Good et al. (2010) study showed central to the theoretical perspectives of critical inquiry of Freire (1972) and the cultural- ecological adoptions of minorities of are relationships between power, culture, privilege, and oppression.

Good et al. (2010) study design was guided by Freire's critical theory, liberation philosophy, and an emphasis on giving voice to marginalized people. Good et al. (2019) found the cultural- ecological theory considers societal and school effects and the dynamics within minorities. Good et al. (2010) cited evidence in the literature that the hopes and dreams of all families could be realized in a democratic society whose values were rooted in social justice and equity in public education.

Ramirez (2003) cited from the literature that for many school stakeholders including administrators, teachers, and staff, parental involvement in schooling is centered around the parents who are able to attend and those parents who are not able to attend are looked upon as uncaring. Ramirez (2003) found Latino parents are often

uninformed about how to be involved from year to year and they are unaware of what is expected of their children. Good's (2010) study showed traditional cultural values and beliefs of Latino families focus on relationships and not on competitive factors such as academic achievement which contrast sharply with those of the mainstream of the United States educational system in which individualism, self-reliance, and academic achievement are held in high regard.

Good's (2010) study concluded schools would continue to fail if they continued to work in isolation from parents, communities, and other critical entities. In addition, Shelton (2021) added there are systems of whiteness embedded within schooling, however, recent social movements have led to creativity and innovation in education and the Council for the Accreditation of Educator Preparation have recently released revised standards for teacher preparation in 2022 requiring teacher preparation programs to prepare teachers to address the needs of diverse students and their families. Ramirez et al. (2003) believed educators must take a step forward in providing a positive working relationship with all parents, then, schools may see an increase in parent participation and improved student success. A positive working environment includes schools communicating in the narrative language of parents who speak limited English and providing for avenues that would increase the level of understanding the cultural aspects of each ethnic group (Ramirez, 2003).

Summary

According to Day et al. (2018), in the United States, gaps will continue to persist between racial ethnic and socioeconomic groups for a range of academic outcomes such

as educational attainment and academic achievement. Benner et al. (2016) confirmed parental involvement is one method for improving educational divides and gaps in children's educational prospects. For minority families, Rivas-Drake and Marchand (2016) said Latino parents play a critical role in their children's education by communicating the importance of school and by providing them educational support. Jimenez-Castellanos et al. (2016) went on to say urban school districts will continue to struggle in transforming their communities. However, creating a positive school academic climate, providing academic rigor, ensuring educational practices are guided by equal access to opportunity and equity, making sure school personnel are culturally competent and committed to all children, certifying that school leadership is committed to democratic practices and values, and most importantly a commitment that home-school relationships are guided by dignity, justice and inclusion, will encourage the academic success of all students.

Thomas et al. (2014) noted education policy places a heavy emphasis on the role of parents regarding student success:

While teachers and schools make a crucial difference in children's school results, the influence of parents and families still has the greatest effect. The more children learn at home before they start school, the better equipped they are to make a successful transition to school. The more parents support their children by being involved in their education, the more they cultivate a love of learning for their child to succeed in school. Children's whose families encourage reading in the home do better at school and the parents ongoing involvement in their child's

schooling through helping with homework and other learning activities is essential for children to be successful.

Clarke et al. (2017) indicated parental involvement and support in children's schooling are important predictors of academic success, however, many Latino parents feel unwelcome when interacting with teachers creating major barriers to parental involvement. One perspective to take into consideration is family involvement practices that highlight the relationships between the home and the school and that cultivate a respect and an appreciation of family values particularly for Latino families (Clark et al., 2017).

CHAPTER III

METHODOLOGY

Today, schools all over the country are pushing to continuously enhance the educational development of students. For policymakers, immigration has been a part of that push and has generated a vast amount of dialogue and research (Albornoz et al., 2018). According to Leath et al. (2020), in a review of peer reviewed educational scholarship over the past decade, using Education Source and the Education Resources Information Center, words such as achievement gap, multiculturalism, and diversity are included up to eight times more frequently than concrete discussions on racism, schooling, and minority families.

Accordingly, this study aimed to expand the literature on perspectives of Latino parents, in particular Latino fathers, and how they understood their involvement in relation to their children's academic achievement. The goal was to reveal paternal parental involvement that may be contrary to the conventional wisdom prevalent in the literature that Latino families are not as involved as other racial groups. According to Haven and Van Grootel (2019), qualitative studies attempt to reveal the perspective of the subjects that the research questions regard. The guiding research question was: How do Latino fathers of elementary aged students understand and make meaning of their parental involvement? Additional questions were:

- (a) How do Latino fathers of elementary age children make meaning of their culture in relation to parental involvement?

- (b) How does Epstein's (1981) model of parental involvement eliminate the role of Latino fathers in their children's academic career?

This chapter starts with a description of the research study designed. The presentation of the research design is followed by a discussion of the research approach. Next, study participants, data collection, and analysis are presented.

Research Design

Research designs are types of inquiry within qualitative, quantitative, and mixed method approaches that provide specific direction for procedures in a research study (Creswell & Creswell, 2018). The research design process in qualitative research begins with philosophical assumptions that the inquirers make in deciding to undertake a qualitative study (Creswell & Poth, 2018). Creswell and Poth (2018) went on to say the researcher uses interpretive and theoretical frameworks to further shape the study. Further, qualitative research is conducted because a problem or an issue needs to be explored because of a need to study a group or a population, identify variables that can then be measured, hear silenced voices, and when we want to empower individuals to share their stories (Creswell & Poth, 2018). Creswell and Creswell (2018) pointed out the intent of qualitative research is to understand a particular social situation, group or interaction and the researcher gradually makes sense of a social phenomenon by contrasting, comparing, replicating, cataloguing, and classifying the object of study.

To study the problem, researchers collect data in a natural setting of the people being studied (Creswell, 2013; Ramani, 2015). Ramani and Mann (2015) stated that the primary goal is exploration of the participants' experience, and understanding, and

interpretation of their experiences. Accordingly, data analysis establishes themes and patterns. The final report includes the participants' voices, an interpretation of the problem, and the contribution to the literature.

Lenger (2019) indicated that an essential premise of a qualitative research design is not statistical representativity. Rather, it is the multi-faceted representation of complex social realities that are reconstructed hermeneutically and comprehensively portrayed as patterns (Lenger (2019). Lenger (2019) explained as a result from the differences and similarities in the social phenomena explored, the patterns represent significant structural consistencies.

A qualitative research design was best for my study for several reasons. First, its methods allowed the voices of Latino fathers, in all their complexity to be heard which can help develop an understanding of parental involvement as a multidimensional construct. Quantitative research encompasses a range of methods concerned with the systematic investigation of social phenomena, using statistical or numerical data (Creswell, 2013). It involves measurement and assumes that the phenomenon under study can be measured (Watson, 2015). Qualitative studies, on the other hand, collect textual data and analyze it for the meanings ascribed to it by the participants (Lenger, 2019; Ramani & Mann, 2016).

Second, understanding the experiences and perspectives of Latino fathers identified their parent involvement practices which may be invisible or unknown to educators. Jackson et al. (2007) explained the aim and function of qualitative inquiry is to understand the meaning of human action by describing the inherent or essential

characteristics of social objects or human experiences. This function is achievable by hearing firsthand from Latino fathers. In contrast, quantitative research sets out to gather data using measurements to analyze the data for trends and relationships and to verify the measurements made such as items like height and weight (Watson, 2015).

According to Guetterman et al. (2015) quantitative research design primarily follows the confirmatory scientific method because its focus is on hypothesis testing and theory testing. Guetterman et al. (2015) stated quantitative researchers consider it to be of primary importance to state one's hypothesis and then test those hypotheses with empirical data to see if they are supported. On the other hand, qualitative research primarily follows the exploratory scientific method and is used to describe what is seen locally and sometimes to come up with or generate new hypothesis and theories and is commonly used to understand people's experiences and to express their perspectives (Guetterman et al. 2015).

However, other items for example, what people think or feel, as in this qualitative study, are difficult to measure through statistical analysis (Watson, 2015). Thus, the specific characteristics of qualitative research design were best used for this study. They allowed for identifying more effective ways that educators can reach out and support Latino immigrant parents and may develop stronger and more collaborative school parent partnerships.

Descriptive Phenomenological Inquiry

Creswell (2013) identified five general approaches to qualitative research: (1) narrative, (2) phenomenology, (3) grounded theory, (4) ethnography, and (5) case study.

For this study I utilized a hermeneutical phenomenological research approach to explore the lived experiences of Latino fathers' parental involvement.

According to Knapp et al. (2016), beginning as a moment in philosophy in the early 1900s, phenomenology was established as a major contributor to contemporary continental philosophy. According to Johnson et al. (2016), Creswell, (2013), and Neubauer et al. (2019), phenomenology is defined as the study of meaning used to understand an experience from the perspective of those individuals who are having the experience. The purpose of phenomenology is to look very closely at the phenomena under study to explore the complex world of lived experiences from the point of view of those who lived it (Qutoshi, 2018). In doing so, Qutoshi (2018) described that it not only furthers understanding the phenomena at a deeper level of consciousness, but it helps to explore nature, bringing a transformation at personal level.

Edmund Husserl is credited as the founding father of phenomenology (Padilla-Diaz, 2015). According to Van Manen (2016), Husserl wanted to capture experience in its primordial origin or essence without interpreting, explaining, or theorizing. Padilla-Diaz (2015) explained Husserl emphasized the study of meaning and ideal objects of the psychological conscious of the world and of science. Husserl proposed phenomenology as an experimental method based on the conscious of phenomena in which the pure essence of the contents of conscious stood out (Padilla-Diaz, 2015).

A common feature on phenomenological research includes a sobering reflection on the lived experiences of human existence offering rewards of moments seeing meaning in the heart of things (Van Manen, 2016) and in this case parental involvement

and Latino fathers. Another common feature of phenomenological research is the participants experience of the same occurrence. Yuksel and Yildirim (2015) confirmed in a phenomenological study, participants should have experience with the same phenomenon. Creswell and Creswell (2018) discussed phenomenological research is a design of inquiry coming from philosophy and psychology in which the researcher describes the lived experiences of individuals about a phenomenon as described by participants. Creswell and Creswell (2018) pointed out this description culminates in the essence of the experiences for several individuals who have all experienced the phenomenon. Participants are selected purposely, a commonly used strategy in qualitative studies, since they can understand the phenomenon, and thus the researcher can decide whether participants share significant and meaningful experiences concerning the phenomena under investigation (Yuksel & Yildirim, 2015).

A key characteristic of phenomenology research is a rich detailed description of the phenomenon being studied (Eddies-Hirsch, 2015). The description presents how the participants experienced the phenomenon rather than any preconceived perception the researcher may have of the phenomenon being studied (Eddies-Hirsch, 2015). The phenomenology reduction process assists the researcher with allowing the researcher to keep an open mind and listen in a receptive manner to the participants' description of the phenomenon process (Eddies-Hirsch, 2015). Traditional phenomenology research is achieved through the phenomenological process of epoch, also known as bracketing, where the researcher purposefully sets aside any perceived knowledge or everyday beliefs, he or she regards might be used to explain the phenomena being investigated

(Eddies-Hirsch, 2015). This allows the researcher to listen and record the participants' description of an experience in an open manner (Eddies-Hirsch, 2015).

Two main approaches to phenomenology are descriptive phenomenology and hermeneutical/interpretive phenomenology. Descriptive phenomenology focuses on informing and highlighting the participants' lived experiences of a phenomenon (O'Halloran et al., 2016). O'Halloran et al. (2016) cited descriptive phenomenology differentiates from other qualitative approaches in that it rejects the transitional objectivity measures placed upon qualitative research by positivist traditions. O'Halloran et al. (2016) explained descriptive phenomenology is radically different from other qualitative approaches in that it can provide psychological knowledge without theorizing, placing a thematic focus on dialogue, literacy analogies or theoretically based interpretations.

On the other hand, hermeneutical, also referred to as interpretive, phenomenology allows for a more personable input from the researcher in the form of theories, or the researchers own suppositions (Frechette et al., 2020). Hermeneutical phenomenology presents a unique way of orienting research that allows in-depth exploration of lived experiences (Frechette et al., 2020). Frechette et al. (2020) stated hermeneutical phenomenology provides researchers with elements of reflection concerning their being - in-the-world as a researcher, their horizon of significance, and their embodiment for enhanced reflexivity and presence. Furthermore, this methodology allows for the pointed definition of research questions and objectives as well as guidance in recruiting a diverse sample that can offer a rich account of the phenomenon (Frechette et al., 2020).

Study Participants and Sampling Strategy

Once approval was secured from the appropriate Institutional Review Boards, the process for selecting study participants began. The population for this study consisted of Latino fathers who had more than one child in school and had at least one child attending the school for at least two years. To answer the research questions related to parental involvement and children's schooling, the researcher selected fathers who self-identified as Latino.

Traditionally low-income Latino families are said to be uninterested in supporting their children's education and academic achievement. However, much of the literature on conventional forms of parental involvement demonstrates an association of parental involvement to family income level. Parents living under the poverty line (annual income less than 35,000) are less likely than other parents to be involved at the school site (Park & Holloway, 2018). The reason for these household income differences can be located in the form of capital that are available to parents from diverse backgrounds and low-income families may find it difficult to attend school-based events due to their long or unpredictable work hours, or lack of transportation and childcare (Park & Holloway, 2018). According to Taylor (2011), research findings contest the views of Latino fathers having limited interest and involvement with their children.

Sampling is a critical part of a research study that is filled with complexities. According to Kalu and Bwalya (2017) sampling in qualitative research plays a vital role, as the essence of most qualitative research is to study a phenomenon in its natural setting. Sampling decisions should be purposeful and chosen based on the best answer to the

question with an aim of achieving representativeness or compatibility (Luciain et al., 2019).

According to Tutelman and Webster (2020), small sample sizes are a core characteristic of many qualitative methodologies with data that provide rich and deep exploration rather than a broad survey of phenomena. Tools to guide sample size should not rely on procedure from a specific analysis method, but rest on shared methodological principles for estimating an adequate of units, events, or participants. Twining et al. (2017) explained the sample size should be broad enough to capture the many facets of a phenomenon, and its limitation to the sample should be clearly justified. Therefore, this study aimed for at least 10 Latino fathers.

Since qualitative research intentionally seeks individuals or sites for data collection because they will inform an understanding of the research problem and the phenomenon being studied (Luciain et al., 2019), the sampling strategy is an important element of the selection process. To select the participants, the researcher used a purposeful criterion sampling strategy. Purposeful sampling involves information-rich cases in which one can learn a great deal about issues of central importance to the purpose of the inquiry (Patton, 2015). Patton (2015) pointed out studying information-rich cases yields insights and in depth understanding rather than empirical generalizations.

Data Collection and Management

Data from this study consisted of nine interviews and two focus groups. Interviews can lead to collective and impersonal viewpoints that exceed subjectively,

turning the interview into a living body of thinking (Masschelein & Roach, 2018). Focus groups support the experiences and beliefs of the participants through discussions, and it creates a process of sharing and comparing interpretations of the topic among the participants (Van Bruggen-Rufi et al., 2017). The interview is a dialogue that provides information to the researcher (Creswell, 2013), and focus groups allow the participants to share common knowledge about the topic of interest. The data collection methods are discussed in depth below.

Interviews

Koskei and Simiyu (2015) identified the types of interviews including: structured interviews, semi-structured interviews, unstructured interviews, and non-directive interviews. In structured interviews, the same questions are asked to all the respondents because the goal is to ensure that the interviewees responses can be aggregated. Smith and Sparks (2016) confirmed a structured interview is a highly standardized way of interviewing in which the researcher using an interview schedule asks a participant a set of identical closed questions in the same order. Semi-structured interviews are non-standardized, frequently used in qualitative analysis, and the order of the questions can be changed according to the direction of the interview (Adhabi et al., 2017). Adhabi et al. (2017) said semi structured interviews have no rigid adherence and the implementation is dependent upon how the interviewee responds to the question and the response to the subject gives the researcher the flexibility to pose more enhanced questions than the initial drafted ones.

Unstructured interviews are non-directed, have a flexible method with each interview, and allow interviewees to speak openly and give as much detail as possible (Smith & Sparks, 2016). According to Smith and Sparks (2016), unstructured interviews have little preset structure, and the participant has a much higher degree of control over what is said. In a non-directive interview, there are no preset topics to pursue the questions, they are not preplanned, and the interviewee leads the conversation and can talk freely about the subject (Koskei & Simiyu, 2015).

According to Koskei and Simiyu (2015), the strength of non-directive interviews is to find the deep-seated problem and the subconscious feelings. For this study, the researcher will conduct semi-structured and open-ended face-to face interviews. Due to COVID 19, participants may be asked to complete an online survey about the parent perspective of parental involvement and academic achievement in relation to their children's schooling.

Participants were scheduled for one interview for approximately 60-90 minutes. *The interview was scheduled at a time and place of the respondent's convenience, in a comfortable setting, free from any potential disruptions and noise (McGrath et al., 2019). A quiet location was preferred to promote confidentiality, it enabled the researcher and the participant to concentrate on the conversation, and it facilitated accurate audio-recording of the interview. The researcher received permission to audio record the interview. Informed consent was required by the IRB for audio-recorded interviews (Tracy, 2019). The completed interviews were assigned a pseudonym and went through verbatim transcription. A list of questions is provided in Appendices.*

Once the interviews were transcribed, they were returned to the participants for validation. This is referred to as member checking, the process of providing research participants with opportunities to check the accuracy of expand, amend, and comment on raw data or research results (Brear, 2018). Gunawan (2015) regarded member checking as the single most critical technique for establishing credibility. This researcher used member checking as a sounding board and a way of checking that one has understood the reported responses, especially when it comes to picking up elements such as irony, emotions, silences, or other gestures (McGrath et al.,2019).

Focus Groups

Focus groups are an established method of collecting research data in the social sciences, bringing together individuals with mutual characteristics or interest to offer individual or collective insight into topics (Moore et al., 2015). They were the second method of data collection for this qualitative study. There was one focus group and it lasted for approximately 60 minutes. The focus group was audio recorded via Zoom and transcribed verbatim.

Data Analysis Steps

Creswell (2013) confirmed the methods of data analysis are based on three qualitative analysis strategies including preparing and organizing the data, coding, and presenting the data in the form of texts, tablets, or figures. The data analysis for this qualitative study worked within the phenomenological paradigm to examine the events and give meaning to the human experiences of the participants.

The first step in data analysis was organizing the data. According to Akinyode et al. (2018), this is the process in which the raw data from the personal interview and focus group discussion is recorded in a record sheet. Next, is securing the emergent ideas. Akinyode et al. (2018) referred to this step as streamlining the data log to make sense of the data collected. Percy et al. (2015) explained the highlighted data is reviewed to determine if the data is related to the research question. Following, the data coding which involves assigning labels or codes to different sections of text related to different problems (Akinyode et al. (2018).

After coding, the researcher clustered the items of data that were related or connected in some way and began to develop patterns. Then, the researcher described each distinct pattern in a phrase (Percy et al., 2015). Percy et al. (2015) explained as patterns emerge, one should identify items of data that correspond to that specific pattern. The patterns were placed in the previously assembled cluster that manifested that pattern. Direct quotes taken from the data, were transcribed interviews and elucidated the pattern (Percy et al., 2015).

Next, the researcher examined the patterns for the emergence of overarching themes that were patterns of patterns (Percy et al., 2015). This process consisted of combining and clustering. A theme is a pattern that captures something significant or interesting about the data or research question (Maquire et al., 2017). Lastly, the researcher wrote a detailed abstract analysis describing the scope and substance of each theme and completed this process for each participants data (Percy et al., 2015). Finally,

the researcher combined the analysis of the data for all the participants including patterns and themes that were consistent across the participants' data.

Trustworthiness

Pratt et al. (2019), Vanassche and Kelchtermans (2015), and Burnes et al. (2017) cited trustworthiness in qualitative research is the degree to which the reader can assess whether the researchers have been honest in how the research has been carried out and reasonable in the conclusions drawn from the data. Korstjens and Moser (2017) stated the criteria for trustworthiness in qualitative research includes: (1) credibility which is confidence that can be placed in the truth of the research findings by establishing whether the research findings represent plausible information drawn from the participants original data and is a correct interpretation of the participants original views; (2) transferability which is the degree to which qualitative research can be transferred to other contexts or settings with other respondents; (3) dependability which refers to the stability of findings over time and the participants' evaluation of the findings, interpretations, and recommendations of the study so that all are supported by data as received from participants of the study; and (4) confirmability which is the degree to which the findings of the research study could be confirmed by other researchers and establishes that the data and the interpretation of the findings are not figments of the inquirer's imagination, but clearly derived from the data. This study demonstrated four specific methods to ensure validity: triangulation, researcher bias, thick rich description, and debriefing.

Triangulation

Triangulation refers to the use of multiple methods, techniques, and data sources as it tries to overcome the flaws of an investigation or method (Abdalla et al., 2018).

Abdalla et al. (2018) articulated the objective of triangulation is to contribute not only by examining the phenomenon from multiple perspectives but by widening the understanding of the matter among researchers and making new and deeper dimensions possible. The researcher triangulated the interviews among the participants and the focus group.

Researcher Bias

According to Ranney et al. (2015), data collectors must be aware of their background and biases and seek to minimize their influence of the data collected. It was reported that to limit the introduction of the moderator's viewpoints and opinions into the data, the researcher should ask open ended questions, pause in the conversation, and use reflective statements and techniques that are recommended to use (Ranney et al., 2015). As Patton (2015) confirms researchers and evaluators are admonished to stay rational and independent and not to get emotional because feelings are the enemy of rationality and objectivity, and emotions and feelings lead to caring and caring is a primary source of bias. This researcher revealed her biases and the steps she took to mitigate them in the first chapter.

Thick Rich Descriptions

According to Morse (2015), thick and rich data refers to the entire data set, so data quality is also associated with the number of interviews and participants. Morse

(2015) went on to say to have a thick and rich data set, the researcher must attend to sample size and appropriateness. Giving readers a thick description of the participants' contexts in Chapter IV renders their behaviors, experiences, perceptions, and feelings meaningful (Korstjens & Moser, 2017).

Peer Debriefings

Debriefings are an essential supplement of the qualitative data collection process, and they are used to analyze transcripts and observation memos (McMahon & Winch, 2018). McMahon and Winch (2018) explained debriefings allow research teams to identify gaps in the data collected and to redirect course, whether refining a line of inquiry, reconceptualizing a research question, opting when or whether to seek out alternative perspectives, or adding or eliminating a respondent group or research method. In this study, the researcher shared the transcripts and data analysis with peers who have conducted and published phenomenological studies.

Ethical Considerations

Flossey et al. (2002) stated ethical considerations are paramount in all research from its design to the conclusion. Franks (2017) added the role of the IRB is to ensure that research participants are treated ethically and that their rights and welfare are adequately protected throughout the research process. *The steps I will take to ensure a standard of ethics are explained below.*

Informed Consent

A core part of qualitative research is its ethical processes which embraces principles of benefits, nor maleficence, justice, protection of individuals identity and

dignity, as well as the truthful presentation of research results (Petrova et al., 2014). The purpose of the informed consent ensures that potential subjects are knowing participating in a study and are doing so of their own choice (Lune & Berg, 2017). A written informed consent was presented to all participants and a detailed explanation about private information was offered. The informed consent explained in clear language that the participants had the right to decline from participating at any time for any reason.

Also outlined in the Informed Consent were the parameters of the study: an explanation of the purpose, importance of the study, and expectations for the researcher and for the participants. Private information and the confidentiality of the participants was maintained by limiting access of the data to the researcher, the adoption of pseudonyms for each participant and entity, and a statement confirming that the reported findings would only be for research purposes.

Summary

The methodology for this study was discussed in this chapter. A reinstatement of the research questions, research design, research design explanations, and the phenomenological research approach was discussed. Also, the population, sample, and the sample strategy were explained. This chapter concluded with the methods of data collection, data analysis steps, and ethical considerations. Chapter IV will present the findings.

CHAPTER IV

FINDINGS

The purpose of this descriptive phenomenological research study was to explore the perspectives of Latino fathers' parental involvement and how they understand their involvement in relation to their children's academic achievement. The guiding question for this research study was: How do Latino fathers of elementary age students understand and make meaning of their parental involvement? Additional questions were: (a) How do Latino fathers of elementary age students make meaning of their culture in relation to their parental involvement? (b) How does Epstein's (1981) model of parental involvement illuminate the role of Latino fathers in their child's academic career?

This chapter discusses the findings from Latino fathers who participated in this study. A short description of the participants' background was created, each was assigned pseudonyms to protect their identity and provided anonymity. The goal was to reveal paternal parental involvement that may be contrary to the conventional wisdom prevalent in the literature that Latino fathers are not involved with their children's education as other racial groups. The interviews and the quotes of the fathers provide a more holistic understanding of the relationship between Latino fathers' parental involvement and the academic achievement of their children. All the participants shared their experiences pertaining to their involvement in their children's education.

Three themes emerged from the findings: *Importance of Education*, *Value of Hard Work*, and *Latino Fathers and the School System*. Table 1 presents the demographics of the nine participants.

Table 1*Participant Demographics*

<i>Participant</i>	<i>Place of Origin</i>	<i>Primary Language</i>	<i>Age</i>	<i>Education</i>	<i>Primary Occupation</i>	<i>Number of Children</i>
Alejandro	Dominican Republic	Spanish	27	9 th grade	Restaurant Worker	2
Jesus	Puerto Rico	Spanish	29	11 th grade	Cook	3
Santiago	Cuba	Spanish	30	9 th grade	Factory Worker	4
Javier	Guadalupe	French	27	10 th grade	Mechanic	2
Jorge	Columbia	Spanish	32	11 th grade	Landscaper	4
Diego	Dominican Republic	Spanish	23	HS Diploma	Custodian	2
Jose	Puerto Rico	Spanish	28	HS Diploma	Restaurant Worker	3
Luis	Costa Rica	Spanish	31	11 th grade	Grocery	4
Juan	Columbia	Spanish	34	HS Diploma	Warehouse Worker	3

Profile of Participants

Participant 1: Alejandro. Alejandro is a Latino male who is originally from the Dominican Republic. He has a seven-year-old daughter in second grade and a nine-year-old son in fourth grade. For the past four years, Alejandro has worked at a family-owned Mexican restaurant. Alejandro is fluent in Spanish and in English.

Participant 2: Jesus. Jesus is a Latino male who was born in Puerto Rico. He has an eight-year-old daughter in third grade and six-year-old twins (boy and girl) in first grade. For the past two years, Jesus has been employed at a cafeteria and works as a cook. Jesus is fluent in Spanish and English.

Participant 3: Santiago. Santiago is a Latino male who was born in Cuba. For five years, Santiago has been employed at an auto parts manufacturing company. He has

a five-year-old daughter in kindergarten, a seven-year-old son in second grade, a nine-year-old daughter in fourth grade, and a son in middle school. Santiago speaks fluent Spanish and English.

Participant 4: Javier. Javier is a Latino male from Guadalupe. He has one son in kindergarten and one son is in second grade. Javier has been employed at a family-owned mechanic shop for the past four years. He is fluent in French and Spanish. Javier also speaks English.

Participant 5: Jorge. Jorge is a Latino male who is originally from Columbia. He has an eight-year-old daughter in third grade, a ten-year-old son in fifth grade, a six-year-old son in first grade, and an older daughter. For the last four years, Jorge has worked in many roles for a landscaping company. Jorge is fluent in Spanish, and he speaks English.

Participant 6: Diego. Diego is a Latino male that was born in the Dominican Republic. He has one six-year-old son in first grade and one seven-year-old son in second grade. Diego currently works as a custodian, and he also has a second job working at a maintenance supply company. Diego speaks Spanish and English fluently.

Participant 7: Jose. Jose is a Latino male who is originally from Puerto Rico. He has a nine-year-old son in fourth grade, one eight-year-old daughter in third grade, and a five-year-old daughter in kindergarten. Jose has worked for a local auto parts store for the past two years. He also has a second job working at a restaurant. Jose speaks fluent Spanish and English.

Participant 8: Luis. Luis is a Latino male who was born in Costa Rico. He has a ten-year-old daughter in fifth grade, an eight-year-old daughter in third grade, a six-year-

old son in first grade, and an older daughter. Luis has worked at a local grocery store for the past two years. He also works a second job at a warehouse. Luis speaks Spanish and English fluently.

Participant 9: Juan. Juan is a Latino male from Columbia. He has a ten-year-old son in fifth grade, an eight-year-old son in third grade, and a five-year-old daughter in kindergarten. Juan has worked at a metal manufactory company for almost three years. He also works a second job as a delivery driver. Juan is fluent in Spanish and English.

Findings and Themes

There were three themes that emerged from the findings: *Importance of Education, Value of Hard Work, and Latino Fathers and the School System.* The themes from this study were formulated based on the responses of each participant to the interview questions and how they related to the research questions. Table 2 presents the alignment between the themes and the research questions.

Table 2

Alignment of Themes with Research Questions

Research Question	Themes
Research Question 1: How do Latino fathers of elementary age students understand and make meaning of their parental involvement?	Importance of Education
RQ 1(a): How do Latino fathers of elementary age students make meaning of their culture in relation to parental involvement?	Value of Hard Work
RQ 1(b): How does Epstein's (1981) model of parental involvement illuminate the role of Latino fathers in their child's academic career?	Latino Fathers and the School System

Theme 1: Importance of Education

Research Question 1: *How do Latino fathers of elementary age students understand and make meaning of their parental involvement?*

In responding to the research question discussing how Latino fathers of elementary age students understood and made meaning of their parental involvement, it became evident that the participants in this study felt responsibility for making sure that their children understood the importance of education and the positive difference that it could make in their lives. The participants also discussed the importance of Latino fathers preparing their children for school readiness. All the participants were employed in low paying jobs and several of them worked a second job to increase their incomes. The participants' skills and education were not a determining factor in their occupations; however, they all spoke of circumstances of being employed in professions with low wages.

More than one participant specifically addressed the reality of needing to work an additional job to provide for their families. Participants, Javier, Luis, Santiago, Jorge, Juan, and Diego addressed the value of education and their role as fathers.

Javier said: *"I want my children to graduate from high school because I stopped going after the 10th grade and now, I don't have professional skills to get a good job that pays well"* (personal communication, May 2, 2022). Javier explained how being less educated resulted in him having to work longer hours to earn additional pay. He acknowledged the responsibility for the care of his children, and he confirmed his commitment to ensuring that they remain dedicated and graduate from high school. Javier

indicated that without education, his children would be faced with challenges in obtaining valuable employment opportunities.

Luis related:

I practice math with children at home because I think math is important and I am responsible for making sure they are prepared. Even if they work on a job that doesn't require them to know math, they need to know it in their everyday life. They have to pay bills, they need to be familiar with bank accounts, and they need to know how to count money when they buy things. (personal communication, May 5, 2022).

Like Luis, Santiago and Juan also focused on fundamental skills including reading, math, and writing to promote educational development with their children.

Santiago stated, *"I take them to the library"* (personal communication, May 4, 2022).

Santiago further explained, *"Since they are used to having reading time at school, it was easy for me to have them start reading time at home. I'm doing this because I want them to get in the habit of reading"* (personal communication, May 4, 2022). In addition,

Santiago linked his reading ability with his job responsibilities due to the recognition he received for being *"a fast reader."* According to Santiago, he could identify categories and sections quickly which enabled him to complete many inventory evaluations. *"I'm applying for a new position, and I have a good chance of getting it because of my reading skills"* (personal communication, May 4, 2022).

Participant Jorge's recollection of fostering education and development with his children was through reading and writing. Like Santiago, Jorge's children took advantage

of the library to check out their favorite books. Jorge said, *“I used to like library day at school because it was fun to check out cool books to help me write poems for my friends”* (personal communication, May 4, 2022).

Jorge acknowledged how sharing stories about writing poems gave him respect with his friends. According to Jorge, his children have been inspired to check out books at the library so they can write their own funny poems. Jorge indicated how sharing his stories about writing humorous poems for his friends has been a game changer and it has increased his children’s interest in reading and writing.

On the other hand, Juan and Diego shared different perspectives than Santiago and Jorge’s practices of nurturing the fundamental academic skills for their children’s education and growth. Juan inspired his children’s academic achievement by emphasizing opportunities available from being a colleges graduate. Juan said, *“Sports is a big part of my children’s life. It offers students an opportunity to pay for college. I knew if I connected sports with colleges and universities, I could motivate them to make good grades in school”* (personal communication, May 4, 2022).

Juan discussed how his siblings played sports growing up. Juan said his brothers and sisters could have received scholarships because they were very good athletes. However, Juan confirmed they took different paths. Juan acknowledged how he and his children have discussed college admission qualifications, grades, student absences and recommendations. Juan’s daily message to his children was: *“You have to study and do your best every day so you can get good grades just like you have to practice your sport every day so you will get better* (personal communication, May 4, 2022). Juan said he

explained to his children the importance of following procedures and practices in school the same way it is important to follow on his sports team and that involves working hard.

Diego indicated his children wanted to make the family proud of them and graduate from high school because they would be the first in the family to do so and then the first to go to college. *“We have no college graduates in the family and my children are going to be the first to start that trend. My children like school and they like to learn and one of their favorite games to play at home is to compete and spell site words”* (personal communication, May 3, 2022).

Diego acknowledged that spelling words was good for his children’s academic development. Diego acknowledged that his children have spelling tests at school, so it was good practice for them. Diego recognized the more his children practice spelling words, the better they would become at it.

All the participants indicated they were committed and focused on their parental involvement and supporting their children in school. As is apparent, Theme 1: *Importance of Education* was derived from the fact that education was a priority for fathers. Having an education meant being qualified for more employment opportunities and having a more fulfilling and successful life.

From the total number of Latinos living in the United States, only 12% have higher education, which constitutes the smallest of all migrant groups (Perez et al., 2022). The Pew Research Center identified 26.5% of Latinos have occupations aligned with their low level of education such as dishwashers, food preparers, and janitors (Perez et

al., 2022). These jobs can place Latinos at a disadvantage for moving up the economic ladder (Perez et al., 2022).

The experiences of the participants in this study regarding the necessity of securing secondary employment is consistent with the economic realities of other families in the United States. For example, a key emphasis for the difficulty in the economic process for Latinos is due to them not being able to reap the same benefits that prior generations enjoyed from having good jobs that require high school completion (Carnevale & Fasules, 2017). Structural shifts in the economy have made the relationship between education and the economy a new game with new rules (Carnevale & Fasules, 2017). Latinos have focused on occupations that require less education and where wage growth is the slowest, however, the Latino education and economic story is essentially this: they end up last with earnings in the United States (Carnevale & Fasules, 2017). Thirty nine percent of Latinos do not have a high school diploma and it has become evident that education is a solution to bridging the earnings gap with ethnic groups (Carnevale & Fasules, 2017).

Theme 2: The Value of Hard Work

Research Question 1 (a): *How do Latino fathers of elementary age students make meaning of their culture in relation to parental involvement?*

Family traditions are a form of expressions and behaviors that are produced and perpetuated as a reflection of the family's identity (Maulidina & Puspitawati, 2022). While traditions may respond to the needs and desires of current family members, it is often influenced by the practices of previous generations (Maulidina & Puspitawati,

2022). Cultural norms govern family relationships among Latinos (Nance et al., 2018). Culture dictates the expectations of gender roles in the family emphasizing the obligation of men as the family provider, protector, and leader (Nance et al., 2018).

It is no secret that diversity brings rich possibilities with significant challenges for families, communities, and schools (Halpen et al., 2019). Many Latino families in the United States experience hardships integrating into the host culture, and when it is ignored by the communities, it can affect their children's education, however, when these challenges are targeted early in effective ways, barriers toward undermining children's success can be diminished (Halpen et al., 2019). For example, Latino families face difficulties when they immigrate to America and this process affects their involvement in their children's education (Araque et al., 2017; Cobb et al., 2017; Wong-Villacres et al., 2019). Part of the challenge lies with understanding cultural perceptions, nevertheless, programs that involve the whole family may incorporate the family's heritage into literacy opportunities for families which can lead to children's heritage language maintenance and an increase in parental involvement (Halpen et al., 2019).

To gain a sense of the participants views and principles, they were asked to discuss and give examples of Latino father's parental involvement with their children in relation to cultural norms and patterns. Participants Santiago, Jesus, Jorge, Jose, Diego, and Juan, replied to the significance of generational traditions and its consequence on the educational influences of their children.

For example, when Santiago spoke about culture and tradition, he acknowledged that they serve as the foundation for the Latino family. He said,

As the father, I am a role model for my children, and I show them what hard work is to influence them to work hard work in school. I was raised by my parents who had their own teachings that reflected the Latino family traditions instead of the school methods. My parents did not visit the school, but they taught us at home, and we talked about what we wanted to be when we grew up, they made sure we did our homework, and they gave us advice. (personal communication, May 4, 2022)

But Santiago went on to add, *“For me, raising my children the way I was raised is very important. I learned to obey and to respect adults”* (personal communication, May 4, 2020). Santiago acknowledged family traditions for the children and how they were responsible for completing household chores. Santiago discussed how his father emphasized to him and his siblings the importance of doing a good job even when completing chores.

Like Santiago, Jesus thoughtfully recalled his cultural roots and having a mindset of perseverance to work hard and overcome barriers. Jesus seemed to make a connection between the school system’s absence of emphasis on and academic performance of Latino students. He offered as an example his experience of feeling undervalued as a parent. He shared:

For me, my parents did not teach like my teacher at school, but they taught me in their own way by giving me situations and figuring out what to do about it. And I had to tell them how to fix the problem. (personal communication, May 3, 2022).

Jesus's aim was to articulate the importance of maintaining cultural traditions in raising his children because he believed it established pride and strengthened their ethnic identity. This response from Jesus indicated that he connected his passion for tradition and culture to foster the academic achievement of his children.

Comparably, Jorge and Jose's perspectives of culture, tradition, and parental involvement were similar. In their responses, the Latino family centered around generational norms. First, Jorge shared that he and his children lived according to patterns of the Latino culture. *"I am proud of my Latino heritage, and it is a big part of my family's life"* (personal communication, May 5, 2022). He continued, *"Our tradition in religion is valuable and my children are raised up to follow what they learn in church"* (personal communication, May 5, 2022). He made it clear that his children read Bible stories and learned Bible verses which encouraged children's reading and spelling abilities. Jorge added: *"I did not continue my education and I appreciate the help my children receive from the church with their schoolwork"* (personal communication, May 5, 2022). Jorge made it clear, parental involvement practices reinforced the value of education and helped to shape children's educational development. *"I want to be a positive role model for my children. I encourage homework, study habits, and hard work in school"* (personal communication, May 5, 2022).

Similar to Jorge, Jose's responses were focused on fathers' teachings from past generations on behavior with their children and how it manifested in how he taught his own children about behavior. To a large extent, Jose's parenting practices were shaped from his own parents' belief system. Jose indicated that:

Latino parents want the best for their children, and they want them to work hard in school. If schools would recognize our culture and the contributions that have been made on behalf of Latinos in society, the Latino family would have a feeling of appreciation and acceptance. As a Latino father, I teach my children to have pride for being Latino. Our family traditions honor respect for adults, and honor educational goals. I don't do what the teachers do in school, but I do help my children with learning and show them skills. (personal communication, May 6, 2022)

From this exchange, it appears Jorge and Jose emulated their parents. Jorge and Jose also conveyed the message that schools needed to do a better job by being more genuine with families. Another message apparent from their experiences was that all stakeholders could learn from each other and share ideas and strategies for effective partnerships.

Regarding participant Diego, he shared a parallel to Jose and the disconnect between the school and the Latino community. Diego noted that teacher perceptions and subsequent labeling of Latino students as at risk for academic achievement was unfair. He said that some Latino children may experience unintentional bias and discrimination from their classroom teacher and perceived discrimination is link to higher risk of school dropout and children's lower academic motivation. Diego declared that:

I am committed to my children's academic achievement even thou we have challenges. I am not fazed by the opinions of others, even my children's teachers and I will continue to encourage and inspire my sons to reach their goals.

(personal communication, May 3, 2022)

The theme, *Value of Hard Work*, represents the commitment and dedication reflected in the data from the participants and from their children's hard work in school to achieving success. The fathers recognized that their work performance demonstrated a positive message for their children's education. Here is what Diego said: "*I am the leader in the family, and I have to live by an example because my children are watching me. When I do my best, my children will do their best*" (personal communication, May 3, 2022).

Juan compared his experiences to fairness and respect. He confirmed that:

I know I am not a teacher, but I have lessons to teach my children too. As Latinos, we have a high regard for teachers, but the school doesn't show respect for Latino parents. Maybe it is because they don't understand what our families have to go through. We are not able to come to the school because we don't communicate well, we don't have babysitters, and we have to go to work. Our situations are not being considered and I feel like we are being judged unfairly.
(personal communications, May 4, 2022)

Santiago's description can be understood as the importance of acknowledging family morals and values for fostering children's development and lifestyles. Santiago's assessment of the need to have food, clothing, and shelter provided a clear image of the benefits of hard work. He placed the value of traditions and paralleled it with his children's education.

It appears what influenced Jesus and Jorge most was the inference of cultural roots and generational traditions. For example, Jesus spoke of establishing pride in his

family through Latino culture and Jorge acknowledged religion as a key element in Latinos belief system. Jesus said, “*Latino family traditions are building blocks for our children and gives them self-confidence*” (personal communication, May 3, 2022). Jorge’s response referenced his appreciation from the church in supporting spelling and reading practices of his children.

Participants in this study were motivated and committed to the educational growth and academic achievement in their children’s schooling. Though their parental involvement methods, they believed, were not recognized in accordance with the school system, the Latino fathers in this study felt their cultural and traditional approaches inspired and encouraged educational growth for their children. In spite of educational challenges and in a few instances, unfamiliar knowledge with the school systems, the Latino fathers said they provided traditional and cultural teachings to enrich the lives of their children’s academic achievement.

Many researchers argue that all children regardless of their background, enter the classroom environment with a set of cultural and communal resources and teachers can support children’s learning and achievement by incorporating these cultural resources into classroom learning experiences (Gonzalez et al., 2017; Ihmeideh & Alkhaldeh, 2017; Melzi et al., 2018). According to Williams et al. (2017), Latino families often engage in ethnic socialization practices with their children which involves celebrations and embracing individual cultural heritage to successfully transmit cultural traditions from one generation to the next. The fathers in this study certainly believed their home

environments were rich with experiences that would support their children's academic growth.

In sum, Theme 2 reflects the views of the participants in this study towards their cultural identity. Similar patterns emerged among the participants' family traditions and their belief systems and how they contributed to their children's academic achievement. The participants concentrated on cultural roots, pride, and unity within their families. The more Latino families maintain cultural traditions, the stronger the ethnic identity held by their children, and the better their academic performance (Williams et al., 2017).

Theme 3: *Latino Fathers and the School System*

Research Question 1 (b): How does Epstein's (1981) model of parental involvement illuminate the role of Latino fathers in their child's academic career?

The dominant description in the responses for this research question focused on collaboration and parent school partnerships. Some researchers have found that in urban areas and with historically underserved families, schools are not generally fostering the kind of relationships with parents that promote collaboration (Bettoncourt et al., 2020; Bryan et al., 2020; Mac Iver et al., 2018; Ratliffe et al., 2018).

Numerous authors of studies have concluded that home school collaborations make positive differences in the academic lives of children (Albaiz et al., 2021; Ramanlingam & Maniam, 2020). The participants' conversations reflected Epstein's (1981) framework of parental involvement and the significance of shared educational participation between the home and the school which in turn, promotes children's academic achievement.

For example, Luis and Alejandro's understanding of partnerships aligned with Epstein's conceptualization of the importance of school partnerships. Luis said he did not see opportunities for Latinos to be involved at his children's school because of the rigid school schedule that caters to a specific group of parents. He made the point that for many Latino parents, there are circumstances that interrupt parental involvement including nontraditional work hours, working more than one job, and fixed work schedules that may interfere with parent's ability to be available during school hours or available in the evenings. Luis remarked out of frustration that maybe Latino families are being purposely kept out from participating in schooling.

Alejandro's apprehensions indicated a lack of planning on the part of the school leaders. He talked about Latino parents and their lack of knowledge of policies and procedures within the school system. Alejandro further explained that the disconnect between the home and the school have left Latino students and parents feeling discouraged and stigmatized.

Teachers say that we don't care when we are not present for school activities and events. We do care, but we need help with understanding what we need to do as parents and having that information translated in Spanish for us to read is even better (personal communication, May 2, 2022).

He went on to say, *"Information sessions for parents, particularly with Latino parents, would be a good idea so we could all be on the same page and maybe some of the policies can be adjusted to support Latino families"* (personal communication, May 2, 2022).

Schools that consider the opinions of parents, according to Jorge, can build lasting relationships. Here is how he described his rationale:

I think relationships with parents should be a priority. When it is all said and done, if parents are not on board, the school is going to have a tough time. And then, it's going to affect the students and their grades. I mean isn't it about the students anyway? We have to work together and agree what is best for children and not what is best for adults. A lot of times, school leaders do what they want without even asking parents how they feel about it. Now, especially on the news since COVID, racial issues, and recently safety at schools, the school board and leaders of the district have been involved in fights (not physical) about what is taking place in our schools. Things can't be one sided because it takes all of us to sort out all these problems and come up with solutions that are fair for everybody. Parents especially should be able to be at the table because our children are the ones being affected by all this stuff. (personal communication, May 5, 2022).

In the same conversation, Juan added, *“All of these issues are very serious, and we may think that our children don't know what's happening, especially the younger ones, but I talk to my children about it”* (personal communication, May 4, 2020). Juan believed that students were smart enough to know the reality of the current situation happening in schools because they are going through restrictions due to COVID, school discrimination, and school tragedies that are the result of some safety issues.

I'm a concerned parent and I want to participate in the solution process. As a Latino father, I was raised to be the leader in my family and take care of

everyone. I want to be a role model for my children and show them that they can be leaders too. (personal, communication, May 4, 2022).

Juan believed there was no better way to teach his children about being a leader than to show them his own actions. Juan also discussed community involvement as a way of encouraging Latino families to connect and engage in the school. Juan acknowledged how businesses in the Latino community such as the local grocery store, neighborhood restaurants, and flea markets would be willing to support the school with fundraising activities like candy sales, car washes, and school raffles. The visibility of such activities, he believed would encourage even more Latino families to become involved. In essence, Juan said asking local businesses in the Latino community to help support the school could result in the Latino community feeling more connected. This, he offered, was a good start to building relationships.

Jesus wanted to be part of the solution as well.

It's a lot of Latino fathers at our school and we could do a lot of good things here. Many of us have talents that we can do, and we don't mind sharing it with others in the school. It's really all about working together as partners. (personal communication, May 3, 2022).

Jesus indicated that he worked as a cook and that he would be happy to prepare a meal for the school staff for a special occasion. He explained such a gesture would provide a good opportunity to meet others in the school and start conversations about Latino family traditions and customs. Jesus saw this idea as a means to spark dialogue about culture. He said teachers could take the conversations back to their classrooms and

share it with their students. *“Food is a good way of getting people in a good mood and to get them to relax. When people are happy, they are more friendly”* (personal communication, May 3, 2022). Jesus believed that once the teachers met him, they would extend invitations more frequently and it might encourage other Latino families to become more involved. Jesus, like Juan, trusted that as more Latino families saw other families proactively involved, in due time, more would actually become involved.

Jose wanted to be a mentor and help encourage Latino students to continue their education. *“Latino parents pass morals and values on to their children and those morals and values helps them set goals for school. Latino traditions are grounded in our families”* (personal communication, May 6, 2022). Jose characterized traditions within his culture as being a foundation for the way his children are raised. *“The dedication to our religious beliefs comes from generational teachings that have been passed down from my parents and grandparents”* (personal communication, May 6, 2022).

Jose shared his enjoyment of refurbishing old cars and said he would be interested in being a guest speaker for career day. He talked about driving his antique cars to the campus and letting students sit in them. Aside from aesthetics, Jose’s hobby required knowledge of mechanics and engineering. More importantly, he pointed out, his hobby could be monetized.

Luis conveyed a similar message to Jose. He acknowledged the importance of creating opportunities for Latino parents to be involved at school. *“We can volunteer, we can assist the staff, we can offer our talents, and we can use our voices to reach out to the community to help the school”* (personal communication, May 5, 2022). He offered his

place of employment a possible field trip. As a grocer, he could explain products, distribution, inventory, sales, and safety. Luis said he could reinforce math, reading, and science as well as the importance of those skills to other professions. Luis pointed to the fact that children enjoy field trips, and conventional as well as unconventional held promise for fun as well as an opportunity for him make a positive impact to the school and contribute to children's learning. However, Luis recognized for that to occur, some school administrators perhaps needed to adjust the time schedules of school events to accommodate Latino parents' work schedules. Jose on the other hand, was interested in volunteering at the school as a mentor to Latino student and supporting their academic success during school hours.

Alejandro spoke of effective communication between the staff and Latino parents and promoting cohesive partnerships. Juan's thoughts signaled a healthy school environment with visuals to celebrate Latino culture. Both participants agreed culture awareness was significant for students and staff.

Jesus wanted the presence of Latino representation at the school. *"I talk to many Latino fathers at the school, and I want to start a Latino father's support group"* (personal communication, May 3, 2022). He felt that Latino parents would be drawn to involvement at the school if they saw someone who represented their culture. Jorge agreed with Jesus regarding cultural visibility and acknowledged that Latino representation at the school would create opportunities for Latino parents to become more visible.

Teacher skills and communication are important however, there are influential factors that are significant in student success that happen outside of the school setting such as supportive behaviors of parents (Newman et al., 2019). Parental involvement according to many researchers, is foundational to children's academic success. When parents are absent, for some, the gap in communication becomes more significant between the school and the home (Erdener et al., 2018; Gu, 2017; Newman et al., 2019). The forming of partnerships can encourage informal levels of achievement with a higher quality of educational experiences which can be attained (Gu, 2017; Newman et al., 2019).

Theme 3 was initiated from a broad perspective of Epstein's (1981) Parental Involvement framework. Participants Luis, Alejandro, Jorge, Juan, Jesus, and Jose felt strong about their role as parents, communication, learning at home, and community collaboration. For these participants, the family is the foundation of the Latino culture. The participants shared similar views about respect for others and practicing good manners.

Quotes from the participants reflected the Latino fathers' family traditions, commitments to their children's education, and Latino representation in schooling. As mentioned in Chapter II, parents' involvement in schooling is considered critical especially for Latino children, however, many of these families are unable to meet the mainstream definition of parental involvement. Moreover, due to their lack of familiarity with the educational system, some Latino parents may not know if or how to participate or even what questions to ask to become more knowledgeable (Bravo-Ruiz et al., 2022;

Vera et al., 2017). The roadblocks Latino parents face while attempting to learn about the American education system combined with personal struggles that come with being a Latino immigrant, especially during the first few years, may weaken some Latino parents' ability or willingness to communicate with schools in the style or with the frequency educators might expect (Bravo-Ruiz et al., 2020). Most of the fathers in this study indicated that an environment where families feel welcome was important to their role as active participants in supporting the success of their children.

Summary

The themes discussed in this chapter were (1) Importance of Education, (2) Value of Hard Work and (3) Latino Fathers and the School System. Theme 1: *Importance of Education* captured the participants beliefs about the importance of having an education and how they believed education would provide a path to greater prosperity for their children. Theme 2: *Value of Hard Work* captured the participants' understanding of their culture and its influence experiences on work values. The participants shared stories with their children about dedication and hard work and how Latino families rely on cultural practices to promote academic success in school. Theme 3: Latino Fathers and the School System represented Epstein's (1981) model of parental involvement. The Latino father's roles reflected Epstein's parental involvement practice of parenting, communication, and learning at home. Theme 3 also acknowledged the family as the place where basic characteristics are learned. Chapter V presents a discussion and the conclusion.

CHAPTER V

DISCUSSION AND CONCLUSION

Overview of Study

Parental involvement in school plays a significant role in children's social-emotional development and academic functioning (Berkowitz et al., 2017; Wong et al., 2018). Researchers have regarded family involvement as a vital factor in the education and the academic success of school age students and parental involvement is considered a critical component of the school's team that brings value to the learning environment (DeSpain et al., 2018; Oswald et al., 2017) The nine participants in this qualitative study were low-income Latino fathers that encouraged the academic achievement of their children. The purpose of this research study was to explore the perspectives of Latino fathers' parental involvement and how they understand their environment in relations to their children's academic achievement.

The data was analyzed through the lens of Latino fathers to answer the following research questions: How do Latino fathers of elementary aged students understand and make meaning of their parental involvement? Additional questions were:

- (a) How do Latino fathers of elementary aged students make meaning of their culture in relation to parental involvement?
- (b) How does Epstein's (1981) model of parental involvement illuminate the role of Latino fathers in their children's academic career?

The themes that emerged were: *Importance of Education, The Value of Hard Work, and Latino Fathers and the School System.*

Discussion

The participants discussed having feelings of being treated unfairly and discriminated against due to their lack of understanding of the school policy and guidelines in relation to their children's schooling. Many low-income Latino families experience the educational system as impersonal and nonresponsive to their concerns and so many Latino parents are distrusting of the school system and are fearful of being perceived as underserving, and this experience has resulted in deep-seated fears and attitudes among many Latino parents towards the school such as being put down, either overtly or covertly (Araque et al., 2017). The participants in the study were eager and willing to offer support for their children's schools and participate in school activities, however, due to the perceived teacher perspectives of the Latino community, Latino families remained on the sidelines of school involvement.

Parents who are culturally and linguistically different from the majority culture are often excluded from decisions involving their children in the school system which creates challenges for schools to develop culturally inclusive forums for parents and for schools to connect with parents to create systems of support that impact educational outcomes (Better-Bubon et al., 2017; Yull et al., 2018). As with the participants in the study, schools are guilty of failing to recognize the contributions and the efforts of parents that take place outside of the school context inspire and foster children's academic success, and in much of parental involvement research, there is an underlying assumption that all parents are the same, however, schools fail to acknowledge the unique experiences of families of color (Goldsmith & Kurpius, 2018; Yull et al., 2018).

The participants responses were comparable and how they acknowledged children's academic development in relation to the beliefs and traditions of Latino culture. Latino cultural views encourage children's development and academic growth by instilling practices from past generations. Acknowledging family traditions and customs boosts relationship building and collaborations between parents and teachers. Teachers work with students more than anyone else in the school and international and local evidence shows that effective school parent collaboration has been coupled with lower rates of grade retention, and school drop-out, learner absenteeism, and a decrease in unruly conduct (Park & Holloway, 2018; Myende & Nhlumayo 2022;).

Parental involvement continues to be a necessary ingredient for student success (Jimenez-Castellamos et al, 2016; Nihal Lindberg et al., 2019). If educational leaders can leverage school, family, and community partnerships, they can change the educational culture of a child's home and potentially increase student success and by creating strong family/school relationships (Jacobson et al., 2018; Smith et al., 2020). Theories have been supported and reaffirmed by numerous studies and have shown the benefits of effective cooperation between schools, homes, and the community and how those positive influences lead to academic achievement for students as well as reforms in education (Durisic et al., 2017; Maiga et al, 2021).

As stated, there are numerous benefits to parental involvement and children's learning including: children's motivation to learning, positive effects on student attendance, parents' confidence to interacting with the school and helping their children, and improved child- parent relationships (Averill et al., 2016; Maiga et al., 2021). It is

acknowledged that parents play a dynamic role in nurturing their children's educational development by providing emotional support, motivational support, and facilitating sources of studying and encouraging achievement (Erdener et al., 2018; Jaiswal, 2017). Parents are students' initial teachers and students' love for learning is developed under the proper guidance of their parents (Llamos & Tuazon, 2016; Wong et al., 2018).

This research study is important to the area of educational leadership. For parents to be recognized as leaders in schools, we must first change the way in which we conceptualize, structure, and recognize educational leadership (Fernandez et al., 2017; Pushor & Amendt, 2018). Leaders and leadership are critical to organizational change efforts to create more equitable schools (Galloway et al., 2019). School administrators and teachers may or may not understand that the leadership and perspectives of marginalized persons are essential to intervening in forms of oppression in schools (Goldsmith & Kurpius, 2018; Rodela & Bertrand, 2018).

This research study may extend the literature on parental involvement by supporting the conventional wisdom prevalent in the literature that Latino parents are less involved with their children in school, or it can challenge the current narrative that Latino parents are involved with their children in school but in less visible ways. At the very least it may reveal some important nuances from the perspective of Latino fathers that can assist campus leadership with ensuring all parents, regardless of race and gender, feel that they are welcome and supportive partners with schools. Education in America is shifting, and it is critical for school administrators to embrace the fluctuating expectations in the current political, social, and cultural climate driven by the rapid change in

accountability requirements that are increasing the demands to document student learning and teacher effectiveness and the progression of student demographics (Prewitt et al., 2019; Rodela & Bertrand, 2018;).

Discussion of Theoretical Framework in This Study

This study will address the framework from Epstein's (1981) model of parental involvement. Recent studies have shown that family and community involvement is an essential element of good school organization and contributes to student attainment and development (Epstein et al., 2019; Erdener et al., 2018). Epstein (2016) found a series of studies in elementary, middle, and high school conducted from 1981 to 1991 generated a framework of six types of parental involvement practices. Epstein (2016) identified the six types of parental involvement practices: (a) Type 1: Parenting- helping all families understand child and adolescent development and establishing home environments that support children as students, (b) Type 2: Communicating- designing and conducting effective forms of two-way communication about school programs and children's programs, (c) Type 3: Volunteering- recruiting and organizing help and support at school, home or in other locations to support the school and student activities, (d) Type 4: Learning at home- providing information and ideas to families about how to help students with homework and curriculum related activities and decisions, (e) Type 5: Decision Making- having parents from all backgrounds serve as representatives and leaders on school committees and obtaining input from all parents on school decisions and (f) Type 6: Collaborating with the Community- identifying and integrating resources and services from the community to strengthen and support schools, students, and their families, and

organizing activities to benefit the community and increase students learning opportunities.

Theme 1

Importance of Education focuses on the participants perspectives and the academic achievement of their children, and they aligned being employed in low paying jobs with having a lack of education. Santiago, Diego, Jose, Luis, and Juan had to work second jobs to earn more money and provide for their families. Parents act as the first educator for their children and instill values of life (Diana et al., 2021; Ginanto, 2017). The participants discussed similar responses confirming Latino cultural beliefs encourages their children's success in school. As Goldsmith and Kurpius (2017) and Gonzalez et al. (2017) reported Latinos rely on culture values such as the family and education to foster children's academic achievement.

With limited education, Latinos fill most unskilled service jobs in many US cities and these positions are significant in "back of the house" positions doing task such as cleaning, stocking, maintenance, and food preparations (Wilson, 2017; Yemane & Fernandez-Reino, 2021). Latinos in the United States have the lowest educational attainment across all racial groups, and this partially accounts for their over representation in unskilled jobs and their higher unemployment rates (Brazil, 2019; Yemane & Fernandez-Reino, 2021). As globalization and automation reshape the labor market, workers today must navigate a changing economic landscape because there is one thing that is certain, these economic forces favor workers who have higher levels of education and earn higher wages and low wage workers risk becoming collateral damage

struggling to find their footing in the labor market and an educational system riddled with inequalities (Bol et al., 2019).

Over the past half century, the relationship between working and learning has changed in profound ways that have made it more difficult for students, especially students from low-income backgrounds (Carnevale & Fasules, 2017; Joshi et al., 2022). With Latinos as the largest racial/ethnic minority with a large fraction of children, the country's future will in part depend on how well Latinos do, however, low levels of education prevent U.S. born Latinos from catching up with their non-Hispanic White counterparts in terms of employment earnings, and the holes in the pandemic safety net further imperiled Latino progress (Orrenius & Zavodny, 2021; Salgado de Snyder et al., 2021). In the 1970's three out of four jobs required a high school education or less; today two out of three jobs require at least some post-secondary education or training (Carnevale & Fasules, 2017; Jagannathan et al., 2019).

Theme 2

Culture was acknowledged with all the participants and how they incorporated academic learning with their children. Participant Santiago discussed his cultural roots and being taught to have a mindset of hard work even when completing household chores. Culture is defined as a social domain which underlines the practices and material expressions of the social meaning of life (Groysberg et al., 2018; Rahman & Slamatin Letlora, 2018;). Cultural norms define what is encouraged, discouraged, accepted, or rejected within a group and it cannot exist solely within a single person nor is it the average of individual characteristics, but it resides in shared behaviors, values and

assumptions and it is not commonly expressed through the expectations of a group, that is the unwritten rules (Groysberg et al., 2018). Researcher Sibani (2018) spoke of culture as the complex of man's acquisition of knowledge, morals, beliefs, arts, and customs that are shared and transmitted from generation to generation.

The Latino culture has a humanistic orientation where people are valued over material gain or money and people come first in a cultural motto as addressed in the Latino golden rule: *Mi casa es su casa*- my house is your house- which frames a culture where generosity and sharing are central (Bordas, 2021; Acevedo et al., 2020). Latino parents use multiple strategies to incorporate ethnic culture in their family environment by encouraging their children to read books about their cultural roots, speaking Spanish, displaying traditional Latino decorations, cooking traditional Latino foods, and living in Latino majority communities (Heiman & Yanes, 2018; Liu et al., 2018;). Some scholars argue that differences in socialization values between home and school settings explain the developmental paradox of Latino children, however, academic activities should recognize and build on these students developmental assets that are cultural in nature and thus educators should seek to understand how interpersonal competence is socialized in Latino homes and teachers should be responsive to the ways Latino children are raised to be good students by scaffolding interactions with peers and with school content in culturally familiar ways and this will allow teachers to be familiar with the family practices and make applications to classroom activities (Jensen et al., 2020). The ability to synthesize cultures, nations, races, and ethnic groups is a defining characteristic of the Latino soul needed to craft our inclusive future (Bordas, 2021).

The participants discussed how generational traditions with their family help to instill academic development in their children. Family traditions play an important role in the formation of individuals by strengthening relations between relatives and by increasing their influence on subsequent generations (Pushkina, 2020). When children of a minoritized group do not meet academic standards, the blame falls on their personal and cultural background and since parenting practices of Latino families tend to differ from school expectations the nature of the Latino household is often disregarded or not accepted by schools, however to understand parent involvement in a culturally diverse content, it is necessary to recognize the home site as a rich sociocultural context and as a resource of learning and cognition even if it differs from that of the dominate culture (Acevedo et al., 2020; Berumen, 2019). Documenting the magnitude of the associations across different domains is a critical step in advancing knowledge and understanding the Latino culture (Cahill et al., 2021).

Theme 3

Across all grade levels, one of the most critical features of effective school programs is family school relationships (Berryhill et al., 2020; Ihmeideh et al., 2018). Juan and Jesus dialogued about being role models for their children as community leaders and leaders at their children's schools. Given the influence of both families and educators, a plan that focuses on one without the other is likely to fall short (Roy & Giral-Garcia, 2018; Swanson et al., 2021). Partnerships between schools, families, and communities have the capacity to foster educational resilience, the ability of students to succeed in school despite exposure to personal and environmental adversities, and to

increase access to a range of learning opportunities that develop both academics and nonacademic competencies (Bryan et al., 2020; Manunah, 2019).

The interaction among the family and the school system is filled with rich experiences that shape the lives of students (Raguindin et al., 2021; Smith et al., 2020). While increasing parent involvement can be a challenge, family school partnerships have been shown to increase student success, improve student behavior, and enhance overall student climate and as noted by Epstein (1995), the way in which a school cares about its students is a reflection in the way that the school cares about their student's families (Berryhill et al., 2020; Miller, 2021). The key to partnerships in school community collaboration is sharing power and boundaries as well as responsibilities and goals to provide an education to children as explained in Epstein's framework of six types of involvement including: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community (Rosmilawati et al., 2021; Sheridan et al., 2019). As explained by Raguindin et al. (2021) and Newman et al. (2019). Epstein's practices concentrate on:

- Parenting associates with how the teacher involves the parents and families to determine an environment to support students and encourages them realize the importance of respect and good family values and assisting teachers with understanding the background and diversity of the students.

- Communicating explores effective home and school communication mechanisms and reinforces parents to internalize the implementation of the curriculum while strengthening practical communication skills.
- Volunteering, require parents to help in the school and community affairs allowing for students to witness how the school community members are collective with programs in the school, parents internalizing complexities of the curriculum implementation, and teacher readiness to engage parents in attaining educational targets.
- Learning at home, necessitates how parents can attain curricular goals in the home setting where students extend their love for learning at home, for parents to support children's homework, and let teachers recognize the diversity of children's home settings.
- Decision making compels families to be participants in the decisions of the school.
- Collaborating with the community, describes community resources and serves to enhance school delivery mode through community collaboration by expanding the experiences of school children, extending the interaction of parents, and increasing teachers' awareness of resources for enriching teacher instruction.

The findings of this research study as it relates to Epstein's (1981) parental involvement framework reveal that Latino fathers experience a disconnect from teachers and school leaders. As stated, families with the most difficulty participating in their

children's education are often those who come from cultures that are different from mainstream American culture, such as Latino families from low socioeconomic status and who speak a language other than English in the home (Ishimaru, 2017; Ratliffe et al., 2018). Researchers also reported Latino families are more likely to be characterized by teachers and other school staff to be least likely to be involved in the traditional activities that permeate the American school system and this disengagement may result from racial and cultural boundaries and mistrust that frequently exist between schools and students families and communities and from a lack of culture awareness and sensitivity on the part of teachers and other school staff who misunderstand the ways minority families are involved in their children's education (Bryan et al., 2020; Yull et al., 2018).

This research study also reveals that Latino fathers think highly of education for their children's lives. As mentioned, Latino parents care deeply about their children's success in school, even the Latino parents who cannot help with homework communicate high expectations for their children's academic achievement because education is a core Latino cultural value (Goldsmith & Kurpius, 2017; Simpkins et al., 2018). However, limited research has focused on the role Latino fathers hold in the educational pathway of their children (Saenz et al., 2020; Valiquette-Tessier et al., 2018).

What is apparent of Latino fathers is that they are considered the head of the household (Zhang et al., 2018) and they provide discipline and behavioral control of their children (Pereyra et al., 2019). Also, there is evidence that Latino parents do desire to be involved in their children's schooling and that they value education however, Latino parents believe that it is the school's responsibility to teach their children, and this could

lead to Latino parents restricting their involvement to avoid undermining the teacher's role (Garcia et al., 2019; Zambrana et al., 2019). School districts across the US often maintain a stance of disengagement with families of color due to deficit model thinking and the assumption by school personnel that parents of color are unable to make meaningful contributions to their children's education and this disconnect is further heightened by the lack of racial and cultural synchronization between parents of color and schools when they fail to code or culture switch to the dominant White, middle class school culture when interacting with school personnel (Roksa & Kinsley, 2018; Yull et al., 2018).

Implications for Teachers, Educational Leaders, and Policymakers

Disengagement from school is not only of interest to researchers and practitioners, but also to policy makers who are working to understand and find solutions to this problem which disproportionately impacts minorities and low-income students compared to others (Ross, 2016). Long before the adoption of digital learning environments in schools and homes, education scholars studied inequalities in educational opportunities as school segregation and achievement gaps then in 1954, the US Supreme Court put an end to state sanctioned segregation with *Brown V. Board of Education* and the ruling shaped decades of research and public discourse on equal opportunities to educational access (Schak et al., 2019). During the school closures, governments and school systems were scrambling to find approaches and solutions to ensure that education continued and moving forward, schools must be prepared to support students and staff to mitigate the risk to learning (Aliyyah et al., 2020; Amponsah

et al., 2018). Involving parents in the education of children at home and at school is seen as an important way to sustain better learning outcomes for students because without parental support, it's difficult for children to have achievement in learning (Novianti & Garzia, 2020). However, to be effective for Latino families, school leaders must cultivate a climate that welcomes and includes culture diversity and consideration is given to the practices and needs of individual families and embrace a philosophy of partnerships with shared responsibility and power (Erdener et al., 2018; Ross, 2016).

All school administrators, teachers, and policy makers are encouraged to be the change that brings districts and communities together and the mindset of business as usual must be challenged with events that are geared towards recognizing and supporting Latino family's cultural differences (Parson et al., 2019). Parents from marginalized populations, who may lack confidence in their own skills to help their children with learning, or who may have been treated unfairly and disrespected, must be welcomed by the school with communication and provided with information to regarding student progress and upcoming school events (Olivos & Lucero, 2018; Park et al., 2018). Encouraging Latino families to move beyond barriers, educational stakeholders must go to these families and meet with them in their communities and properly involve them to begin developing a trusting relationship with the school (Kiyama & Harper 2018; Parson et al., 2019).

Suggestions for Future Research

All the participants in the study owned cell phones. To that end, a suggestion for future research would be to conduct a similar study with a different research design. The

study could be longitudinal, where researchers follow a group of Latino fathers over a two-to-three-year period. The participants would use texting as a form of parental involvement in their children's schooling. Another research opportunity would be to conduct a similar research study with a larger sample of Puerto Rican fathers and through purposeful sampling techniques, select participants who did not complete high school and the challenges associated with their children's school involvement. Some of the participants in this study completed high school.

Limitations and Delimitations

A limitation is an imposed restriction which is essentially out of the researcher's control (Akanle et al., 2020; Theofanidis & Founton, 2018). COVID -19 likely affected the number of potential research participants. In contrast to limitations, delimitations result from specific choices by the researcher (Coker, 2022). A delimitation in this research study was that the study participants were Latino fathers only and not Latino mothers. The researcher believed Latino men could give an accurate description of parental involvement in relation to their children's academic achievement because Latino fathers are identified as the head of the family unit.

Concluding Thoughts

As of 2012, about one in four children in America came from immigrant families with at least one foreign parent and it is projected that this number will grow to one in every three children by 2050 (Ee, 2017). Society is not always good at recognizing merit, and its assessments are not always fair, and children of equal abilities have highly unequal outcomes based mainly on the circumstances into which they are born (Leyva et

al., 2021). However, changing ideas and language relating to family school partnerships reflects evolving ways of thinking about the relationships because teachers often do not look beyond the structural elements and they may expect parents to take most of the responsibility to engage, however, it is only when educators mature in their understanding of parent -teacher partnerships that they begin to realize that the teacher and the school have important responsibilities to develop and sustain these relationships (Park & Holloway, 2018; Ratliffe et al., 2018).

The achievement gap between Latino students and their counter parts is of concern in the United States due to the increasing Latino population and the economic and social implications for American society (Diaz et al., 2018). Beyond high expectations for academic performance, scholars indicated the importance of considering school leaders to be prepared to foster the development of a multicultural, multiethnic, multi -religious, and multinational society and within their preparation, there is a pressing responsibility to prepare leaders who can create participatory venues conducive to equitable opportunities for students as well as teachers, families, and colleagues in education (Aldegether, 2020; Murakami et al., 2018). In her theory of overlapping spheres of influence, Epstein (2011) calls for greater collaboration among stakeholders in schools, homes, and communities to create better educational outcomes because student learning and development is dependent upon these three main contexts (Jung & Sheldon, 2020; Newman et al., 2019). Understanding the actions and relationships that foster achievement for Latino students within their families, communities, and schools, will

help to develop behaviors, expectations and policies that can potentially narrow the achievement gap and contribute to Latino student success.

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APPENDIX A: IRB APPROVAL**PRAIRIE VIEW A&M UNIVERSITY**

A Member of the Texas A&M University System

To: **Sonji Sayles**, Principal Investigator
Pamela Freeman, Ph. D., Co-Investigator

From: Tony Maloy, MPA, Associate Director, Export Controls Office of Research Compliance

Date: April 20, 2022

Re: IRB Protocol #2022-062

The Parent Perspective of Parental Involvement, Academic Achievement, and Latino Fathers in an Urban School

After review of your application, it has been determined your IRB protocol falls under the Exempt Review category according to the Code of Federal Regulations.

Please note, any changes to the exempt protocol must be re-reviewed by the IRB.

Thank you for the time and effort put into preparing and submitting your application. If you have any further questions, please call the Office of Research Compliance at (936) 261-1588.

A handwritten signature in black ink that reads "Tony Maloy".

Tony Maloy, MPA
Associate Director, Export Controls
Office of Research Compliance
Office: 936.261.1588
Email: tmaloy@pvamu.edu

APPENDIX B: INTERVIEW QUESTIONS

1. Why is it important for Latino fathers to participate and prepare their children for school readiness?
2. How do you implement reading practices in the home with your children?
3. How do you explain math concepts such as adding and subtracting with your children?
4. What strategies do you use to show the significance of science to your children?
5. What learning practices do you use to enhance technology with your children in the home environment?
6. What family customs and traditions do you incorporate in the home to inspire your children's cognitive abilities?
7. What family cultural behaviors do Latino fathers acknowledge to influence their children's skill development?
8. What cultural values do Latino fathers use to emphasize the importance of education to their children?
9. Why is it important for Latino fathers to incorporate patterns and cultural norms in their children's academic development?
10. What is the relationship between Latino father's cultural beliefs in relation to respect and how does it correlate with their children's interactions with school leaders?
11. How can the school's collaboration with the community offer support and reassurance to Latino fathers and help their children achieve academic success?

12. What communication procedures can the school administrator implement in the school that would be beneficial to Latino fathers and help reinforce regular homework routines?
13. What type of training can schools offer Latino fathers in becoming school representatives and leaders in school decision making?
14. What strategies can schools integrate in assisting Latino fathers understanding of school curriculum?
15. What educational tools can schools use to recruit Latino fathers' visibility in the school?
16. What approaches can schools use to show support to Latino fathers and their families and make them feel welcomed and team players in the learning development of their children?

APPENDIX C: RESUME

Sonji Sayles

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EDUCATION

Master of Arts, Counseling

Prairie View A&M University

Bachelor of Arts, Psychology

Prairie View A&M University

SUMMARY OF EXPERIENCE

School Counselor

2022-Present

Dallas Independent School District

As an elementary school counselor, I undertake administrative tasks and advisory assignments daily. I help students develop academic plans that match their skills and strengths. I collaborate with other staff members, I facilitate crisis intervention and prevention programs, I communicate with teachers, parents and administrators about a student's progress regularly and I building non-judgmental relationships based on trust and respect. I also analyze student performance in the classroom, help School Administrators plan and carry out school-related programs and events, and help students talk about their feelings and think about their choices.

As an elementary school counselor, I play the role of an integral leader as part of the counseling team. I provide a proactive approach to leadership, advocacy, and collaboration with all members of the school staff, administration, and community. I also collaborate with parents on early identification and interventions for children's academics and social/emotional needs. As a school counselor, I am aware of the stages of child development, learning strategies, and self-management that are needed to promote success for today's diverse students. In addition, I implement individual and group counseling for SEL, appropriate behavior, school attendance, and goal setting. I attend professional development conferences to enhance the counseling program as well as provide mentoring and mediation classes for students who need additional resources to support their learning development. Also, I help to provide classroom guided lessons, videos, and guest speaker lectures that offer strategies and methods to use to encourage student academic achievement.

Substitute Teacher

2018-2020

Dallas Independent School District

As a substitute teacher, I replaced the regularly appointed teacher in his/her absence. I provided as closely as possible the same successful instructional and learning environment that would exist if the regularly appointed teacher were in attendance. I was responsible for carrying out the lesson plan of the regularly appointed teacher for whom he/she is substituting. I also attended the Dallas ISD Continuing Education Substitute Training to ensure district guidelines were followed and practiced guaranteeing academic achievement was initiated for all students. In addition, I maintained prompt and regular attendance for each substitute assignment. I kept abreast and acknowledged all information located in the District Policies and the handbook. Additionally, I followed other related duties as assigned by the building administrator in accordance with school policies and practices.

Doctoral Student in Educational Leadership

2012-Present

Prairie View A&M University

As a student in the Ph.D. program in Educational Leadership, I followed the program guidelines. I believe in the mission of the Ph.D. program, and I am confident that I will be inspired and transformed to become an effective educational leader in an **ever-changing diverse society**. I have also embraced the vision of the **program in becoming** a preeminent educational leadership program exemplified by excellence in the preparation of transformative scholars and practitioners who promote diversity, access, and accountability.

School-to-Career Coordinator

2003-2012

Dallas Independent School District, Dallas, Texas

Responsible for the promotion, organization, and evaluation of career-based learning opportunities for students in grade 9-12. Also, as the school-to-work coordinator my responsibilities included working with the high school staff to provide the promotion of college and post-secondary learning opportunities for all students. In addition, I developed and maintained a system framework for the Work-Based Learning Program, developed and maintain partnerships with business and community members; solicited and recruited participation of new partners, including alumni and diverse groups, developed relationships and partner programs with local community colleges, coordinate company visits, mock interviews and job shadows in support of the school's career exploration program, and attended meetings as directed by principal.

School-to-Career Coordinator

2000-2003

Dallas Independent School District, Dallas, Texas

Responsible for the promotion, organization, and evaluation of career-based learning opportunities for students in grade 9-12. Also, as the school-to-work coordinator my responsibilities included working with the high school staff to provide the promotion of college and post-secondary learning opportunities for all students. In addition, I developed and maintained a system framework for the Work-Based Learning Program, developed and maintain partnerships with business and community members; solicited and recruited participation of new partners, including alumni and diverse groups, developed relationships and partner programs with local community colleges, coordinate company visits, mock interviews, and job shadows in support of the school's career exploration program, and attended meetings as directed by Principal.

Communities in School Case Manager

2000-2003

Dallas Independent School District, Dallas, Texas

As the Communities In Schools Case Manager, I was responsible for the overall success of students and contracted outcomes for the CISNT school-based dropout prevention program. I coordinated services for at risk students and family members for the purpose of decreasing dropout rates, and increasing student academic performance, behavior, attendance, grade level promotion and graduation from high school rates. Services include supportive guidance and counseling, health and human service linkage, college and career readiness, enrichment activities, academic support, mentoring, and parental involvement activities for school day and summer programs. As the Case Manager, I was responsible for upholding all CISNT policies and standards, maintaining consistent and confidential documentation of services provided, conducted campus and individual student needs assessments and service plans.

School Counselor

1999-2000

Dallas Independent School District

As a high school counselor, I was responsible for working with students, parents, and staff and creating a healthy and productive learning environment for students. I listened to student challenges and offered guidance in overcoming those challenges. As a member of the school's leadership team, I created a school culture for success for all. Also, I helped students with academic achievement strategies, assisted students with managing their emotions, helped students to apply interpersonal skills, and helped students to explore postsecondary options (higher education, military). In addition, I provided individual student academic planning and goal setting, initiated school counseling classroom lessons based on student success standards, provided short-term counseling to students, conducted referrals for long-

term support, provided collaboration with families/teachers/ administrators/ community for student success, advocated for students at individual education plan meetings and other student-focused meetings, identified data analysis to identify student issues, needs and challenges, and acted as a systems change agent to improve equity and access, achievement and opportunities for all students

Cosmetology Teacher
1992-1998

Dallas Independent School District

As a cosmetology instructor for the Dallas Independent School District, my primary duties consisted of lecturing and teaching cosmetology and preparing aspiring cosmetology professionals to pass the state board exam and to be successful in the industry upon doing so. I was responsible for teaching students the skills needed to enter the beauty industry such as anatomy, chemical treatments, skin care, hair cutting and styling, makeup, nails, and product knowledge. I was also responsible for preparing course curriculum and lesson plans to provide students with both theoretical and practical cosmetology sessions. I secured arranging for stock supplies and ensured safe handling of chemicals during practical sessions. Also, I reviewed and graded students based on their performance. In addition, new technology and techniques in cosmetology were displayed for students to expand their knowledge and growth. I assisted in the preparation of the syllabi and other materials using the standards outlined for licensure by the Cosmetology Board, coordinated with and served as a liaison to the cosmetology industry, advised students in academic program requirements, worked collaboratively with other staff members and assists in the successful operation of the program, participates in professional development, participated in curriculum development, improvement, and revision, attends staff meetings and participates in designated committee work, and developed relationships and maintained contacts with diverse community members and professional organizations.

Mental Health Operations
1990-1991

Timberlawn Psychiatric Hospital

As a team member working in mental health operations, I was responsible for providing knowledge and information to adolescent clients. I assisted individuals, groups, and families during counseling sessions. I was involved in weekly client activities and community education. Also, I helped to coordinate workshops on life skills, program rules, guidelines, and regulations. I participated in client group meetings and evaluation updates. In addition, I maintained strict confidentiality guidelines regarding all company staff, clients, and their families.