

PARENTING PRACTICES TO HAVE ASSISTED IN ACADEMIC SUCCESS OF
UNDERGRADUATE STUDENTS

by

Dorothy Michelle Fyfe

Liberty University

A Dissertation Presented in Partial Fulfillment

of the Requirements for the Degree

Doctor of Philosophy

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APPROVED BY:

Name and degree, Committee Chair

Name and degree, Committee Member

ABSTRACT

Prior research reflects that parental involvement has a positive effect on students' academic performance. Limitations in the research include the use of quantitative methods, the reporting by parents, and parent involvement measured through school activities. It is unknown what parenting practices are perceived as helpful from students themselves. Therefore, the purpose of this phenomenological study was to explore the parenting practices perceived by undergraduate students to have assisted in their academic success. This research explored how undergraduate students explain parenting practices perceived to have assisted in their academic success, how they describe the communication with their parents that assisted in their academic success, which parenting practice they explain contributed the most to their academic success, and which parental attitude or practice motivated them the most in their academic success. Snowball sampling was utilized to obtain 10 participants, both male and female students ages 18-21, currently enrolled in an undergraduate program. Qualitative analysis permitted an in-depth examination of parenting practices, within the home, perceived by students' to impact their academic success. Data were analyzed and coded for recurring themes. The findings showed that parental involvement, support, and encouragement contributed the most to students' academic success. This supported existing studies and theories on academic success and parenting practices through parent-child interaction, observational learning, the biblical model of parenting, and zone of proximal development.

Dedication

This study is dedicated to my four children, Charles, Anna, Alaina, and Alexandra, who have been my source of inspiration and strength throughout this process. The completion of this dissertation would not have been possible without the unwavering support and encouragement of my husband, Charles E. Fyfe.

Acknowledgments

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CHAPTER 1: INTRODUCTION TO THE STUDY

Introduction

Prior research has examined and confirmed the significant relationship between academic achievement and parenting styles (Alexander & Harris, 2022). The parenting practices utilized within the family dynamics can contribute to a child's healthy development. Parental involvement increases self-efficacy and enhances academic performance (Chung et al., 2019). Self-efficacy reflects confidence in behavior, motivation and social environment and can be evident in fostering success in academics (Alexander & Harris, 2022). The issue in the current literature is understanding the parenting practices that contribute to academic success. This study described undergraduate students' perception of parenting practices that assisted in their academic success.

The role of parental involvement in student's academic success is an essential characteristic of enhancing a future positive culture. The association of parenting practices as a precursor to their children's academic success provides a conceptual basis for the purpose of this study and enhances the need to explore the student's experiences within the home that concluded in their academic success. This chapter provides the background of the study, purpose of the study, conceptual basis for the study, key terms, and research questions.

Background

Prior research confirms that parent involvement in a child's education is directly associated with the academic outcome (Camacho-Thompson et al., 2019). Parenting practices and the effect on academic outcomes is an issue that can indirectly affect everyone. The importance of active engagement of parents provides a fundamental contribution to the outcomes for youth and society long-term (Hill et al., 2018). A meaningful future in academics with a

sense of purpose can mediate to the good of society. A voluminous body of literature exists on parental involvement and the positive effects it reflects on students' academic achievement. The issue is understanding what types of parenting practices assist in academic success.

The Bible offers many references to the importance of parenting and the foundation of the family unit. God established the importance of educating children and deemed it necessary. Deuteronomy 6:6-7 (New International Version) states, "These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up." Training children has been done since the beginning of time through parental involvement and parents are commanded by God to teach their children. Proverbs 22:6 (New International Version) reflects the historical foundation of the responsibility of parents to teach the child. Educating children develops the mind, forms character, and is the roots for the biblical fundamentals for God-centered learning. Engaging with children to diligently teach the commandments of God require active parenting and a learning process that starts at home.

Parenting practices are linked to parents' religious involvement and can impact academic performance (Hae & Bonner, 2022). The family socialization in religious affiliation indicates a social impact on education due to religious participation, confirming higher academic performance (Hae & Bonner, 2022). Understanding this relationship due to affiliation establishes a level of social impact on education due to parents' biblical association, in both short-term and long-term academic achievement. It is clearly God's expectation that parents actively be involved in educating their children (Proverbs 22:6, New International Version).

In reviewing prior research on parental involvement and practices there are many

theories that contribute to the roles that parents play in the development and academic success of children. Observational and social learning theory both construct a theoretical framework to understand how parenting practices influence child development of learning (Kartner et al., 2020). Addressing the influence of parental involvement over the developing years can help to establish a positive effect on student achievement. Consideration to social conditions includes parental practices evaluated in the academic context to explore if the greater of the contribution is an indicator of a higher effect on academic success (Auirre-Davila et al., 2021).

Parenting practices and college students perceived academic outcomes can be constructed to research specific practices that can influence academic success. Hwang and Jung (2020) examined the association of helicopter parenting and autonomy support among parent-child relationships and college students perceived academic outcomes. It was established that autonomy support was perceived as promoting academic success by the college students (Hwang & Jung, 2020).

Parenting styles can affect self-regulation, and this can influence academic behaviors long term (Seroussi & Yaffe, 2020). The researchers studied the various parenting styles to see what the intrinsic motivation for learning was from the college student's belief and found that only authoritarian parenting was significantly correlated in a positive aspect to motivation, self-efficacy, and critical thinking (Seroussi & Yaffe, 2020). This suggests that academic skills and cognitive strategies are related to parenting practices. This establishes a construct between how the knowledge acquired is built by learners themselves through the environmental influences parenting (Seroussi & Yaffe, 2020). Enhancing parental involvement can be a predictor for academic success and a significant factor of influence in socialization and educational construct.

The perception that parental involvement increases academic achievement has led to growing research and parental educational tools to improve parenting practices. These programs still do not establish the foundation of what parenting practices are fostering the academic success in children. Research has shown that parental involvement and practices consistently establish a direct association of academic outcomes (Aguirre-Davila et al, 2021; Alexander & Harris, 2022; Batool, 2020; Camacho-Thompson et al, 2019; Llorca, 2017). However, the limitations in prior research primarily utilized quantitative methods to examine parental practices reporting from the parent's view and surveys that include parent's school involvement.

Problem Statement

Recent research on parental involvement suggests that accessing the student's perception can offer an insightful description to the traits that assist in academic success (Hwang & Jung, 2020; Seroussi & Yaffe, 2020). Hae and Bonner (2008) found parenting practices associated with religious involvement had high levels of family socialization and reflected better academic performance. The description of traits perceived by children in unrelated school activities to assist in academic success were reported as a nurturing home environment (Hae & Bonner, 2008). Recent research explored authoritative and permissive parenting styles and found permissive parenting a predictor of adversity in academics and self-efficacy, while authoritative was perceived by the student as positively related (Llorca et al., 2017). The research exposed limitations in self-report instruments and could utilize a more subtle approach specific practice

Most research on parent involvement in academics was quantitative and primarily limited to parental involvement and practices that are in connection to teacher and school achievement, success, and academic self-efficacy (Hae & Bonner, 2008; Hill et al., 2018; Jung et al., 2019). Previous research focused on reporting from the teacher or parents (Aguirre-

Davila et al, 2021; Alexander & Harris, 2022; Batool, 2020; Camacho-Thompson et al, 2019; Llorca, 2017). Hill et al. (2018) examined direct and indirect parenting practices and school-based relationships to determine academic engagement in adolescents but did not offer a description the adolescent's perception. Establishing the elemental aspect of a father's role in academic skills and self-regulation due to emotional negativity was explored to address parenting practices based on family construct (Han et al., 2021; Waterman et al., 2017; Xu, Y et al., 2019). Hwang and Jung (2020) reported the effects of helicopter parenting and autonomy support on college student's academic outcomes, but to expand the findings the students' perception should be explored. Describing specific parenting practices and expanding more subtle aspects perceived by undergraduate students was not addressed in prior research.

The issue is that there is not an understanding from the student's perception and a focus on parental practices that are unrelated to school activities that are perceived as an influence students' academics. Focusing on the area of college students' perception of parenting practices that assisted in their academic success in undergraduate studies and establishing practices that are unrelated to parents' school involvement will provide new information to foster academic success. Providing in depth research with the specific aspects of home environment parenting practices that are unrelated to school activities that impact academic success in undergraduate students will assist with the current lack of understanding. The problem is evident in establishing a thorough understanding of what the student perceives as the parenting practices that assisted in their academic success.

Purpose of the Study

The purpose of this qualitative phenomenological study was to explore undergraduate

students' perceptions of the parenting practices that assisted in their academic success. This research focused on the college student's perception of parenting practices that assisted in their academic success.

Research Question(s) and Hypotheses

In exploring parental practices that assist in academic success perceived by undergraduate students three research questions guided this study. The questions are as follows:

Research Questions

RQ1: How do undergraduate students describe their lived experience with parenting practices that they perceive to have assisted in their academic success?

RQ2: Which parenting practice do undergraduate students explain contributed the most to their academic success?

RQ3: How do undergraduate students describe why these parenting practices contributed to their academic success?

Assumptions and Limitations of the Study

Limitations of this study construct could cause the data to be distorted or to misrepresent the perception of the phenomenon. This would not be intentional or due to bias. Snowball sampling could reflect limitations in the demographics of the participants. This could also exhibit limitations in race, religion, socio-economic status, gender, educational level of parents of the participants. Limitations could result from participants reporting their experiences due to time lapse and honesty in reporting. Memories can fade and recall can be distorted of how they want to perceive the actual parenting practices.

Challenges consisted of recruiting participants of this age group and conducting

interviews in person due to convenience factors and rigorous schedules of undergraduate students. The demographic area could also constrict the study by setting limitations of finding participants who are not in one degree program. An additional limitation perceived was most college students do not have access to transportation and interviews were done by phone or zoom.

Validity and reliability are a limitation associated with this research due to the capacity that the qualitative research was conducted in a natural setting, and it will prove difficult to replicate the exact study. These are all legitimate concerns that the researchers had little to no control over.

Theoretical Foundations of the Study

The theoretical model of parenting was presented by developmental psychologist, Diana Baumrind (1971) in four parenting styles- permissive, authoritative, neglectful, and authoritarian. The authoritarian style inhibits the attitude that parents are stricter and less friendly with children while authoritative style parents play an equal role of degree of control and warmth while giving their children options presented within a pleasant way. Permissive style parenting is less strict while exhibiting loving nature but tends to spoil children. Neglectful parenting incorporates a lower responsiveness in parenting and an involvement in the child's life. The characteristics of parenting styles can play a role in motivation and future success in academics.

Children spend most of their time with their parents and this can be attributed to positive or negative outcomes due to parenting practices. The lack of self-reliance can be attributed to lower levels of academic competence. Parents' practices, behaviors, and beliefs in parenting influence their children (Chabra & Kumari, 2011). Understanding what are the specific behaviors that assist in academic success will assist in establishing future recommendations for

parenting. Parent-child interactions, patterns of family practices, and behaviors that are attributed to beliefs are inclusive to dynamics of parenting practices.

Social learning theory, observational learning theory, and the biblical model for parenting guided this research. Student's education is a shared responsibility when parents enroll them in school. Parents' involvement is more than teacher meetings, assisting with homework, and offering to volunteer. It is commanded by God that the parents be influential and play a significant role in guiding their children. The biblical model for parenting encourages love and discipline for the best interest of the child. The biblical model of parenting is the foundation for parental responsibility. The Bible directs the framework for parenting. Proverbs 22:6 instructs God's command for parents to train children and Luke 6:40 specifies that a trained child will be like his teacher (New International Version). Deuteronomy 6:6-7 instructs parents that training should be constant and purposeful (New International Version).

The theoretical significance of this study reflects the ability to utilize research and offer future assistance to teachers, parents, and school leaders in understanding the parenting practices that foster positive academic success. Prior studies reflect evidence perceived from parental involvement and academic achievement that is correlated to home activities associated with school (homework) and parents' involvement in school environments (meetings, volunteering) (Walker et al., 2010). The substantive findings in this study can expand the literature in the construct of parental practices in the home that assist in academic success.

Definition of Terms

The following is a list of definitions of terms that are used in this study.

Biblical model of parenting – The specific principles that involve God's command to train children to follow Him (Bible).

Family culture – Values and beliefs within a family unit that are affirmed with practices (Garcia & Serra, 2019).

Parental involvement – The involvement of parents in their child’s educational practices and skill (Boonk et al., 2018).

Parenting practices – Behaviors that are practiced by parents during parenting to their children that are deem relative to outcomes (Boonk et al., 2018).

Parenting styles theory – The emotional element of involvement in which parents raise their children (Garcia & Serra, 2019).

Student success – The education that one believes leads to a student’s success (Top et al., 2017).

Social learning theory – The belief that learning is acquired through observation of others (Akers & Jennings, 2015).

Sociocultural theory – The belief that learning takes place in context of the culture that is surrounding (Akers & Jennings, 2015).

The Zone of Proximal Development – The difference between what a person can do with guidance and can do without help (Akbari, 2022).

Significance of the Study

This study provided understanding of how parental involvement, through parenting practices, assisted in their children’s academic success. The parental roles that foster academic success have been transcended through the perspective of school activities and involvement, but this study looked at a different approach. By providing a qualitative approach to this research, the participants were able to describe in-depth the constructs within the home and family dynamics that have motivated their academic success. Understanding these parenting practices can help fill

gaps in prior research and allow for future research by providing a deeper examination of the topic. A primary education for children is a shared responsibility between parents and children.

Most prior research has been quantitative in nature and reported by teachers and parents. Taking another look at the phenomenon from the student's perspective utilizing qualitative approach for deeper content extend research about specific parenting practices that assist in their academic success. The substantive findings of this research can provide theoretical significance to help educators, parents, and leaders of parenting practices that influence academics in a positive way. It is known that parenting practices influence academic outcomes, and understanding the specifics to parental influence is a critical issue (Hill et al., 2018). Information derived from this study assisted in building a framework of knowledge for academic success in future generations of students.

Summary

This study described undergraduate students' perception of parenting practices that assisted in their academic success. The findings of this research helped to indicate the family culture that fosters a role in students' academic success and were reported from the student's perspective. Parents influence their children's attitudes and motivation toward academia. By learning the culture within the home, development and assistance in future constructs can provide learning opportunities for parents. The most important factor is to establish a model for learning and establish the factors that foster motivation for learning. The parent-child relationship is the foundation for academic success.

The purpose of this study was to determine the parenting practices undergraduate students describe as having assisted in their academic success. Through the qualitative approach participants can shed light on what transcended and helped shape their academic success.

CHAPTER 2: LITERATURE REVIEW

Overview

This chapter discusses the foundational basis for this study by establishing the theoretical framework and review of the literature related to parental involvement and student academic achievement. The review of literature allots understanding of the broad topic of parental involvement and identifies the gap in current literature. The review of literature will be constructed as follows: parental practices and styles that can attribute to parental involvement, student motivation reflective of parental involvement, parent's beliefs, and attitudes, measuring parental involvement, parental involvement evident of self-regulated learning, and filling the gap in prior research.

Most studies utilized a quantitative method of research, and there were only a few phenomenological studies that review what parenting practices assisted in academic success. This review offered an understanding of the gap in literature into the parenting practice reported in depth by students that transcend school related activities. Prior research used quantitative methods, and to grasp a deeper understanding of the topic phenomenological and hermeneutic studies are recommended (Neubauer et al., 2019). Phenomenology is well designed for exploring problems that require alignment between the philosophy of the researcher and specific questions (Neubauer et al., 2019).

The review of relevant literature represents that several parenting practices affected academic achievement and utilized quantitative methods of research (Batool, 2020; Boonk et al., 2018; Chung et al., 2019; Garcia & Serra, 2019; Hae Seong Park & Bonner, 2008). There are few phenomenological studies that narrow the certain parenting practices that assist academic success. This review allots for the understanding in the gap in literature and concept of

examining specific parenting practices that go beyond school related practices perceived in prior research by students.

Description of Search Strategy

This study is established on the foundational basis of understanding parental involvement and the impact it reflects on a child's academic success. The databases utilized in this research are founded on learning theories that suggest parents play a vital role in children's training and learning (Batool, 2020; Boonk et al., 2018; Chung et al., 2019; Garcia & Serra, 2019; Hae Seong Park & Bonner, 2008). The theories of social learning, observational learning, and the biblical model for parenting were search themes utilized in prior literature.

The search was conducted for relevant literature from the PsycINFO, PsycArticles, Sage Journals, and Jerry Falwell Library online database. The search was limited to peer-reviewed scholarly journal articles utilizing terms parenting styles, academic success, learning theories, parenting practices, academic performance, undergraduate students, and thinking perspectives of learning. The search was targeted to research published within three years, then five years, and final an overview based on relevance. Classifications were organized to process the theory of common themes in academic performance subject to specific parenting practices. The last search was constructed to search term combinations of academic success and parenting practices. The literature to be included in the review will be organized by academic success and parenting practices related articles, theories of learning social, observational, and biblical perspective of focus on parenting practices that foster academic success.

Biblical Research

The responsibility of educating children includes the development of character and the

mind. God intended this responsibility to be placed on the parents. The biblical model of parenting is a fundamental basis for parenting. Parents play a significant role in a child's academic success and stress the importance of parental involvement. Understanding the biblical model of parenting creates a model of how parents motivate and mentor to their children. To conduct research for this study, from a biblical perspective parents' attitudes and beliefs were employed in the literature search. By examining family religious practices, family faith, parenting practices, and student's academic success religious participation can be factored into the criteria of overall academic performance. God-centered learning establishes children should learn from their parent's instruction and examples (Wood & Hilton, 2012).

Delimitations

Limitations of literature review include a lack of prior research on new information on academic success and parenting practices from the student's perspective. The prior research fails to provide details of how the analysis was conducted and lacks a clear focus of parenting practices outside of school that fostered academic success. Delimitation in searching for prior studies consisted of limiting dates of publication to current, refining the document type to scholarly peer-reviewed, judging the creditability and methodology of the article, and staying systematic and consistent in search approach. Additional factors of delimitations implemented in the search for literature consisted of acknowledgement of the structure within the study and focus on age similarities and parenting practices related to academic success.

Parental Practices and Styles and the Impact on Parenting

Parenting styles are closely related to the parent-child relationship and defined as the parent's behaviors and attitude toward their children (Bi et al., 2018). The prior studies of parenting styles have established a link between school performance, creativity, behavioral

autonomy, adjustment, and emotional climate (Aguirre Davila et al., 2021; Alexander & Harris, 2022; Bi et al., 2020; Garcia & Serra, 2019). Parenting styles have been classified into four typologies based on demandingness and responsiveness (Bi et al., 2018). The four styles are identified as authoritarian, authoritative, neglectful, and permissive parenting (Musud et al., 2019).

Authoritarian parenting style is identified by high demandingness and low responsiveness. This is expressed through harsh punishment and strict rules without verbal clarification of expected behavior. Authoritative parenting is characterized as high demandingness and responsiveness (Alexander & Harris, 2022). Authoritative parents explain expectations of clearly defined rules and provide support and warmth (Prime et al., 2021). Distinguishing the difference between the two styles of parenting establishes the lack of communication in authoritarian parenting due to demandingness and use of control. Authoritative parents tend to be more nurturing and allow for a verbal give-and-take. This lowers the level of conflict frequency and fosters self-esteem in the child (Bi et al., 2018). Children with authoritarian parents present a hostile emotional climate and will generally not comply in adolescent years (Bi et al., 2018; Garcia & Serra, 2019; Liew et al., 2018).

Adolescence is an important time of development and a solid relationship with parents or within the home is imperative. Authoritarian parenting style does not stimulate creativity in children and can be a predictor of behavior issues (Wamser-Nanney & Campbell, 2020). The behavior issues can be attributed to the lack of motivation and self-confidence and lead to destructive interpersonal conflict (Warmuth et al., 2020). The behavioral autonomy, in contrast to focused behaviors, can lead to poor performance in school as they get older due to lack of

understanding their parents' behaviors and inability to think independently and follow through (Warmuth et al., 2020; Yang, 2020).

Permissive parenting style is identified by low demandingness and high responsiveness. This style of parenting is responsive to satisfy their children and lenient regarding discipline and no boundaries to behaviors (Aldhafri et al., 2020). The children have control, and the parents act more like a friend (Wamser- Nanney & Campbell, 2020). The low levels of expectations and limited rules lead to a great deal of freedom and negative habits (Assaf et al., 2019). Academics require some parental control and assessment to guide the student through successful achievement. This parenting style is impulsive and self-regulated, and prior research reflects negative effects on academic achievement from permissive parenting (Bi et al., 2018; Binasia et al., 2022; Garcia & Serra, 2019).

Permissive and neglectful parenting styles are similar; both are less demanding and less controlling unlike the other parenting styles. According to Bi et al. (2018), permissive indulgent parenting style is associated with children who disregard authority and are less proficient. The neglectful style is referred to as unresponsive and dismissive and reflects a lack of supervision and emotional involvement (An et al., 2022; Bi et al., 2018; Tsela et al., 2022). Neglectful parents are parent-centered, lack warmth, and do not engage with parenting (Bi et al., 2018). In neglectful parenting children have a great deal of freedom and are given only the necessities. This can lead to difficulty in coping strategies, academic challenges, and difficulty controlling their emotions (Sanvictores & Mendez, 2022). The characteristics of parenting styles may be prevalent in a child's actions and behaviors throughout life and can directly affect their academic success (Sanvictores & Mendez, 2022).

Authoritative parents develop a nurturing relationship with their children and have

clear rules and expectations that are communicated to the child. These guidelines are often explained when disciplinary actions are taken. Disciplinary methods are viewed as support and not a form of punishment (Sanvictores & Mendez, 2022). The authoritative parenting style conveys autonomy support, leads to the healthiest outcomes, and encourages behavior control in lieu of psychological control (Alexander & Harris, 2022). Authoritative parenting results in children who can regulate their emotions, are confident, and can accomplish their goals (Sanvictores & Mendez, 2022). Parents who practice the authoritative style engage their children in critical thinking and active learning. Students have reflected higher levels of school achievement and perform better than other parenting styles (Alexander & Harris, 2022; Batool, 2020; Bi et al., 2018; Camacho-Thompson, 2019).

According to Alexander and Harris (2022), authoritative parenting relates to confidence and is linked career decision-making self-efficacy (CDMSE) and positive self-concept. This can assist in academic achievement and act as a significant predictor CDMSE in college students (Alexander & Harris, 2022). The social learning approach explains that a negative self-concept is obtained through persistent negative self-reinforcement of behavior and a positive self-concept is developed through high levels of positive self-reinforcement (Bandura, 1977). This would be relevant in parenting styles and fostering a loving, respectful, encouraging environment. Authoritative parenting accepts the child as an individual by showing respect and allowing the child to self-correct while elevating confidence (Aldhafri et al., 2020). Helping the child develop confidence and a positive self-concept can in turn result in a child's academic achievement (Aguirre-Davila et al., 2021).

According to Garcia and Serra (2019), authoritative parents result in the highest level

development and the most functional parent-child relationship. The children are more independent, active, and achievement driven than those raised with other parenting styles. Authoritative parents contribute to their child's wellbeing by allowing them to take on responsibility while setting expectations, participating actively in helping with homework, attending school functions, and offering autonomy (Bi et al., 2018). This promotes self-reliance and demonstrates competency by shifting responsibility to the child from the parent (Hayek, 2022). The zone of proximal development is when help is presented in a supportive model to allow the child to develop metacognitive strategies. Exploring parenting styles helps to establish the relationship that parenting can be directly related to academic success but does not specify the parenting practices or direct motivator for the academic success. Parenting practices can be best described as the behavior that parents present during their parental job.

Parenting practices differ from parenting styles because they directly reflect on outcomes while parenting styles relate to the ambience in the home (Hill et al., 2018). Kokkinos and Vlavianou (2019) examined parenting practices and adolescents' emotional development as it relates to academic outcomes. The study referred to parenting practices as behaviors such as support, acceptance, and involvement and control as psychological and behavioral (Kokkinos & Vlavianou, 2019). Moderation analysis of 250 self-reported adolescents reflected that well-being and self-control increased the effect of parenting practices on academic achievement (Kokkinos & Vlavianou, 2019). Kokkinos and Vlavianou (2019) show that the parenting practice of monitoring is conducive to better academics, but overcontrolling resulted in extrinsic motivation and led to lower academics, helping to establish the need for balance in parental influence. This contrasts with Bi et al. (2018) who associates parent mentoring as a negative parenting practice. Effective parent monitoring can lead to setting clear expectations for behaviors and habits of

children. The parenting practice of monitoring directly links to academic performance when associated with review of schoolwork; limiting time on games, phone, or internet; and awareness of areas of struggle (Chung et al., 2020).

According to Xinwen et al. (2020), parenting practices are described as socialization goals and certain contents. Parenting practices were grouped into three dimensions: support, warmth, and structure for achieving academic success (Xinwen et al., 2020). These practices indicated the importance of the child-parent relationship. The influence of an attentive parent helps to ensure closeness and results in positive outcomes for the child. The study found a positive significant correlation between the parenting practices of support and structure, and when utilized in appropriate limits there was positive response (Xinwen et al., 2020). Seeking intimacy through warmth provides autonomy granting adolescents academic adjustment (Xinwen et al., 2020).

Ngyen et al. (2021) defines mindful parenting “as applying mindfulness to daily parenting practices” (p. 622). Mindful parenting is classified as positive parenting practice and parental burnout is conceptualized as a negative and depleting parenting practice (Ngyen et al., 2021). Ngyen et al. (2021) conducted a study to examine mindful parenting and parental burnout parenting practices to students’ academic outcomes. The results confirm the findings that mindful parenting was positively correlated to students’ successful academic outcomes and parental burnout reflected in students’ negative academic outcomes (Ngyen et al., 2021). The connection reflects the self-regulation skills in children and how they influence motivation of academic achievement in children (Ngyen et al., 2021). This study confirms that authoritative style parenting is the most effective based on the reporting of the need for proper guidance within the home.

Providing a positive relationship through guidance in the home can play an important role in a child's academic outcome. Parental warmth is a parenting practice that can offer encouragement and is proven effective in the authoritative parenting style. Chung et al. (2020) explained parental warmth as a joint contribution from both parents and associated it with patterns in children's grade point averages. Parental warmth is defined as "kindness, caring, affection" (Chung et al., 2020, p. 774). Higher levels of paternal warmth increase the relationship between children's engagement and academic outcomes in the school (Chung et al., 2020).

An attentive parent engages in a close relationship with their child, fostering a positive outcome for their child. Attentive parents can be deemed as helicopter parents; there is a thin line by indicating the level of association. Hwang and Jung (2020) conducted a study that examined helicopter parenting and academic control in college students. The finding reflected that autonomy support resulted in the college students' academic success and strengthened the relationship with their parents (Hwang & Jung, 2020). Helicopter parenting was not at all advantageous for developing academic control. Academic control was the strongest predictor for academic success in students and was influenced by parenting practices of helicopter parenting (Hwang & Jung, 2020). This refers to the need of proper guidance from parents and confirms that authoritative style parenting is most effective. The importance of parents engaging in relationships with their children directly and indirectly contributes to long-term, meaningful, and intrinsic outcomes for their children (Hill et al., 2018).

Encouragement is one parenting practice that has been explored in prior research and can be directly linked to school performance (Chabra & Kumari, 2011). Guidance and approval define encouragement and reinforces repeated behaviors in children (Chara & Kumari, 2011). Encouragement is a practice of the authoritative parenting style and relates to the parental

applause for the child's effort or performance in school (Hill et al., 2018). This can establish a meaningful future in academic work based on motivation of the child from the encouragement. Chabra and Kumari (2011) reflected that engagement promotes the drive for children to have academic success. Other studies have indicated the positive relationship between encouragement and academic success through motivation (Boonk et al., 2018; Hill et al, 2018; Lahti et al., 2019). Motivating a child can be done through communication and encouragement while allowing the child some control over their decisions through different styles of learning and these can follow through to higher education.

Student Motivation and Parent Involvement

Boonk et al. (2018) examined parental involvement as an indicator of academic achievement. Parental involvement was defined as “reading at home, communication between parents and children parental encouragement, support for learning, and parents that are holding high expectations for their children's academic achievement” (Boonk et al., 2018, p.1). The findings reflected that home based parental involvement does not diminish as a child grows older, but rather it changes in nature, not all parental involvement was positive on academic success, and one's parents holding high expectations had the most correlation to academic achievement (Boonk et al., 2018). Jeynes (2007) suggested parental involvement overall was significant in children's academic success and determined that all components of academic achievement as whole were influenced by positive parenting. Jeynes (2007) measured parental involvement through school related activities and what motivated the parents' interest.

Parenting practices correlated to achievement through motivation were described by Boonk et al. (2018) as providing rewards, nurturing, and watchful. Motivation is defined the student's desire to succeed and drive to achieve high levels of academics. School based parental

involvement was defined as attending parental conferences, activities, and engaging in school events and home-based parental involvement was defined as guidance, helping with homework, and monitoring school progress (Boonk et al., 2018). Highly motivated students have higher levels of academic performance and are less likely to drop out of school (Jeynes, 2007). The parenting practice of actively being interested in a child's education can result in the drive to please their parents. Self-determination theory explains this parent-oriented motivation and the increase of their academic achievement (Chung et al., 2019). Parent's behavior and beliefs influence children and children tend to seek their parent's approval (Chabra & Kumari, 2011). This is reflected in the idea of drive within children; they are driven by the relationship and want to meet the expectations of their parents. This motivation of external forces, the parent, is referenced in self-determination theory as control while internalizing goal and values of the parent is autonomous (Lengua et al., 2021). In essence, the closer the relationship between the child and parent, the more motivated the child is in school. Studies have proven that a child's academics are enhanced by a nurturing supportive environment (Jeynes, 2007; Stavulaki et al., 2021).

The parenting practice of taking an interest in a child's learning process constructively can have a positive correlation with a child's attentiveness to school (Stavulaki et al., 2021). According to Steinmayr et al. (2019) "achievement motivation is not a single construct but rather subsumes a variety of different constructs like the ability self-concepts, task values, goals, and achievement motives" (p. 1). These are predictors of students' academic success and self-concept (Steinmayr et al., 2019). The social-cognitive approach to motivation focuses on the students' interpretations of events and motivational dynamics (Steinmayr et al., 2019). This reflects that student's beliefs, which are inherently from parents, influence their capacity to

perform task and task values. A child's intrinsic motivation can then be decreased if there is too much control or pressure from their parents. Steinmayr et al. (2019) found that a student's self-concepts were most responsible for student's motivation in academic achievement.

Parent-child engagement and communication are additional parenting practices that have been examined to understand parental involvement on academic achievement. Communication is an important element of parental involvement and necessary for healthy loving parent-child relationship (Jeynes, 2011). The parents' ability to interact with their child through communication is essential for understanding school experiences and has a positive influence on academic achievement. Engagement between the parent and child occurs outside of the school environment and can involve interaction that is not related to school (Jeynes, 2011).

According to Ziwen et al. (2022), parental involvement has been conceptualized in a broad range of parental activities regarding the child's education. Most research divides parental involvement into home-based or school-based and cognitive engaging activities. Extracurricular involvement and activities of engagement such as visiting a bookstore, library, or musical have been found to increase children's academic performance and quality of learning (Tsela et al., 2022). Parent-child communication can flourish the wellbeing, motivation and academic success while fostering a sense of connectedness through the bi-directional communication (Stavrulaki et al., 2020). The Basic Psychological Needs Theory identifies that parents can influence their child's motivation and wellbeing through the way they attend their psychological needs (Stavrulaki et al., 2020). This reflects that communication and setting expectations could be more valuable to a child's academic performance than parental involvement. Jeynes (2011) reported that communication and high expectations are "powerful aspects" in parental involvement (p. 9). Understanding those expectations by the child and in agreement are one of the highest levels of

significance to the child's academic achievement. Jeynes (2011) suggests that expectations could include an agreement on the sacrifice required to attend college and work ethics.

The prior studies' reflection that the parent-child relationship within the home can lead to a positive effect on academic success can be utilized by parents and educators to improve the parent child relationship in the home. Understanding how parenting practices and the environment in the home attribute to a child's academic success is important for parents and teachers. Finding constructive ways on how parents can increase motivation for achievement, expression of encouragement, and communication of love through parenting practices is important aspect of the review of prior studies. The implications from the research can be utilized describe what practices within the home motivate and assist in academic success.

Parenting Beliefs and Attitudes

Parental involvement and student achievement are directly affected by the parents attitude toward their child's educational goals. There is a relationship between the expectations of goals parents set for their child's education and school-based parental practices (Boonk et al., 2018; Chung et al., 2020; Hayek et al., 2022). There are several variables in parental involvement that can directly influence educational achievement, expectations of the child's academic achievement has the strongest positive relationship (Jeynes, 2011; Ziwen et al., 2022).

Binasis et al. (2022) found parent's beliefs, perceptions, and practices during early childhood were predictors of school readiness. School readiness was defined as skills and behaviors that children should acquire for school (Binasis et al, 2022). This research reflected the idea that parental beliefs can be influenced by culture and that the involvement of the parents impacted the level of competence (Binasis et al, 2022). The study found that parents' beliefs and engagement in activities with their children resulted in school readiness and parents' beliefs were

shaped by influences within the community and parental networks (Binasis et al, 2022). Parents can have educational goals for their children but what matters is what they do to assist their child in achieving these goals. Parenting practices are connected to the parents' beliefs and attitudes in reference to education and understanding how can serve as an indicator to improve parenting. Beliefs can result from the education of the parent, religion or faith, and experiences parents had in school (Binasis et al., 2022).

In this review, family faith is defined as the family's religious practices. Prior research has found a relationship between academic achievement and family religious practices (Horwitz, 2021; Hae Seong Park & Bonner, 2008; Regnerus, 2003; Shaw, 2016; Wood & Hilton, 2012). This can be attributed to the parenting practices that are connected to the family's faith and religious participation. Wood and Hilton (2012) found that spirituality was a positive element that directly affected academic success in participants. The finding reflected that spirituality served as an inspiration, life purpose, confidant, provided the foundation to overcome hurdles, and reduced distractions (Wood & Hilton, 2012). Shaw (2016) concluded that children's view of God the forms the foundation of the relationship they have with their parents. This supports the idea that beliefs factor into academic success by establishing that God-centered learning strengthens the parent-child relationship and guidance in traits associated with academic success. Children learn from examples and instruction. Parents' religious involvement and beliefs from family faith mediate parenting practices that impact social attitudes and their children's academic performance (Hae Seong Park & Bonner, 2008).

Several issues regarding academic success and parental involvement have been studied; the effects on the student's ability from parenting and irrational beliefs, low-income families, parenting beliefs, and practices as predictors of self-regulatory academic outcomes,

and academic success of students and the role of parental involvement including beliefs and styles (Hua et al., 2022; Liew et al., 2018; Warren & Locklear, 2021). Irrational parenting beliefs can be associated with children's maladaptive behaviors and dysfunctional emotions (Hua et al., 2022).

Hua et al. (2022) studied the effects of parenting and irrational beliefs on student's ability. Parenting modes were measured by emotionally warm, rejecting types, and overprotective types (Hua et al., 2022). Irrational beliefs was defined as summary comments, low tolerance to setbacks and awful beliefs (Hua et al., 2022). The findings reflected that overprotection was negatively correlated to interpersonal adaptation, irrational beliefs mediated the effect on psychological adjustment in school, and both negative parenting modes resulted in negative adaptability and academic performance in students (Hau et al., 2022). The effects of parent's irrational can directly affect a child's motivation and self-efficacy in academics.

Parents' educational level and socioeconomic status can be utilized as determiners of parental involvement and factors of a student's academic achievement (Liew et al., 2018). According to Liew et al. (2018), families living in poverty experience stress, adversities, and discrimination. These factors can be detrimental to parenting and result in negative psychological and academic outcomes for children (Liew et al., 2018). The findings revealed that parenting beliefs are an antecedent for parenting practices and directly affect a child's academic success (Liew et al, 2018). Lower income and lower levels of education are linked to lower student achievement (Washington et al., 2020). Parents' education is not as significant, but it does factor into parental involvement which affects children's academic performance (Washington et al., 2020). Some studies reflect that higher parental incomes allot the availability of more resources for students and that is the contributing factor in the difference of lower and higher income

families (Garcia & serra, 2019; Lahti et al., 2019). Liew et al. (2018) hints self-regulatory and academic outcomes are linked to effective parenting to increase the child's performance and are mediated by socioeconomic status. More research is needed to examine self-regulatory outcomes and socioeconomic differences (Washington et al., 2020). Similar to the parent's educational level is their view of education.

Prior research has examined distinct parenting beliefs and practices about education that teachers, students, and parents have reported (Aldhafri et al., 2020). Aldhafri et al. (2020) established the connection between academic efficacy beliefs and parenting styles. The study found that the beliefs reflected the student's perception as related to their own abilities (Aldhafri et al., 2020). Authoritative parenting style reflected the most regard to value their child's education and were inclined to offer support, encouragement, and were actively involved (Aldhafri et al., 2020). Epistemic beliefs and parenting practices reflected parents seeking methods of involvement in their child's education with the theory that it will make a difference in academic success (Hwang & Jung, 2021).

A positive parent-child relationship may be a predictor for a child's perception of parental involvement and lead to academic success. Perceived engagement can enhance academic outcomes for students and create an autonomy of support and motivation for the student (Hwang & Jung, 2021). The connection between perceived parenting quality can increase the wellbeing and confidence of children resulting in academic control (Alexander & Harris, 2022). The goal of parenting is to attribute to a flourish education of children engaging in learning and psychological health.

Self-Regulated Learning and Parent Involvement

Self-regulatory learning has been linked to positive academic outcomes and prior

research has confirmed the connection with parental involvement (Aguirre-Davila et al., 2021; Batool, 2020; Boonk et al., 2018). A self-regulated learner is capable of planning for a task, monitoring their performance, adjusting strategies as needed, and being in control of their learning (Han et al., 2019). Self-regulation when applied to learning allows for being intrinsically motivated to succeed (Lengua et al., 2021). Social cognitive theory reflects that a child's self-regulatory skills are influenced by environmental factors (Bandura, 1986). It views individuals as being influenced and influencing environmental factors within the social context. Self-regulatory learning can occur with the home or school and can be influenced by parenting.

Family system theory is constructed on the idea that the family is its own emotional unit and not understood separately (Han et al., 2019). Han et al. (2019) suggested from this perspective that changing the family dynamics and creating family subsystems would improve cognition in children. This would allow at least one supportive parent which has been shown in prior research to reflect in higher academic achievement in children due to the motivational element. Han et al. (2019) added the mutual regulation model to the study (governing both maladaptive and adaptive outcomes in children) to explore how parents contribute to self-regulation in children. The findings support the theory that self-regulated learning led to successful academic outcomes when associated with parental support and encouragement.

Development of self-regulatory skills can ensure readiness for school and academic, social, and emotional success (Lengua et al., 2017). According to Lengua et al (2017) "Positive parental control strategies including clear and consistent limit-setting, scaffolding, and autonomy granting, along with affective qualities such as warmth, sensitivity, and responsiveness, are prospectively associated with greater child self-regulation" (p. 439). Explicit and implicit modeling when combined with direct instruction strategies reinforce self-regulatory learning in

the home (Lengua et al., 2017). Studies confirm that parental modeling is significant to the development of self-regulatory learning and academic outcomes (Hayek et al., 2022; Kokkinos & Vlavianou, 2021; Waterman & Lefkowitz, 2017). To assist children in self-regulation parents can provide help and instruction with schoolwork, exhibit positive behaviors, and collaborate with educators to foster academics (Kokkinos & Vlavianou, 2021).

Hayek et al. (2022) examined how parenting styles, higher self-efficacy, and academic achievement influence children's outcomes. Hayek et al. (2022) found that development of self-regulatory skills enhanced the social interaction with their parents. The findings reflected that authoritative parenting style was significant to mediator for self-regulation and higher academic achievement (Hayek et al., 2022). Parenting behaviors in high warmth and responsiveness enable their children the coping skills to negate negative emotions and manage their behaviors (Lengua et al., 2017). Encourage autonomy, goals, and expectations from children fosters in their development of self-regulatory learning (Lengua et al., 2017).

The prior literature on self-regulatory learning reflects that qualitative research is the best method of approach to examine and understand the high performance in students regarding self-regulated learning (Foong et al., 2021). The qualitative inquiry explores the in-depth inaction between child-parent. According to Foong et al. (2021), "Self-regulated learning is essential for higher education because learners are granted greater autonomy and responsibility for their learning" (p. 2). The results reflected that low performing student operated on minimal and short-term goals compared to high performing students (Foong et al., 2021). This study could be utilized in the future to discover the nature of this relationship and predict certain aspects of self-regulated learning.

The review of current literature reflects a gap in the parental practices that are perceived

by undergraduate student and independent of school activities. Most research has been quantitative and obtained from self-reporting surveys of parents. This study will extend prior research by examining parenting practices through a qualitative method the parenting practices perceived by undergraduate students.

Parental Involvement

The current literature on parental involvement in children's education has been measured mostly from the perception of the parent (Camacho Thompson et al., 2019; Chung et al., 2019). The parents' perception may be more accurate, but it still imperative that the child's perception be reported. Few studies reflect on the child's perspective; there are some that explore the emerging adults or college students' perception on the phenomenon of parental involvement (Alexander & Harris, 2022; Foong et al., 2021; Jung et al., 2019; Stavulaki et al., 2021). Alexander and Harris (2022) extended research to include college students' perception of the influences that parenting styles contributed to their career decision-making and college attendance. The study found that authoritative and authoritarian parenting styles had a significant positive association with students' career decision making self-efficacy (Alexander & Harris, 2022). Understanding how this attribute relates to confidence and the ability to perform tasks is an antecedent to economic and psychological wellbeing outcomes (Alexander & Harris, 2022).

The influence of parental involvement and parent's marital status is important in understanding a student's self-concept. A positive child-parent communication can have a significant effect on academic self-concept; as expected this can affect students throughout their years in college (Alexander & Harris, 2022; Stavulaki et al., 2021). The relationship between school based parental involvement extends into achievements reported by young adults and continues into adulthood (Boonk et al., 2018). The parental involvement is defined as attending

school activities, helping with homework, and communication with educators (Jung et al., 2019). Prior research recommended focusing on the specific parenting practices that assist in academic success. This study progresses current research by examining college students' perception of parental involvement to report.

Batool (2019) suggested that parenting includes negative and positive behavior outcomes. The study measured parental involvement through a "Perceived Dimension of Parenting Scale, Rosenberg Self-Esteem Scale, Cumulative Grade Point Average, and Procrastination Assessment Scale for Students" (Batool, 2019, p. 179). Reporting from the students' perception allowed a deep review of to what extent students perceive their educational achievement measured parenting practices. The findings indicated that university students perceived positive parenting as impactful on their self-esteem and negative parenting was associated with procrastination and lower academic achievement (Batool, 2019). Parental involvement through the parents' aspirations for their child's education achievement appears to be multidimensional in the framework of understanding the phenomenon (Topor et al., 2010). Topor et al. (2010) explored the models of parent involvement and reported that positive attitudes toward education increases academic performance. This significance of the attitudes that parents convey to children foster in self-regulated learning and studying the role of parental involvement in this relationship would deepen the understanding.

Related Literature

Jeynes (2011) defines parental involvement as "parental participation" in experiences and education of their children. Most prior research consists of focusing on parental involvement as it pertains to school activities. While research attempts to explore parental involvement the focus has been on academic performance and establishing formal ways to improve education. Prior

research reflects less focus on the specific parenting practices and the influence on academic success perceived by students. Providing information about this phenomenon can help educate parents about student achievements. Examination of parental involvement has become prominent to increase awareness about how parenting influences learning (Aldhafri et al., 2020).

Jeynes et al. (2011) stated that “parental involvement is broader and more complicated” than what theories recognize. Warren and Locklear (2021) conducted a study on parental involvement and student achievement. Like other studies, there was significant relationship between practices in the home, contextual parental involvement, and positive academic outcomes (Warren & Locklear, 2021). Reporting of the manner of parental involvement and practical significance of the related home and school-based activities could provide a deeper understanding in future research.

Zone of Proximal Development

The zone of proximal development is one of the theories that offers understanding in this study for the impact of parenting. Akbari (2022) explored the zone of proximal development and the role of parental engagement in children’s learning. The study examines the difference between the child’s abilities when assisted by parent as opposed to working independently (Akbari, 2022). The zone of proximal development is constructed based on tasks that have not fully developed but are in the process of development. This theory of development is based on the concept that children learn in sequence by continuing to add to their knowledge through interactions with more accomplished people. Through interaction and communication with capable adults, children learn to accomplish task (Akbari, 2022). Tasks can be as medial as locking the door to the complexity of learning to drive to the store. The framework of proximal development allows for observational learning and emphasizes the social aspects of learning

(Akbari, 2022). The study conducted by Akbari (2022) reflected that parental involvement is critical to a child's education and should not be ignored. There was a direct positive relationship between parents' interaction with their children and learning achievement which leads to academic success (Akbari, 2022).

Observational Learning Theory

Bandura (1977) suggested that observational learning and modeling play a critical role in how and why, all learn. The application of this learning process is a component of social learning theory and emphasizes four conditions are required for the process to occur (Bandura, 1977). The conditions for observational learning are attention, retention, reproduction and the most importantly motivation (Bandura, 1977). Prior research has emphasized the importance of motivation as a predictor for academic success (Bi et al., 2018; Chung et al., 2020). Bandura (1977) stated that "theories must demonstrate predictive power, and they must accurately identify casual factors, as shown by the fact that varying the postulated determinants produce related changes in behavior" (p. 2). Understanding that humans learn through observation and not just experience from the phenomenon reflects the importance of parenting as it serves to reinforce behaviors and certain actions. By observing parents, children are aware of consequences, and this can help in minimizing negative behaviors. Observational learning may serve as a key element to reinforce the learning of new behaviors that perform task (Bender et al., 2022).

Bender et al. (2022) explored the experiences of academic mothers and parenting when impacted by COVID-19. This study obtained surveys with open-ended questions from scholarly mothers to get a perception of their effectiveness of parenting during the stressful time (Bender et al., 2022). The findings confirmed children learn from a social context in observing, modeling

behaviors or actions, and understanding (Bender et al., 2022). The negative emotions during COVID-19, the mothers experiences, and demands of professional lives amplified tensions observed by their children and their academic achievement (Bender et al., 2022). Bandura (1977) stated, “most behaviors that people display are learned, either deliberately or inadvertently, through the influence of example” (p. 5).

Observational learning theory suggests that optimal learning takes place when a positive reinforcement is present. Motivating children by providing positive feedback and approval affirms learning and can function as a reinforcer for repeating the behavior (Ahn et al., 2019). Certain social-cognitive processes are involved in role modeling and can act as a component of social learning theory (observational learning) (Ahn et al., 2019). Ahn et al. (2019) brings up an interesting twist to the old saying that reflected obeying words over actions by stating, “Do as I do, not as I say” (p. 1). Ahn et al. (2019) conducted research to identify the aspects of role model effectiveness and the component processes of social learning that add value to the effectiveness of role modeling. The findings reflected that increased self-efficacy was among the observers when associated with motivation process in role model effectiveness (Ahn et al., 2019). In children, learning involves observing modeled behavior, reproducing the behavior, and reinforcement from feedback of the behavior (Bandura, 1986). The social learning theory explores the framework of a parent’s role in a child’s learning process and stresses the influence through observation of social interactions.

It is important that it is understood that parents are the first role models that children experience through observation. This process is done on a regular basis and has a significant role in children’s educational achievement (Ahn et al., 2019). The environment of the home is structured to provide the foundation for observational and social learning through modeling and

feedback of parents. Parent's instruction is fundamental in implementing discussions, discipline, and involvement with their children to instill a primary source of learning (An et al., 2022; Chabra & Kumari, 2011). According to Bandura (1977), children learn through observing parents, interactions with parents, and applying behaviors they learned. This occurs before a formal education is obtained and extends outside of the school. Children tend to watch and listen to their parents and then apply the content socially and cognitively (Bandura, 1986). For example, the way children interact with friends, how a child behaves in public outside the home, sharing in chores, or study habits can all be imitated by children watching their parents.

Sociocultural Theory

The sociocultural theory explores the idea that social processes develop through interactions in society. Development of the brain's high-order functions derive from social interactions and can differ culturally (Wang et al., 2013). Sociocultural theory suggests that psychological growth is fostered by the people that are in our lives. Shared beliefs, values, customs, and spoken language are all elements of culture (Wang et al., 2013). This learning theory recognizes that parenting practices can be affected by the context of family culture. Family culture sets standards of behavior for parents and directly affects what children value and the processing of information learned since children learn from interactions with parents (Wang et al., 2013). This can occur from birth to adulthood and directly affect the learning of the child. Wang et al. (2013) conducted research to explore how sociocultural theories mental constructions of reality are from people's views and experiences and that people of a group influence each other. The finding reflected that a group of students collaborated in building each other's knowledge and it assisted in positive learning (Wang et al., 2013). Sociocultural

theory emphasizes that learning is essential in the learning process and the need for parent's support.

The importance of parental involvement is essential in learning theories for child's emotional function and academic success. Parenting styles define the emotional climate and are significantly associated with achievement (Aguirre-Davila et al., 2021; Bi et al., 2018; Boonk et al., 2018; Hae & Bonner, 2008). Learning is applying prior of knowledge and the theory sociocultural mediates in playing a fundamental role in facilitating interest and skills acquisition of children (Lavi, 2022).

Filling the Gap

The review of literature on parenting practices, styles, and involvement and student's academic achievement reflects a gap in reference to the phenomenon from the student's perspective. Most prior research utilized self-reporting teacher and parent surveys to obtain assessment of parental involvement (An et al., 2022; Assaf et al., 2019; Boonk et al., 2018; Hill et al., 2018; Lahti et al., 2019; Warren & Locklear, 2021). Adolescents and young adults could reflect a better understanding of their wellbeing and report more accuracy to the phenomenon.

Hwang and Jung (2021) propose that college students make better informants for examining the parent-child relationship and describing parenting practices and the association it has on their academic success. According to Hwang and Jung (2021), "cognitive constructivism provides a context for an examination of perceived academic control among college students" (p. 38). This suggests further research should examine parental involvement and practices from the child's perspective.

Additionally, exploring a broader range of parental process and behaviors that are more

specific to parenting practices would confirm the need to look past subtle aspects of parental involvement and academic achievement. Describing the child's perspective of how and why parenting practices factors into their academic success will extend the literature of this phenomenon and help to expand the scope of knowledge.

Biblical Foundations of the Study

The framework for parental involvement is found in the biblical model of parenting and education. Training a child is placed within the construct of parenting by the Bible (Horwitz, 2020). The Bible clearly states in Proverbs 22:6 (New International Version), "Start children off on the way they should go, and even when they are old, they will not turn from it." The framework in which a child constructs their fundamental foundations of knowledge starts with the influence of parenting and fosters into a world view of education. Horwitz (2020) found that more religiously engaged students had better academic outcomes. He went on to conclude that there was a positive correlation between religiosity and better grades and that religiously engaged students were less truant and completed more years of higher levels of education (Horwitz, 2020).

Ephesians 6:4 (New International Version) states that parents are called to teach their children with patience and kindness, "Fathers, do not exasperate your children; instead, bring them up in the training and instruction of the Lord." This brings relevance to the fact that teachers are one of the most influential sources in a child's development. God has called upon parents to perform this job.

Regnerus (2003) explored religion and positive outcomes in adolescents while examining the parent interaction and training of children. Psychosocial influences of religion and the magnitude of positive influence contributed to better educational outcomes (Regnerus, 2003).

There was an affiliation between parenting, religion, educational attainment, and aspiration in young adults (Regnerus, 2003). The parents were constant in the training process by being warm and caring but expecting obedience and respect. Love was seen as a parenting typology and described to be a motivating parenting style. 3 John 1:4 (New International Version) states “I have no greater joy than to hear that my children are walking in the truth.” This verse reflects the overwhelming motivation of love and a purposeful practice of training a child. God commands to help the people around by walking in the truth, this applicable to the help offer children through training and example.

In addition, in Exodus 20:12 the Bible tells children to honor and obey their parents and Proverbs 1:8-9 instructs children to listen to their fathers and value their mother’s teachings. The Bible references many times to the importance of teaching of children and the responsibility of the parents to instill instruction in their children. The Bible establishes that the primary role of instruction is on the parents, but also places teaching of the younger generation on the community (Deuteronomy 6; Psalm 78). School is an equation of community learning and an effective program where parents share the responsibility of instruction. Parents actively make the decision to send their children to school; this establishes the transition of school-home need for purposeful training and regard for school’s responsibility for support of training in the home (Horwitz, 2020). Although the Bible instructs parents for the need for purposeful training of a child, it further states in Deuteronomy 6:6;7 that it should be constant practice. “These commandments that I give you today are to be on your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up.”

The biblical model of parenting is an important role for a child's education and is

dependent on parents to mentor and model for their children (Shaw, 2016). Parents are the most influential authority figure in the life of their child and play a vital role in learning. The parents can provide a nurturing environment that forms beliefs, attitudes, problem-solving processing, and training. According to Bandura (1977), a good example is a better teacher than the consequences of actions (p.5). Unconditional love with clear boundaries is central to the Biblical model for parenting (Shaw, 2016). Understanding there are opportunities for children to take responsibility as they empower, discover, and exercise their role in growing up, the starting place for initiative-taking is in the home (Shaw, 2016). Providing a bounded space reflective of character in action in truth of God is vital and effective as well a practical necessity.

Summary

The purpose of this review was to determine a scope of parenting practices that students perceived as fostering in their academic success. This study attempts to gauge the attributions that students experience from parenting practices and understand how and what contributes to their academic success. Additional literature and research were reviewed to establish the scope of what parenting practices foster in a student's academic success. The pressure to perform within an academic setting is increasing. Understanding how parenting practices contribute to academic success is the framework for influence.

The literature in Chapter 2 examines and solidifies the academic advantages in parental involvement and student's performance. Prior studies have primarily focused on the involvement in home and school activities and reflected a positive effect on students' academic success. The literature review confirms that parenting practices do influence a student's performance but lack an in depth understanding of the parenting practices within the home that foster the academic success from the student's perception. Additional to this relevant scope of understanding, the

literature confirms that most research has been quantitative in context and self-reported from parents and teachers (Assaf et al., 2019, Hill et al., 2018, Jung et al., 2019, Kokkinos & Vlavianou, 2019, Stavroulaki & Gupta, 2021, Waterman & Lofekowitz, 2017, Water et al., 2019, Wood & Hilton, 2012). The biblical model of parenting to reflects on scripture and affords insight of specific parenting practices that through faith foster in academic success (Horwitz, 2020, Jeynes, 2007, Regnerus, 2003, Topor et al., 2010).

Recommendations were made to advance research on parental practices by approaching the phenomenon from a student's perception of parenting practices. There is limited research that has examined an in-depth view of parenting practices that college students perceived to have assisted in learning, equating in academic success. This research looks beyond the perimeters of school related activities that define family involvement, to the practices in the home that inspire the student to succeed. This study can benefit society, educators, parents, and students by helping them understand how the dynamics within the home affect academic success and specific practices for parenting that assist in academic success. In conclusion, this study extends the literature on parenting practices in the home that assist in achievement, described by young adults who have continued their education and provides a foundation for further research.

CHAPTER 3: RESEARCH METHOD

Overview

This chapter includes a description of the following: the research design, the participants, the setting for the study, procedures utilized for conducting the study, data collection and analysis, and limitations and assumptions for the study. A phenomenological approach to research was utilized to describe parenting practices that current enrolled college students perceive have assisted in their academic success. The study focused on how and what parenting practices influenced the of participants' academic success during childhood. The qualitative approach allowed for a deeper understanding what parenting practices as well as the framework for how they were perceived by participants to assisted in their academic success.

Research Questions

RQ1: How do undergraduate students explain the parenting practices that they perceive to have assisted in their academic success?

RQ2: Which parenting practice do undergraduate students explain contributed the most to their academic success?

RQ3: How do undergraduate students describe why these parenting practices contributed to their academic success?

Research Design

This hermeneutic phenomenological study attempted to explain the phenomenon of parenting practice as experienced by students in undergraduate programs. This qualitative research with 10 students, 18-21years old, explored the parenting practices experienced and found to assist in their academic success. Utilizing qualitative analysis allowed for a deeper examination of perceived influences within the home of parenting practices that assisted in

academic success. Data analysis narrated the common experiences (Seroussi & Yaffe, 2020). The hermeneutical study allowed for the interpretation of collected data from interviews for neutrality.

A qualitative approach was conducted to recount the parenting practices as a phenomenon that undergraduate student perceives as having fostered their academic success. A hermeneutic phenomenology approach was utilized to reflect interpretive and descriptive content. The phenomenological study method allowed participants to describe their in-depth experiences and design allotted for researcher's interpretation. The interpretation of data was assumed in the method of hermeneutical phenomenology.

This study provided a detailed narrative of how ten 18–21-year-old college students experienced parenting practices that assisted in their academic success and constructs the understanding of the nature of the experiences they had in common in essence that could have been overlooked in utilizing a quantitative method of research. Understanding how the phenomenon emerged from each participant individually allowed for a common understanding. Each semi-structured interview offered a comprehensive personal experience of the students and provided a holistic illustration of the parenting practices that foster in academic success. Results of this study provided a more realistic knowledge of the strategies and parental practices within the home consistent with children's academic success.

According to Boonk et al. (2018), qualitative research indicates the explanation of the event by its data sources and impact of an event close to the individual. Qualitative analysis allowed for a thorough examination of common experiences perceived by students to have fostered academic success. An initial screening survey allotted for validation of participants who meet the criteria of the research and willingness to participate. Participants were then interviewed to allow common themed in-depth descriptions of what parenting practices assisted in their

academic success. Data analysis justified the common experiences and explored the event through its data sources (Garcia & Serra, 2019). Creswell (2017) expressed that a qualitative study design allows for examining how individuals connect to a problem and allows for interpretation of their personal experiences.

Participants

Participants were recruited based on the characteristics of undergraduate students to establish academic success. Topper et al. (2010) conducted a study to establish the relationship between a child's academic performance and parental involvement, through a mediating model that the child's perception of cognitive competence was indicated by their parental relations. College students are deemed self-sufficient and motivated by grades. These characteristics provided a foundation for understanding how parenting practices have fostered their motivation for the basis of learning. Creswell (2017) reported that in a "phenomenological research the size of participants can be between twenty-five to two" and that a narrowed range of sample size is more common (p. 13). This reason assisted in selection to utilize purposeful snowball sampling of 10 female and male 18–21-year-old students, who were currently enrolled in an undergraduate program at a local regionally accredited college and who identify that their parents have influenced their education.

An announcement requesting participants was made in person at Wofford College during class activities to students who were enrolled in an undergraduate program. This announcement also allowed sign up. Permission from the student's professor was obtained prior to sending any correspondence or making any announcements to students. The announcement included a request to identify other students who share the phenomenon by briefly describing the study. This allowed for snowball sampling. There was an email address to respond to for initial interest in

the study. Potential participants were then sent an email requesting their participation based on the conditions: participants are age 18-21 years old, currently enrolled in the 2023-2024 undergraduate program, and perceive that parenting practices were highly significant in assisting in their academic success. Participants were chosen based on their scores from the screening survey. Once participants were obtained, the screening survey was utilized to establish that parental involvement perceived to have influenced their achievement. Ritchie et al. (2013) described that qualitative research utilizes a small sample size to establish analytical representation occurrences since they only need to emerge once.

Participants were chosen based on college attendance, age, and those who perceive their parents assisted in their academic success. Participants were not evaluated by parent's socioeconomic status, race, educational level, religion, age, or marital status. No boundaries were set for participants for gender, race, religion, areas of study, or student classification.

The screening survey included one statement that rates the level of perception that the student believes parenting practice assisted in their academic success. Participants rated on a scale of 1-5 with 5 "strongly agree," 4 "agree," 3 "somewhat agree," 2 "disagree," 1 "strongly disagree" (See Appendix A).

Prior to participants completing the survey, a screening survey was administered to four individuals who are known by a school administrator to have had parents who were active in their educational endeavors. This criterion will be established by known parents who were active in school related activities and students who continued to college enrollment. This set the criteria for scoring outcomes. The initial contact with administrators was done by phone to explain the study and ask for assistance. Once they agreed to assist with the study and obtaining prescreening participants, an in-person meeting was scheduled to receive potential prescreening

participants' names and emails. The initial surveys functioned as a base needed to participate in the study. Academic success was defined as students who have graduated high school and are currently enrolled in a college program.

Study Procedures

Recruitment began after IRB approval (Appendix B), and local university contacts identified participants based on the criteria of current college attendance and age. After approval, an announcement requesting participants was done in person to all students who are enrolled in a local university's undergraduate program. The announcement included a request to identify other students who share the phenomenon by briefly describing the study. This allowed for snowball sampling. There was an email address and form to respond to for initial interest in the study. A recruitment letter (Appendix C) was given to potential participants informing them of an explanation of the study including the time commitment, timeline of the study, the compensation, and the initial survey for screening to confirm they meet the criteria needed for the study (age, current enrollment status in college, and they believe that their parenting practices assisted in their academic success). The letter requested that the survey be completed and returned within five days with a follow up letter being sent on day three (Appendix D).

A paper with consent forms was given along with initial survey as an attachment to sign and return (Appendix E). Once the consent forms and surveys were received, 10 participants were chosen based on meeting the required criteria of 18-21 years old, undergraduate student, and survey score. Sixteen potential participants responded, which allowed for a selection process that established diversity in sampling based on the criteria of age, race, parents' marital status, and gender. Interviews were then scheduled promptly. Most interviews were conducted in a convenient location for the participant.

Recording devices were utilized in individual interviews. To facilitate discussion during the interview open-ended questions were utilized. Follow-up questions were asked to establish common experiences among participants. Probes were utilized to centralize similar experiences collected during interviews. All data were collected and analyzed.

Instrumentation and Measurement

This study utilized cross examination to ensure the validity of the results. The proponents of interview provided details and assure there is trustworthiness (Creswell, 2017). The intent of utilizing cross examination was to counterbalance lack of a strategy and increase interpretation of data. Data were screened through an initial survey to find potential participants. The screening survey established the criteria to participate as follows: status as an undergraduate student, age, and believing that parenting practices fostered their academic success. Additional data were collected through an open-ended standardized interview process while audio taping. The interview tapes were transcribed verbatim; this was done to affirm validity. General demographics were gathered from the screening survey to establish participants who believe parenting practices assisted in their academic success. The screening survey Part 1-A was used for screening prior to research. This survey provided a reliable measurement of parental involvement from the student's perception. The question will be rated on a scale of 1-5 with 5 "strongly agree," 4 "agree," 3 "somewhat agree," 2 "disagree," 1 "strongly disagree." The final section of Part II consisted of demographic criteria that ensured the participants could participate in this study.

Data from the survey were used to recognize participants and to assure diversity when considering race, gender, and parental status. This information was utilized when establishing contact with the participants. Academic accomplishment was confirmed by status of

undergraduate student. The survey served to integrate the participants in the phenomenon of the study.

The interviews consisted of one hour or less of face-to-face open-ended, questions with 10 participants who enrolled in an undergraduate program. The participants were questioned in reference to the communication they had with their parents, the family dynamics to include attitude, faith, and the attributes they believe assisted in academic success. The interview discussions were in-depth and lead to topics that are similar for participants and resulted in additional data.

The identities of the participants were safeguarded using pseudonyms. The consent forms and any coding data were stored separately until they are shredded. All video tapes, forms, and files were stored in a locked cabinet. All electronic data were stored on the computer with security software and a password.

Screening Survey

The screening survey consisted of two parts to include of one statement for determining students perceived that parenting practices played a role in their academic success. The statement requires rating of the perception that parental involvement assisted in their academic success on a scale 1 -5 with 5 “strongly agree” 4 “agree” 3 “somewhat agree” 2 “disagree” 1 “strongly disagree” (See Appendix A).

Interviews

The purpose of the interviews was to describe a deeper understanding of the phenomenon. The study required IRB approval and a pilot interview which consisted of four individuals recognized for academic performance by faculty at the college and known parenting involvement. This allowed confirmation of clarification and effectiveness of the questions. These

individuals adhered to the same standard as the participants, known as successful in academics, and have parents who were active in involvement through their high school.

Conducting lengthy interviews allowed deep rich informative description of the experiences and coding of data for cluster meaning and reoccurring themes (Creswell, 2017). To establish attentiveness and sensitivity to the questions the questions were repeated responses to questions that were redirected or there seems to be a lack in ability to focus by participant.

Interview Questions

1. Describe your education. How did become you interested in pursuing a college degree?
2. Describe the parenting practices you believe influenced your academic success.

Probe: beliefs, parenting

3. Describe how you believe these practices influenced your academic success.

Probe: instrumental

Trustworthiness

To establish trustworthiness this study included the following to reflect dependability, transferability, confirmability, and creditability.

Dependability

To ensure dependability this study needed to be reproducible. This study provided detailed instruction of data collection, analysis, and the procedure details of the design so that future studies can replicate. Detailed descriptions of the participants, their experiences and framework will be provided to ensure transferability and dependability.

Transferability

The transferability of this study was validated by the ability to transfer the results to

future studies. This study consisted of thick descriptions to assist in ensuring transferability, since qualitative research is not guaranteed due to small sample sizes (Creswell, 2017). Deep descriptions of the phenomenon assisted in providing the details that will confirm trustworthiness of this study. This study solidifies experiences by providing a rich view.

Confirmability

To ensure confirmability a peer review was utilized for this study. The manuscript was given to individuals for feedback and completed review. Individuals are defined as dissertation chair and committee member at Liberty University. The review discusses the content, method of research, and assumptions to ensure confirmability was established.

Creditability

Creditability is established when there is confidence of the data (Creswell, 2017). Creditability was established in this study through triangulation, participant validation, and evidence that the data obtained was true, valid, and unbiased. Several participant interviews and a triangulation of sources were utilized to ensure creditability of the study. Interviews were transcribed, and all participants received an email copy of their responses and a draft copy to ensure member checking. Participants were asked to review their responses for accuracy; this increased creditability of the descriptions. Participants were asked to correct any data that does not reflect their experience. The participants' privacy was protected by allowing review of their recorded responses and withdraw responses.

Ethical Considerations

The ethical considerations were addressed through obtaining IRB approval, informing the participants of the purpose of the study and obtaining a written consent form from participants. Steps were taken to ensure survey results, names, and the data were maintained in

strict confidence. The data were stored in a locked file cabinet and shredded when completed. All information that would identify participants and did not disclose any information pertaining to the study was safeguarded.

Data Analysis

Content analysis was utilized to reflect consistencies of patterns from the responses during the interviews. The interviewer read through all the transcripts and identified themes. The themes were coded for review. Codes were assigned to data as the researcher worked through the analysis process. Atlas.ti software was utilized to reflect coded transcriptions (Appendix F). Codes were arranged into major themes with subthemes assigned.

This data were analyzed using reflexivity and inductive analysis (Creswell, 2017). The inductive analysis consisted of similar terms, key phrases, and practices that result from data collection. These were categorized and defined based on how well they fit together and possible correlating categories. The reflexivity probed into the hermeneutical circle of interpretation (Hill et al, 2018). Understanding this process required being mindful of their own experiences and those of others to avoid viewing data on prior interactions and implicating their perception in bias.

Themes did allot order to the research and allow a source of control. Hermeneutical phenomenology required reflection of the process of analysis and understanding of the lived experience. To accommodate this process, data needed to be reviewed by reading the text and listening to the tapes more than once (Creswell, 2017). Reflection is a selective approach that discovers themes and statements that conclude common parenting practice that assist in academic success. The audio from the recorded interviews was saved in digital files and transcribed. These transcriptions were put into the qualitative software program Atlas.ti to

organize and apply margin-area coding for similar themes. Memoing was used to take notes during interviews. Atlas.ti assigned and identified and group reoccurring themes and ideas that pertain top parenting practices through open coding. Coding establishes common experiences between participants. Reflective analysis relies on the researcher judgement and evaluation of the data.

To explain the stories of the participants and establish themes data were analyzed structurally and texturally to explain the nature of the phenomenon. The structural description explored the how portion of the participants' description of their perceived experience through settings and context (Creswell, 2017). The textural description utilized exact examples of what the participants believe to influence their educational endeavors. Understanding the essence of how parenting practices assist in academic success can be achieved through utilizing the combined descriptions. In the last step to analysis and describe the phenomenon interpretation was used. This process affirmed the validity of reporting.

Delimitations, Assumptions, and Limitations

Delimitations describe the boundaries that researchers set for the study. Recruiting participants 18-21 years old set the boundary of the research to reflect college students who are actively enrolled in school. This limited the research to represent individuals who are motivated, driven, and have the academic success to continue their higher education. The participants were from the United States and attend college in the Spartanburg, South Carolina area. This allowed snowball sampling and the convenience for interviewing. Participants were selected based on enrollment in an undergraduate level degree program, but not the degree program of study. Parenting practices are the only factor considered in affecting academic success, and other factors unrelated to parenting were not considered. Additional delimitations utilized the students'

perception in contrast to prior studies that considered teacher's and parent's perception of practices that foster a student's academic success.

Trustworthiness of the study was assumed through creditability, confirmability, and dependability. Creditability was established in what was intended to be measured by utilizing triangulation of sources through several participant interviews. My background provided experience in parenting of high achieving students, Christian faith, and an educational leader at a university. Confirmability was established through peer review; the method assumptions and themes made by the researcher was provided for feedback and discussion. Dependability references if the results of the research are reproduceable. For future studies to replicate, detailed descriptions were provided of the design and data collection.

Limitations of the research reflected in data that may be misrepresented and prejudice the phenomenon unintentionally (Chung et al., 2020). The limitations reflected in this research were confined to demographics of population pool due to snowball sampling and the area of search for participants. The limiting criteria of sample population reflects upper to middle socioeconomic participants due to college attendance. Participants' memories reflect bias in recall due to distortion from time since childhood.

Summary

This study used a phenomenological approach to explain the parenting practices identified by undergraduate students as assisting in their academic success. The study basis was constructed on "what" parenting practices undergraduate students identified during childhood and "how" the practices fostered their academic performance. Participants consisted of current undergraduate students, ages 18-21 from local colleges, who describe themselves through

screening to have experienced parenting practices that assisted in their academic success. The study focused on parental involvement that was outside the construct of school related activities.

The collection of data was obtained through a screening survey, individual, and focus group interviews allowing triangulation for credibility and trustworthiness (Creswell, 2017). A qualitative software program, Atlas.ti, was used to analyze data and helped code transcribed interviews by organizing themes. Thick descriptions helped to explain the phenomenon participants experience through structural and textural understandings. To summarize, the method of this study described through an in-depth view from a phenomenon approach the parenting practices that undergraduate students experienced and perceive to have assisted in their academic achievements.

CHAPTER 4: RESULTS

Overview

This chapter includes a narrative description of participants' demographic information and emergent themes. The phenomenological design is organized thematically and concludes with a summary of the findings. The findings in this chapter present themes emerged from data, tables and emphasize themes and resultant theory from individual interviews.

Transcripts from 10 participants were analyzed to uncover themes and codes. This chapter reflects how the data analysis relates to the research questions and was utilized to emphasize key themes. This chapter comprises the qualitative interpretation of data based on the results of the individual interviews and the findings from this study.

Descriptive Results

Participants

Pseudonyms were utilized to describe three males and seven females who participated in the study and demographic information: score on the survey, age, education, race, gender, and parental marital status. All participants were between the age of 18-21. Five participants were 18 years old, and four were 20 years old. Six participants attended public school growing up and four attended a combination of public and then private school. All participants were currently enrolled in an undergraduate program of study at a university. Five of the participants identified as white and five identified as other. Five participants reported their parents were married, three stated their parents were divorced, and two reported their parents were never married. All participants were given a screening survey indicating the scale of agreement that they believed parenting practices assisted in their academic success. Three participants scored a four (agreed) on the screening survey and seven scored a five (strongly agreed). Refer to Table 1 for participant demographic information.

Table 1

Participant Demographics

Age	18-21	10
	22-up.	0
Education K-12	Home	0
	Private	0
	Public	6
	Public & Private	4
Degree Program	Undergraduate	10
	None	0
Race	White	5
	Other	5
Gender	Male	3
	Female	7
Parental Marital Status in K-12	Married	5
	Separated	0
	Divorced	3
	Never Married	2

Jacob

Jacob, a black male age 18, grew up with married parents and attended public school transferring to private school. His mother is disabled, and father works for the county. He is a first-generation student who plays football for the college. Jacob expressed his desire to attend college was to set the legacy and standard for future generations in his family. He expressed that he watched his parents work hard and they held him accountable for his academic performance. Jacob explained his family as being close and having open communication. He stated he was rewarded for good grades and disciplined for bad grades. Discipline consisted of taking away

privileges. Jacob described his parents as being actively involved in his sports and academics. He expressed his motivation for learning is attributed to the encouragement and support of his parents.

Lane

Lane, a white female aged 18, grew up with married parents and attended public school. Her mother was a stay-home mom, and father was a minister. Lane reported that college was a known growing up; her parents instilled in her that college was the next step after high school. Lane stated both her parents attended college and based on their values of education she knew she wanted to follow their lead. Her parents communicated stories of college life they had and constantly monitored her grades. Lane set goals to get accepted into college with her parents, and they supported her with the help she needed to stay on track academically. She stated there were expectations for her grades and that her parents were supportive and encouraging of her struggles and successes. Lane reported that her parents were very attentive and engaged in parenting and that this gave her the motivation to succeed academically.

Simran

Simran, an Indian female age 20, attended a public school and listed her parents as married. She reported her mother as a nurse practitioner and her father as business owner. Simran is a double major and hopes to attend law school. She reported that her sister and mother attended college modeling an example for her to follow. Simran played volleyball in high school and stated that she was expected by her parents to maintain good grades. This helped her to learn responsibility, accountability, and time management skills. She reported that her parents put an emphasis on getting a college education and were supportive and encouraging in her academic

endeavors. Simran described a close relationship with her parents and stated they were attentive and understanding to her struggles and always helped her through, such as studying for a test.

Tyler

Tyler, a black male aged 18, attended public school and lived with his mother. His mother was divorced and worked as a Walmart associate. Tyler reports being raised by a single mother with no interactions with his father. Tyler describes his mother as strict and focused on his education. He said his motivation was his mother and wanting her to be proud of him. He described that she was a great role model and always worked hard to provide for him. He attributes his academic success to the accountability that his mother instilled in him for his actions and academics. Tyler suggested that his uncles and sports were also contributors to his success. He currently plays football in college and states he learned to prioritize grades from the discipline and support of his mother growing up. He explained that she would monitor his grades and make sure he got help when needed, such as tutoring. He suggested that the attentiveness, communication, and involvement of his mother were critical in his academic success. Tyler expressed how much he appreciated his mother and her support, and he refuses to let her down; hence he continues to hold himself accountable for his academics now.

Cassie

Cassie is a Hispanic female aged 20, whose parents have never been married but live together. She attended public school in kindergarten and first grade then transferred to private school. Cassie's mother worked as a bartender and a small business owner, and her father worked as a handyman. Cassie reported that one of her biggest motivators was the fact that neither of her parents had the opportunity to go to college and she watched how hard they worked so she wanted to go to college to have an easier life. Cassie described her parents as very supportive and

encouraging when it came to education. Cassie indicated that her parents wanted her to succeed academically so that she could have a better life than they did. She stated this helped her to learn accountability and responsibility because she wanted to make her parents proud. Cassie confirmed the parenting practices she deemed the most helpful were motivation through supportiveness, modeling of her parent's ethics, and open communication with her parents.

Kerrington

Kerrington, a black female age 18, grew up a single mother and attended public school and later transferred to private school. Kerrington's mother and grandmother graduated from college and her mother was an elementary speech therapist. Kerrington explained that she thought it was a given that after high school you attend college. Kerrington reported that her mother's support and modeling of never giving up attributed to her academic success. She stated when she had difficulties her mother would encourage her, and they always engaged in transparency about her grades. She described rewards such as ice cream and a movie for achievements and accountability for when she did poorly. She indicated that her mother was always attentive and involved in her academics and extracurricular activities. Kerrington reported that her motivation to succeed in academics was most attributed to her mother's constant support and involvement.

Miley

Miley, a white 18-year-old, was raised by divorced parents and attended public school until transferring to private school in the 6th grade. Miley reported that her mother was a DBT therapist at the hospital and that her father was unemployed. Miley is a biology major and wants to be an orthodontist and expresses that she always wanted to go to college since she was little and that it was never a question of if she would go. Miley explains that her mother was very

influential in her academic success through encouragement and open communication. Miley described that she always had accountability including a guideline for her grades and that her mother always would help and encourage her when she had struggles. Miley described a passion for learning that she believes was instilled by her mother because of her supportiveness encouragement, and constantly making her accountable for her performance. Miley reported that a huge element in her academic success is attributed to being able to communicate with her mother and learning the trait of accountability. Miley believes that her mother led by example in modeling what success looks like and holding both herself and Miley to a standard of expectations.

Abigal

Abigal, a white female aged 18, grew up with married parents and attended public school. Her mother was a middle school bookkeeper, and her father was a sales representative for Whirlpool. Abigal reported that neither of her parents graduated college, are extremely intelligent, and hard working. She expressed based on the modeling of her parents working hard for everything they had she wanted a different route and decided to attend college. She mentioned glass ceiling regarding her parents' pay and that her parents had very high standards for her academic performance. Abigal described how her parents made her do homework first and monitored her grades. She described accountability and expectations as the most influential parenting practices. Abigal indicated that there were not rewards or consequences for good or bad grades, but she compared herself to other students and knew she had to do better to be successful. Abigal explained that she had a passion for learning because of her parents' constant encouragement. She stated that her parents were always involved and attentive in her academics

and supportive of every decision she made. She described supportiveness through them always accepting whatever decision she made and expressing she could have the world if she wanted it.

Isabella

Isabella, a Hispanic female age 20, attended public school and grew up with married parents. Isabella is biology major who would like to pursue graduate school in forensics. Isabella reported that her mother is a professor, her father is a business owner, and both her parents have a college education. She described that both her parents were “highly influential” in her academic success. When describing her parents’ parenting practices that were most influential, she used the word “supportive and encouraging.” Isabella expressed that her parents were actively involved in her academics and monitored her performance. She stated that she lost privileges when she did poorly, but her parents also assisted in giving her the tools to do better, even if it was just support. Isabella believes that she established critical thinking skills and accountability from her parents’ modeling and dialogue in approach associated with her academics. As a family they always worked through the struggles and celebrated her successes. Isabella reported that her parents attended all her extracurricular activities and were the drivers on the road to success. She reported her parents were very instructive in her life and that they were her biggest cheerleaders.

Kane

Kane, a white male aged 20, grew up with divorced parents and attended public school. Kane reported his mother as a realtor and his father as a salesman. In describing his parents Kane expressed neither had attended college, but both parents instilled the idea that he should attend college. Kane stated that his parents co-parented well and that they always agreed and got along. He strongly agrees that his parents played a big role in his academic success through

encouragement and support. He talked about his parents work ethics and the modeling they exhibit for him of how hard work pays off. Kane expressed there were consequences when he did poorly in academics unless it was something he truly struggled with. He explained his parents were always willing to help him or get him the assistance he needed to succeed. Kane stated his parents monitored his grades while encouraging independence and accountability standards for himself. He described communication, involvement, support, and encouragement as the most influential parenting practices he believed assisted in his academic success.

The interviews were analyzed and coded for emerging themes. Transcripts were uploaded into Atlas.ti for further analysis. Each interview was coded manually and compared to the software coding. This allowed for comparative analysis and allowed for key themes during open coding. The quotes associated with the major themes were obtained from Atlas.ti and co-occurrences are reflected in Table 2.

Table 2

Codes and Co-occurrences from Responses

Codes	Quote	Co-occurrences
Accountability	62	77
Active Involvement	51	49
Affirmation	26	19
Communication	68	93
Discipline	40	46
Educational Approach	32	26
Encouragement	102	111
Expectations	34	40

Family Routines	3	11
Guidance	22	17
High Expectations	12	18
Influence	49	51
Involvement in Extracurricular	9	11
Motivation	81	92
Parental Attitude	11	16
Parent-child Interactions	92	102
Parental Expectations of College	34	41
Parental Influence	76	99
Parental Involvement	108	132
Parental Modeling	74	97
Parental Values	52	55
Parental Work Ethics	60	67
Relationship with Parents	57	60
Support	106	129

Study Findings

Data were collected from the interviews and coded to reflect recurring themes. This resulted in 24 codes with the range of 3 to 132 in frequency. The code *parental involvement* was the highest number of responses, preceded by *support*, and *encouragement*. Atlas.ti was utilized for the analysis and Appendix G reflects a list of codes, the code meaning, and the frequency of

responses. To answer the research questions, three major themes categories with subthemes were created from the analyzed data.

Research Question 1: How do undergraduate students explain the parenting practices that they perceive to have assisted in their academic success?

The first research question investigated what parenting practice were perceived by undergraduate students to assist in their academic success. Three themes emerged from the data to answer this question: parental involvement, support, and encouragement. Furthermore, subthemes of communication, accountability, motivation, guidance, affirmation, and influence also emerged. The first theme was parental involvement and included subthemes of parenting practices of communication, accountability, and parent-child interactions. The second theme was support with subthemes that identified parenting practices of relationship with parents, and guidance. The third theme was encouragement with subthemes identifying the practices of parental influence, motivation, and affirmation. Table 3 reflects how the research question, themes and subthemes relate to the codes.

Table 3

Research Questions, Themes, Subthemes, and Code with Frequency

Theme	Subtheme	Related Codes/ Frequency	
Research Question1:			
Parental Involvement	Communication	Accountability (62)	
	Accountability	Active Involvement (51)	
	Parent-Child Interactions	Communication	Communication (68)
		Discipline	Discipline (40)
		Family Routines	Family Routines (3)
		Involvement in Extracurricular	Involvement in Extracurricular (9)
		Parent Child Interaction	Parent Child Interaction (92)
		Parental Involvement	Parental Involvement (108)
		Parental Modeling	Parental Modeling (74)
Parental Work Ethics	Parental Work Ethics (60)		

Support	Guidance Relationship with Parents	Educational Approach (32) Expectations (34) Guidance (22) High Expectations (12) Parental Attitude (11) Parental Expectations of College (34) Parental Values (52) Relationship with Parents (57) Support (106)
Encouragement	Affirmation Motivation Parental Influence	Affirmation (26) Encouragement (102) Influence (49) Motivation (81) Parental Influence (76)

Parental Involvement

The first theme was parental involvement and included subthemes of the parenting practices of communication, accountability, and parent-child interactions. All 10 participants described their parents as involved in their academics. Parental involvement was the most relevant theme to the parenting practices they perceived as assisting in their academic success. In analyzing the data, communication was pervasive when describing parental interaction; this was not surprising. Prior research and theories associate academic success with communication within the home (Petit & Maythys, 2022; Teuber et al., 2019). Seven of the participants utilized words such as “open communication,” “could always tell my parents,” “they asked,” and “discussions.” Isabella stated, “I talked to my parents about everything” and Miley reported that “she discussed everything with her mom.” The participants described their parents as available to talk and approachable. Words were used such as “a lot of talking,” “long conversations,” “discussions,” and “could tell them anything,” to explain the communication with parents.

Communication was described implicitly by participants as fostering academic success through the parents genuine desire to understand and help.

Participants consistently described accountability when discussing parental involvement. All 10 participants used the word “accountable” or “accountability.” Jacob expressed, “I know what was expected and it was on me to produce” and Simran reported, “my parents held me accountable for my grades.” Accountability was described as implicitly providing a weight to standards of outcomes and offering a foundation of expectations. Participants reported that the accountability assisted in their academic success because it helped them to accomplish their goals. It taught them responsibility for their academic performance by raising the bar of accountability for their own academic performance.

In describing the data on parent-child interactions several questions were prompted to understand how the participants described interaction with their parents. All 10 participants used words such as “constant interaction” and “interacting with activities.” Lane reported togetherness with her parents through faith-based activities, and Abigail reported traveling with her parents and interacting in learning about new places. Most participants described spending time together and instructive interaction with their parents. The participants expressed that interaction with their parents fostered their academic success because it made them feel comfortable about interacting about their college. Parent-child interaction was described as consistent within the family and a source for creating new ideas, routines, critical thinking, and reinforcement for learning due to the high level of interaction. Kane reported, “I had a positive relationship with my parents, and I spent quality time with each of my parents.” Several participants described the parent-child interaction through exploring new places, creating ideas, attending events, or daily activities within the home. All participants expressed interacting with their parents about their

college decisions to include the application process, college choice, and career paths. Parent-child interactions were described as helpful in achieving academic success by creating sense of understand and love by parents.

Support

The second theme was support with subthemes that identified parenting practices of relationship with parents, and guidance. All the participants explicitly described support as attributed to their academic success. Words were utilized such as “guidance,” “support,” “expectations,” and “values.” Participants expressed parents as accepting, helpful through their difficulties, understanding, and there no matter what the situation was. Kane stated, “even though my parents were divorced they both were available to help me.” Cassie reported, “my parents stood with my decision no matter what it was.” and Tyler said, “my mother got me the help I needed when I was struggling academically.” Although, parental support was described through different experiences in the interviews, it was constantly described the same by participants explained as being a key theme in their academic success. Isabella explained that her parents supported her through good and bad. This was a common concept among all participants that their parents where there for them no matter the situation. A high emphasis was placed on parental support and academic success by participants by creating resilience and knowing they could navigate through the challenges.

Eight of the participants described guidance in terms of being treated like their opinion mattered but mentoring from their parents to help them in their academic needs. Words such as “guided,” “advised,” and “recommended” were used. Participants reported that their parents genuinely wanted to guide them to the best solutions in their academic endeavors. It was evident that the parental guidance helped to instill a path of self-responsibility through creating a sense

understanding the outcome for their choices. Miley stated, “my parents guided me through my college decision by explaining the pros and cons of college.” Miley reflected that their gentle guidance allowed her to make the best decisions for her future. Modeling through parental attitudes and values was described by four of the participants as offering guidance of what they should be doing to succeed. Isabella expressed, “my father went to college, my mom went to college, and it was never a question. I saw what they did. It always inspired me because they were always very driven, and they not only led by example.” Parental modeling was expressed by participants as influential on their learning in setting appropriate limitations and expectations.

Relationship with parents was a subtheme that emerged from the data. This relationship was expressed as going beyond a basic interaction, but rather as engaging and expressed as important to participants. Kerrington described her relationship with her mother as a channel of support and influential in her academics. She stated, “without the strong relationship with my mother I would not have made it to where I am today.” Jacob described his relationship with both parents, how they had high expectations for his academics, and were supportive when he needs extra help academically. Participants utilized the following words in describing relationships with parents “caring,” “commitment to family,” “valued,” “time together,” and “secure.” The participants described the parent relationships as a platform to overcome challenges that they encountered.

Encouragement

The third theme was *encouragement* with subthemes identifying the practices of parental influence, motivation, and affirmation. Encouragement can be described as trying to motivate the development of a belief or continuation of activity. In analyzing the data, all the participants described their parents as encouraging. Nine of the participants used words like: “encouraged,”

“affirmation,” “parental influence,” and “motivation” when describing encouragement from their parents. Miley reported that her mother was always “very encouraging” and would give her pep talks when she was down about a test or grade. Isabella expressed that her parents would encourage her through affirmation of her accomplishments and motivate her through examples of their struggles when they were in school. Tyler stated, “my mother influenced me through inspiring me and telling me that I was capable of anything I put my mind to.” Tyler described that the encouragement from his mother motivated him to do his best academically. Kane expressed, “I was always encouraged to do my best by my parents, and I was motivated to do good to make them proud.” Kane also explained that he was rewarded when he did well, and his parents made a big deal out of it. When asked about parenting practices that assisted their academic success all participants listed encouragement as a narrative. Participants described encouragement from parents for their effort as initiative to do well academically.

Five of the participants described affirmation as an attempt of encouraging. Words were used such as: “proud,” “pat on the back,” “posted academic achievements,” “bragged to family” when participants described how their parents encouraged them through affirmation. Tyler expressed his mother loved to tell the family of his academic achievements. Abigail recalled taking pictures with her academic awards so her mother could send to her friends and family. Most participants reported that they were motivated to succeed academically to make their parents proud.

Motivation was described by all participants when discussing encouragement. Parents’ work ethics, encouraging words, love, and culture of the family all motivated participants’ desire to succeed. Simran expressed how watching her mother succeed in school motivated her to do her best academically. Cassie stated, “motivation was a key factor in my academic success. My

parents' work ethics were a motivator to work hard on my studies and my parents support and encouragement motivated me to never give up." Four participants used words like: "inspiring," "enthusiasm," "autonomy," and "believing in themselves" to describe parental motivators. Three participants explained that their parents instilled in them if they worked hard anything was possible. This motivated them to work hard academically to succeed. Kerrington reported she was motivated by her parents making her feel worthy and instilling the confidence in her to succeed. Tyler emphasized a similar sentiment that his mother motivated him through encouragement that he can accomplish anything he sets his mind to. Several of the participants spoke about confidence in their academics from the constant motivation from their parents to not be afraid of failure. This was a different approach than some of the participants, but still worthy of mentioning.

Parental influence was a subtheme that emerged from the data. All the participants described being influenced by their parents either implicitly or explicitly. Eight participants utilized words such as: "character," "faith," "value," "accept responsibility," "parents encouraged," "standard of accepted grades," and "instructive parents." Jacob described parental influence from his parents to become the first-generation college graduate in his family and to play football in college. Jacob explained that to achieve these goals he worked closely with his parents to achieve academic success to prepare for college. He stated, "there were hurdles, and my parents always encouraged me that I could get through it." Jacob confirmed that his parents' influence helped him to succeed. Lane expressed that parental influence played a role in her academic success. Both her parents attended college and were instructive, so she valued their standards and worked hard to achieve the same success. Lane explained that her father was a minister, and the faith of her parents influenced her ethics in academics. Learning activities were

described by several participants that were related to life skills such as: integrity, time management, and prioritizing. These skills were influenced by parents and applied to their academic careers.

Research Question 2: Which parenting practice do undergraduate students explain contributed the most to their academic success?

The second research question investigated which parenting practices were explained by undergraduate students as contributing the most to their academic success. An analysis of the data reflected two themes to answer this question: parental involvement and support. Subthemes of togetherness and motivation were identified. Parental involvement was most frequently utilized by participants in describing the parenting practice that assisted in their academic success. Support was identified as the second most relevant theme to participants academic success.

Parental Involvement

Participants described parental involvement as a connection that motivated their academic success the most through the impact it had on their learning. In describing parental involvement words were used such as “instructive,” “relationship,” “very close,” and “actively involved.” Participants expressed being motivated by the parent-child relationship within the family culture. It was a driving force to for their hard work in academics. Miley stated, “my relationship with my mother instilled my passion for learning.” Tyler expressed, “I have a close relationship with my mother and wouldn’t be successful without her involvement growing up.” All 10 participants constantly described their parental involvement and the parent-child interactions as a baseline for their academic achievements and motivator for success. The sense of togetherness assisted in creating an environment that is conducive to learning. Simran state,

“my parents were actively involved in our academics, and we were a very close family.” She also expressed that she knew her parents cared about her academic success because they were involved in everything she did. This seem to be the sentiment from all participants as they described the togetherness through the parental involvement. Participants identified interacting daily with parents motivated their learning. The data suggest that parental involvement was perceived to contribute the most to the undergraduate students’ academic success.

Support

All participants implicitly described support as an educational motivator. The theme parental support was shared in the experiences of the participants creating a sense of motivation, respect, being loved and assisting in their academic achievements. Although, parental support extended beyond the realm of academics it assisted in creating motivation for student’s academic performance. Jacob and Tyler described their parents as being supportive of their academics and sports. Jacob stated, “my parents were supportive of me as an athlete and student.” Tyler expressed, “my mother attended all my school activities and football games.” Isabella described her mother as supportive of her academic endeavors because she was a professor and could help to relate to challenging situations. Lane explained, “my parents supported me academics by getting me help when I needed it.” Cassie reported her parents were very supportive when it came to education and wanted her to succeed. All participants described their parents’ supportiveness as a contributing factor to their academic success. Kerrington stated, “My mother mother’s support, made me never give up, no matter how challenging it got.” The participants answered research question 2 by describing in depth what parenting practices they perceived as contributing the most to their academic success.

Research Question 3: How do undergraduate students describe why these parenting practices contributed to their academic success?

The third research question asked how undergraduate students describe why parenting practices contributed to their academic success. Parents' work ethics, attitudes, and contributions, sacrifices and values emerged as a theme. Participants described parents' example through modeling as a motivator for academic success. The participants expressed words such as: "not wanting to let their parents down," "be like my parents," "work ethics," "family values," "setting an example," "sacrifices they made," and "make parents proud" as motivators for wanting to achieve academic success. When asked about parenting practices and why they contributed to their academic success, all participants listed wanting to make their parents proud and how they felt toward their parents for all that they gave up or did for them. Kerrington recalled her single mother taking a job at a private so she could attend, to help her obtain a better education than the public school offered. Miley stated, "her mother led by example what success looked like." Miley described that the motivator of watching her mother work hard to achieve success made her just as motivated to be successful in her academic endeavors. Tyler stated, "I refuse to let my mother down for all the sacrifices she made for me." Simran expressed, "watching my mother and sister work hard and achieve so much has made it easy for me to know what I capable of." Cassie described how hard her parents worked without an education and that is why she works just as hard in her academics. All the participants described their parents work ethics in general and toward being a supportive parent, as motivators to work equally as hard to achieve academic success.

Summary

This chapter described three main themes that were present from the data: *parental involvement, support, and encouragement*. The emerging themes and subthemes reported answered specific research questions. The research questions: how do undergraduate students explain the parenting practices that they perceive to have assisted in their academic success; which parenting practice do undergraduate students explain contributed the most to their academic success; how do undergraduate students describe why these parenting practices contributed to their academic success?

The parenting practices perceived to have assisted in academic success include parental involvement, support and encouragement which were described as contributing the most to the undergraduate student's academic success. Analysis of why the parenting practices contributed to their academic success revealed that parent-child interactions assisted in developing a constant motivator and was repeatedly reported as encouragement and supportiveness. These values of parents through instruction, guidance, and involvement assisted in the students' academic success. These themes given by participants allotted a descriptive summary of how and why parenting practices assisted in their academic success.

CHAPTER 5: DISCUSSION

Overview

This study was based on the inquiry of the parenting practices that assisted in academic success. Prior research established that parental involvement is linked to academic achievement (Alexander & Harris, 2022; Foong et al., 2021; Jung et al., 2019; Hill et al., 2018). Most of that research emphasized parental involvement in school activities and focused less on the parental practices within the home. Hence, the purpose of this phenomenological study was to describe the parental practice that undergraduate students identified in assisting their academic success. By understanding parental practices that motivate students to achieve success, parents and educators can utilize the findings to advance future achievements.

The prior chapter focused on participants and their experience; this chapter describes and discusses the findings in relation to the theoretical framework. This chapter will conclude with suggested areas of future research, limitations of the study, and a summary.

Summary of Findings

This study examined how undergraduate students described parenting practices perceived to have assisted their academic success. Data were collected through interviews and utilized in conducting this hermeneutical phenomenological study. During this study the questions asked, and participant's responses revealed that parenting practices all relate to what families valued, believed, and how they functioned. Responses described by participants revealed that the parenting practices assisted in participants' academic success. The first question of this study asked, "How do undergraduate students explain the parenting practices that they perceive to have assisted in their academic success?" The analysis of the data reflected parents being actively involved was consistent in relating how students' explained parenting practices as assisting them in successful academic outcomes. Parents were described as attentive and hands

on in the students' academics. This involvement was relevant to their children's academic success. In addition, parental involvement extended learning instilling lifelong learners and provided instructive practices related to advancement in their education. This study suggests that parent involvement through parent-child engagement and communication is a good predictor of, and a primary contributor to, student's academic success, confirming historical literature that indicates the correlation between academic achievement and parental involvement (Chung et al., 2020; Walker et al., 2010). The parent's ability to interact with the child was perceived by students to increase their quality of learning and academic performance.

The second question asked, "Which parenting practice do undergraduate students explain contributed the most to their academic success?" Participants described that motivation to succeed in their academics was fostered by support and encouragement of parents. Parents were identified as motivators, and the participants described the child-parent relationship as an important fundamental of their academic success. This relationship was fostered by self-regulated learning of students through encouragement and support from their parents. This study suggests that when students are self-regulated learners they are motivated to succeed in academics. The zone of proximal development theory elucidates that when guided by parents children learn (Akbari, 2022). The participants explained that support and encouragement through interaction with their parents guided them in the task of learning.

The third question of the study asked, "How do undergraduate students describe why these parenting practices contributed to their academic success?" Parents' attitudes emerged as a theme from participants' description of attributes of their parents that they perceived to have impacted them in why they succeeded in academics. The participants identified that their parents' attitudes and values toward education contributed to their ability to perform

academically and fostered their academic success. The data showed a consistency related to the positive attitude and the value of work ethics of parents was related to learning. These implicitly advanced children to extend their education after high-school graduation. The theme of parental values emerged as impactful, and participants described honesty, communication, trust, and hard work as principles their parents valued. The sociocultural theory is based on the idea that through social interaction children can learn (Wang et al., 2013). Participants explicitly described the family culture and how learning occurred. The family culture perpetuated their beliefs and values of achievement in student's education from the modeling and observation of the parents. This study concluded that family culture set the standards of behavior toward learning through the parental attitudes and beliefs.

Discussion of Findings

The purpose of this study was to describe undergraduate students' perception of parenting practices they believe to have assisted in their academic success. In this section, the empirical literature and the theoretical basis of the findings are discussed. The hermeneutical research design allowed for impetrations beyond the provided descriptions of interviews in the analysis. The findings explained through interpretation answer the "why" of the results in analytical framework (Creswell, 2017). Assigning meanings through comparisons of data can reflect in significant ideas that were unknown. In Chapter 2, a review of prior research and literature was provided as related to the research questions. Chapter 3 included the goal of the study, the procedure for data collection, ethical considerations, delimitation, limitations, and the rationale for study design. The findings that emerged were discussed to include results and analysis in Chapter 4. This chapter concludes the study with a discussion and conclusion of the research.

The three research questions guided this study. The data from the 10 interviewees were transcribed, coded, and analyzed for emerging themes. Information from this study can be utilized by parents, educators, and higher learning facilities. Considerations from this study may be used to convey communication with parents to provide support for encouraging parental involvement.

In this study, each participant explained a view of their family culture, expressing the values, interactions, and beliefs of their family. The interviewees shared similar stories that I found noteworthy for future parents who seek to instill critical thinkers who possess good work ethics, and the motivation to succeed in their academics. The details of their experiences did vary, but there was more similarity than differences in their essence of the experience that they had with how their parenting assisted in academic success. The data exhibited no significance in ambiguity and there were connections in meaning of their experiences in the framework as it relates to the research questions. To elucidate the data themes were interrupted for prominent parenting practices to provide a perspective of their meaning in experiences. Most of the descriptions given by participants related to parent-child relationship and educational expectations. Participants described their parents as proactive and hands on.

Parenting practices descriptions that were the most common were encouragement, support, discipline, and parental involvement. Parent-child interactions were described in a manner of providing attention, communication, and understanding. The description of parenting values included the expectation of continuing education and those exhibited through modeling. Most descriptions given were practices within the home. To connect the practices into themes they are labeled interactions and motivators.

There was a magnitude of discussion by participants of the parent-child interaction. These interactions were described as instrumental in the student's perception of the family culture and their academic achievement. Participants expressed the respect they had for their parents and how the relationships were important and clearly mutual. When participants elaborated on their relationship with their parents one aspect that stood out was the time spent interacting with their parents. The interaction was described as important to developing their relationship with their parents and attributing to their academic success. The interactions were considered instructional whether they were informal or formal. Participants described them as relevant to their academic success because of supportiveness and encouragement of their parents.

Participants explicitly expressed the motivation they had to succeed in academics because of confidence in their abilities. According to participants, this confidence stemmed from practices instilled by parents. They expressed that observation of their parents' values, work ethics, and the desire to not let them down fueled their motivation to continue success in academics. These were deemed as parental motivators and modeling behaviors. Relationships require time and effort to establish (Chabra & Kumari, 2011). The participants described a significant level of togetherness with their families providing consistent interaction. This affirmed the positive ability to model educational outcomes and practices through developing relationships (Aker & Jennings, 2015; Bandura, 1977). Life skills were learned through these interactions and modeling of parents, indicating that parents were purposeful in teaching their children as illustrated in authoritarian parenting style (Bi et al., 2018; Wamser-Nanney & Campbell, 2020).

Each theme that emerged shared semblances to prior research that reflected when parents are actively engaged with their children and involved in their education that success soon

follows. This was consistent with the theories of the biblical model for parenting, zone of proximal development, and sociocultural learning theory. Data gathered from the review of literature identified that learning is fostered through the parent-child interaction (Aguirre-Davilla et al., 2021; Aker & Jennings, 2015; Llorca et al., 2017). Prior research emphasized the importance of parental involvement and motivation (Petit & Maythys, 2022; Teuber et al., 2019). According to Hill et al. (2018), parenting practices are different from parenting styles and are directly connected to outcomes. Data collected from the interviews affirmed this research, hence parenting practices of support, communication, involvement, and encouragement fostered academic success. The motivation described by students constructed a framework for understanding of the suppositions of this study in suggesting that students were motivated to succeed academically due to parental involvement throughout school. Parental involvement through monitoring results in establishing balance conducive of better academics (Kokkinos & Vlavianou, 2019). The participants in this study described that the interaction of monitoring by parents taught them responsibility and expectations for their academics. This created lifelong learners and was significant in motivators for success. The degree to which participants described these motivators and models as impactful to their success in academics was surprising. The findings suggested that the parental involvement was directly linked to academic success of undergraduate students. Parental practices of encouragement, support, interactions, and modeling were pervasive among the interviewees in this study as predictors for academic success.

Implications

This study was founded on the theoretical basis of the zone of proximal development (Akbari, 2022), the theory of observational learning (Bandura, 1977), the biblical model of parenting (Horwitz, 2020), and sociocultural learning theory (Wang et al., 2013). Each theory

emphasized the efficacy of parental interaction, the parent-child relationship, and learning. The results of this study suggest that the parental involvement is key in the learning process of children. The participants all described the positive impact that parental involvement played in their academic success. Parental involvement was a powerful tool within the culture of each student's family dynamics.

The characteristics of parenting styles play a role in the motivation and academics of children (Waterman & Lefkoitz, 2017). Children spend most of their time with their parents, and this study confirmed that parenting practices can attribute to positive academic outcomes. In this study, parental interactions and involvement aligned with the sociocultural learning theory and zone of proximal development. This was attributed to the premises of children learning through the context of social interaction within the family and instructive parenting. Isabella explained situations of analytical and critical thinking that were established through parental interactions. The interactions were exhibited through parents asking questions and establishing accountability for her academics. Miley gave several accounts of communication and support with her mother in reference to academics. Both cases reflect and corroborate sociocultural learning theory.

The application of observational learning theory was seen within the content of education in the parents' philosophical approach. Bandura (1977) suggested that modeling and observation play a critical role in why and how people we learn. This was evident in descriptions provided by participants of parental practices that assisted in academic success through observational learning. The participants reflected that their standards for academics were influenced by their parent's work ethics, attitudes, and values. The participants described that through modeling and observation the traits their parents exhibited affected what they became. Simran witnessed her mother and sister work hard in pursuing a higher education and this motivated her to work

harder. Carrington's parents were educators who had higher degrees. She witnessed the hard work and sacrifices which motivated her to succeed in academics. The participants reproduced the behaviors, attitudes, and values of their parents which reflected in their success in academics. This study concluded that through parent-child interactions within family culture and method of parenting reveals what is reinforced, expressed, and valued play a significant role in children's academic success.

The biblical model for parenting encourages discipline and love. This theory of parenting is teaching children principles based on scripture. The framework for parenting is found in the Bible (Horwitz, 2020). Prior studies explored the influence of religion and better education outcomes (Horwitz, 2020; Regnerus, 2003; Shaw, 2016). Six participants came from a Christian background: this reflects proactive training within the biblical model for parenting practices. Parents are commanded by God to train and instruct children with a biblical foundation (Proverbs 22:6). The biblical principles of respect, kindness, discipline, and love are implemented by parents to allow children to thrive. This study suggests that participants' parents invested time into training their children through parental involvement. The biblical model of parenting requires parents to take a proactive responsible approach to training their child. This study suggests that there was positive correlation between academic outcomes and religiosity, based on how the participants describe their relationships with their parents in terms of warmth, encouragement, and love. The participants expressed wanting to succeed academically to please their parents as a motivator due to the respect and love they had for them. The results of this study align with the biblical model of parenting that providing unconditional love with clear boundaries is an important parenting practice (Shaw, 2016).

The findings of this study contribute to understanding that parenting practices attributed to the undergraduate students' academic learning success and values. The yielded findings indicated that parenting practices described by participants manifested in the academics and motivation for success. The implication of this study establishes through the findings that parental involvement fostered successful learning outcomes in participants. The findings of this study can be utilized for educators, parents, and higher learning institutions to provide training for developing a pedagogical method of approach to increasing students' academic success.

Limitations

The limitations of this study were relevant to the ways the data interpretation may have been unintentionally construed to mispresent of the phenomenon or misreported. This research conveyed a specific demographic of participants due to the search for and the use of snowball sampling technique. The misreporting could be unified with time lapse and recall of their experience.

Most of the participants were from the same university due to snowball sampling and were upper to middle class socioeconomic status. The participants were predominantly white with educated parents. Limitations exist based on the link between parents' educational level and socioeconomic status (Aguirre-Dávila et al., 2021; Bender et al., 2022; Jeynes, 2017). There were more females willing to participate than males. This limited the research by restricting the participants due to gender gap limits.

The participants had to recall their experiences from childhood, and due to the passage of time it may have caused uncertainties reflecting a potential limitation in the study. Memories can be more difficult to assess or maintain with time even though the participants remained in a relationship with their parent(s) (Neubauer et al., 2017). The fact that the interview was in person

during the gathering of data could have altered responses of participants, and time constraints of the participants could have influenced the validity analyses.

Recommendations for Future Research

Based on the delimitations and limitations in this research, there are several ways to extend this research. Future research could be constructed to repeat this study through diversity in participants inclusive of parents who are not educated, single parent homes, equal gender participants, and including an ethnically diverse population among participants.

Based on the criteria that participants identified parenting practices as assisting in their academic success, clearly this research could benefit from including students who do not feel their parents as fostering their academic achievement. This would provide the differences in culture, any factors of parenting that could have fostered achievement unknowingly, what difficulties did they have to prevail over, and what motivator led them to succeed.

Future research could include faith or the lack of faith as a part of culture. Religious practices within the home or faith of the parents could be relevant to the student's academic success (Hae & Bonner, 2008). This was excluded from the current study because nine of participants attend a faith-based university. Future research could inquire into the faith-based ideology and the role that faith plays in a student's academic success.

Summary

The findings of this study reflect that the level of involvement of parents played an important role in understanding how undergraduate students described parenting practices that assisted in their academic success. The culture of the family was created through encouragement, supportiveness, and parental involvement. A supportive environment and encouragement from parents were indicated in creating a learning culture. The parenting practices such as parental

involvement, support, encouragement, and parental attitudes were significant to the findings to providing learning opportunities and espousing the importance of education. Parenting practices of support, encouragement, and attentiveness instilled significant attitudes and values in the students that influenced their academics. A recurring theme was present in parents' behaviors toward their child's academic performance. According to Bandura (1977), social learning theory is influenced through factors of motivation, attention, and attitudes.

The most important finding in this study was reflected in the motivation for achievement and the impact on lifelong learning behaviors that stemmed from the attentive relationship of the parent in their child's academics. This relationship impacted learning through parent-child interaction of encouragement and support in learning activities. Participants' behavior was guided by the motivator to work hard for affirmation from their parents and avoidance of disappointing them. The continuation of purposeful training instilled by parents to keep children's academics in check is extended into attendance of undergraduate studies.

Communication was perceived by students within the parent-child relationship as allowing open discussions about academics and encouraged critical thinking setting the foundation of continued academic success. This research defines the importance of creating a learning culture within the parent-child relationship through parenting practices that provide proactive approach to their children's academics. In addition, parents who were involved through encouragement and support of child's academics were perceived by students as assisting their academic success.

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APPENDIX A**Screening Survey****Part 1 A- Parental Involvement Perception**

Please, write the number of the answer, in the space to the right, which most applies based on a scale of 1-5:

1. STRONGLY DISAGREE 2. DISAGREE 3. SOMEWHAT AGREE
4. AGREE 5. STRONGLY AGREE

I believe my parent(s) parenting practices assisted in my academic success.	
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**Complete Part II of screening survey on the next page.

Part II Demographic Information

Please, answer each of the following:

1. Male or Female
2. Are you 18-21 years old? Yes or No Age? _____
3. Are you currently enrolled in an undergraduate program? Yes or No
4. Parents marital status during grades K-12th.
Married
Divorced
Remarried
5. During K – 12th grade where you enrolled in:
Public School
Private School
Homeschooled
6. Are you currently enrolled in an undergraduate program? Yes or No
7. Please, indicate your ethnicity.
White
Black or African American
Hispanic or Latino
Native Hawaiian or Other Pacific Islander
Asian
Other
8. Please, provide your parents occupation
Mother _____
Father _____
9. Contact Information
Name _____
Email _____
Phone _____

APPENDIX B

Recruitment Letter

Dear Student,

As a graduate student in the School of Psychology at Liberty University, I am conducting research as part of the requirements for a doctoral degree. The purpose of my research is to describe the phenomenon of parenting practices that fostered academic success, and if you meet my participant criteria and are interested, I would like to invite you to join my study.

Participants must be 18 – 21 years of age, currently enrolled in an undergraduate program, and believe that parenting practices attribute to their academic success. Participants, if willing, will be asked to complete a brief audio-recorded interview that should take approximately one hour to complete the individual interview. Names and other identifying information will be requested as a part of this study, but the information will remain confidential (participant identities will not be disclosed).

To participate, fill out the attached consent form, to include your name and date, complete the screening survey, and email both documents back by June 22, 2023, to XXXXXXXX. Once all the results are received, I will contact you to schedule the interview. The consent form will contain additional details about my research.

If you choose to participate, you will receive a \$20 gift card after data has been collected from the individual interview.

Thank you for your time. If you have any questions do not hesitate to contact me.

Sincerely,

Michelle Fyfe

APPENDIX C**Recruitment Letter Follow- up**

May 19, 2023

Dear [Recipient]:

As a graduate student in the School of Psychology at Liberty University, I am conducting research as part of the requirements for a doctoral degree. An email was sent earlier this week inviting you to participate in a research study. This follow-up email is being sent to remind you to complete the consent form and the screening survey if you would like to participate and have not already done so. The deadline for participation is June 23, 2023.

Participants must be 18-21 years of age, currently enrolled in an undergraduate program, and believe that parenting practices attribute to their academic success. Participants, if willing, will be asked to complete a brief audio recorded interview that should take approximately one hour to complete the interview process. Names and other identifying information will be requested as part of this study, but the information will remain confidential.

To participate, fill out the attached consent form, to include your name and date, complete the screening survey, and email both documents back by June 22, 2023, to XXXXXXXX. Once all the results are received, I will contact you to schedule the interview and the focus group. The consent form will contain additional details about my research.

If you choose to participate, you will receive a \$20 gift card after data has been collected from the focus group and individual interview.

Thank you for your time. If you have any questions do not hesitate to contact me.

Sincerely,

Michelle Fyfe

APPENDIX D

Consent Form

A Phenomenological Study of Parenting Practices Perceived to Have Assisted Academic Success
by Undergraduate Students

Michelle Fyfe
Liberty University
School of Psychology

You are invited to participate in a research study to examine parenting practices that assist academic success. To participate, you must be 18-21 years old, perceive that parenting practices assisted in your academic success, and be a current undergraduate student. Taking part in this research project is voluntary.

Please take time to read this entire form and ask questions before deciding whether to take part in this research.

The purpose of the study is to explain the parenting practices believed to have assisted in academic success by undergraduate student. This study searches for similar experiences that are shared by participants. Questions will explore how undergraduate students explain parenting practices of their parents that assisted in their academic success. How do undergraduate students explain the parenting practices that they perceive to have assisted in their academic success? Which parenting practice do undergraduate students explain contributed the most to their academic success? How do undergraduate students describe why these parenting practices contributed to their academic success?

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

1. Complete a face-to-face interview, audio-recorded, estimated time one hour.

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

The expected risks from participating in this study are minimal, which means they are equal to the risks you would encounter in everyday life. Removal from the study will be recommended if memory of childhood events cause psychological concerns.

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

- Participant responses will be anonymous. Participant responses will be kept confidential by replacing names with pseudonyms.
- Interviews will be conducted in a location where others will not easily overhear the conversation.

- Data will be stored on a password-locked computer, and hardcopy records will be stored in a locked file cabinet. After three years, all electronic records will be deleted, and all hardcopy records will be shredded.
- Recordings will be stored on a password locked computer until participants have reviewed and confirmed the accuracy of the transcript and then erased. The researcher and members of her doctoral committee will have access to these recordings.

Participants will be compensated for participating in this study. Participants will receive a \$20 gift card for participating once all data has been collected.

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

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

The researcher conducting this study is Michelle Fyfe. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact her at XXX-XXX-XXXX or XXXXXX. You may also contact the researcher's faculty sponsor, Dr. Laura Rolen, at XXXXXXXX.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the IRB. Our physical address is Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA, 24515; our phone number is 434-592-5530, and our email address is irb@liberty.edu.

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

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

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

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

Printed Subject Name

Signature & Date

Appendix E

Sample Interview Transcript: Isabella

Interviewer: Hi Isabella, thank you for coming and participating in my research. Um, I appreciate you volunteering to participate.

Isabella: Thank you so much for the opportunity and feel free to call me Izzy.

Interviewer: Alright, great. Great. I'll try to remember that throughout our course. If I deviate back and forth between Isabella and Izzy, forgive me, but I will try to remember. Today I'm conducting a study, and this research is based on the parenting practices to have assisted in the academic success of undergraduate students.

Isabella: Okay.

Interviewer: Alright. And again, I want to thank you for your time. I want to start with asking you to describe your education.

Isabella: So, I started off, um, very much as the K-12 path. Uh, I started in kindergarten and then middle school and went throughout high school. And then after graduation that following fall in 2021, I enrolled in college in the biology degree, um, at- as a BS.

Interviewer: Alright, awesome. So, biology and forensics, those are two categories that seem quite academically challenging. Is there anything else that you're minoring in or focusing on in your studies?

Isabella: Right now, I'm looking at two minors. I'm considering two minors. I am considering the criminal justice minor since I want to go into forensics and as well as I'm looking at the um, Spanish minor, since being bilingual is very important when trying to communicate science, talk to people, and um, studying culture in general.

Interviewer: Absolutely. And your path you would like to pursue being a forensic biologist?

Isabella: Yes.

Interviewer: Alright.

Isabella: Very much so.

Interviewer: That's an interesting field. And how would you explain your academics, um, as far as the past three years that you've been in college? This is your third year, right?

Isabella: Yes.

Interviewer: Alright. How would you ex- uh, explain the path of academics, uh, your grades, um, you know, your strengths, your weaknesses?

Isabella: Uh, so starting out in college, my fresh- freshman year, it was difficult to adjust in my harder sciences since I was not used to the level that we were doing since high school we did not focus that heavily in chemistry and biology. Uh, second year, I did very well. I've seen that I have learned my studying path and because of that my grades jumped up from being in the B'S and A's category to mostly A's, but chemistry for me, is not my strong suit. My strong suit is line biology, which is why it's my major. Um, so I have to work harder for chemistry, but I find them very interesting, and this is the path for me.

Interviewer: Great. Great. Alright. So, um, you would consider yourself successful in your endeavors academically?

Isabella: Very much so.

Interviewer: Okay, great. And you're goal set and...

Isabella: Yes.

Interviewer: ...pursuing a specific path. And based on what you're telling me, um, you're stating in the beginning it was a little bit difficult to learn to study.

Isabella: Yes.

Interviewer: But once you achieved that, you were on the role. So, let's talk about this. How did you become interested in pursuing a college degree?

Isabella: I- it's always been part of the conversation. So, my parents played a big role into shaping me and shaping my academic, um, progress. I... My father went to college, my mom went to college, and it was never a question. I saw what they did. It always inspired me because they were always very driven and they not only led by example, but they encouraged us to go that route, me, and my brother. Uh, but I followed that. My parents... My mom is pursuing education as her main profession. And so, seeing that, it was always it was never a question in my mind. We always talked about it, it was always a part of my "plan".

Interviewer: Okay. So based on what you're telling me, let me see if I've got this right, your parents played a big part...

Isabella: Yes.

Interviewer: ...in your upbringing and your ability to pursue an education?

Isabella: Exactly.

Interviewer: Okay. So, you found that the support and that it was almost a requirement based on the criteria that they're both actively...

Isabella: Pursuing. Yes, ma'am.

Interviewer: Or have finalized their education?

Isabella: Yes. Yes.

Interviewer: They both have finalized their education. That's a better descriptor for that. Alright. So, you mentioned that um, they were supportive and- and things of that sort. Can you describe the parenting practices you believe influenced your academic success.

Isabella: The parenting practices I believe that helped me in my success in academics would be the constant encouragement. And what I mean encouragement, sometimes it was more of saying, you must do this, you must do make- have you done your homework? You know, things of that nature where they ask me, you know, what are your grades looking like? How are you doing in your classes? And that open conversation that we would have. I never felt as if they were maybe pressuring me to make good grades. I think that they were- that concern that they had is what drove me to do better in my classes because I wanted to be proud of what I was presenting to them. So, their constant encouragement, um, especially if I'm having a hard time, I can talk to them about a class and my mom will- or my dad will tell- talk to me about maybe getting a tutor. especially in the upper-level divisions of my study that I've been doing. Asking, you know, maybe you want to do this, do you want to do have a tutor? Maybe we need to... Do you want to study and sit together? So that constant encouragement and discussion about academics I think is what drove me to do well in my classes.

Interviewer: Alright. So, what you're saying is the support system...

Isabella: Yes.

Interviewer: ...within the home, um, accommodated to your success.

Isabella: Yes.

Interviewer: And pursuing college and furthering your academic.

Isabella: Yes.

Interviewer: So, let's go a little deeper into that, based on what you're saying, I wanted to probe and make sure that I'm getting this right, um, the belief system within your home was that you needed to continue your education through college. Is that correct?

Isabella: Yes, it is.

Interviewer: Okay.

Isabella: That's what we... I guess maybe that's from my dad's parents and my mom's parents. You know, it was a... That was what the path was and to me to do anything that I wanted to do and dreaming about a career, I knew that I wanted to do something with science. You must further do academics typically. And that was always the plan of action.

Interviewer: Okay. And then you're saying that your parents were attentive...

Isabella: Yes.

Interviewer: ...to your grades and um, also attentive to making sure that you did your homework and studied. Were there incentives to do that, and punishments to ensure that it was done or was that just an open dialogue and there were no consequences to doing poorly or any of these? So, tell me a little bit deeper about that.

Isabella: There were consequences.

Interviewer: Okay,

Isabella: If I ever didn't make a good grade, and good grade... My- my parents classified me doing well, uh, from B'S and A's. And if I made lower B'S or lower C's, it was kind of, okay, well, are you doing enough? And then, you know, the conversations of D's and F's. I never really... I- I've never truly made those grades and I think it was since if they saw my grades were slipping, say that I didn't make so well on a test and I told them, you know, they would ask me, oh, how'd your test go? Um, and I said, oh, it didn't go as well. I think I made a C or the grade

came back and it was a 73, they would ask me about that. They wouldn't just leave that alone. And it was never... I was fearful of making a bad grade as much as they... It was that encouragement. They wanted me to do well, and they wanted to help me in any way that they could, whether that was getting a tutor, studying with them, or making sure that I'm staying on top of my studies. So, I think there was consequences if I were to make a not-as-great of a grade of what I typically make. Maybe it was studying harder, maybe it was I can't see my friends that weekend because I need to study. But it was never a punishment, so to speak.

Interviewer: Okay. Alright. Let's transcend over to another topic in that same area. Were your parents attentive or did you... Let me ask you first, did you participate in sports band, anything of that sort? Any extracurricular activities? Were you involved in those?

Isabella: Yes. I did sports for my early childhood and then as I pursued high school, I focused more on the musical arts choir band and piano lessons outside of school. So, I was in school organizations as well as my own personal endeavors in music because I found that very interesting.

Interviewer: Okay, did- your parents, were they active in those extracurricular activities as well, um, as far as parenting?

Isabella: I think so. Um, they never wanted me to do something that I didn't want to do when it came to music. It was something that I pursued because I was inspired by it. And since music has always been around in our family... We would sing, we would play instruments, it was just something that we did, so maybe that was encouragement that I didn't know about. But for the most part, um, they wanted to make sure, you know, are you having fun? Do you want to continue doing this? Um, and when it came to studies by practicing the instruments, they

would make sure that I practice, you know, make sure that you practice, have you practice, um, or do you have anything big coming up or anything for us to support like a course concert, a band concert, a piano recital. So, they were very, um, involved in that.

Interviewer: Okay.

Isabella: But not to the sense of making me do it. It was, are you having fun doing this?

Interviewer: Okay. But they were involved in that as well.

Isabella: Yes.

Interviewer: Do you feel in any way that that also attributed to your academic success? Do you feel like being involved in those extracurricular activities and your parents being active in it as well attributed to your academic success?

Isabella: I think it did. Uh, me having those sources of stress relievers, thinking of it in a different way. You know, music I know is very good for the body. Being able to think creatively really does affect academics in the way of being able to think out of the box.

Interviewer: Right.

Isabella: Being able to think things at a more critical level. So, I think that did attribute to that. And maybe that's why we, you know, have always done music because it is important for somebody to, you know, dabble in that, especially if it will help them in their success. Stress relievers, that's big to keep your mind online. And so that's what they always would tell me. You know, do something that makes you happy in between your studying, that way, you can kind of do a little stress relief and then go back to your studies. That's how we always viewed music and anything else that I would do.

Interviewer: Alright. Um, let's back up just a second to the parenting practices...

Isabella: Okay.

Interviewer: ... That you believed influenced your academic success. Um, which ones do you feel like attributed to your success the most? Which ones do you feel like were the most relevant to making sure, that you stayed on the path and achieved academic success? What ones do you feel?

Isabella: I would say, um, encouragement/support that... And checking in. I don't know what that would be classified as but checking in and seeing constantly being present.

Interviewer: Right.

Isabella: It made me feel like not only that I had somebody there to talk to when things weren't going so well. I would bring up the conversation as I got older, "Hey, I need to talk to you about this" "Or whatever it may be. That constant support in my life of doing academics and checking in both of those, I think attributed the most to my academic success.

Interviewer: Okay. Let's talk just a little bit more about that. So, describe how you believe these practices influenced your success. How do you think that they were instrumental in your academic success, the practices that you perceived influenced you the most.

Isabella: It made me... The encouragement and the presences of them, the attentiveness made me want to do well. I wanted to dive into my studies, I wanted to get better at it. That made me want to do well. That way I can come home and say, "Hey, look what I did," or "Oh, let me teach you something. Let me tell you about what I've learned." I think those made me want to dive in and study more and that way I would have something positive to talk to them about something that maybe they could be proud of.

Interviewer: Right. Sounds like a little bit that is just self- gratification where- where you want to- you wanted to be proud of you and you wanted your parents to reflect on what you were achieving...

Isabella: Yes.

Interviewer: ...through the process. So do you believe that that is the most instrumental... If you had to pick one, just one out of all the- you listed, you listed the checking in, which would be attentiveness. You know, they may-they held you accountable. To me checking in would be they held you accountable...

Isabella: Yes.

Interviewer: ...to um, meeting a certain criterion. And- or would you, say the encouragement was the most, or do you... The other one that you listed was support. Um, out of the three, which one do you think... Now think back to the person you were in high school, and it was probably a little less mature and- and stable as the person you are now. So, think back to that time and let's think about which one of the three stands out the most to making you who you are.

Isabella: It's a mix.

Interviewer: Okay.

Isabella: But if I were to pick the one that was the most...

Interviewer: Right.

Isabella: ...I would say accountability.

Interviewer: Okay.

Isabella: Accountability. That to me, I think that I... It's almost you're about to tell somebody you want them to be proud of you. You want to be proud of yourself and talking about it brings that subject up. So, making sure, you know, have you done this? Yes, I have. It kept me on top of

my studies and made me sure that I was prepared for the test because it, you know, made pressure on me. It put pressure on me.

Interviewer: Right.

Isabella: And maybe that's another reason that constant accountability relating to that pressure makes me well under pressure that I am okay taking a test. I'm okay whenever there's something that I don't know what I'm doing because I know the actions in which I should take afterwards. Whether that's studying more whether that's seeing a tutor, whether that's spending more time on the material at hand. That accountability was always there in the back of my mind saying, you want to be proud, you want to say yes, I have done this. I'm on top of it.

Interviewer: Right. So, based on the summarization of what you're stating, um, your parents holding you accountable for what you achieved or didn't achieve and for your academics? In academics?

Isabella: Yes.

Interviewer: Not, not an extracurricular, but an academics. Your parents holding you to an accountable status and you having to basically answer to them...

Isabella: Yes.

Interviewer: ...when you fell and when you succeed. Um, that is what attributed the most you feel like...

Isabella: Yes.

Interviewer: ...as far as parenting to your academic success. And let me ask you this, um, was it... Out of the context of what you just stated, do you perceive it to be more so the element of not wanting to let them down and maybe there being a consequence or more so of just trying to make

them proud and getting that gratification from that? Which of the two elements do you perceive were the most in that area?

Isabella: I think self- self-gratification and gratification. Well, I mean self-gratification for myself and for them because it would make me proud, it would make them proud, and that feeling is something that you want to continue to feel.

Interviewer: Right.

Isabella: That success of being like, I don't have to worry about this test. I know I studied well enough for it. I knew everything on the test. And then you go to a family or your support system, which was my family who check me and make sure they're- you know, that accountability, they're also supportive. That's why it's always a mix. But accountability was number one. But that mix of supportiveness, that mix of encouragement, you know, they're there to celebrate your wins as well.

Interviewer: Okay. Alright. Let me ask you another question, Izzy. Go back to prior to your high school years.

Isabella: Okay.

Interviewer: And let's think about when you were in middle school and elementary school.

Isabella: Okay.

Interviewer: Isabella- I'm sorry Izzy- that would've been present at that time, is the- different than the person that was in high school?

Isabella: Yes.

Interviewer: So, at that time, you would've had to transgress to the success in high school. So, what parenting practices do you perceive from back then or do you recall? Again, would you-

would you say that's accountability? Because back then that would've been less of an open dialogue. It would've been more of a you didn't do your homework, you're in trouble.

Isabella: Yeah.

Interviewer: Or- or it could have been perceived as, "Oh, that's great work, Izzy. I love your drawing."

Isabella: Yeah.

Interviewer: So, what do you think back in that time, just going back and reflecting, would it still be consistent of accountability?

Isabella: It's still consistent with accountability.

Interviewer: Okay.

Isabella: I think a stricter accountability...

Interviewer: Okay.

Isabella: ...of the sense of there is a punishment if you don't make a good grade if- unless there's a reason for it.

Interviewer: Right.

Isabella: If you didn't do your homework, why?

Interviewer: Okay.

Isabella: I didn't have a right answer. I didn't have a reasonable answer. You know, saying I didn't do my homework simply coz I just didn't want to, you know?

Interviewer: Right.

Isabella: Or- or I didn't have enough time. Well, maybe you should check your time management skills.

Interviewer: Right.

Isabella: We need to work on that. Or if you didn't want to, you're in trouble, let me... You know, you can't see your best friend for the weekend. You can't go, you know, to whatever function that I would have. You must stay home, you must do this, or you must pick up extra chores.

Interviewer: Okay.

Isabella: Because they knew... I think as a parent, they knew that I needed to be responsible, and school was always viewed as my responsibility that I'm accountable for that. But they would check me. So, I think accountability still, but on a stricter sense. And as I got older and I became more responsible that accountability was a little less, you know, taking off the reins a little bit, but still checking in. But in middle school and I can't remember as far as elementary school.

Interviewer: Right.

Isabella: But middle school, it was accountability and a stricter sense of, "Hey, have you done your homework? Why did you make this, you know, grade, you know, tell me, talk to me. You can talk to me about it." But they were always there attentive and accountable of my actions to make sure that it's on me.

Interviewer: Right. So, it sounds like they were always supportive from what you can remember up to now, um, as far as your academic endeavors. They wanted to make sure that you had what you needed to succeed, and the accountability was one of the biggest elements of that.

Isabella: Yes.

Interviewer: So based on what you're telling me, I just want to make sure, that I'm understanding this, you have stated that there were three factors that attributed to your academic success and those were the support system.

Isabella: Yes.

Interviewer: As far as your parents, not any other factors?

Isabella: Yes.

Interviewer: Just as far as parenting, it was the supportiveness of your parents, and it was also the accountability that they held you to.

Isabella: Yes.

Interviewer: And then additionally, the last one I believe, did you not state that the...

Isabella: Encouragement.

Interviewer: Encouragement, yes. Just encouraging you to do well?

Isabella: Yes.

Interviewer: And a positive note.

Isabella: Yes.

Interviewer: It sounds like, um, you did have some contributing factors to your academic success.

Isabella: Very much so.

Interviewer: And you did on the survey rate, that you strongly agreed that your parents attributed to your academic success.

Isabella: Yes.

Interviewer: And you still believe that to be so.

Isabella: Yes, I do. Very much so.

Interviewer: Okay. Alright. And I have that continues for you, Izzy. And um, I appreciate you doing this interview and appreciate you digging deep into this and letting me know the insights of your parenting- and of your parents and- and what they did for you growing up.

Isabella: Thank you so much for the opportunity. I'm glad to have helped.

Interviewer: Okay.

Isabella: Okay.

Interviewer: Thank you.

Isabella: Thank you.

[END]

Appendix G

Code Meaning and Frequency

This list consist of codes created in Atlas.ti from the transcripts showing their meaning and number of responses. Responses that occurred less than three times were excluded in the analysis of the data.

1. Accountability (62) refers to being held accountable for their academic performance
2. Active Involvement (51) refers to parents being actively always involved
3. Affirmation (26) refers to successful academic performance for the reason of making parents proud
4. Communication (68) refers to the open dialogue between parents and the participant
5. Discipline (40) refers to adverse actions taken for grades
6. Educational Approach (32) Refers to the approach parents had during their child's education
7. Encouragement (102) refers to the action given by parents of hope, support, or confidence to continue
8. Expectations (34) refers to what was expected by the parents in reference to academics
9. Family routines (3) refers to the routine activities that were implemented by the parents
10. Guidance (22) refers to the parents information in resolving problems
11. High expectations (12) refers to expectations set by parents
12. Influence (49) refers the impact parents made on participants decisions
13. Involvement in Extracurricular (9) refers to level of importance of parents involvement in extracurricular activities
14. Motivation (81) refers to how parents motivated their child's education

15. Parental Attitude (11) refers to the attitude the parents had towards education
16. Parent child interaction (92) refers to the participants mentioning of their parent child interactions
17. Parental Expectations of College (34) refers to parents expectations of the participant going to college
18. Parental Influence (76) refers to how parents' influenced the participants academic choices
19. Parental Involvement (108) refers to the involvement parents had with the participant
20. Parental Modeling (74) refers to the participants referencing observation of their parents actions
21. Parental Values (52) refers to the values and beliefs that parents held
22. Parental Work Ethics (60) refers to the ethics and standards parents held toward work
23. Relationship with Parents (57) refers to participant's responses in reference to the closeness with parents
24. Support (106) refers to the support participants receive form their parents in reference to their academics