

Fatherless Households: Factors Contributing to the Academic Outcomes
of
High School Male Students

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ABSTRACT

High school males from fatherless households are less likely to receive the needed support to succeed in school than their peers from two parent households (Astone & McLanahan, 1991). Research indicated that the biological father's influence will sway the male child's overall development (Jones, 2004). This qualitative study explores the connections between fatherless households and school achievement among high school males. Its purpose is to enlighten school leadership about strategies for assisting high school males from fatherless households with obstacles that may affect their school performance.

The grounded theory study includes findings from one-on-one interviews of seven adult males from fatherless households, ages 28 and older, with varying careers, education, and marital status backgrounds who currently work or previously worked in some capacity with high school males from fatherless households. During the interview, common words, responses, shared experiences, and patterns emerged that identified factors that contribute to the academic outcomes of high school male students. Findings include the following: 1) Relationships with the biological father, biological mother, as well as the relationship between the father and mother, have a positive or negative emotional effect on high school males; 2) High school experiences and factors, such as academics, attendance, discipline, and various obstacles were impacted by fatherless households; 3) The influences of biological and other adult males are critical to the academic success of high school males from fatherless households; 4) There are positive and negative factors that affect high school males from fatherless households; and 5) Various roles, strategies, and programs contribute to the academic success of high school males from fatherless

households. In addition to these findings, this study identifies further research needed for educators to explore other facets of high school males from fatherless households and school performance.

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GENERAL AUDIENCE ABSTRACT

This research study explores the connections between fatherless households and school achievement among high school males. Its purpose is to enlighten school leadership, parents, and community about strategies for assisting high school males from fatherless households with obstacles that may affect their school performance.

The study includes findings from one-on-one interviews of seven adult males from fatherless households, ages 28 and older, with varying careers, education, and marital status backgrounds who currently work or previously worked in some capacity with high school males from fatherless households. During the interview, common words, responses, shared experiences, and patterns emerged that identified factors that contribute to the academic outcomes of high school male students. Findings include the following: 1) Relationships with the biological father, biological mother, as well as the relationship between the father and mother, have a positive or negative emotional effect on high school males; 2) High school experiences and factors, such as academics, attendance, discipline, and various obstacles were impacted by fatherless households; 3) The influences of biological and other adult males are critical to the academic success of high school males from fatherless households; 4) There are positive and negative factors that affect the high school males from fatherless households; and 5) Various roles, strategies, and programs will contribute to the academic success of high school males from fatherless households. In addition to the findings, this study identifies further research needed to explore other facets of high school males from fatherless households and school performance.

DEDICATION

This study is dedicated to my mother, Barbara J. Brent, who raised not only me, but four of my siblings, in a fatherless household. She was determined to model the right way for her children. She believed that regardless of your circumstances, you should never give up or make excuses, but instead, stand up and do something about it—use a negative situation as motivation to better your life. My mother refused to depend on others to provide for her children. She enrolled in a technical training school to gain knowledge and skills, which eventually assisted her in obtaining employment with the federal government. Much to her credit and perseverance, she has held a job with the federal government for 40 years. She not only modeled responsibility and determination, but also made sure that her children learned those same traits early in life. My mother's instilled such teachings and traits in all her children. She, along with the positive male role models in my life, contributed to my mindset to be the best man, husband, and father that I could possibly be. Moreover, she has been one of my biggest cheerleaders throughout my life including during my research study. The following poem exemplifies a mother's message to her son to never give up on anything in life:

“Mother to Son”
(by Langston Hughes, 1922)

Well, son, how tell you:
life for me ain't been no crystal stair.
It's hard tacks in it.
And splinters,
And boards torn up,
And places with no carpet on the floor –
Bare.
But all the time
I've been a-climbin' on,
And reachin' landin's,
And turnin' corners,
And sometimes goin' in the dark
Where there ain't been no light

So, boy, don't you turn back.
Don't you turn back.
Don't you set down on the steps.
'Cause you finds it's kinder hard.
Don't you fall now –
For I'se still goin', honey,
I'se still climbin',
And life for me ain't been no crystal stair.

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CHAPTER 1: THE PROBLEM OF FATHERLESS HOUSEHOLDS

Research studies have indicated that male students living in a fatherless household are underperforming in school compared to male students living with their fathers (Jones, 2004). Long-term economic success has been achieved through one critical factor—education. Over the past three decades, due to the increase in unstable family units, the relationship between family disruption and lower educational attainment has had a negative effect, over a period of time, on educational attainment (Astone & McLanahan, 1991). At the same time, researchers have routinely indicated that inconsistent expectations of children from parents and lack of encouragement to attain high educational aspiration contributes to low performance in school (Levin & Peacock, 2004). Children who live with single parents during their adolescence years are likely to receive less encouragement and academic support with school work than their peers who live with both parents (Astone & McLanahan, 1991). Growing up in a fatherless household may negatively affect a student's grade-point average, school attendance, discipline, and completing high school (Astone & McLanahan, 1991). The expectations, support, and assistance of teachers and administrators are also contributing factors to the high school male student's overall performance in school (Levin & Peacock, 2004). A young male being raised in a fatherless household has an increased probability of criminal behavior, alcohol and substance abuse, mental health issues, and other potential behavioral concerns (Jones, Krammer, & Williams, 2003). This could perpetuate communities in which family structures lead to systemic inequality (Bankston & Caldas, 1998).

Background of the Study

Since the early 1940's, the phenomenon of the effects of fatherless households on father-child relationships and the development of the child has been the focus of researchers. Many

studies have measured the absence of fathers during World War II (Jones et al., 2003). Over time, studies have appeared that investigate other factors contributing to fatherless households, such as non-marital childbearing, death, divorce, and separation (Marsiglio, Amato, Day, & Lamb, 2000). Freud (1900) believed that the absence of a father could bear life-long consequences on a child and he influenced the work of many psychoanalytic studies (Jones, 2004). When children are raised by single mothers, fathers are not only absent, but they have minimal involvement in the lives of their children (Cisneros, 1996). Research studies have indicated that the father's effect on the male student's cognitive development and academic achievement is critical (Jones, 2004). It is therefore critical to understand the perceptions and discourse within society regarding fathering; including (a) theoretical and practical examination of the various roles of a father and his involvement as a parent; (b) association amongst the father-child relationship and social/emotional development of the child; and (c) the informative practices that effect the uniqueness of parenting and fathering (Marsiglio, Amato, Day, & Lamb, 2000).

The influential report, *Equity of Educational Opportunities* (Coleman et al., 1966), found that most American students were affected by the backgrounds of their peers while only some students were affected by teacher quality. The researchers also found that American students were least affected by material resources such as curriculum and facilities. Obviously, fatherless households have an effect on high school male students, but there are other contributing factors that may lead to success in school. James (2012) cited a newspaper series from the *Globe and Mail* entitled “*Failing Boys*” by Haille Bailey-Harris (2010) in which a high school student responded with the following:

Every time I hear about another study telling me that, as a boy, especially a fatherless boy, I may be disdained (sic) to fail in school, it makes me cringe and more determined to prove the research is wrong. I'm one of those statistics discussed in the study... Raised by my mother alone, I'm a fatherless boy... Although not discussed in the articles, I have what other studies say is also a risk factor for dropping out of school: I'm black. Hell, I should throw in the towel!... Although I don't think the studies are always right, I agreed that growing up without a father (especially if your family is also poor) can be a real challenge. And since we know this, we should be working hard to intervene before failing is a done deal. That's what my mother did (p. 476).

The research shows a glaring need to understand and find solutions to help high school males overcome the challenges of their fatherless households. For them, school achievement will be an uphill battle unless effective ways are explored to counter this impediment to academic success.

Purpose of Study

Recent academic literature on the father-son relationship explores the role of the father or lack of the role that affects how the son emerges or perceives himself as an adult (Mormon & Floyd, 2002). Further research studies may focus on the relationship between a young high school male's behaviors and development and how, as an adult, he identifies with the relationship with his father (Marsiglio et al., 2000). There is a need to identify students who may demonstrate low performance in school due to poor attendance, grades, and discipline (Levin, 2004). Some research has identified protective or contributing factors that lead to success in school such as the child's personality and environmental characteristics; parent/teacher relationships; community support; and involvement in all aspects of school i.e. academics and

extra-curricular activities (Wang & Gordon, 1994). When taking into account a comprehensive understanding of the impact of a father presence, researchers must investigate the parental relationship, other family influences, outside family influences, and cultural and religious beliefs that may affect a father's influence in the life of an individual (Krampe, 2009). The goal of this study is to explore the connections between fatherless households and academic achievement among high school male students. The study will also help school leadership to identify strategies to assist high school males from fatherless households to overcome obstacles that may affect their school performance.

Significance of the Study

It is important to understand the role of the father and why some decide not to play an active role in the lives of their children. Forste (2002) argued that understanding the life experiences, attitudes, and perceptions of being a father may provide insight on the challenges that contribute to a father's approach to parenting. According to President Obama (Biblarz & Stacey, 2010), children that are raised in fatherless households are expected to experience poverty and get involved in criminal behaviors which drastically increase the number of dropouts and time spent in juvenile detention centers/prisons. In addition, children from fatherless households have more behavioral problems at home/school which often lead to their running away from home or becoming young parents (Biblarz & Stacey, 2010).

In addition, single mothers tend to experience emotional stress resulting from pressures of raising their children alone, which may result in inadequate parenting. This will have an affect the emotional/educational environment of young high school males (Jackson, Brooks-Gunn, Huang, & Glassman, 2000). Single mothers want and have the same expectations as

married parents regarding school performance, but having the time to spend helping their children at home can be a challenge (Robinson & Werblow, 2012).

Research studies found evidence that father-son relationships and father involvement play critical roles in the cognitive development and school performance of high school males. (Jones, 2004). According to Jones (2004), self-identity is the likely cause for such an outcome. High school males will likely identify themselves with the father (same sex-parent) and the time spent with the father will influence the male's decision-making and other cognitive abilities (Jones, 2004).

Research Questions

The following questions are addressed in this study:

1. How do high school male students describe circumstances of a fatherless household and its influence on academic performance in school?
2. What do adult males from fatherless households remember about the methods significant male adults used to help them overcome obstacles that affected school achievement?
3. What strategies do the same adult males use in their efforts to assist high school males from fatherless households?

Definition of Terms

The following terms are used in the research.

Academic Achievement: For the purpose of this study, results of academic performance while in high school, grades 9-12.

Biological Father: For the purpose of this study, a male who fathers the child and whose genes are transmitted to the child. He also holds the responsibility to provide emotional, physical, and financial support for child.

Fatherless Households: For the purpose of this study, fatherless households are homes where the father is absent due to death, birth out of wedlock, and divorce. The household receives no emotional and/or financial support from the biological father.

High School Male: A teenage male, 14 to 19 years of age.

Single-Mother: For the purpose of this study, a biological mother who bares sole responsible for the emotional, physical, and financial support of child.

Process

A grounded theory approach is appropriate to use for this research in order to get an in-depth understanding of the data that is collected during interviews and analyzed (Creswell, 2007; Patton, 2002; Strauss & Corbin, 1998) regarding factors that contribute to the academic performance of high school male students from fatherless households. This research study drew upon limited data sources and used a qualitative research methodology that included face-to-face interviews. The face-to-face interview sample consisted of six adult males, age 28 and older, from various ethnic backgrounds who lived in fatherless households during high school. Participants were asked to respond to 16 questions. Creswell (2007) identified nine steps for interviewing:

1. deciding on research questions,
2. identifying participants,
3. determining what types of interview,
4. recording procedures while conducting the interview,

5. designing and using an interview protocol,
6. pilot testing interview questions,
7. determining location of interviews,
8. obtaining consent forms, and
9. using good interview procedures to complete the process.

Findings will enable educators to further understand the factors that contribute to the academic performance of high school male students from fatherless households.

Limitations of the Study

This study is a qualitative research method which included face-to-face interviews with adult males ages 28 and older as the main source of data. Drawing upon one data source is a limitation of this study. This study may control several factors (i.e., race, age, and parental status), but other independent variables, such as why the father is not in the home, may not be controlled (Jones, 2004). The effects of other family members and other adults were also not researched in this study. Further research may focus on how other factors, such as siblings and other male role models within the family and community, may influence the academic outcome of high school males from fatherless households.

Summary

Over the decades, there has been a continual increase of fathers who are not willing to fulfill parental responsibilities and/or have parental involvement with their children (Coltrane, 1995; Furstenberg, 1988; Gerson, 1993). Fatherless households affect the school performance of high school males. Inadvertently, educators are consistently challenged in some cases to overcome the negative effects of fatherless households. In other cases, educators are astonished at the resiliency of young high school males regarding their academic performance in spite of the

obstacles resulting from fatherless households. Fathers play a vital role in the emotional and social development of high school males that may have long-term effects into adulthood. Further research is critical to understanding the effect of an absent father on a male student's school performance. This study examines the effect of fatherless households on academic outcomes for high school males.

CHAPTER 2: REVIEW OF RELATED LITERATURE

This chapter examines the literature related to the effects of fatherless households on school achievement among high school males. It begins with a review of literature regarding the definition of fatherless households and responsible fathering and moves on to examine some of the demographics associated with them in the literature. Next, it reviews literature on the factors and relationships that contribute to the academic success or lack of success (defined by test scores, grades, years of education, conduct problems, delinquency, depression, self-esteem, life satisfaction, social competence, popularity, size of support network) of high school males from fatherless households (Marsiglio et al., 2000). Finally, a review of programs designed to improve the effects of fatherless households on the achievement of male high school students is included.

Fatherless Households

Responsible Fathering

It may be prudent to clarify how the term “fatherless households” is defined in the literature. Fatherless households may occur due to death, birth out of wedlock, divorce, lack of emotional connection with the father, etc. Levine and Pitts (1995) offer another perspective. They define “responsible fathering” as a man who demonstrates that he is prepared to provide the emotional and financial support to father a child. He responsibly accepts the legal paternity once the child is born. In addition, he shares a partnership with the mother of the child for emotional and physical care from birth into young adulthood and perhaps longer, depending on the mental and physical stability of the child. He also shares in providing financial support for the child from birth into young adulthood. A responsible father understands the effect that he has on the child’s cognitive development and academic performance in school, specifically

serving as a role model for the male child (Biller & Kimpton, 1997). Responsible fathering encompasses both resident and nonresident fathers and reflects the diversity of fathers' situations (Doherty, Kouneski, & Erickson, 1998). It also includes all social-economic and ethnic groups (Dollihate, Hawkins, & Brotherson, 1997). In the next section, I examine why the father role is so critical in the development of high school males from fatherless households.

Characteristics of Fatherless Households

Over the past 30 years, numerous factors have contributed to the increase of children living in a home without a biological parent. In most cases, the absent parent is the father (Lin & McLanahan, 2007). The number of fatherless households is increasing. In 1970, by age 16, over a third of children in the United States experienced living in fatherless households (Bumpass, 1984). By 2000, that figure had increased to more than half of all the children in the United States (Heuveline, Timberlake, & Furstenberg, 2003). The United States leads in the number of fatherless families (Burns, 1992). In 2012, African-American, Latino-American, and White ethnic groups were among the top three fatherless households with 58%, 31%, and 21% respectively (Vespa, Lewis, & Rose, 2013).

Fatherless households can be problematic for mothers and children. Many fathers who do not live in households are not able to provide the necessary resources that are critical to the children's healthy development. Obviously, loss of income would be a disadvantage as well as parental support, quality time, care, and social influence (King, Harris, & Heard, 2004). Cisneros (1996) stated that many American women are not receiving the financial support from biological fathers necessary to provide adequately for their children. Single-mothers are solely accountable for all parental responsibilities. Too many men who have children have never experienced being a father.

Relationships in Fatherless Households

Research studies indicate that children from fatherless households have marginal relationships with fathers that tend to worsen over time. Early maternal body language may tarnish the infant's earliest affective and emotional bond to the father (Krampe, 2009). Using data from over six hundred unwed fathers who never lived with their children, Lerman (1993) found that half of the fathers seldom visited, if they visited at all. Results indicated the following by ethnicity - African Americans 12%, Latino Americans 30%, and White Americans 30% (Doherty et al., 1998). As a result, establishing a father-son relationship was difficult or did not exist. The lack of time spent with fathers and the lack of emotional support were likely to lead to children experiencing depression, lower self-esteem, lower life satisfaction, and increased delinquency (Amato & Rivera, 1999).

Moreover, research suggests that how the children perceived interaction with the father matters more than the time spent with the children by the father (Marsiglio et al., 2000). These researchers stated that fathers from fatherless households too often avoid authoritative parenting, such as providing support, encouragement, and discussing problematic issues. However, if a positive relationship exists between the mother and father, then authoritative parenting will play a critical role in the child's development (Marsiglio et al., 2000). Harris, Furstenberg, & Marmer (1998) suggested that parental involvement in their children's lives makes for a more positive family structure. The absence of the paternal component often breaks down the family structure. When the fathers were present and functioning as active parents, the family's well-being, especially the child's, improves. Researchers state that a son's perception of himself as a man may rely on the father-son relationship or the lack thereof (Mormon & Floyd, 2006).

Krampe (2009) suggested that another male figure may play a positive role in the development of a male child. The male figure may be within or extend beyond the family structure. Male family members may include grandfathers, uncles, or stepfathers if the mother has remarried. Father figures outside the home may include friends of parents, church members, school personnel, coaches, religious leaders, or community members. Positive or negative, relationships with father figures, whether related or unrelated, may be the primary parenting source for some children (Krampe, 2009).

Research indicates that growing up in a stepparent household may negatively affect the child's performance in school (Astone & McLanahan, 1991). This result may be explained by lower levels of involvement by the stepfather or his lack of interest of the child in forming a relationship with the stepfather. The finding suggests that the presence of a father figure alone will not fill the role of the father. The level of involvement and emotional support from the father is critical to establishing a productive and positive relationship (Astone & McLanahan, 1991).

Attitudes of the Single-Mother

Research has demonstrated that the mother influences the father-son relationship, sometimes preventing a positive connection between father and son (Allen & Doherty, 1996; DeLuccie, 1995; Pleck, 1997; Wattenberg, 1993). Due to a mother's negative attitudes, some fathers may avoid encounters with the mother by not visiting the son, while others refuse to allow the negative attitude to prevent them from their right and responsibility to visit (Doherty et al., 1998). Atkins (1981, 1984) found that mothers influence a male child's perception and view of his father.

Seerly and Crowley (2000) identified relationship management work and peacekeeping strategies that are important factors that mothers contribute to positive father-child relationships. This includes building a positive image of the father for the child. Mothers have a psychological influence on the role fathers play in the child's life and how the child perceives the father (Krampe, 2009). According to Mandara, Murray, & Joyner (2005), this may also imply that single mothers have the ability to create a family structure that is similar to a home with a father present. Single mothers can alleviate any negative encounters of a male child not having daily contact with his father by allowing experiences that promote the psychosocial development of the child similar to those in households with a father.

Dotherty et al. (1998) found that the mother's attitude towards a father's involvement influences the child. For example, a positive mother-son relationship will influence the father-son relationship. The single mother's attitude toward the father will shape the perception of the child. This suggests that the mother's influence on the father-son relationship may be critical to the child's academic success.

Other Factors Effecting Father-Son Relationships

In addition to the absence of fathers, a number of other factors may affect the academic success of high school males from fatherless households. In this section, I summarize the research on poverty, religious beliefs, and parental background and their effects on male achievement.

Poverty

Raising children in the best possible circumstances with two parents can be challenging. Combating economic, social, and academic factors can be stressful for two parents. These challenges increase in single-parent households, which may occur due to a birth out of marriage,

divorce, or death—factors that lead to a lower average family income (Jeyenes, 2002). The fatherless household is often an environment headed by a single mother who is unemployed and poor. Employed single mothers often earn low wages, which enable the family to be better off financially than those with unemployed single mothers, but the job means less time to provide the necessary academic, emotional, and social support for the male child. (Cisneros, 1996). Fathers who fail to pay child support, even when mandated by the court can exacerbate this (Bankston & Caldas, 2013).

According to the U. S. Department of Health and Human Services (1994), the poverty rate of single-mother households is six times higher than the poverty rate for intact families with children. Landale & Oproesa (2001) state that a father's economic status is critical to the level of involvement the father will have with the child. Low wages and unsteady employment also contribute to unstable parental relationships and low levels of financial support for a child in a fatherless household. The researchers also found that, in addition to a father's financial status, other key factors such as the characteristics of the mother, child, and the family structure have an effect on the father's involvement.

Religious Beliefs

Family religious beliefs appear to influence the quality of paternal bonds. Smith and Kim (2003) reported that young teenagers from more religious households tend to look up to their fathers and maintain high hopes of being similar to them. In addition, the sons from these religious homes look forward to spending more time with their fathers away from the household. Because of the solid religious foundation in many households of teenagers, young males usually feel supported and safe with their parents (Smith & Kim, 2003). In addition, the religious grounding makes the parent(s) and child cherish their home and each other just a little bit more.

With roots deeply embedded in religious faith, respect, love, and admiration are in great demand among family members. Fathers who are indoctrinated in religious practice tend to have positive relationships with their children for either cultural or normative reasons. Therefore, children of male parents with strong religious beliefs may have a more positive perception (Palkovitz & Palm, 1998).

Parents' Background

Landale & Oropesa (2001) state that explanations of fathers parenting behavior rely heavily on demographic characteristics of both the father and mother, such as age, education, naivety-status, and ethnicity. Seltzer (1991) suggests that fatherless households often lack the involvement of fathers when the children were born outside marriage, while fathers with children born within the marriage tend to be more involved with their children. Similarly, fathers who have opportunities to bond with their children during the earlier stages of childhood tend to maintain more positive father-child relationships (Landale & Oropesa, 2001). Thomas, Krampe, and Newton (2008) stated that it is critical to focus on providing the attention necessary to support fatherhood. Suitable education and job training allow fathers to acquire more stability in their lives, which may lead to more positive relationships and involvement with their children. Toth and Xu (1999) recommended changing how society views fatherhood. Rather than viewing them solely as bread winners, society needs to promote fatherhood as involvement in their children's lives without fear of embarrassment of not meeting society's portrait of fatherhood.

Fatherless Households and High School Performance of Males

Fatherless households may have long-term effects on a high school male's overall performance in school. It is critical to establish school readiness early on if a child is to be a success in school. In conceptualizing school readiness, the following dimensions are critical:

physical and motor development, physical health and well-being; social and emotional development; approaches to learning (initiative, attitudes toward learning, task mastery) cognition, language and general knowledge capabilities with certain academic skills (letter and number recognition); and social skills (ability to share and communicate) (Kagan, Moore, & Bredekamp, 1995; Miedel & Reynolds, 1999). School readiness and success in school are influenced by several social and parental factors including:

- parental educational attainment and social-economic status;
- school environment and practices (instructional resources, school dropout rates, and segregation), and
- student characteristics and behaviors (student motivation and effort for learning, drug usage, and crime) (Broffenbrenner, 1979; Currie, 2005; Grissmer, Flanagan, & Williamson, 1998; Lee & Burkam, 2002; Mashburn & Pianta, 2006).

Education is critical in determining the long-term effect on economic status and success in school among children from fatherless households (Astone & McLanahan, 2002). Research studies have shown that children from fatherless households are less likely to receive high school diplomas or attend colleges than children from households with both parents (Amato 1987; Coleman 1988; Corcoran, Gordon, Laren, & Solon 1987; Krein & Beller 1988; McLanahan 1985; Mueller & Cooper 1986; Shaw 1982). Males from fatherless households tend to exhibit negative behaviors, which may lead to low academic performance, defiant behavior, and social maladjustment (Harris 1998; Sanders 1996). Many researchers have also found that the socioeconomic structure of the school population is a more critical factor of student performance than the school policy, methods, or resource (Caldas 1993; Neisser 1986; Seldon 1990).

Children from less fortunate families may be at a disadvantage due to the lack of preparation for school (Schorr 1989).

Academic Achievement

Parents base their child-rearing styles on how they were raised. Parents with very little education may unintentionally teach their child behaviors that are not conducive to academic success in school (Bourque & Cosand, 1989; Kohn & Schooler, 1983). Astone and McLanahan (1991) state that children from single-parent households receive less assistance with school work than children from two-parent households. Proportionately more children who reside with a mother who has never married (30%) or was recently divorced (22%) repeated at least one grade in school, while only 12% of children living with both biological parents repeated at a grade (Dawson, 1991).

Jones (2004) found the following critical areas that contribute to performance in school by males from fatherless households:

- Male children from fatherless households who were more attitudinally dependent upon their fathers performed better in school.
- Greater attitudinal and functional dependence (versus independence) supported higher levels of academic functioning.
- The perceived quality of the father-son relationship versus the mother-son relationship is important in how well sons performs in school.
- Frequent and positive father contact with sons from fatherless households is associated with better performance in school (Jones, 2004).

Research on parental involvement has identified accessibility and visibility of the parents as critical factors contributing to a child's academic success. Moreover, research also identifies

parental involvement at the school level as more critical than parental involvement at home (Kim, 2009). Parental support and guidance are critical in regards to educational decisions related to school, such as the course selection process, involvement in co-curricular and extracurricular activities, and post-secondary plans (Astone & McLanahan, 1991).

Disengagement from school begins at an early age and is compounded by other factors such as low grade point average, poor attendance, poor discipline record, lack of motivation to work hard in school, and lack of desire to attend college. Any of these factors can lead to thoughts of dropping out of school.

Schools, however, are products of their society, so the divisions in the society are often reproduced in schools. Every educational institution is a community of learning and not a factory where graduates are turned out as standardized products. Members of the community, teachers, and students together establish the outcome of these institutions, in large part (Bankston & Caldas, 2013). Researchers believe that the factors that are consistently related to student performance in school include poverty, minority race, and family structure (Bankston & Caldas, 2013). Low-income students may be hampered by poor preparation for schooling by parents with low educational experience and low expectations. So schools and districts that serve impoverished children may show generally low levels of achievement. Schools with large numbers of minority students and children from single-parent families may show less success than other schools simply because those children are economically disadvantaged (Bankston & Caldas, 2013). More research is necessary to examine more fully how fatherless households affect the levels of performance in schools (Bankston & Caldas, 2013).

Behavior

Over 70% of all juveniles in state reform institutions were raised with either one parent or no parent (Beck, Kline, & Greenfield, 1988). Harris et al. (1998) state that a father's and emotional relationship and encounters with his child contribute to the child's perception of life. This presents a difficulty for a child in a fatherless household. Many studies in the 1990s suggested a connection between positive child outcome and parenting practices (i.e., spending quality time with the child, providing emotional support and guidance, monitoring the child's behavior, and noncoercive discipline). Marsiglio et al. (2000) found that a father's presence and emotional involvement with a male child may be just as important as the behavior and involvement of the child's single mother. Hypothetically, a father's involvement matter for reasons that are both reinforcing and redundant in regards to his parenting behavior, as well as, setting an example of his child (Harris et al., 1998). Thomas et al. (2008) found that children from a fatherless household tend to display a certain level of immaturity, defiant behavior, and insecurity. Harris et al. (1998) stated that how fathers interact with their children and their emotional relationships foster the children's perceptions. Contemporary academic literature suggests that the nature of the father-son relationship will determine how a male child will view himself as a man (Mormon & Floyd, 2006).

Multiple research studies have demonstrated that males from fatherless households function at lower academic levels when compared to their peers with fathers in the household (Jones, 2004). A link exists between family structure and school outcome, which affects academic performance in school (Bankston & Caldas, 2013). According to Marsiglio et al. (2000), school outcomes include academic success (test scores, grades, and years of education), as well as lower levels of externalizing behavior problems (conduct issues, delinquency) or

internalizing problems (depression, self-esteem, life satisfaction), and positive behavior (social competence, popularity, size of support network). A single parent household does not necessarily allow the parent to invest in the child's school activities and educational advancement (Bankston & Caldas, 2013).

Other Related Factors

Recent research underscores the influences fathers have on the lives of their male adolescents as they become adults (Miller, 2013). Levant (1996) suggests that father's psychological wounds can cause 'normative development trauma' (p. 236) in the child. He states:

The difficult father-son relationship leaves a deep impression on the man... which is manifested in the myriad direct and disguised forms of desperately seeking some contact some closeness with one's father (or his surrogate), or in being furious at him for his failures. Many men are burdened with feelings that they never knew their fathers, nor how the fathers felt as men, nor if their fathers even liked them, nor if their fathers ever really approved of them.

Many males from fatherless households experience drug use, mental illness, and suicidal thoughts, as well as encounters with the law due to the lack of positive role models in their lives (U. S. Department of Human Health and Human Services, 1993). Males from fatherless households are also more likely to drop out of school engage in premarital sex; and bear children out of wedlock (Furstenberg & Teitler, 1994).

Over the past 20 years, national surveys have shown that children from fatherless households are more likely to be addicted to drugs and alcohol and have experiences with suicidal thoughts and depression (Bankston & Caldas, 1998), factors that negatively affect a

child's performance in school. Children from fatherless households have also been found to exhibit psychological problems and to display anti-social actions, aggression and other behaviors that negatively affect the classroom environment (Dornbusch et al., 1985; Featherstone, Cundick & Jensen, 1993; Pearson, Ialongo, & Hunter, 1994).

Bankston and Palmer (1998) suggested that children from single-parent families tend to have low academic achievement due to the social disorder they experience. In addition to academic concerns, social disorder is one of the primary issues facing schools (Bankston & Palmer, 1998). Fost (1996) found that regarding conduct disorder, adolescents from fatherless households tend to have more difficulty in school versus those in households where fathers are present. Behaviors consistent with conduct disorder include running away from home, skipping or cutting classes, being suspended from school, and experiencing encounters with the law. These problems may eventually lead to issues in adulthood.

Studies indicate that schools can play a larger role in the lives of children from fatherless households by offering afterschool programs, counseling programs, and other programs that provide assistance to children from fatherless homes. Schools may also assist single parents by offering courses on parenting practices and providing educational guidance for children (Bankston & Caldas, 2013).

Intervention Programs

This section contains descriptions of the primary intervention programs such as the Housing and Urban Development, the Hartford Experience, and the Baltimore City Healthy Start Program, all of which have made positive contributions in how fathers perceived their roles. These programs are not necessarily the sole answers to the problems many high school males from fatherless households encounter. Nevertheless, these programs not only help fathers

understand the importance of fatherhood but allow them to actively participate in one of the most rewarding experience of their lives (Cisneros, 1996).

During former President Clinton's administration, the U.S. Department of Housing and Urban Development (HUD) reestablished the rules that govern the underprivileged in order to encourage more self-sufficiency and greater responsibility (Cisneros, 1996). Two major pilot programs funded by HUD, initially established in Hartford, Connecticut, and Baltimore, Maryland, were the beginning of the creation of many programs to follow. The programs encouraged families to remain intact and sought to increase fathers' involvement with their families. The programs rewarded fathers for work and responsibility, qualities that were rarely nurtured during their own adolescence. Through these programs, fathers began to realize their importance within the family structure (Cisneros, 1996).

The Hartford Experience

The Family Reunification Program was developed by Victor Rush, and John Wardlaw, of the Hartford Housing Authority (HHA). The program assisted fathers by employing them through construction projects in exchange for the men fulfill their responsibilities as parents (Cisneros, 1996). The HHA Family Reunification Program encouraged fathers:

- to serve as role models within their communities,
- to not associate with drug use or distribution,
- to report additional income resulting from their involvement with the program within 30 days;
- to be a resident of the HHA;
- to require them to pay rent on time;
- to maintain attendance standards;

- to refrain from any types of physical and mental abuse;
- to be responsible for home maintenance and repairs; and
- to maintain enrollment in HHA's Family Investment Center Program and other programs that assist in self-sufficiency and independence (Cisneros, 1996).

Baltimore City Healthy Start Program

The Healthy Start Program, funded through a 12 million dollar HUD grant and developed by James Jones required counselors to actively recruit high-risk pregnant females to participate in a program within their local communities. Counselors also understood that to have a truly healthy family atmosphere, fathers must participate (Cisneros, 1996). The program established a "Men's Services" toward this end. Jones' goal was to help mothers understand the importance of involvement and equip them with strategies to raise their children. His programs focused on providing financial support for families as well as prenatal appointments, pediatric appointments, family development sessions, therapeutic support groups, and education and employment readiness sessions (Cisneros, 1996).

In addition to Jones and Rush, many experts believe that such programs can be replicated through hard work, dedication, and commitment to raising healthy children. Establishing a set of parameters is essential. For example, Cisneros (1996) suggests the following:

- change waiver rules to encourage fathers to return in the lives of their children;
- work out a reasonable schedule for child-support payments;
- ensure that the at-risk males in the program are given case managers;
- create support groups to help with the physical and the emotional challenges faced in their new roles;

- provide training that works in areas of good child rearing, relationship building, domestic violence amelioration, and other interpersonal skills; and\
- create a model of family unification without forcing incompatible parents to cohabit (p. 111).

Other Programs

Several other programs across the country were also established to provide employment for fathers and encourage them to take more responsibility for their families. Three examples follow:

- Father to Father, a program organized by the Children, Youth and Family Consortium at the University of Minnesota, established mentoring programs, support and education groups for young fathers, a spiritual counseling center, and other activities and plans.
- The Fatherhood Project, a national research and educational program developed by the Families and Work Institute, examines future fatherhood and father involvement with the child.
- The Institute for Responsible Fatherhood and Family Revitalization is a national program based in Cleveland that focuses on father parenting behaviors through nontraditional counseling and group work (Cisneros, 1996).

Male only social movements and events, such as Promise Keepers and the Million Man March, have more recently focused on the need for father involvement with children and heightened public awareness about the importance of the father in the lives of children (Marsiglio & Cohan, 2000; Messner, 1997; Stacey 1998). These programs, in addition to many other programs across the country, were established to address the need to enhance the family

structure and father involvement in the household and the school (Cisneros, 1996). The National Center on Fathers and Families (NCOFF) at the University of Pennsylvania identified seven core learnings that are critical when providing programs and agencies to support fatherhood.

1. Fathers may not always know how to display traditional parenting roles.
2. The father presence has an economic, social, and developmental impact on the child.
3. Lack of employment effects the family structure in many ways.
4. Fathers need incentives to help them understand the importance of their involvement in the lives of their child.
5. Young mothers and fathers need to be provided parenting skills.
6. Young fathers must accept responsibility for their children.
7. Young parents have a major influence on how their children will view beliefs and practices of the family (Cisneros, 1996).

Conceptual Framework

There are many schools of thought associated with the structure of the family once it is void of the male financial provider. Too often, single-family homes spearheaded by females often lead to the road of poverty despite numerous warning signs (Acock & Kiecolt, 1989; Blechman, 1982; Herzog & Sudia, 1973; McLanahan, 1985; Takeuchi, Williams, & Adair, 1991). The diagram displayed in Figure 1 represents the cyclical and symbiotic factors and conditions that may exist between male students from fatherless households and their respective school experiences. Each factor has the same weight of importance.

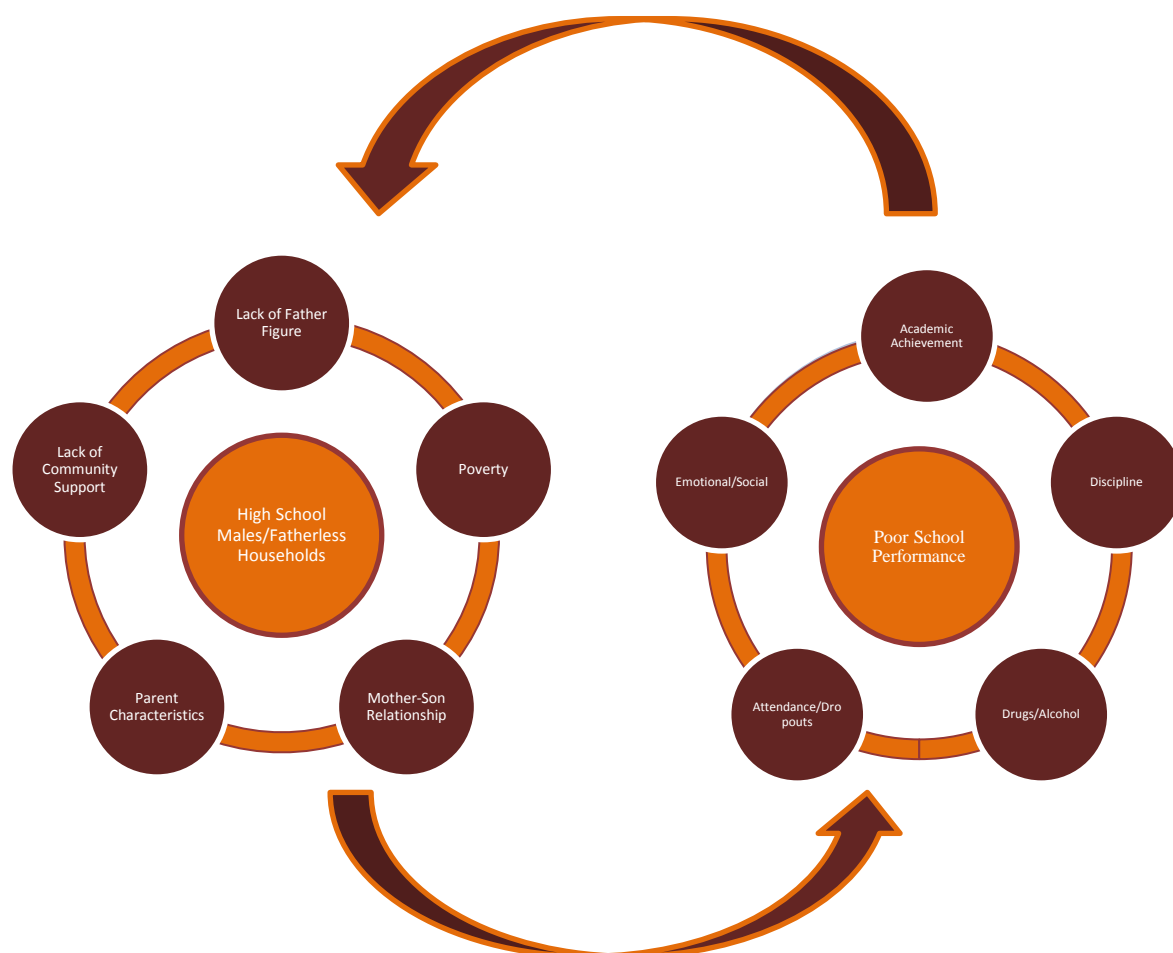


Figure 1 Characteristics and Effects of Fatherless Households and Academic Outcomes

Research suggests that family characteristics play a vital role on the outcomes of high school males' school performance, emphasizing the influence of the father on the success or lack of success of the male child. (Ferguson, 2000). The relationship between fathers and their children is often tempered with anxiety, distrust, and absenteeism. Children tend to bond with their fathers, provided the father adopts the parenting styles and techniques of the children's mother. Generally speaking, a child's development is also enhanced through the family's connection with spiritual leaders, mentors, community organizations, athletic teams, and schools.

It is essential that parents, especially fathers, maintain contact with the children's teachers, coaches, employers, ministers, and neighbors. This sort of interaction helps to bring about closure and stabilize the family (Amato, 1998; Coleman, 1988, 1990; Furstenberg, 1998; Furstenberg & Hughes, 1995; Hagan, McMillan & Wheaton, 1996; Seltzer, 1998).

Family structure is a predictor of school performance (Bankston & Palmer, 1998). The link between single-parent families and low academic performance has long been observed (Featherman & Hauser, 1978). These families are often headed by single women and the children are more likely to display problem behaviors in the classroom than children from two-parent households. If this behavior explanation is accurate, then it is easy to understand how the academic performance of all students in schools serving a high percentage of single-parent families may be negatively impacted. Parents tend to base their parenting styles on their childhood experiences. Thus, a parent with a low-income background and few educational experiences may teach the child habits and attitudes that will negatively influence performance in school (Bourque & Cosand, 1989; Kohn & Schooler, 1983). Additionally, the child's behavior will not change until changes in the family structure take place and the overall thinking process of both parents are revised, particularly those of the father.

The effects of fatherless households and the multiple factors that positively or negatively contribute to successful school achievement among high school males from these homes are examined in this study. Additional research is needed on the effects of providing fathers with opportunities to teach, nurture, care, monitor, and provide quality time with the child. Understanding that the father's involvement is affected by co-parents perspectives on parenting (Dienhart, 1998; Dienhart & Daly, 1997) as well as, the mothers' gate-keeping roles whether co-

residing or living apart from their children will also play a critical role (Braver & O'Connell, 1998).

In this chapter, factors were addressed that positively or negatively affected student achievement among high school males from fatherless households. For these reasons, it is necessary to have an understanding of the father-son relationship and its effect of this relationship in a fatherless household. Furthermore, it is imperative to understand that these factors play an important role in the overall success of the high school male, as well as his transition into adulthood.

CHAPTER 3: METHODOLOGY

In Chapter 1, I included an introduction to the problem, study background, purpose, and significance, research questions, process, and limitations of the study. Since the early 1940's, the phenomenon of effects of fatherless households on father-child relationships and the development of the child has been the focus of many researchers. Many studies to measure the absence of fathers beginning during World War II (Jones et al., 2003). Since high school males are likely to identify themselves with their father (same-sex parent), and the time spent with their fathers will influence their decision-making and other cognitive abilities (Kim, 2004). This, in turn, will affect their school performance.

In Chapter 2, I began with a discussion about the definition of fatherless households and responsible fathering and examined some of the demographics associated with each. I also reviewed factors and relationships that contribute to the academic success or lack of success of high school males. The chapter concluded with a review of intervention programs designed to improve the effects of fatherless households and academic achievement of high school male students and the essential elements of programs for members of fatherless households.

This chapter begins with the purpose of the study, a description of the role of the researcher, the research design and strengths, limitations, and trustworthiness. I also discuss researcher bias. In addition, I describe the participants, data collection, and the data analysis process.

Purpose of the Study

How a high school male emerges or perceives himself as an adult is strongly influenced by the father-son relationship (Mormon & Floyd, 2008). Many research studies have focused on how high school males' behaviors and their psychological development as adult males align with

the relationships they had with their fathers (Marsiglio et al., 2000). Additional research has identified factors that contribute to student success in school which relates to parent involvement, school environment, school personnel, and community involvement (Wang & Gordon, 1994). However, there continues to be a need to identify students who may demonstrate low performance in school due to poor attendance, grades, and discipline (Levin & Peacock, 2004) and to understand these effects as they relate to males from fatherless households. A comprehensive understanding of a father presence requires investigating the parental relationship, other family influences, outside family influences, and cultural and religious beliefs that may affect a father's influence in the life of an individual (Krampe, 2009). This study explored the connections between fatherless households and school achievement among high school male students. The study will also allow school leadership to identify strategies to assist high school males from fatherless households to overcome obstacles that may affect their school performance.

Role of the Researcher

I am in my 30th year as an educator and currently serving my third year in a central office position, supervising 36 principals in schools from elementary to secondary levels. Prior to my appointment to this position, I served as a teacher, coach, school counselor, and in several school administrative positions, including principal. Throughout my career, I have had the opportunity to work with young males individually and collectively in group settings. My focus was to equip high school male students with academic, social, and career skills that would support their high school success, as well as, instill skills for life-long success.

A school leader must consistently demonstrate the ability to influence others to maximize their potential to accomplish extraordinary things for an organization and/or society. This is

achieved by setting the example, establishing a shared vision, taking risks, identifying and allowing others to lead, and recognizing and celebrating the contributions from individuals (Kouzes & Posner, 2007). Fulfilling the role of an effective leader comes with a great deal of responsibility and is critical to understanding how to move an organization and/or society forward. This will only be accomplished by tapping individuals who are committed and have the capacity to demonstrate openness to learning (Fullan, 2007). Over the years, I have observed educators who demonstrated a lack of understanding of high school males from fatherless households and how the fatherless household might affect a child's development. I have also observed educators who did not understand other factors that might contribute negatively or positively to the school performance of males from fatherless households. In some cases, educators accept a student's lack of effort in school because it is seen as resulting from the student's home environment, which is sometimes viewed as an excuse to accept the student's failure.

My personal experiences as a child with four siblings who were raised in a single-mother household, and my current role as a husband and father of two sons have contributed to my beliefs. As a teenager, I tried to understand how an individual could bring another life into the world and not do everything possible to care for child. There were days when I observed my mother struggling alone to ensure that her five children always had a roof over their heads, clothes on their backs, and sufficient food to eat. There were days when I was hungry in school, but, because I knew education was a route to a better life, I had to find a way to stay focused on my studies. I never allowed myself to use my situation as an excuse to fail. Rather, it was a motivation to one day succeed as a man, husband, and father. I learned early on that instilling certain skills in children ultimately affects their development and school performance. However,

even equipped with certain skills instilled in me by my mother, I always sought to emulate a male role model through a grandfather, uncle, teacher, and/or coach. This one role my mother could not fill, though she fostered a family spirit, positive thinking, determination, confidence, and a strong faith of hope for a better future.

My desire to focus in this research on the school performance of young males was influenced by being raised in a fatherless household and through my work with young male groups. As such, I had to ensure that my current knowledge and experiences will not bias my research and/or approach. I had to be fully aware of my role and responsibilities as a researcher while conducting one-on-one interviews. My leadership style is based on personal and professional experiences, which require me to make decisions based on the documentation and information that I have in my possession. I try not to make any assumptions. To ensure the validity of findings, the same approach was critical as I conducted this research using interviews, recordings, and a reflective journal.

Ethics, IRB Approval, and Confidentiality

This qualitative study examined how fatherless households affect the school performance of male students in high school. Due to the involvement of human subjects in the research study, an Institutional Review Board (IRB) plan was submitted to Virginia Polytechnic Institute and State University and approved. The information collected will be maintained in a confidential manner. To protect the identity of the participants, each participant was assigned a pseudonym. All research data and writing will be protected and kept in secured files. No one will be able to identify the subject's responses. At no time will identifiable results of the study be released to anyone without written consent of participants. Only individuals who worked on the project will have access to this confidential information. There are minimal risks to the subjects in this

research study. Some of the questions may be disconcerting or uncomfortable for the subjects. For example, a few questions may dislodge negative or emotional memories or trigger reactions of past experiences to resurface. All copies of the dissertation, research notes, journals, and recordings are stored and secured in a locked cabinet. In addition, I used a thumb drive for back-up purposes, and the drive will be accessible only by the researcher.

Research Questions

This study answered the all-encompassing question: How do high school male students describe circumstances of a fatherless household and its influence on academic performance in school? In addition, the study will explore answers to the following sub-questions:

1. What do adult males from fatherless households remember about the methods significant male adults used to help them overcome obstacles that affected school achievement?
2. What strategies do the same adult males use in their efforts to assist high school males from fatherless households?

In the next section, I outlined the research design and used a grounded theory approach (Creswell 2007) to respond to each research question. A grounded theory approach examined an action and/or process that illuminates a particular research topic and produces a theory (Creswell, 2007; Johnson & Christensen 2010; Patton, 2002; Strauss & Corbin, 1998). I also provided an overview of the procedures used in my research study and explain how the data analysis connects to the research. Subsequently, I underscored the authenticity and trustworthiness of the research using the grounded theory approach.

Research Design and Rationale

The complexity of a grounded theory requires the researcher to be directly involved in the process. For this study, all research interviews were conducted and audio recorded using a digital recorder. Each participant was asked to respond to an identical set of questions. The responses served as data sources. The researcher considered all findings that emerged while formulating each source into rational, systematic, and descriptive themes (Strauss & Corbin, 1998). A grounded theory study analysis was used to synthesize the data. Such synthesis provided a deeper understanding of factors that contribute to academic outcomes of high school males from fatherless households.

Strengths

There are several strengths attributed to grounded theory study. It provides the researcher with an opportunity to examine the theoretical similarities and difference of data (Patton, 2002). The researcher can effectively generate a theory through the data collected from a group of individuals. Grounded theory study requires the researcher to focus on specific stages of a particular action or process over a period of time (Creswell, 2007; Johnson & Christensen, 2012). This research used six male participants who shared their reflections about their school experiences while being raised in fatherless households. The study was designed to provide a deeper understanding of the common characteristics of academic performance by high school males from fatherless households and to suggest best practice strategies for helping such students overcome obstacles to school achievement.

Limitations

Though grounded theory study has strengths, there were limitations that were considered. Identifying appropriate participants can sometimes be challenging. The researcher needs to be

selective in regards to the phenomenon being questioned (Creswell, 2007). When using a grounded theory study, it is essential to determine how many participants are sufficient for the research study in order to provide enough comparative evidence (Creswell, 2007; Johnson & Christensen, 2012).

Seven participants were used in this research study. The study consisted of a moderately in-depth analysis based on the scope and size of the study. For the purposes of this study, fatherless households may be a result of death, birth of a child out of wedlock, and/or divorce. (Levine & Pitts, 1995). This study does not focus on fathers who lack an emotional connection with their children.

Trustworthiness (Validity)

Validity in qualitative research enables the researcher to apply strategies that assist in ensuring the accuracy of the study (Creswell, 2007). Validity is often described as trustworthiness when referring to a qualitative study (Creswell, 2007; Johnson & Christensen, 2012; Patton, 2002). I used coding, emerging themes, a reflective journal, and participant feedback to ensure trustworthiness of the study.

Due to the size and scope of the study (i.e., at least six participants), a ground theory study analysis was used to maximize the trustworthiness of the research. Each participant was invited to share personal and professional experiences related to fatherless households and factors that contributed to their academic outcomes as high school males. The participants came from various backgrounds (i.e. ethnicity, education, profession, marital status). To ensure trustworthiness, participants were provided the opportunity to receive the findings of the study, provide feedback, and receive conclusions of the study—strategies suggested by Patton (2002) and Johnson and Christensen (2012).

Researcher Bias

As the researcher, I needed to ensure that my current professional knowledge and personal experiences did not bias the approach or findings. Even though, I have strong feelings about being raised in a fatherless household. In addition, my professional background as an educator of 30 years working with multiple at-risk male groups could influence the study if proper strategies and processes were not in place. The use of participant feedback and a reflective journal supported the avoidance of bias by enabling me to reflect in a written format on my thoughts, emotions, and observations during the interviews.

Participants

The research participants consisted of seven adult males from fatherless households, ages 28 and older, with varying careers (i.e., education, religion, law, and community advocacy). Participants varied in education and marital status and were currently working (or previously worked) with high school males from fatherless households provided in Table 1.

A critical component of the study was developing a strategy for the sampling and identifying participants (Creswell, 2007). The goal was to select seven professional individuals who have experience and knowledge of growing up in a household without their biological fathers. In addition, the participants were sought who have knowledge and experience in various capacities of working with high school males from fatherless households. A purposeful selection, in addition to using snowball sampling (Patton 2002; Johnson & Christensen, 2012) was used to identify the participants. This approach is important to ensure participants met the needs of the study and are able to respond to the interview questions (Johnson & Christensen; 2012). Subjects are individuals raised in fatherless households that I met through friends and family, work, church, and while serving on professional committees. It was expected that

responses from the participants would provide information on the obstacles they faced as males from fatherless households and enable me to provide an in-depth examination of potential strategies that may be used to assist high school males from fatherless households in overcoming potential barriers to their academic success.

Once identified, each participant was assigned a pseudonym to protect his identity. Throughout the study references to the participants was made using the assumed name. The approach was critical to protecting the confidentiality of the participants.

Table 1

Participants Background Information

Pseudonym	Ethnicity	Age	Highest Degree	Profession	Marital Status	Children
1. Thomas Adams	White/Caucasian	70-74	Doctorate	Education (retired)	Married	0-2
2. William Banks	African American	55-59	Doctorate	Education	Married	3-6
3. Bill Bush	White/Caucasian	40-44	Doctorate	Education	Married	0-2
4. John Daniels	African American	55-59	Bachelors	Technology	Married	3-6
5. Daniel Johnson	African American	30-34	Masters	Ministry	Married	0-2
6. Jose Martinez	Hispanic	50-54	Juris Doctorate	Law	Engaged	0-2
7. Michael Mullin	Bi-Racial	40-44	Education	Education	Married	0-2

Data Collection Procedures

The collection of data for this study included individual interviews and a reflective journal. The interviews comprised the main source of data. The reflective journal was utilized for monitoring my personal biases. This section describes the procedures used in the study and

the importance of both data collection methodologies. A description of the data analysis process is also included.

Interviews

An interview protocol or guide (see Appendix A) was used in this study. The interview protocol/guide was used to ensure that the in-person interviews were consistent and dedicated to the topic of study (Cresswell, 2007; Johnson & Christensen, 2012; Patton, 2002). I asked semi-structured interview questions that enabled follow-up questions when necessary, based on the participant response to each question. This approach allowed me the ability to gain an in-depth understanding of factors that contributed to positive academic outcomes of high school males from fatherless households. Patton (2002) proposed six types of questions to keep the researcher focused and clear. They included inquiries under the following categories:

- background/demographics,
- behavior and experience,
- opinion and values,
- feeling,
- knowledge, and
- sensory (Patton, 2002).

In this study, I used five of the six categories. Sensory questions, which explore what the participants hear, smell, touch, and taste, were not deemed necessary for this research and were excluded. The interview protocols included three sections: family experiences, school experiences, and professional experiences. Table 2 includes the interview questions used in the study.

The site of the interview (i.e. office, home) was determined by the participant. The consent form approved by the Virginia Tech Institutional Review Board (see Appendix B) was reviewed and signed by participants prior to each interview. A digital recorder was used to record the 45-60 minute interviews. Recording were than transcribed prior to analysis.

Table 2

Interview Questions

Patton's Question Types	Interview Questions for Participants
<u>Background</u> <i>These questions provide standard background information and help the interviewer understand the interviewee in relation to other people.</i>	<p>Please tell me about your background in education. (prompts: age, education, ethnicity, marital status, occupation, number of children, relationship with children, other relevant experiences).</p>
<u>Behavior & Experience</u> <i>These questions seek to determine what a person does or has done through experience and actions.</i>	<p>As a high school male student, please share your experiences in high school (i.e. academics, attendance, and discipline).</p> <p>Please describe your experiences working with high school age males (prompt: support, perceptions of impact on your practices/understanding of your role, other).</p> <p>If a high school male from a fatherless household is working with you, what type of support could or would he receive.</p>
<u>Opinions & Values</u> <i>These questions seek to find out what people think about an experience. They seek to answer people's goals, intentions, and expectations.</i>	<p>What influence has your biological father had on your outlook on life?</p> <p>What are some of the advantages/disadvantages growing up in a fatherless household?</p> <p>Who are the male adults that influenced your outlook on life during high school? How did they influence your outlook?</p> <p>Please describe what factors/obstacles from fatherless households influence academic outcomes while in high school?</p>

<u>Feelings</u>	Tell or share something that exemplifies your relationship with your biological father while in high school.
<i>These questions provide background to interviewees' feelings and responses to experiences.</i>	Tell or share something that exemplifies your relationship with your biological mother while in high school.
	Tell or share something that exemplifies your relationship between your biological mother and father while in high school.
<u>Knowledge</u>	What are the requirements and intended outcomes necessary for high school success?
<i>These questions seek factual information.</i>	

Reflective Journal

A reflective journal was used as a secondary source of data. I use of journal enabled me to monitor personal biases, experiences, and values that I might convey in the study if appropriate routines were not established (Cresswell, 2007). Each interview involved an opportunity for me to be cognizant and reflective to avoid biases and tendencies that could affect study outcomes and processes (Johnson & Christensen, 2012). I also gave consideration to the importance of including reflective thoughts and comments within the study (Cresswell, 2007).

Data Analysis

Describing, classifying, and interpreting the data into codes and themes are critical in a multiple case study analysis (Cresswell, 2007; Stake 2006). I designed each interview to provide information regarding the background, family experiences, school experiences, and experiences working with high school males of the participant. I carefully reviewed each case establish solid coding and themes. NVivo 11 software was used to code the transcripts once the recording was transcribed by a professional transcriptionist. I created worksheets (see Appendices D and E) to facilitate the analysis of themes found in each interview (Stake, 2006). The assigned pseudonyms were used on worksheets to ensure participants' identities remained confidential.

The worksheets allowed me to identify words and/or responses that reflect detailed information, shared experiences, and patterns repeated across interviews (Marshall & Rossman, 2011). I compared the information shared by each participant to identify common themes that lead to factors that contribute to the academic outcomes among high school males from fatherless households.

Summary

This chapter described the purpose, role of the researcher, and the research methodology and rationale. In addition, this chapter provides an overview of limitations, validity, biases, and procedures for data collection and analysis. This grounded-theory study analysis involved participants from various professional backgrounds who were raised in fatherless households and have worked with teenage males from fatherless households. The goal of this study was to explore the connections between fatherless households and academic outcomes among high school male students and to identify strategies for school leadership to assist high school males from fatherless households to overcome obstacles that may affect their successful school achievement.

CHAPTER 4 FINDINGS

This chapter presents findings from this qualitative study derived from information collected during one-on-one interviews with seven male participants from fatherless households. The chapter describes the research participants and includes the assertions used in the study. The final sections include a detailed description of five major areas of findings. Specifically, patterns of relationships, high school experiences, outlook on life, economic advantages and disadvantages, and other indiscriminate influences—as well as work experiences with high school males—are the areas that served to support this grounded theory study.

Background of Participants

As discussed in Chapter 3, a purposeful selection using snowball sampling (Johnson & Christensen, 2012; Patton 2002) was used to identify the seven study participants. All participants were raised but did not live with their biological fathers while in high school. Six participants resided in the suburban areas within Northern Virginia and one participant lived in a city within southern New Jersey. The following pseudonyms were used to protect the identity of the participants: Thomas Adams, William Banks, Bill Bush, John Daniels, Donald Johnson, Jose Martinez, and Michael Mullins. The ethnic composition included three African Americans, two White Americans, one Latino American, and one bi-racial American (African American & White American). The age of the subjects ranged from 34 to 70 years. Each of the participants furthered his education beyond high school, to include three doctorate degrees, one juris doctorate, two master's degrees, and one bachelor's degree. Occupations of the participants were central office administrator, school-based administrator, educator, lawyer, pastor, and technology manager. Each of the participants was married, with the exception of one who was

divorced, but engaged to be married for the second time. In addition, all participants had one to five biological children. The participants used the following adjectives to describe their relationships with their biological children: close, excellent, good, intentional, loving, normal, nurturing, supportive, strong, very good, and worrisome.

Themes and Assertions

Stake's (2006) *Worksheet 2* (see Appendix E), was used to identify themes. Based on the information collected from the one-on-one interviews, the following themes emerged:

1. Relationships with the biological father and/or biological mother, as well as the relationship between the father and mother influenced the high school males.
2. High school experiences and other factors were impacted by the lack of a father in the household.
3. The influences of biological fathers and adult males within the family and beyond - played an important role in the self-identity of high school males.
4. Despite many negative experiences related to fatherless households, high school males had a positive view of women. High school males also experienced increased maturity.
5. The importance of various roles, strategies, and programs while working with high school males from fatherless households.

Stake's (2006) *Worksheet 3, Analyst's Notes While Reading a Case (Interview) Report* (see Appendix F), provided the framework for analyzing significant information from each interview. Data were organized by the pseudonym, interview synopsis, findings, uniqueness, relevance of themes, and quotes to facilitate the analysis of significant information from each interview. Table 3 provides one specific example of data included on Stake's Worksheet 3.

Table 3

Analysis of Interview with William Banks (Pseudonym)

Synopsis of Interview:	African American, 55-59, married with four children, very close, involved, and supportive relationship with biological children, highest level of education is a Doctorate, educator
Interview Findings:	Theme I: Relationships - Yes Theme II: Experiences/factors - Yes Theme III: Influences - Yes Theme IV: Pro/con - Yes Theme V: Various support - Yes
Uniqueness of Interview for programs/phenomenon:	Father left the home when he was in 8 th grade.
Relevance of Themes & Interview Quotes:	Q1- He was from a generation of men that um never expressed his feelings. Never once have I ever heard him – he never said he loved me, but I knew he did. He wasn't expressive that way, but his way of showing his love was to provide a roof over my –
Theme I: Household relationships	Q2 - He also had his girlfriends on the side. Q3 -He moved out for the last time probably when I was in about the 8 th grade Q4- My mother had a tremendous work ethic, was uneducated. Q5- My mother was extremely supportive, always there, like protected us from stuff we didn't even know existed or we needed protecting from. Q6- She and my father used to get into a lot of physical altercations and as expected, she got the worst of it, but there were times when she needed to be in school with me for something and she would show up, bruises and all.

Once the coding and analysis of each was completed, *Worksheet 4, Rating of Expected Utility of Each Case (Interview) for Each Theme* was used to rate the utility of each developing theme (Stake 2006). Table 4 provides a summary of the utility ratings for each theme from each one-on-one interview. Quotes from each participant provided supporting evidence for each theme.

Table 4

Analysis of Case Utility Using Original Multi Case Themes

Themes	Utility of Cases: H = high utility; M = middle utility; L = low utility						
	Adams	Banks	Bush	Daniels	Johnson	Martinez	Mullin
Theme 1	<u>Q1, 2, 3, 4, 5, 6, 7 & 8</u> Not close(father); non-existent (mother); father kicked mother out H	<u>Q1, 2, 3, 4, 5, 6, 7, 8, 9, 10, & 11</u> Never expressed feelings;(mother) extremely supportive; (m/f) violent relationship H	<u>Q1, 2, 3, 4, 5 & 6</u> Don't know father; no relationship; did not know (mother); one night stand H	<u>Q1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 & 13</u> No relationship with father; same with mother; m/F) divorced/adv ersarial H	<u>Q1, 2, 3, 4, 5 & 6</u> Never met (father); closest friend (mother); non-existent (m/f) H	<u>Q1, 2 & 4</u> Father died at age 6; close relationship (mother); mother spoke highly of him (m/f) H	<u>Q1, 2 & 3</u> Father died at age 3; Wasn't extremely close (mother); non-existent (m/f) H
Theme 2	<u>Q26, 27, 28, 29, 30, 31, & 32</u> Outstanding; uncle teacher; good attendance; no discipline <u>Q21</u> No money H	<u>Q32, 33, 34, 35, 36, & 37</u> Rigorous about academics; good attendance; no discipline <u>Q25, 26; 27, & 28</u> Chaotic household; no homework check; low expectations; survival mode	<u>Q14, 24, 25, 26, & 27</u> Family history; attendance good; academics not stellar; no serious discipline <u>Q17, 18, 19</u> Anger; subconscious role; projects /family tree H	<u>Q31, 32, 33, & 34</u> Did well in school; no discipline; perfect attendance <u>Q23, 24, 25, & 26</u> Feeling abnormal; figure out life H	<u>Q23, 24, 25 & 26</u> Enough to get by (academics); perfect attendance; no discipline <u>Q13 & 14</u> Father entrepreneur; probably would not accept laziness; father would demand more H	<u>Q3, 20, 21, 22, 23, 24, 25 & 26,</u> Independence; A, B, C student; music program motivator; close friends; attendance – never had a problem; no discipline – one detention <u>Q12, 13, 14, 27, 28 & 29</u> The feeling of abandonment; accustomed to living alone; living with others; mother influence; music– learning discipline H	<u>Q14, 15, 16, 17 & 18</u> Well to rocky back to well (academics); involved in sports; good attendance; no discipline <u>Q10, 11 & 12</u> Get out of the projects (neighborhood); my physical appearance H
Theme 3	<u>Q12, 13, 14</u> Work hard; good choice of spouse; intelligence <u>Q23, 24, &</u>	<u>Q12, 13, 14, 15, 16 & 17</u> Work ethic; not abuse wife; finish things	<u>Q8, 9, & 10</u> No influence; how to guide; just that –	<u>Q14, 15, 16, 17, & 18</u> Don't want to be him; take personal responsibility	<u>Q7 & 8</u> Motivate me; be there for my child <u>Q15, 16, 17, 18, 19, 20,</u>	<u>Q5 & 6</u> Laid back, patient; a caregiver <u>Q15, 16, 17, 18 & 19</u>	<u>Q4 & 5</u> He was an alcoholic; I was scared very night <u>Q12, 13 &</u>

	<u>25</u> Uncle influence; positive outlook; involved in church	<u>Q24, 30, & 31</u> Friend's father; Coaches H	biology <u>Q16, 21, 22, & 23</u> Adoptive father; heavily influenced; older brother H	y; never separate from child <u>Q26, 27, 28, 29, & 30</u> <u>Grandfather;</u> <u>hard worker;</u> <u>command</u> <u>respect;</u> <u>religious</u> H	<u>21 & 22</u> JV coach; push excellence; youth minister; godly man; gentleman in my life; example of husband & father; local pastor; impact on education H	Brothers-in-law; role model; family man; TV/movies role models H	<u>31</u> Older brother; kept me in check Basketball coach; admired H
Theme 4	<u>Q15, 16</u> Uncle substituted; taught me things <u>Q17, 18, 19, & 22</u> Father died; fishing one time; no relationship; no money M-H	<u>Q18, 19, & 20</u> Mature; work hard; protect self <u>Q21, 22 & 23</u> Friend's father; no relationship M-H	<u>Q7</u> Adoptive father <u>Q12 & 13</u> Anger; wondering/st ruggling H	<u>Q19</u> No advantages <u>Q20, 21, & 22</u> Only a male can explain; male model in bad environments H	<u>Q9, 10 & 12</u> See women as powerful; motivate me to do different; learn to do house chores <u>Q 11</u> Not having father/son moments H	<u>Q7 & 8</u> Had clean slate <u>Q10 & 11</u> Did not have a lot of positive role models; interpersonal and romantic relationships an issue H	<u>Q7, 8 & 9</u> Not having clothes, money; lack of economic stability H
Theme 5	<u>Q33, 34, 37</u> Assistant principal; share background; model behavior <u>Q38, 39, 40, 41, & 42</u> Mentor program; self-discipline & academics; teacher mentors H	<u>Q38, 39, 40, 41, 42, & 43</u> SPED & Mental Health; establish trust; plant seed <u>Q44, 45, & 46</u> Mentoring program; empower; exposure H	<u>Q28, 29, 30, & 31</u> Teacher; asst. principal; principal; target individual student <u>Q31, 32, 33, & 34</u> Mentoring program; teacher/coach mentors; relationship w/ student H	<u>Q35, 36, 37, 38, 39, & 40</u> Father of multiple male children; life skills; make a plan; identify strengths and weaknesses; more attention H	<u>Q27, 28, 29, 30 & 31</u> Associate pastor; surrogate father/mentor ; emotional support; challenge to do better; care about you <u>Q32 & 33</u> Mentoring program; emotional and physical support H	<u>Q30, 31, 32, 33, 34, 35 & 36</u> Attorney/community liaison; role model; knowledge/education; surviving the city M	<u>Q19, 20, 21, 22, 23, 24, 25, & 31</u> Teacher, asst. principal; build relationship; making good choices; work with parent(s); <u>Q25, 26, 27, 28, 29 & 32</u> Mentoring program; follow up; build trusting relationship; work with parent(s);

The use of *Worksheet 5A, A Matrix for Generating Theme-based Assertions* (Stake 2006) provided a framework for the analysis of five assertions that emerged from the one-on-one interviews, which also correlated to emerging themes earlier identified in the study. Table 5 displays the assertions developed from themes found in interviews. Each interview provided evidence that supported all five assertions. Table 5 provides a summary of Worksheet 5A with an “X” indicating the relationship between the theme and assertion for each interview. Stakes (2006) provided a framework by which to analyze one-on one interviews, identify the utility of themes, and generate theme-based assertions. Findings were then organized around the five assumptions.

Table 5

Assertions Developed from Themes found in One-on-One Interviews

Assertions Developed from Themes Found in One-on-One Interview					
1. The relationship with biological father will have an emotional effect on the high school males well into adulthood. 2. High school experiences and other factors contributed to the academic success of high school males from fatherless households. 3. Male figures influenced how high school males from fatherless household viewed life. 4. High school males from fatherless households can use their experiences as motivation to succeed. 5. Educators’ guidance and relationships with high school males from fatherless household will positively affect their students’ academic performance.					
Utility of Each Interview	Themes				
Thomas Adams	1	2	3	4	5
Assertion 1	X				
Assertion 2		X			
Assertion 3			X		
Assertion 4				X	
Assertion 5					X
William Banks					
Assertion 1	X				
Assertion 2		X			
Assertion 3			X		
Assertion 4				X	
Assertion 5					X

Bill Bush					
Assertion 1	X				
Assertion 2		X			
Assertion 3			X		
Assertion 4				X	
Assertion 5					X
John Daniels					
Assertion 1	X				
Assertion 2		X			
Assertion 3			X		
Assertion 4				X	
Assertion 5					X
Donald Johnson					
Assertion 1	X				
Assertion 2		X			
Assertion 3			X		
Assertion 4				X	
Assertion 5					X
Jose Martinez					
Assertion 1	X				
Assertion 2		X			
Assertion 3			X		
Assertion 4				X	
Assertion 5					X
Michael Mullin					
Assertion 1	X				
Assertion 2		X			
Assertion 3			X		
Assertion 4				X	
Assertion 5					X

Finding I: Relationships

Chapter 2 included a review of literature regarding factors and characteristics that contribute to the inability of high school males to develop relationships with their biological fathers. In addition, literature on the mother-son relationship and how it influences the child's perception of his father (Krampe 2009) was included. A positive relationship that exists between the mother and father will have a lasting effect on the child's development (Marsiglio et al., 2000). Participants in this study spoke about their individual relationships with their biological

fathers and mothers as well as their perceptions of the relationship between their mothers and fathers.

Biological Father

The participants shared thoughts relative to their relationships with their biological fathers while in high school. Thomas Adams stated:

My biological father died before I got into high school... I didn't have what you would call a close relationship... I wished I had...

William Banks explained:

My father...he was from a generation of men who never expressed his feelings...Never once have I ever heard him – he never said he loved me...he moved out when I was in eighth grade.

Bill Bush shared his lack of relationship:

I've never, to this day, do I still know who my biological father is... I had no relationship... in times of anger....treated differently because of the biological child.

John Daniels shared:

I really didn't have a relationship with my father while I was in high school... my parents were separated when I was in the third grade and later divorced. Mother took the four girls and dad took the four boys... Our contact really wasn't but maybe twice a year... I don't want to be like that...

Donald Johnson stated:

...I have nothing to share about my biological father being that I never met him before... When I was two years old my mother, my older brother and myself, we moved to

Virginia...always motivated me if I ever had a chance to be a dad...a good relationship with my son.

Jose Martinez expressed:

My father passed away when I was almost six years old... During high school I was just at home with my mother. What I remember of my father...gentle, laid back, patient...those attributes that I try to take on...

Michael Mullins briefly shared:

My biological father passed away when I was three so there was no relationship...growing up...you're afraid is somebody going to come into our house...murder us...

All participants shared experiences and feelings related to regret, anger, motivation, nurturing, and fear that contributed to the lack of a father-son relationship while in high school.

Biological Mother

In addition, participants described the relationships they had with their biological mothers. Thomas Adams stated:

Almost nonexistent.

William Banks shared a different experience:

My mother had a tremendous work ethic, was uneducated...she protected us from stuff we didn't even know existed or would need protecting from...she was a fighter, she was always there.

Bill Bush was similar to his relationship with his biological father:

When I was in high school... at the time I did not know my biological mother.

John Daniels shared:

Basically identical to my father... I saw my mother maybe twice a year... as far as a relationship... I mean there really wasn't any.

Donald Johnson enthusiastically stated:

...she was probably one of my closest friends... growing up my mom was my hero... I just knew her as the lady who always found a way to take care of myself and my brother... and my three step siblings.

Jose Martinez shared:

During high school I had a good relationship with my mother... it was during a period of time that I was asserting more independence.

Michael Mullin conveyed:

It wasn't extremely close. When I came home from school she never asked "oh how was school? How was practice?" It was "hello" and pretty much that's about it... She passed away right before I became a senior in high school.

Two of the participants described their mother-son relationship while in high school as very positive. One participant had a close relationship with his mother, but did not describe the relationship as positive due to his mother's health condition. In addition, three participants had no mother-son relationships.

Relationship Between Father and Mother

The participants also shared their views on experiences that exemplify the relationships between their biological mothers and fathers while in high school. Thomas Adams described the relationship as followed:

My mother was kicked out... she was having an affair... there wasn't any... do my best to make a good choice of spouse that will be with you for your entire life...

William Banks perceived the relationship as up and down:

They had a fire and ice kind of relationship... a lot of violence in their relationship... a lot of abuse...they did the best they could with the skills they had to keep the family together...I grew up saying "I'm not gonna be like him." I'm not going to abuse my wife. I'm not going to abuse myself and embarrass my family publically.

Bill Bush recalled a relationship and described it accordingly:

The reality is that my biological father and mother had a very brief relationship... it could be described as a whirlwind romance... one-night stand.

John Daniels observe a rocky relationship:

I would say adversarial and stormy and for the obvious reasons, they didn't communicate, and most had to do with the typical money situation... trying to put it in perspective...why they got married...my understanding and my outlook...no matter what the situation between me and my wife... I knew I wanted it to be different then my parents' relationship.

Donald Johnson simply described the relationship:

Non-existent...I did know in high school that I wanted to get married and have a family of my own based on the upbringing that I experienced up to that point in high school.

Jose Martinez shared stories shared by his mother:

My mother always spoke highly of him, he had been an alcoholic... She spoke highly of my father in terms of being a good person, a good husband and a good father to my older sister. So I always sort of felt like a spiritual connection to my father, even though he was not physically there.

Michael Mullin shared:

It was non-existent because he had passed away...having parents like myself...I always hoped but never envisioned...I would become a father...because...I grew up just trying to survive...

Regardless of the types of relationships high school males from fatherless households experienced and observed, the relationships had a lasting effect. Participants shared multiple experiences and feelings that affected their views as high school males, men, husbands, and fathers. Each interview provided evidence to support Finding I.

Finding II: High School Experiences and Potential Barriers

As indicated in Chapter 2, males from fatherless households tend to exhibit behavior that may affect their academic performance in high school (Harris, 1998; Sanders, 1996). Each of the participants shared various experiences, including potential factors and obstacles, regarding their academic focus while in high school. All participants expressed that they did not have any attendance issues or serious disciplinary actions while in high school. As for the academics, responses varied. Thomas Adams stated:

My high school years were outstanding... always a good student and always motivated to do well... Played basketball... President of the National Honor Society...captain of Hall Patrol.

Thomas shared an economic factor and obstacle that influenced his academic outcome while in high school. He stated:

I mean we didn't have any money... money was always a motivator because I had so little of it. Worked in high school painting houses.

William Banks reflected on his academic performance stating:

I wasn't really rigorous about academics... Probably a B/C student.

Williams shared outside factors that could be major obstacles to success in high school:

My household was in such a chaotic state most of the time... expectations that you would graduate from high school and then move out and...you started your own life... I would say that it was low expectations...people couldn't really tend to you because people were for the most part in survival mode... non-educated, struggling...just trying to keep food on the table.

Bill Bush's academic performance was good enough to experience success. He conveyed:

Academics were not stellar but good enough to get into – University.

Bill's obstacles heavily relied on his not knowing his history. He stated:

Not knowing my biological father maybe there was some anger that I harbored... when you've been adopted you tend to romanticize who your parent is... What if my biological father was famous? What if he was rich? Or what if he would let me do what I wanted?... I hated those projects as a kid when we had to trace the family tree.

John Daniel's grandfather was there to influence his approach to academics. He shared:

I thought I did very well...having that kind of foundation at home to provide us with the kind of resources that we needed for school. I graduated a member of The National Honor Society... I wrestled. I ran track.

Clearly, not having a father forced John to figure some things out on his own while in high school. He told himself:

I gotta figure out this thing called life. It really helped in a sense because that's where I was driven to go to. I just didn't even understand how to build those blocks...to map out a career, or map out like have a vision to get to where I wanted to go.

Donald Johnson described his academic experiences as average:

Academics, when I was in high school I was always doing enough to get by. I was an average student because I gave an average effort, and I could cram for tests... Never really pushed myself to excellence and greatness and never really challenged myself as well.

Donald faced other obstacles that potentially affected the effort he gave in high school:

I never met my biological father. I did know his background, and he was actually um an entrepreneur in the city... He had a thriving business and some of the contracts that he landed in the city um were actually – he was actually one of the first African Americans to land some pretty major contracts in the city...so I say that to say I think he had been in the picture my slothfulness and laziness or just get by attitude, he probably wouldn't have gone for that... I guess another obstacle as well would have been those times where my mom probably would have actually pushed me to do more, but in one sense she was just trying to keep her head above water and trying to provide for her sons and dealing with, you know, her own life.

Jose's love of music helped him focus in high school. He stated:

I got As and Bs. The sophomore and junior years um I struggled with the academics. I had more like Bs and Cs. The big part of my education was, as I mentioned before, the music... I was very involved during high school with music in school, and outside of school... I've always said the biggest part of the influence that music, and studying music during high school had on me was developing the discipline.

Michael Mullin's school experiences were up and down due to life circumstances. He explained:

I started off high school very well. Making honor roll and things of that nature...as years went on, I became – I got more and more undisciplined. I always went to school... My grades slipped up until probably my senior year in high school when I moved in with my guardian and they got me back on track, but then they slipped again when I moved in with one of my assistant coaches and I think that had to do – a lot of that had to do with - not so much that I feared my guardian. I think it was more or less I wanted to do well to make them proud, to make him proud...

However, Michael battled personal obstacles, which affected his performance in school as well:

I got into high school that's where everything changed for me.... physical features were not the best. I had very crooked teeth and things of that nature so um to make up for that, you know, you become a jokester. You try to excel in sports where people like you... Your mentality is still the same that I'm gonna be successful, I'm gonna go to college, but the approach was different. So not having that father, where they can sit you down and say "Listen, let's go and let's get you some braces. You need to focus on your – on your work because if you do want to go on to college and you do want to um be successful and get out of the kinds of neighborhoods that we've grown up in, these are the things that you're gonna have to do." And so I never – and plus my oldest brother, he left for the Air Force, so it was just me, my middle brother, and my mom and so that – there was no – there was definitely no structure, no discipline in our house and um so that definitely made it extremely hard for me to focus on uh my goal of going to college – and my grades suffered terribly.

Finding III: Influence and Outlook on Life

As noted in Chapter 1, Krampe (2009) stated that the parental relationship, as well as other adult relationships, may be instrumental in positively affecting an individual from a fatherless household. In the current study, the participants all reflected on critical factors that their biological father or other adult males played a role in their lives during high school and beyond. Due to the lack of involvement in the lives of the participants, other adult males provided each with positive male role models who instilled certain traits, characteristics, and skills. Thomas Adams, for example, shared the influence his father's outlook on life had on him:

Not to be afraid to work hard...do your best to make a good choice of a spouse that will be with you for your entire life, like he didn't do... I think he gave some genes of intelligence.

Thomas also discussed the influence of his family:

I moved in with my uncle and aunt at age 14... My uncle clearly influenced me...he had a positive outlook on life... My uncle was very religious... they wanted me involved in church.

William Banks explained his father's influence on his development:

My father was extremely supportive of his mother and did for her until she passed. That had a big influence on me. He had this tremendous work ethic. He abused himself with alcohol and drugs but always went to work... I saw someone who started things and didn't finish – planted a seed in me early that you needed to finish things. I grew up saying – I'm not going to be like him, I not going to abuse my wife; I'm not going to abuse myself and embarrass my family.

Williams gained a positive outlook from other outside influences. He stated:

I had a good friend whose father was a minister... I had a chance to see what normal was like – or more than normal from my home. I started reading about how I should look at life. How to have a positive mindset. Sports was a big part of my life...the coaches, the camaraderie that comes with being with/on a team, working toward a common goal, seeing leadership. Being in the choir...band...people who seem to have a commitment to something.

Bill Bush stated:

Directly he had no input – influence on my outlook on life because I have never known him. Indirectly... it is more just the biological piece of it. It's more - if you will, being a father figure and how you guide and work with a young person as they grow up.

Bill's adoptive father played an important role. He shared:

My adoptive father...had the biggest influence on me and developing me as a young man...and my outlook on life... I would also say my older brother (my brother through adoption).

John Daniels used the lack of influence from his father to motivate him in life. He expressed:

If there was an influence, I think it had more to do with I don't want to be like that (him)... No matter what the situation would be between me and my wife.... I knew it would be different than my parents' relationship... I knew if I ever had any children, no one would be able to ever separate me from them...

John's grandfather's influence had a positive influence on his life. He stated:

My grandfather was very, very religious... He was a hard worker, factory type worker, blue collar worker...well respected in the community.

Donald Johnson shared:

I would say it was a positive influence because he, not being in my life, always motivated me that if I ever had a chance to be a dad and specially to a son that my relationship – I was gonna do everything that I could...to have a good relationship with my son.

Donald connected with several adult males who positively influenced his outlook on life. He explained:

My JV coach... I started to push myself to excellence, pushing myself to do better than the status quo... A youth minister... teaching me what it looked like to be a godly man... He showed me the importance of character and integrity. Another gentleman... showed me what it looks like to be a Christ like husband and a Christ like father... A local pastor... really impacted my life in regards to education.

Due to the fact that Jose Martinez's father passed away when he was only six years old, he could only reflect on very early memories that he had of his father that influenced his outlook. He stated:

What I remember of my father, he was very gentle, laid back, patient... I remember him being a caregiver...prepare meals. We would take walks... very nurturing... reading from the Bible... And that was very influential to me.

Jose sought to find role models in various ways. He recalled:

One of my brothers-in-law was a positive role model...a family man...career oriented and educated... Other role models I guess through TV and movies. It's kind of funny but true... An example ... I was always a Star Trek fan... Captain Kirk...saves the day and always get the ladies... Spock...very cerebral...would think things out logically and I think that was also a big influence on me.

Michael Mullin also had to reflect on memories because his father passed away when he was three years old. He had only one vivid memory of his father:

I didn't know him very well... He was an alcoholic and that was always a concern of mine. I understand that there is a limit that has to be taken, and it has to be done responsibly.

Michael leaned on his older brother and a school staff member to shape his view on life. He stated:

My brother... taught me a lot of the things as you know playing basketball...always made sure that I was doing well in school... My high school basketball coach became a very big influence on me. I looked up to, admired, listened – didn't always follow but the things that he said, even though it wasn't put into place right away, always stuck with me in the back of my mind.

Each of the participants were able to identify individuals and important factors that helped them shape their views on life. The participants shared how identifying a positive male role model (i.e. a man, husband, father, or professional) was critical and contributed to their academic performance while in high school and beyond.

Finding IV: Advantages and Disadvantages

As the seven participants reflected on positive and negative experiences growing up in a fatherless household, several found ways to find encouragement from a difficult situation.

William Banks stated:

It made you mature. You had to because you had to protect yourself. You had to be man of the house. You couldn't stray off or get into trouble – follow your friends. You had to

lead because you had to be accountable to your family. You had to get a job. You had to contribute... I think it really built determination in me.

Donald Johnson shared:

My outlook or philosophy as it pertains to women today... I definitely see women as powerful, as opposed to powerless, as some men view women. I see women as the backbone of the families... how it really motivated me to do differently...

Jose Martinez expressed:

I kind of had a clean slate... I was not limited to the example of what I saw at home from my father, other than what I remember being positive – like patient and caring and tender, nurturing... Not necessarily restricted to real strict gender roles...well this is what men do. This is what women do... I was always raised independent... self-sufficient and able to care for myself, cook, and clean.

Others struggled to find the positives but were able to share a few reflections. Having someone to fill the void of not living with your biological father was seen as an advantage.

Thomas Adams stated:

I had an uncle who substituted. He...loved to fish. I wished I could go fishing with my dad and never – I got to one time... He taught me to do things around the house. I didn't get any of that from my father.

Bill Bush added a similar advantage:

I don't know that I personally consider myself growing up in a fatherless household because my adoptive father was always in that role for me.

And, several simply expressed no positives. Michael Mullin stated:

There are no advantages to not having a father.

John Daniels shared:

I wouldn't say there's really ever any advantages... There were some things that I may or may not have done but I just don't think there's ever an advantage.

Without hesitancy, all participants were able to identify the struggles or the disadvantages of living in a fatherless household while in high school. William Banks observed father-son relationships in other homes that consistently reminded him of his own disadvantages. He stated:

I think I saw it when I saw my friends with their dads. When I saw a home that wasn't volatile... When I saw follow through, when I saw them doing things together.

The role model of the male figure was highlighted by three of the participants. John Daniels expressed:

I think there's a lot of single parent households where females do the best they possibly can but as you're growing up as a young male there's certain things that a female – you can do all the reading you want...but there's just certain things that can really only come from a male perspective and you need that as a kid. Cause you are a sponge... lots of times kids kind of gravitate towards all the things a kid would think they would want, and that's where you have that strong male role model to kind of help you, guide you, navigate you, through all the traps....in life.

Donald Johnson noted:

Those are things that I missed out on... such things as changing the oil, changing tires on a car...I can do more things inside the house in terms of cleaning and cooking and those things came from witnessing my mom...opposed to not having my biological father in the house and not being close to my step-father.

Jose Martinez expressed:

I did not have a lot of positive male role models to guide me as I was growing up... A negative thing, interpersonal relationships and romantic relationships... I guess kind of like the lesson that I learned as a young child, again I was almost six years old when my father died, was that no matter how much you love someone there's gonna come a period of time when that person's gonna go away. And then that sense of feeling of like abandonment or having a broken heart...

Thomas Adams and Michael Mullin focused on the socio-economic effect of a fatherless household. Thomas stated:

We didn't have any money...

Michael shared:

Going to bed every night scared... growing up in the projects – afraid somebody is going to come into our house – to break in, murder us, steal from us even though we don't have much... Financially – not having any money... Not having food at the end of the month... Not having clothes to buy for school.

Bill Bush who shared that he did not consider himself as a high school male from a fatherless household added an interesting perspective, stating:

I would use the fact that I was adopted - and not the biological child... I did use that against my adoptive parents in times of anger – to say they loved him (my brother – their biological child) more... I can't say I was ever treated differently... But there certainly was a part of you that was aware that you're different... Not knowing your biological father – a piece of you that's always missing... in your make-up. I still harbor not knowing my medical history.

The participants struggled to identify advantages of being raised in a fatherless household with two of the seven participants stating they perceived no advantages. All participants were able to describe multiple examples of disadvantages living in a fatherless household.

Finding V: Roles, Strategies, and Programs

Various roles, as well as strategies and programs within the school and community, may be vital to the academic performance of high school males from fatherless households. Identifying early interventions that help to equip high school males with life skills may be significant to ending the cycle of fatherless households. While working with high school males from fatherless households, each of the participants shared roles, strategies, and programs developed through education, ministry, law, and the household.

As a school administrator and mentor, Thomas Adams worked with high school males. He shared that he:

...likes to share his experiences and what he learned from them... I would always try to find things in common that we like... the kind of things that they are not getting from their father...

He shared his experiences with a mentoring program:

We were talking about academics of minority students. Lack of... we had teacher mentors and we had parents that were mentors...

Bill Bush also worked with high school males as an administrator. He stated:

My philosophy on that is we really try to target the individual student...we've assigned mentors – trying to get male role models. Maybe get involved in sports...the coach becomes the pseudo parent. Many educators love that opportunity to make that kind of difference.

In addition, Michael Mullin worked with high school males as a school administrator as well as a teacher. He stated that as a teacher:

It was building a relationship with the students. Being able to number one, let them know how much I cared about them, number two, letting them know that they're gonna be held responsible for not only their work, but how they act in my class. As an administrator, he shared "...making better choices and things of that nature, and the same thing goes for their parents when I see them. The mentoring program... I'm following up on them... I'm making contact with the parents... You don't pick and choose the easy ones to make yourself look good. You choose the hard ones... I think one of the more important things that I always view is working with the parent and getting them to understand that when a child finds somebody that they can entrust themselves into, you have to be able to work with that person, whether good or bad. Whether it's the good phone call or the bad phone call..."

William Banks worked with high school males as a summer counselor and through his work in special education and mental health. He stated:

It is critical - it's a process of trying to establish trust, and that is first and foremost. They don't care necessarily what you know, and on some level they need to know that you care and you're interested... you really have to do an assessment of who this individual is and how much they're willing to do right now. What they're willing to hear and just start planting seeds, ideas... Draw a little diagram and find out what they're good at and try and build on that, – try to give them a little bit of hope.

Although Donald Johnson, Jose Martinez and John Daniels' working experiences existed outside a school setting there were many similarities. Donald, who is an associate pastor, stated:

I served as a big brother, mentor, some... surrogate dad... and then there are some where...I just function in my associate pastor role... The biggest thing that I've always tried to give them was emotional support... showing up at one of their extracurricular activities at school, or whether that was showing up at their job just to encourage them, whether that was sending them a gift card in the mail, or just writing them a letter, shooting them a text, et cetera, the emotional support... after they see that I sincerely and genuinely care about them, that then allows me - in most cases they have been giving me permission to kind of take on the more challenging role as well, to challenge them to do better with their academics. I ask them how their grades are looking in school. I ask them how they are treating mom at home... We currently have a mentor program.

Jose's role as an attorney allowed him to work with high school males who got involved in the criminal justice system. He shared:

I would emphasize that knowledge is power and education is very important in order to become self-sufficient and not depend on anyone else.

He would consistently remind high school males that:

You can overcome obstacles that you face out there in the streets and that the negativity that you see in the street is not the only option available to you.

John, who raised multiple high school male children, added:

What you want them to understand is put yourself in the position to win...that's not to say still something can't happen to you but it's – the risks become a lot lower... I think, some of the critical life skills that you have to work with them on - having a road map.

All participants expressed that current roles as professionals and fathers can positively impact the lives of high school males from fatherless households. The participants also shared

that personal experiences enabled them to better relate to high school males being raised in fatherless household.

Summary

The findings of this grounded theory study identify for school leaders the potential connections between fatherless households and academic achievement among the high school males. Each participant provided an in-depth look at five factors in the home and at school that lead to their struggles/perceptions:

- Relationships with the biological father, as well as others, that play major roles in a high school male's emotional stability,
- There are both advantages and disadvantages of being raised in a fatherless household,
- An adult male presence influences the high school male's and view on life,
- Positive male role models can help prevent obstacles from negatively affecting the high school experience of males, and
- Early interventions by school leaders may provide strategies and programs that lead to academic success of high school males.

Chapter 5 summarizes the findings of the study and identifies future research on factors that affect the academic performance of high school males.

CHAPTER 5: ANALYSIS

In Chapter 1, I provided an introduction of the problem, study background, study purpose and significance, research questions, research process, and study limitations. Jones et. al (2003) indicated that since the early 1940's, many researchers have focused on the effects fatherless households have on father-child relationships and the development of the child. During World War II, the effect of these fatherless households began to be measured. Researchers found that high school males were likely to identify themselves with their fathers (same-sex parent) and the time spent with their fathers. Kim (2004) found that the presence of a father influenced males' decision-making and other cognitive abilities.

In Chapter 2, I examined the definition of fatherless households and the demographics associated with these households. I also provided an in-depth look at the influences and relationships that contribute to the academic performance of high school males (Marsiglio, Amato, Day, & Lamb, 2000). I concluded the chapter with a review of intervention programs designed to improve the effects of fatherless households and the academic achievement of high school male students.

In Chapter 3, I included the purpose of the study, a description of the role of the researcher, and an explanation of a grounded theory study (Strauss & Corbin, 1998), along with a discussion of its strengths, limitations, trustworthiness, and researcher bias. In addition, I summarized the selection process of participants and described the analysis process. In Chapter 4, I presented the study findings which emerged from one-on-one interviews with seven participants who were raised in fatherless households. Stake's (2006) multiple case study worksheets were used to help analyze themes common to each interview.

In this chapter, I summarize and discuss the findings of the grounded theory study and discuss some implications. I also identify potential for future research efforts that may positively affect the academic performance of high school males from fatherless households.

Findings

Seven participants from fatherless households, who were ages 28 and older with varying careers (education, religion, law, and community advocacy), participated in the grounded theory study. For school leaders, they identified possible connections between fatherless households and academic achievement among the high school males. The findings of this study provide school leaders with insight about home and school factors that lead to the struggles and perceptions of high school males. The following research questions formed the framework for this study and focused on the effect of fatherless households on academic outcomes of high school males:

1. How do high school male students describe circumstances of a fatherless household and its influence on academic performance in school?

Study participants indicated that relationships with the biological father and biological mother, as well as the relationship between the father and mother, had a positive or negative emotional impact on them. These relationships were used as motivation to seek better life experiences in high school and beyond. Thomas Adam stated,

He (father) was probably a pretty smart guy, so I think he gave me some genes of intelligence. I know my mother did – she was smart too...neither one of them made very good life decisions, and tried to do that (make good decisions)...

Bill Bush shared some struggle with class assignments,

You know those projects in school where they always ask you to trace your family tree ... that was really hard for me as an adoptive kid... I just put my adoptive family stuff... we were always 100% Irish as far as I was concerned. Well, as I got older I realized I'm 0 % Irish. I'm 50% Italian and 50% English...they would have you do those types of things I would always struggle with what to put and I would become difficult with the teacher.

While in high school Donald Johnson reflections extended beyond school, he shared,

...he (father) not being in my life always motivated me that if I ever had the chance to be a dad, specifically a dad to a son... I was gonna do everything that I could do in my power to have a good relationship with my son.

John Daniels also expressed,

The situation between me and my wife...I knew I wanted it to be different than my parents' relationship...Because sometimes you're carrying baggage that you don't even know you're carrying because that what you knew as a kid.

Regardless of the circumstances that prevented them from having a close relationship with their biological fathers, as can be seen, each participant expressed his frustration, as well as his desire, to have a positive relationship with his father while in high school. This study also identified the importance of the single-mother's role in a fatherless household. In addition, it highlighted other potential caretakers of males from fatherless households, e.g. grandfathers, older brothers, uncles, and male guardians. As shown in John Daniel's previous statement, the study illustrated the significance of the single-mother's attitudes toward the father, as well as the observable behaviors of the father-mother relationship that may influence the high school male.

This study underscores the significance for school leaders understanding the high school male's needs that may exist beyond the classroom. Establishing a trusting relationship with school leaders may be a challenge for high school males from fatherless households due to the personal relationships they have experienced and/or observed, but it is critical to positively affecting their academic outcomes. William Banks recalled:

I saw someone (father) who started things and didn't finish and that planted a seed in me early that you needed to finish things...my household was in such a chaotic state... low expectations (school)...people could not tend to you because people were...survival mode themselves... the guidance counselor told me you know...basically you go work at the mill...I found this Spanish teacher...I learned about the SAT...

Donald shared a similar experience:

A local pastor in the area... really had an impact on my life in regards to education... If my high school counselor knew I was working on my doctorate he would definitely be surprised...based on my work ethic and my GPA...encouraged me to look at a trade school as opposed to college...

These findings mirrored the literature. Marsiglio et. al (2000) stated that fatherless households negatively affect the father-son relationship. They studied to understand the association between the father-son relationship and a child's development of social/emotional relationships (Marsiglio et al., 2000). The level of involvement and emotional support from the father is critical to the father-son relationship (Astone & McLanahan, 1991) In this study, it was evident that the lack of a father-son relationship left long-lasting impressions on each participant.

When children are raised in fatherless households, they are likely to be raised by a single mother. The father is not usually present and has little or no involvement in the child's life

(Cisneros, 1996). According to Mandara et. al (2005), the single mother has the ability to provide a structure that is comparable to households with the father present; however, as in the case of John Daniels, establishing such an environment for a child may result in emotional stress for the single-mother, which may lead to poor parenting (Jackson et al., 2000). Regardless of the circumstances, the mother's attitude towards the father's involvement will influence the child (Dothery et al., 1998).

Advantages and Disadvantages

In this study, participants identified positive and negative factors that affected high school males from fatherless households. For example, all seven subjects viewed women in a positive light, and they had to mature faster because of the father's absence. Several of the participants, however, found it difficult to express anything positive due to the negative economic and social circumstances that impacted their fatherless households. Other participants expressed that their mother's care and commitment helped them gain a positive perspective on the role of women. William Banks explained,

My mother was extremely supportive, always there, protected us from stuff we didn't even know existed or we needed protecting from.

The disadvantages of being raised in fatherless households was a common theme among the study participants and included the following: no relationship with the father; the inability to identify with a male perspective in situations of need; lack of positive male role models; lack of economic stability; and occasional anger. As Michael Mullins shared,

Going to bed every night...you're afraid - is somebody going to come into our house?... Financially – not having any money... Not having food at the end of the month.

These findings are consistent with the literature. King et al. (2004) found that fathers who do not live in the household are not able to provide the necessary resources to support the high school male's development, such as income, parental support, shared time, and emotional and social support. The absence of these resources left the single-mother to bear the parenting responsibilities alone (Cisneros, 1996). These findings suggest that school leaders need to be aware of both positive and negative factors associated with high school males from fatherless households as they develop outreach programs in schools.

High School Experiences of Study Participants

In regards to high school experiences, the findings of this study were not congruent with the literature. As profiled in the literature, high school males typically did not achieve in high school. In contrast, Jose Martinez provided the following example:

I got A's and B's...I was very involved during high school with music...I think that had a big influence on my education and on my development...

John Daniels also shared,

I graduated National Honor Society. I had perfect attendance in school for three years... I never had any discipline problems...

To further contrast with the negative consequences or factors associated with high school males from fatherless households described in the literature, none of the participants had dropped out of school or bore children out of wedlock. In addition, each of the participants expressed their individual perceptions of their biological fathers while in high school as motivation to avoid repeating the cycle of the fatherless household in their adult lives. All participants described their current relationships with their biological children as positive. In addition, the participants also indicated positive relationships with their wives and/or fiancée. The participants all

expressed a desire to fulfill their responsibilities as fathers financially, emotionally, and socially to prevent another young life from experiencing the trauma of a fatherless household.

Participants suggested one way of ensuring a better life in the future was through education. Schools gave them opportunities to get away from the negative influences of their homes. In some cases, school provided meals for participants during times when there was little food at home. These positive impressions, which run counter to the literature, may have been the result of purposeful selection and the snowball process.

The literature indicated that being raised in a fatherless household negatively influences the school experience (i.e., academics, attendance, discipline, extra-curricular activities, etc.) and results in students increased likelihood of immaturity, inappropriate behavior, and insecurity (Thomas et al., 2008). Furthermore, males from fatherless households may drop out of school; engage in premarital sex, and father children out of wedlock (Furstenberg & Teitler, 1994). Additionally, previous studies such as Levin & Peacock (2004) found that students from fatherless households were less likely to achieve and Harris (1998) found students more likely to exhibit negative behaviors. Bankston & Caldas (2013) explained that it was difficult for a single parent to devote the time to participate in school activities and educational advancement, as well as, find it challenging to follow through due to the financial burden (Robinson & Werblow, 2012).

School leaders must use findings to understand that even with challenges in the households, students can potentially use negatives experiences as motivation to succeed. School personnel must avoid any means of stereotyping and find a connection that will assist in maximizing the academic potential of the high school male.

2. What do young adult males from fatherless households remember about the methods significant male adults used to help them overcome obstacles that affected school achievement?

The participants described significant adult males within the family and beyond the family who helped them overcome obstacles. Though difficult at times, the participants were positively influenced by other male adults such as grandfathers, uncles, older siblings, adoptive fathers, friend's fathers, coaches, school staff, pastors, as well as, TV/movie role models. These adult males taught the participants to have positive attitudes, establish goals, employ self-discipline, respect women, and have a strong religious foundation. Furthermore, they modeled a strong work ethic and good character, as well as, fulfilling the responsibilities of fathers and husbands. Bill Bush shared:

The biological father is really just that – the biology...health and maybe what you look like...But all influences about who you are as a person really come from the person that influences you the most as a father figure...my adoptive father ...developing me as a young man.

Donald Johnson also conveyed experiences that he had with a church member:

...this gentleman showed me exactly what I'd always wanted or desired for myself as a teenager and as an early young adult...this person really kind of showed me through his example of being a husband and father...

While seeking a positive male role model, Jose Martinez sought the TV/movie screen:

I was always a big Star Trek fan... You know the Captain Kirk type...saves the day...Spock, a Vulcan and very cerebral...

The adult role models were also able to establish relationships with participants encouraging them to excel academically. These relationships were critical to the participants who occasionally lost academic focus because they were able to refocus after conversations and/or guidance from the established relationship. For example Michael Mullins stated,

My basketball coach became a very big influence on me. He was someone that I looked up to, admired, listened [to]– did follow the things he said, even though it wasn't put into place right away, always stuck with me in the back of my mind.

Thomas Adams agreed,

My uncle had a positive outlook about life, and he taught that to me, and consequently I have a pretty positive attitude about things.

The findings were consistent with the literature. Mormon and Floyd (2008) suggested the father-son relationship (i.e., the role of the father or lack thereof) would affect how the son emerges or perceives himself as an adult. The father influence may positively or negatively shape the outcome of the high school male's perception of self and life. Krampe (2009) found that if a positive father-son relationship is not established, another male figure may play a vital and positive role in the development of a male child. Such a male figure may exist within the family structure or beyond.

The key to each of the participants' success was having an individual who saw the potential and encouraged him to maximize that potential while in high school and beyond. The participants also shared how just observing a male role model's actions and behaviors from afar can positively influence a high school male. School leaders can use these findings to establish a school culture that understands the importance of positive working relationships (knowing students by name and need) and by providing appropriate professional development targeted to

understanding the needs of high school males from fatherless households. Once students know that you are invested in their success they are willing to give you their best effort.

3. What strategies did the same adult males use in their efforts to assist high school males from fatherless households?

Study participants were able to ameliorate some of the negative aspects of a fatherless household through other means. The participants used various roles, strategies, and programs to contribute to the academic success of high school males from fatherless households. This finding is born out of Levin & Peacock's (2004) finding that school performance of high school males from fatherless households is not only affected by factors at home, but also by the expectations, support, and assistance of teachers and school administrators

Mentoring and Other School Programs

One strategy cited by several participants was mentoring. Such programs allow opportunities to meet with high school males to equip them with the knowledge and skills to succeed in school and in life after high school. Bill Bush described his process for recruiting staff members to participate in the mentoring program. He explained,

...pretty much every educator I've worked with, when you ask them and say we have a child in in need and in this case a fatherless household, we just want you to be aware of that. Most educators really love that opportunity to make that type of difference.

Similarly, research studies indicated that schools offering multiple programs supporting the involvement of high school males academically, emotionally, and socially play a larger role in the students' academic success (Bankston & Caldas, 2013). In the same vein, Wang and Gordon (1994) found that some of the critical characteristics and components that schools needed to

address include development of personality, environment, parenting, relationships, mentoring, aspiration, extra-curricular activities, and community.

Several participants cited the role of school staff, community, and students as crucial to supporting fatherless students, as found by Bankston & Caldas (2013). The participants' experiences with high school males from fatherless households were consistent with the literature in this study.

Strategies

Participants identified a number of helping roles in which they were involved while working with high school males from fatherless households. Roles included teachers, school administrators, pastors, lawyers, community liaisons, and fathers. These roles demonstrate the importance of school and community partnerships working together to positively influence high school males from fatherless households. One strategy that participants consistently highlighted was establishing a trusting relationship. A high school male from a fatherless household is likely to be defensive and shy when it comes to establishing relationships. Other strategies included building on the strengths of the high school male, providing emotional support, challenging students to excel academically, teaching self-sufficiency, and partnering with single-mothers or guardians. Donald Johnson summarized,

Emotional support...showing up at one of their extracurricular activities at school, or whether that was showing up at their job just to encourage them, whether that was sending them a gift card in the mail, or just writing them a letter.

William Banks expressed,

...it's a process of trying to establish trust, and that is first and foremost. They don't care necessarily what you know, on some level they need to know you care and you're interested...

Equipping high school males with such skills is vital. Jones (2004) found that greater attitudinal and practical dependence versus independence likely leads to high levels of academic success.

Implication of Practice

School leaders should consider the following strategies for working with high school males from fatherless households:

- School leaders should share current research about male students from fatherless households with their employees through on-going embedded professional development. This is a first step in establishing trust and positive student/school relationships, which may lead to students' improved academic success.
- School personnel must learn to refrain from stereotyping students with challenging backgrounds.
- School leaders should establish a culture where staff know students by name and understand academic, emotional and social needs.
- School personnel (administrators, teachers, school counselors, support staff, etc.) should strive to partner with single mothers and guardians through mentoring programs with positive male role models.

As the participants in this study show, negative life experiences or lessons from the lives of others can help students overcome challenges they face.

Further Research

Based on the findings of this study, a number of questions arose that may lead to further research:

- Two of the participants discussed the impact of an older male sibling who positively influenced their outlook on life. A study focusing on the factors and obstacles that contribute to the academic outcome of a high school male who also has the responsibility of fulfilling the father role may be informative.
- One participant shared an experience working with a mentoring group for young males who reside with both parents. The question becomes what are the barriers that may affect the academic outcomes of high school males who have no relationship with the biological father who resides in the home?
- A study to identify appropriate professional development for high school staff regarding understanding and working with high school males from fatherless households may be warranted.
- A study to track the efficacy of mentoring programs on males well into adulthood (as individuals, fathers, and husbands) may provide insight into effective programs for ensuring the academic success of male students from fatherless households.
- The development of an evaluation model which enables high school males to provide feedback regarding mentoring programs may lead to more effective ways to ensure strong interventions and positive results.

Summary

This study highlights factors and strategies for school leadership to assist high school males from fatherless households to overcome obstacles that may affect their school

performance. Relationships that male students from fatherless households experienced with their biological fathers may potentially affect them well into adulthood. Study participants were able to identify role models during high schools who provided a positive outlook on school and beyond. This finding purports that positive role models within schools and community are critical. The participants' high school experiences did not reflect the research literature regarding academic performance. The findings suggest that school leaders should identify male students from fatherless households within their buildings and provide academic, emotional, and social support based on each student's specific needs (i.e. establishing trust between these male students and school personnel). Finally, the study has shown that adult males who were raised in fatherless households may provide valuable insights to school leaders who endeavor to develop support programs for these students.

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APPENDICES

Appendix A: Interview Protocol Guide

Appendix B Informed Consent Form

Appendix C: Worksheet 1, Themes (Research Questions) of Ground Theory Study (Stake, 2006)

Appendix D: Worksheet 4, Analyst's Notes While Reading Interview Report (Stake 2006)

Appendix E: Worksheet 2, Rating of Expected Utility of Each Case for Each Theme (Stake, 2006)

Appendix F: Worksheet 5A, Matrix for Generating Theme-Based Assertions from Interview

Findings Rated Important (Stake, 2006)

Appendix A: Interview Protocol Guide

Participants Name: (pseudonym)_____

Script – with recorder running.

**I am sitting with _(Pseudonym)_____ in (location)
_____ for our interview today. It is approximately _____ (time) on
_____ (date).**

I want to thank you for participating in this study. My name is Eric Brent and I am a doctoral student at Virginia Tech. This study is for my dissertation, which is partial fulfillment of the requirements for a Doctorate in Educational Leadership and Policy Studies. This interview will take approximately one hour. I would like to have your permission to record this interview so that I may accurately document the information you share. All your responses are confidential. They will be used to develop a better understanding of factors that contribute to the academic outcome among high school males from fatherless households.

At this time, I would like to remind you of your written consent to participate in this study. I am the responsible investigator, but the researcher of record is the chair of my dissertation committee, Dr. Walt Mallory. You and I have both signed and dated the consent form, certifying that you consent with this interview. You will receive a copy of the consent form, and I will keep the other copy secured.

Your participation in this interview is completely voluntary. If at any time you need to stop or take a break, please let me know. You may also withdraw your participation at any time without consequence.

Before we begin, do you have any questions or concerns?

Again, I want to thank you for your participation in this study. I believe your input will be valuable for this study on factors that contribute to academic outcomes among high school males from fatherless households.

With your permission, we will now begin.

1. Please respond to the following background questions.

- Choose from the following ethnicity: Are you Hispanic or Latino? Yes No
- Racial Category: American Indian/Alaskan
- Asian
- Black/African American
- Native Hawaiian or Pacific Islander
- White/Caucasian
- What is your age?
- What is your highest level of education?
- What is marital status?
- What is your occupation?
- How many children do you have?
- Briefly describe your relationship with your biological children.

Let's move on to family experiences

2. Tell or share something that exemplifies your relationship with your biological father while in high school?
 -
3. Tell or share something that exemplifies your relationship with your biological mother while in high school?
 -
4. Tell or share something that exemplifies your relationship between your biological mother and father while in high school?
 -
5. What influence has your biological father had on your outlook on life?
 -
6. What are some of the advantages/disadvantages growing up in a fatherless household?
 -
7. Who are the adult males that influenced your outlook on life while in high school?
 -

Let's move on to high school experiences

8. Please describe your school academics, attendance, and discipline records in high school.
 -
9. Please describe what factors/obstacles from being raised in a fatherless household influenced your academic outcomes while in high school?
 -

Let's discuss working experiences with high school males...

10. Please describe your role and experiences working with high school age males (prompt: support, perceptions of impact on your practices/understanding of your role, identification of role – teacher, counselor, pastor, etc.)

•

11. If a high school male from a fatherless household is working with you, what type of support could or would he receive?

Is there anything else you would like to add?

Pause.... Wait...

Conclusion:

This concludes our interview for today.

TRANSCRIPTION REVIEW

☐ I would like the option to review the transcripts of this interview. I understand that I will have 7 days to review the transcripts from the date that the researcher sends them to me. If I do not respond with edits during that time frame, the researcher will assume that I do not want to make any changes and will move forward with the transcript analysis.

☐ I do not want the option to review transcripts.

I may find the need to speak with you again for clarification or other reasons. May I contact you, if necessary? Yes _____ No _____

Once I have accurately transcribed the interview, the recording will be erased/destroyed. I also want to remind you that your name will never be associated with this interview. The surveys and this interview will all be identified by a pseudonym.

Upon completion of the analysis and writing the dissertation, I will send you a copy of the final study for you to review.

Before I turn off the recorder, is there anything else you would like to add?

Pause.... Wait...

Thank you again for your time.

I will now turn off the recorder.

Participant's signature

Date_____

Appendix B: Informed Consent Form

Participants in Research Projects Involving Human Subjects

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Title of Project: Fatherless Households: Factors Contributing to the Academic Outcomes
Among High School Male Students

Investigator(s): Eric V. Brent

I. Purpose of this Research Project

The purpose of the study is to examine how fatherless households affect the school performance of male students in high school. Results of this study will be used for a research study. The research participants will consist of 5-6 adult males, ages 28 and older.

II. Procedures

To evaluate the relationship between fatherless households and the school performance among high school male students, I will gather information regarding the father-son relationship and male students' performance in school. To do this, I ask that you participate in a 45-60 minute face-to-face interview.

I am not interested in any specific individual, but rather a specific group.

III. Risks

There are minimal risks to the participants in this research study. You may feel that some of the questions may be disconcerting or unpleasant. For example, a few questions may cause negative emotional thoughts from past or current experiences to resurface.

You will be asked to provide confidential information about yourself.

IV. Benefits

Once the research study is completed, you will be given the opportunity to receive the data on the findings, which may be helpful to better understand yourself and others who may have similar experiences.

You have an opportunity to contribute to a research study. No promise or guarantee of benefits has been made to encourage you to participate.

V. Extent of Anonymity and Confidentiality

To protect your identity, you will be assigned a pseudonym to protect your identity. All data collected will be kept in secured files and all responses will be protected. No one will be able to identify your responses. At no time will the researcher release identifiable results of the study to anyone other than individuals working on the project without your written consent.

The Virginia Tech (VT) Institutional Review Board (IRB) may view the study's data for auditing purposes. The IRB is responsible for the oversight of the protection of human subjects involved in research.

VI. Compensation

All research participants' names will be entered into a drawing for a VISA gift card valued at \$50.00.

VII. Subject's Consent

I have read the Consent Form and conditions of this project. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent to be a participant (or subject) in this study:

_____ Date _____
Participant's signature

Participant's printed name

VIII. Freedom to Withdraw

It is important for you to know that you are free to withdraw from this study at any time without penalty. You may decline answering or responding to any questions asked of you without penalty.

Please note that there may be circumstances under which the investigator may determine that a subject should not continue as a subject.

Should you withdraw or otherwise discontinue participation, you will be compensated for the portion of the project completed in accordance with the Compensation section of this document.

IX. Questions or Concerns

Should you have any questions about this study, you may contact me. My contact information is included at the beginning of this document.

Should you have any questions or concerns about the study's conduct or your rights as a research subject, or need to report a research-related injury or event, you may contact the VT IRB Chair, Dr. David M. Moore at moored@vt.edu or (540) 231-4991.

(Note: Each subject must be provided a copy of this form. In addition, the IRB office may stamp its approval on the consent document(s) you submit and return the stamped version to you for use in consenting subjects; therefore, ensuring each consent document you submit is ready to be read and signed by subjects.)

Appendix C: Worksheet 1, Themes (Research Questions) of Ground Theory Study

(Stake, 2006)

Theme 1: Relationships with the biological father and/or biological mother, as well as the relationship between the father and mother influenced the high school males.
Theme 2: High school experiences and other factors were impacted by fatherless households.
Theme 3: The influences of biological fathers and adult males within the family and beyond - played an important role in the self-identity of high school males.
Theme 4: Despite many negative experiences related to fatherless households, high school males had a positive view of women. High school males also experienced increased maturity.
Theme 5: The importance of various roles, strategies, and programs while working with high school males from fatherless households.

Appendix D: Worksheet 4, Analyst's Notes While Reading Interview Report

(Stake 2006)

Pseudonym: William Banks

<p>Synopsis of Interview: African American, 55-59, married with four children, very close, involved, and supportive relationship with biological children, highest level of education is a Doctorate, educator</p>	<p>Interview Findings:</p> <p>Theme I: Relationships - Yes Theme II: Experiences/factors - Yes Theme III: Influences - Yes Theme IV: Pro/con - Yes Theme V: Various support - Yes</p>
<p>Uniqueness of Interview for programs/phenomenon:</p>	<p>Father left the home when I was in 8th grade.</p>
<p>Relevance of Themes & Interview Quotes:</p> <p>Theme I: Household relationships</p>	<p>Q1- He was from a generation of men that um never expressed their feelings. Never once have I ever heard him – he never said he loved me, but I knew he did. He wasn't expressive that way, but his way of showing his love was to provide a roof over my –</p> <p>Q2 - He also had his girlfriends on the side,</p> <p>Q3 -He moved out for the last time probably when I was in about the 8th grade</p> <p>Q4- My mother had a tremendous work ethic, was uneducated.</p> <p>Q5- My mother was extremely supportive, always there, like protected us from stuff we didn't even know existed or we needed protecting from.</p> <p>Q6- She and my father used to get into a lot of physical altercations and as expected, she got the worst of it. but there were times when she needed to be in school with me for something and she would show up, bruises and all.</p> <p>Q7- They had a fire and ice kind of relationship I guess.</p> <p>Q8- a lot of violence in their relationship</p>

<p>Theme III: Influences/Outlook</p>	<p>Q9- a lot of alcohol abuse</p> <p>Q10- They did the best they could with the skills they had to keep the family together. My mother also had children out of – before she and my father got together, and he seemed to do a pretty good job of helping her raise and provide for those children as well.</p> <p>Q11- I had half brothers who I thought were “my brother”</p> <p>Q12- Father was uneducated. Dropped out of school – 7th grade.</p> <p>Q13- He was extremely supportive of his mother.</p> <p>Q14- He had this tremendous work ethic. He abused himself with alcohol and drugs but always went to work.</p> <p>Q15- A big impact on me. I saw someone who started things and didn’t finish and planted a seed in me early on that you needed to finish things.</p> <p>Q16- I grew up saying “I’m not gonna be like him.” I’m not going to abuse my wife. I’m not going to abuse myself and embarrass my family publically.</p> <p>Q17- In some way I learned – I learned how I wanted to be as a man by watching some things I – I saw him not be.</p>
<p>Theme IV: Advantages/Disadvantages</p>	<p>Q18- Advantages was it made you mature. You had to because you had to protect yourself. You had to be more of a man in the home.</p> <p>Q19- You couldn’t stray off or get into trouble – follow your friends. You had to lead cause you had to – had to be accountable.</p> <p>Q20- You had to get a job. You had to</p>

<p>Theme II: High school experiences/factors</p>	<p>contribute. You had to go with your mother to work to help her at her job. I think it really built a determination in me.</p> <p>Q21- Disadvantages. I think I saw it when I saw my friends with their dads. When I saw a home that wasn't volatile.</p> <p>Q22- When I saw follow through, when I saw them doing things together.</p> <p>Q23- I think everything that you see that he wasn't, it makes you – it made you want to be that if you're ever a father.</p> <p>Q24- That was a big influence on me, and I started reading – just reading about how I should look at life. How to have a positive mindset.</p> <p>Q25- my household was in such a chaotic state most of the time that uh there was an expectation that you would just graduate high school and then you'd move out and you'd get your own – you started your own life.</p> <p>Q26- no one was checking homework, no one was looking at grade point average, no one,</p> <p>Q27- it was low expectations</p> <p>Q28- people couldn't really tend to you because people were for the most part in survival mode themselves. Again, yeah, non-educated, struggling, blacks who were just trying to get by and trying to keep food on the table.</p> <p>Q29- I had a good friend whose father was a minister</p> <p>Q30- I had a chance to kind of see what normal looked like</p> <p>Q31- the coaches, the camaraderie that comes with being on a team, working to – toward a common goal, seeing leadership in a coach. Being in the choir, you know, in the band. Those kind of people who seem to have a commitment</p>
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<p>Theme V: Roles and support</p>	<p>to something.</p> <p>Q32- My school attendance was great. I didn't have discipline problems in school.</p> <p>Q33- high school at the time came easy to me and I didn't have any lofty goals of going to college.</p> <p>Q34- I wasn't really uh rigorous about academics</p> <p>Q35- there was one Spanish teacher, a black lady in my school, who I started asking questions of. Because the guidance counselor told me you know basically you go work at the mill and just go get a job. So I found this Spanish teacher, Ms. Harris. So I learned about the SAT and that kind of stuff.</p> <p>Q36- Probably was a B/C student.</p> <p>Q37- I worked at a Boys Club and so I started working as a summer counselor helping students with you know I could basically develop a program for them. So I started taking them to the library and you know just kind of exposing them to academics in that regard.</p> <p>Q38- special ed and mental health</p> <p>Q39- process of trying to establish trust,</p> <p>Q40- They don't care necessarily what you know, and on some level they need to know that you care</p> <p>Q41- have to do an assessment of who this individual is</p> <p>Q42- start planting seeds, ideas, uh you track into what their strengths are.</p> <p>Q43- I had to roll up your sleeves and spend a little time with them</p> <p>Q44- I started a mentoring program at the</p>
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	<p>alternative school I'm in. I started a men's group called Young Men in Transition</p> <p>Q45- focus on empowering them to uh take ownership of whatever situation they were in.</p> <p>Q46- expose them to uh vocational schools or college opportunities</p>
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Appendix E: Worksheet 2, Rating of Expected Utility of Each Case for Each Theme

(Stake, 2006)

H = high utility; M = middle utility; L = low utility

Utility of Cases	Adams	Banks	Bush	Daniels	Johnson	Martinez	Mullin
Original Multicase Themes							
Theme 1	<u>Q1, 2, 3, 4, 5, 6, 7 & 8</u> Not close(father); non-existent (mother); father kicked mother out H	<u>Q1, 2, 3, 4, 5, 6, 7, 8, 9, 10, & 11</u> Never expressed feelings;(mother) extremely supportive;(m/f) violent relationship H	<u>Q1, 2, 3, 4, 5 & 6</u> Don't know father; no relationship; did not know (mother); one night stand H	<u>Q1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 & 13</u> No relationship with father; same with mother; (m/F) divorced/adversarial H	<u>Q1, 2, 3, 4, 5 & 6</u> Never met (father); closest friend (mother); non-existent (m/f) H	<u>Q1, 2 & 4</u> Father died at age 6; close relationship (mother); mother spoke highly of him (m/f) H	<u>Q1, 2 & 3</u> Father died at age 3; Wasn't extremely close (mother); non-existent (m/f) H
Theme 2	<u>Q26, 27, 28, 29, 30, 31, & 32</u> Outstanding; uncle teacher; good attendance; no discipline <u>Q21</u> No money H	<u>Q32, 33, 34, 35, 36, & 37</u> Rigorous about academics; good attendance; no discipline <u>Q25, 26; 27, & 28</u> Chaotic household; no homework check; low expectations; survival mode	<u>Q14, 24, 25, 26, & 27</u> Family history; attendance good; academics not stellar; no serious discipline <u>Q17, 18, 19</u> Anger; subconscious	<u>Q31, 32, 33, & 34</u> Did well in school; no discipline; perfect attendance <u>Q23, 24, 25, & 26</u> Feeling abnormal; figure out life	<u>Q23, 24, 25 & 26</u> Enough to get by (academics); perfect attendance; no discipline <u>Q13 & 14</u> Father entrepreneur; probably would not accept laziness;	<u>Q3, 20, 21, 22, 23, 24, 25 & 26</u> Independence; A, B, C student; music program motivator; close friends; attendance – never had a problem; no discipline – one detention <u>Q12, 13,</u>	<u>Q14, 15, 16, 17 & 18</u> Well-rocky-well (academics); involved in sports; good attendance; no discipline <u>Q10, 11 & 12</u> Get out of the projects (neighborhood); my physical appearance H

			role; projects /family tree H	H	father would demand more H	<u>14, 27, 28 & 29</u> The feeling of abandonm ent; accustome d to living alone; living with others; mother influence; music – learning discipline H	
Theme 3	<u>Q12, 13, 14</u> Work hard; good choice of spouse; intelligence <u>Q23, 24, & 25</u> Uncle influence; positive outlook; involved in church	<u>Q12, 13, 14, 15, 16 & 17</u> Work ethic; not abuse wife; finish things <u>Q24, 30, & 31</u> Friend's father; Coaches H	<u>Q8, 9, & 10</u> No influen ce; how to guide; just that – biology <u>Q16, 21, 22, & 23</u> Adopti ve father; heavily influen ced; older brother H	<u>Q14, 15, 16, 17, & 18</u> Don't want to be him; take persona l respons ibility; never separat e from child <u>Q26, 27, 28, 29, & 30</u> <u>Grandf ather; hard worker; comma nd respect; religiou s</u> H	<u>Q7 & 8</u> Motivat e me; be there for my child <u>Q15, 16, 17, 18, 19, 20, 21 & 22</u> JV coach; push excellen ce; youth minister; godly man; gentlem an in my life; example of husband & father; local pastor; impact on educatio n H	<u>Q5 & 6</u> Laid back, patient; a caregiver <u>Q15, 16, 17, 18 & 19</u> Brother- in-laws; role model; family man; TV/movie s role models H	<u>Q4 & 5</u> He was an alcoholic; I was scared very night <u>Q12, 13 & 31</u> Older brother; kept me in check Basketball coach; admired H
Theme 4	<u>Q15,16</u>	<u>Q18, 19, &</u>	<u>Q7</u>	<u>Q19</u>	<u>Q9, 10</u>	<u>Q7 & 8</u>	<u>Q7, 8 & 9</u>

	Uncle substituted; taught me things <u>Q17, 18, 19, & 22</u> Father died; fishing one time; no relationship; no money M-H	<u>20</u> Mature; work hard; protect self <u>Q21, 22 & 23</u> Friend's father; no relationship M-H	Adoptive father <u>Q12 & 13</u> Anger; wondering/struggling H	No advantages <u>Q20, 21, & 22</u> Only a male can explain; male model in bad environments; H	<u>& 12</u> See women as powerful; motivate me to do different; learn to do house chores <u>Q 11</u> Not having father/son moments H	Had clean slate <u>Q10 & 11</u> Did not have a lot of positive role models; interpersonal and romantic relationships an issue H	Not having clothes, money; lack of economic stability H
Theme 5	<u>Q33, 34, 37</u> Assistant principal; share background; model behavior <u>Q38, 39, 40, 41, & 42</u> Mentor program; self-discipline & academics; teacher mentors H	<u>Q38, 39, 40, 41, 42, & 43</u> SPED & Mental Health; establish trust; plant seed <u>Q44, 45, & 46</u> Mentoring program; empower; exposure H	<u>Q28, 29, 30, & 31</u> Teacher; asst. principal; principal; target individual student <u>Q31, 32, 33, & 34</u> Mentoring program; teacher/coach mentors; relationship w/ student H	<u>Q35, 36, 37, 38, 39, & 40</u> Father of multiple male children; life skills; make a plan; identify strengths and weaknesses; more attention H	<u>Q27, 28, 29, 30 & 31</u> Associate pastor; surrogate father/mentor; emotional support; challenge to do better; care about you <u>Q32 & 33</u> Mentoring program; emotional and physical support H	<u>Q30, 31, 32, 33, 34, 35 & 36</u> Attorney/community liaison; role model; knowledge/education; surviving the city M	<u>Q19, 20, 21, 22, 23, 24, 25, & 31</u> Teacher, asst. principal; build relationship; making good choices; work with parent(s); <u>Q25, 26, 27, 28, 29 & 32</u> Mentoring program; follow up; build trusting relationship; work with parent(s);

Appendix F: Worksheet 5A, Matrix for Generating Theme-Based Assertions from

Interview Findings Rated Important

(Stake, 2006)

Assertions developed from themes found in one-on-one interview					
1. The relationship with biological father will have an emotional effect on the high school well into adulthood.					
2. High schools experiences and other factors contributed to the academic success of high school males from fatherless households.					
3. Male figures influenced high school males from a fatherless household viewed life.					
4. High school males from fatherless households can use the experiences as motivation to succeed.					
5. Educators' guidance and relationship with high school males from fatherless household will positive effect their student academic performance.					
Utility of Each Interview	Themes				
Thomas Adams	1	2	3	4	5
Assertion 1	X				
Assertion 2		X			
Assertion 3			X		
Assertion 4				X	
Assertion 5					X
William Banks					
Assertion 1	X				
Assertion 2		X			
Assertion 3			X		
Assertion 4				X	
Assertion 5					X
Bill Bush					
Assertion 1	X				
Assertion 2		X			
Assertion 3			X		
Assertion 4				X	
Assertion 5					X
John Daniels					
Assertion 1	X				
Assertion 2		X			
Assertion 3			X		
Assertion 4				X	
Assertion 5					X
Donald Johnson					
Assertion 1	X				

	Assertion 2		X			
	Assertion 3			X		
	Assertion 4				X	
	Assertion 5					X
Jose Martinez						
	Assertion 1	X				
	Assertion 2		X			
	Assertion 3			X		
	Assertion 4				X	
	Assertion 5					X
Michael Mullin						
	Assertion 1	X				
	Assertion 2		X			
	Assertion 3			X		
	Assertion 4				X	
	Assertion 5					X