

Enhancing Inclusive Counseling Interventions: Understanding the Role of Parents in the Success of Black Male College Students

Presenters:

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American College Counseling Conference

February 2019

**MONMOUTH
UNIVERSITY**

SCHOOL *of* EDUCATION

Who We Are

- Dr. Vernon Smith, Assistant Professor, Educational Counseling
- Dr. Nicole Pulliam, Graduate Program Director, Assistant Professor, Educational Counseling

Who's in the Room

- College Counselors?
 - Other Student Affairs Divisions?
 - Anyone else?
-
- What was it about this workshop that made you want to attend?

Perceived Parent Involvement During High School & College Activity

- Please think about how your parent(s) or guardian(s) demonstrated involvement in your academic progress, during your high school and college.

Outline of Presentation

- Session Goals
- Overview
- Statement of Problem
- Purpose of the Study
- Significance of the Study
- Research Questions
- Findings
- Implications & Interventions

Learning Objectives

- After attending this session, participants will be able to:
 - Describe factors of parent involvement that can lead to the success and development of Black male college students
 - Identify non-academic barriers to the success of the Black male college population
 - Employ intentional, inclusive counseling interventions for Black males

Research Study Overview

Overview

- Black male academic underachievement
 - African-American males were reported as being disproportionately negatively represented in regards to academic achievement
 - Lower Graduation Rates
 - Correlation of underperforming, school drop out and encounter with the criminal justice system

Overview

- Parental Involvement
 - Some researchers suggest that Black children's underachievement might be due to the lack of parental involvement.
 - Parental involvement has been identified as an important factor for children's academic success
 - Parent involvement has been conceptualized as being culturally bound and multidimensional.

Statement of the Problem

- Limited studies have focused on Black males who performed very well academically
- Although more than two decades of studies have focused specifically on Black males and their academic underachievement, the achievement gap persists.
- This study focused on academically successful Black males and their perspective on the parental involvement factors that have contributed to their academic success.

Purpose of the Study

- To identify the factors that explained parent involvement during high school of Black male students in a four-year college, and examined the distribution of perceived parent involvement during high school across this population.

Significance of the Study

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Conceptual Framework

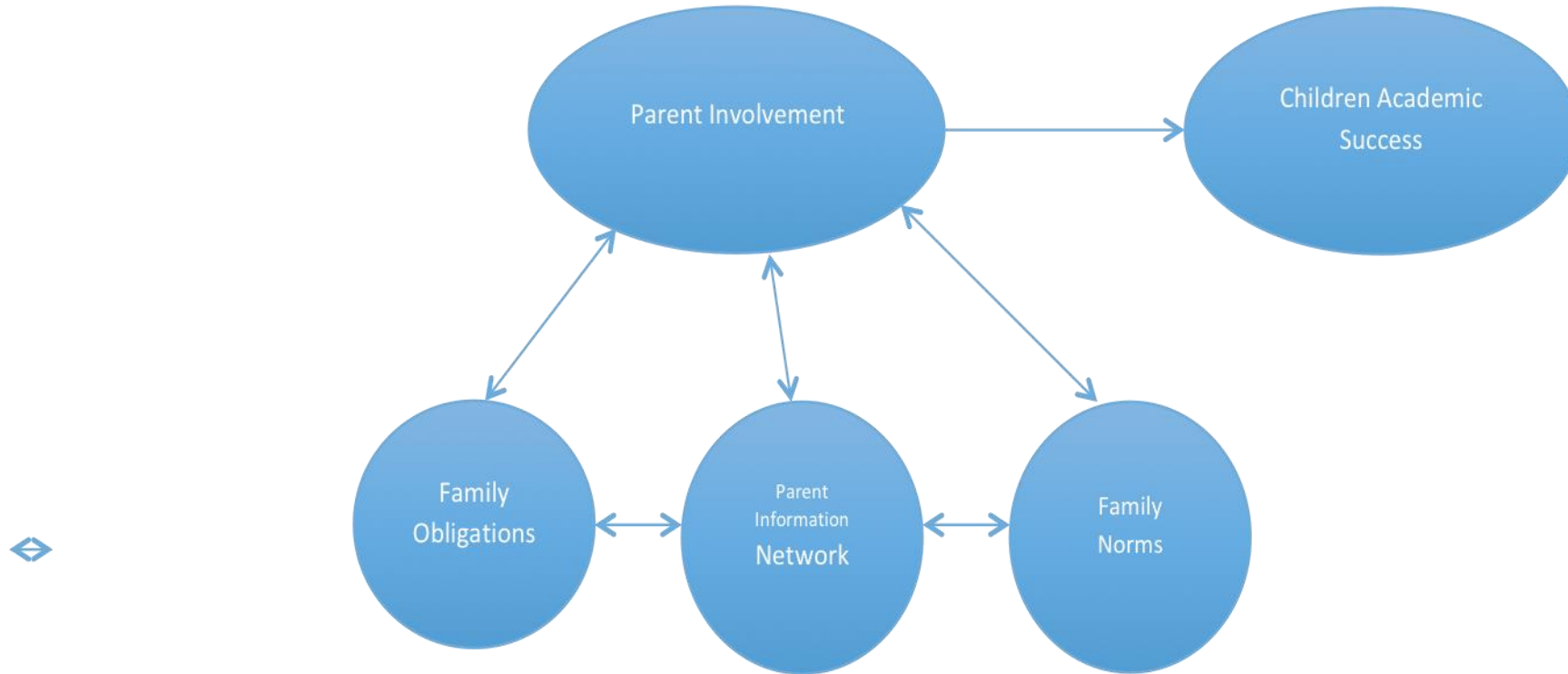


Figure 1. Conceptual framework adapted from Yan and Lin (2005)

Research Questions

- The research questions that guided this study:

- (1) What are the factors that described parent involvement during high school of Black male students in a four-year college institution?**
- (2) What is the distribution of perceived parent involvement during high school across Black male students in a four-year college?**

Research Question 1 Findings

- **Research Question 1: What are the factors that describe parent involvement during High school of Black male students in a four-year college institution?**
 - Family Obligations Factor (Good fit with modifications)
 - Parent Information Networks Factor (Good fit with modifications)
 - Family Norms Factor (Good fit with modifications)
 - The Complete Model with all three factors (Less than an ideal fit)

Research Question 2 Findings

- **Research Question 2: What is the distribution of perceived parent involvement during high school across Black male students in a four-year college?**

Parent Involvement Variables	Mean	Alpha
Family obligation	2.4	
<i>A. My parent(s) participation in parent-teacher organization/association activities</i>	1.79	0.76
Belong to the Parent –Teacher Organization/Association pta1		
Attended Parent –Teacher Organization/Association meetings pta2		
Took part in Parent –Teacher Organization/Association activities pta3		
Acted as volunteers at school pta4		
<i>B. My parent(s) attendance at school programs about my future planning</i>	2.41	0.88
Educational opportunities after high school pasp1		
College financial aid pasp2		
Employment opportunities pasp3		
<i>C. My parent(s) had discussions with me about school topics</i>	2.99	0.88
Selecting courses dst1		
School activities dst2		
Things studied in class dst3		
My grades dst4		
Plans to take the SAT/ACT dst5		
Applying to colleges dst6		

Parent information network	2.37	
<i>A. My parent(s) made contact with school about my performance</i>	2.33	0.9
Academic performance		
Academic program		
My plans after high school		
College course selection		
<i>B. My parent(s) made contact with school about my behavior</i>	1.81	0.92
My attendance		
My behavior		
<i>C. My parent(s) knowledge of my schoolwork</i>	2.99	0.89
Which courses I was taking		
How well I was doing in school		
Credits I had towards graduation		
Credits I needed to graduate		
<i>D. My parent(s) knowledge of my friend's parents</i>	2.34	0.9
Knows parents of my 1st best friend		
Knows parents of my 2nd best friend		
Knows parents of my 3rd best friend		
Knows parents of my 4th best friend		
Knows parents of my 5th best friend		

Parent Involvement Variables	Mean	Alpha
Family norms	3.21	
<i>A. Family rules</i>	2.62	0.69
Parent(s) limited TV watching, video games, phone or computer		
Parent(s) limited time with friends		
Parent(s) limited privileges due to poor grades		
I was required to work around the house		
<i>B. Parent-teenager relationship</i>	3.66	0.68
My parent(s) trusted me to do what they expected		
I will be a source of pride to my parent(s)		
My parent(s) and I get along well with each other		
<i>C. Educational expectations</i>	3.35	0.69
How far in school father wants you to go		
How far in school mother wants you to go		
How far in school you thought you would get		
How far do you expect to go now?		

Let's Get Active!

Brick Wall Activity

- On the drawing of the brick wall, please list in each brick the barriers that you believe impede parent involvement for this particular population at the Collegiate Level.
- Now that you have made that list, I want you to identify creative possible (culturally sensitive) solutions that University/College counselors may employ to bring down the brick wall.

Implications for Practice

- University/College counselors and personnel awareness of the ways parents are involved.
- Intentional Parent involvement initiatives
- Guidance for Parents of Black males who may be underperforming

Inclusive Counseling Interventions

- Intentional design of outreach interventions for Black males that encourage them to use more collectivistic forms of coping with problems (e.g., outreach programs that focus on enhancing student connections to family and other social supports), rather than a focus on individualistic approaches
- Interdependent vs. independent interventions—must be careful not to pathologize students' need to connect with family members in ways different than their peers or that of counselors
- Recognize cultural mistrust, specifically with counselors who do not share cultural background—speaks to lack of help-seeking outside of family/social support system
- Understand Black male's multiple, intersecting identities (gender, social class)—history of feeling inadequate, lower status, and potentially threatening
- All interventions must be affirming and positive, non-threatening confrontation techniques—techniques grounded in storytelling and the use of humor

Thank you



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