

ABSTRACT

Teenage Girls' Self-Efficacy and Motivation: A Qualitative Study Exploring the Positive Influence African American Fathers Have on Their Daughters

CleRenda Harris McGrady, Ed.D.

Mentor: Julia Collier Earl, Ph.D.

The literature on the dyad of African American (AA) fathers and daughters is limited. Therefore, a need existed for research to highlight and affirm the life impacting contributions of AA fathers on their daughters, especially when AA males are often portrayed to as a threat, delinquent, and disposable. Revealing the influences that AA fathers have on adolescent AA girls who experience meaningful connections with their fathers adds knowledge to the literature that may alter negative perceptions of AA males. The purpose of this study was to determine how AA fathers' positive engagement increases the likelihood of AA girls not only viewing themselves as capable and able but also becoming equipped with the motivation and efficacy to act on and accomplish their dreams.

This descriptive study explored the experiences of the AA father-daughter dyad using a qualitative single case study design. A composite of two theories, self-efficacy and self-determination, guided the development of research and interview questions as well as the procedures for the study. Answers to the central research question, "What

positive influence do AA fathers have on their daughters?” and two secondary questions, “How do AA fathers positively influence their daughters’ self-efficacy?” and “How do AA fathers positively influence their daughters’ motivation?” resulted from one-on-one electronic interviews through Zoom with 10 AA daughters from a high school mentoring organization, PUSH Girls.

Three themes, the 3Cs of AA fathering, emerged as major findings: caring, comforter, confidence builder. These themes defined how daughters viewed their fathers and how they felt as a result of the father’s presence. Daughters experienced positive effects to include happiness, love, pride, joy, fun, and peace; daughters felt more empowered as they engaged in academic and social activities; and daughters felt motivated to persist in their approach to handle challenging situations. The implications of the findings include that the fathering role is significant for impacting daughters’ self-efficacy and motivation and for equipping their daughters for success; the fathers’ presence is critical to how their daughters view themselves. The findings are important for challenging and absolving preconceived notions about AA fathers.

Keywords: Father-daughter dyad, African American fathers, Black males, fathering, self-efficacy, self-determination, invisible syndrome

Copyright © 2022 by CleRenda Harris McGrady

All rights reserved

Teenage Girls' Self-Efficacy and Motivation: A Qualitative Study Exploring
the Positive Influence African American Fathers Have on Their Daughters

by

CleRenda Harris McGrady, B.A., M.Ed.

A Dissertation

Approved by the Department of Curriculum and Instruction

Brooke Blevins, Ph.D., Chairperson

Submitted to the Graduate Faculty of
Baylor University in Partial Fulfillment of the
Requirements for the Degree
of
Doctor of Education

Approved by the Dissertation Committee

Julia Collier Earl, Ph.D., Chairperson

Sarah Smitherman Pratt, Ph.D.

Nicholas R. Werse, Ph.D.

Accepted by the Graduate School

May 2022

J. Larry Lyon, Ph.D., Dean

TABLE OF CONTENTS

LIST OF FIGURES	vii
LIST OF TABLES	viii
ACKNOWLEDGMENTS	ix
DEDICATION	xi
CHAPTER ONE	1
Background and Needs Assessment	1
Introduction	1
Statement of the Problem	1
Literature Review	5
Fathers and Their Role	5
African American Males and Fathers	9
Father-Daughter Dyad	15
Parenting for Self-Determination and Self-Efficacy	19
Conclusion	20
Theoretical Framework	21
Conclusion: Purpose of the Study	27
CHAPTER TWO	29
Methodology	29
Introduction: Research Questions	29
Researcher Perspective and Positionality	30
Theoretical Framework Application	32
Research Design and Rationale	38
Site Selection and Participant Sampling	41
Site Selection	41
Participant Sampling	42
Data Collection Procedures	44
Data Analysis Procedures	47
Ethical Considerations	51
Limitations and Delimitations	53
Conclusion	54

CHAPTER THREE	56
Results and Implications	56
Introduction	56
Case Description	57
Theme 1: Caring	63
Theme 2: Comforter	70
Theme 3: Confidence Builder	77
Discussion	83
Alignment of Themes with Research Questions	89
Alignment of Themes With the Literature	93
Implications	102
Summary and Conclusion	104
CHAPTER FOUR	107
Distribution of Findings	107
Executive Summary	107
Overview of Data Collection and Analysis Procedures	108
Summary of Key Findings	109
Informed Recommendations	111
Findings Distribution Proposal	113
Target Audience	113
Proposed Distribution Method and Venue	114
Distribution Materials	115
Conclusion	115
APPENDICES	118
APPENDIX A	119
IRB Approval Letter	119
APPENDIX B	121
Welcome Letter and Invitation Letter	121
APPENDIX C	123
Screening Tool	123
APPENDIX D	124
Interview Questions/Protocol	124
BIBLIOGRAPHY	127

LIST OF FIGURES

<i>Figure 1.</i> Sources of self-efficacy	22
<i>Figure 2.</i> Tenets of self-determination theory	24
<i>Figure 3.</i> The interconnected influential factors of self-efficacy theory and self-determination theory	26
<i>Figure 4.</i> Flow of data collection and analysis	35
<i>Figure 5.</i> Cycle of the study's case study design steps.....	40
<i>Figure 6.</i> Sequence of data analysis steps	48

LIST OF TABLES

Table 1 <i>Interview Questions Related to Theoretical Framework</i>	37
Table 2 <i>Demographics of Study's Sample</i>	44
Table 3 <i>Data Collection Steps</i>	44
Table 4 <i>Emerging Themes and Subthemes</i>	62
Table 5 <i>Alignment of Themes and Theoretical Framework</i>	89
Table 6 <i>Key Takeaways from Study</i>	111

ACKNOWLEDGMENTS

When I graduated from getting my undergraduate degree, my mother wrote a message in a card that said, “If you see a turtle on a post, you know he did not get there on his own.” So, with that said, I recognize that I did not get here on my own, and I am grateful for those that journeyed with me on the path to this accomplishment.

Thank you to the young ladies of PUSH Girls Academy who were so gracious to be a part of my study, whose voices and experiences gave life, meaning, and a refreshing and beautiful insight into Black fatherhood. Your stories will be a part of research that brings awareness to the positive contributions of African American fathers, that is often overlooked and underrepresented.

I feel blessed to have completed my doctoral studies at Baylor University, and thankful for all the support provided by the faculty and staff in the School of Education. Thank you to my faculty and dissertation advisor, Dr. Earl, for your continuous guidance, encouragement, and support to get to the finish line. Your belief in me allowed me to believe more in myself and to become a better student and scholar. Thank you to my dissertation defense committee, Dr. Pratt and Dr. Werse, and the entire writing center for supporting me and helping me to evolve as a researcher and writer.

I have such gratitude for my amazing peers in my cohort, who were such a source of support and encouragement, who made the journey more bearable and foreseeable. I am grateful to my friends who always cheered me on, encouraged me, and brought laughter to the process; to Quentin who helped me with all things techy that went over my head.

I am so thankful for my writing coach, Dr. Joyce Harris, who guided me, supported me, encouraged me, and taught me along the way. I am forever grateful for your support—taking my impromptu late night calls, helping me in the wee hours of the night, and patiently being on the phone with me longer than you probably wanted.

I am grateful to my family who is always my backbone. To my brother, Clevell, for your assistance in helping create my figures. Thank you to my husband and children who are my everything, who allowed me the support, space, freedom, and flexibility to pursue this amazing accomplishment. Thank you for allowing me to take over the bedroom, office, dining room table, kitchen table, and counter with books, papers, notebooks, highlighters, and sticky notes!

Lastly, I am thankful to my Heavenly Father. I am thankful for the internal nudges and confirmations that came along the way before I ever began this journey, all signs from God to move forward with this goal that I once hesitated on and questioned. I am blessed to have been chosen and called for His plans and purpose.

Jeremiah 29:11

DEDICATION

To my wonderful husband, Tracy, who has been a constant source of encouragement and support in every way imaginable, who has reminded me of my gifts and my purpose, who has loved me immensely, who has believed in me in ways that inspire me, who has prayed for me in ways that fuel me, who has affirmed me in ways that have ignited me, and who has cheered me on every step of the way.

You are my forever.

To my amazing children, Layla, Laymen, Laycee, and Layden, who have been a source of strength, hope, and inspiration, and whom I hope and pray that I have inspired as well. Although I am grateful for this doctorate degree, each of you have truly been my best, most treasured, and valuable teachers from whom I have learned the greatest.

You are my “why.”

To my mother and father who paved my foundation; whose loving influence has had the greatest impact; whose prayers have covered me, guided me, and brought me to this place; and who are well pleased and smiles down from Heaven on this day.

CHAPTER ONE

Background and Needs Assessment

Introduction

Several studies about African American (AA) males contain statistics that negatively describe them (Coles, 2009; Cooper, 2009, 2015). These descriptions often project images of AA males as irresponsible, unemployable, delinquents, and criminals (Coley, 2001; Connor & White, 2011). The literature also describes AA fathers with the terms “dead beat” or irresponsible and absent dads (Cooper, 2015). Studies that do not include positive contributions and images of AA males promote stereotypes that inhibit the advancement of AA males in many segments of society.

With this study, I sought to dispel such images through exploring positive influences of AA fathers. An investigation of the AA daughter-father dyad that illustrates how fathers positively influence their daughters’ self-efficacy and motivation reverses some negative images of AA fathers. Positive knowledge about fathering among AA males may begin to change the minds of individuals who view AA males as threats to society and as deadbeat dads. The study is significant to society as it presents a dimension of AA fathers that is basically void in the literature.

Statement of the Problem

A false assumption and stereotype exists in society that AA men often father children, but often are not active fathers to those children (Coles, 2009). This stereotype continues in an overwhelming amount of research focused on the impact of absentee and

uninvolved AA fathers (Coles, 2009; Coley, 2001; Connor & White, 2011; Cooper, 2009, 2015; Perry & Bright, 2012). The assumption also continues as a result of limited research examining the positive impact of AA fathers on the development of their children (Cooper, 2009). This gap in the literature has implications for the emotional, social, and overall development of African Americans; society's views of AA males; and increased gender and racial inequalities toward both AA males and AA females (Center on Poverty and Inequality, 2019; Crenshaw, 2015, 2017).

The incomplete description of fatherhood for AA males in the literature presents unfavorable images. Descriptions often consistently undervalue and overlook the influence of AA fathers in their children's lives. For example, the omission of ways in which AA males impact their daughters from adolescence through adulthood perpetuates the stereotype that AA fathers are negligent and absent (Cooper, 2015). The void in the literature regarding the contributions and positive influence of AA fathers in their children's lives may contribute to the "invisible syndrome" that some AA fathers frequently feel (Franklin & Boyd-Franklin, 2000, p. 33).

AA fathers' contributions are often overshadowed, not highlighted, and negatively compared with fathers of other ethnicities. Historically, research studies (Coley, 2001; Connor & White, 2011; Perry & Bright, 2012) include the perception of AA fathers as non-existent in positive parenting and child development. Terms supporting this perception or that label the AA father as uninvolved include negative terms such as absent, missing, non-residential, deadbeat, unavailable, non-married, irresponsible, and immature (Coley, 2001; Connor & White, 2011). Although AA men are the largest group of fathers who may not reside in the home with their child

(McAdoo, 2002), absent from the home does not necessarily equate to absent from the life of the child. As a matter of fact, the “plight” of AA fathers, may not be as much of a plight as society and the media inflate it to be. According to a study sponsored by the Centers for Disease Control and Prevention (Jones & Mosher, 2013), AA fathers, whether they are physically in the home with their child or living apart, are just as present and involved in their child’s life, and oftentimes, even more than all other races. Findings from the Centers for Disease Control and Prevention (Jones & Mosher, 2013) suggest there is much overlap and similarities of the presence and involvement of both AA fathers and fathers of other ethnicities in the lives of their children.

Overall, literature highlighting the father-daughter dynamic is limited. More specifically, literature that focuses on the dyad of AA fathers and daughters is even more sparse having received less attention than the father-son relationship (Coles & Green, 2010; Coley, 2001; Cooper, 2009; Nielsen, 2007). Attention to the father-daughter relationship includes studies comparing the impact of fathers and mothers on their children. For example, Nielsen (2007) concluded fathers have just as much, if not more, of an impact as mothers in certain areas of their daughters’ lives. Also, Hanson (2007) found a strong correlation between present and active fathers and the academic achievement and life goals of their daughters. There is a need for more research to highlight and affirm the life impacting contributions of AA fathers on their daughters, and thus society, especially when AA males are often portrayed to their children and society as a threat, delinquent, and disposable (Bobo, 2016; Jones & Mosher, 2013; Richardson, 2019). Revealing impacts such as adolescent AA girls who experience

meaningful connections with their fathers and have a high self-efficacy (Cooper, 2009) would add knowledge that may alter negative perceptions of AA males.

Affording society with a more complete view of AA fathers offers several advantages. Closing the gap in the one-sided literature that only presents the AA father as not being present or having a negative influence may decrease the cycle of false assumptions from one generation to the next. A more complete description of AA fathers may alter stereotypical views that devalue the AA male. The closure may also help young AA males and AA females who struggle with the influence of labeling on their identity. Further, the positive addition to the literature may decrease the “invisible syndrome” for some AA fathers purported from such stigma as “lesser; other; lacking the proper structure” (Bobo, 2016, p. 1) as descriptions of AAs.

In essence, closing the gap in the literature may illustrate that AA fathers directly and indirectly equip their daughters for success and, as present and engaged fathers, they impact their daughters’ self-efficacy and motivation. A father’s presence, words, and encouragement are critical to how their daughters view themselves. However, there are many AA women who have not had the positive influence of a father, and yet still overcome obstacles, exhibit high levels of motivation, and view themselves as capable to be successful. With this study, I determined how AA fathers’ positive engagement increases the likelihood of AA girls not only viewing themselves as capable and able, but also becoming equipped with the motivation and efficacy to act on and accomplish their dreams.

Literature Review

This section consists of a synthesis of research related to AA fathers and their influence on their daughters' self-esteem and motivation, the problem investigated in this study. These topics provide a fundamental understanding of the role of fathers in their children's lives with specific attention to AA fathers and their daughters. To contextualize the meanings of fatherhood, the review begins with a discussion of fathers in general. Next the literature review presents stereotypes associated with AA males and fatherhood as well as the relationship of AA fathers with their daughters. Finally, the review of the literature related to motivation and self-esteem clarifies the role of AA fathers and their influence on their daughters.

Fathers and Their Role

References to the meaning of fathers vary based on perspectives of their role. From the perspective of genetics, fathers biologically create children. Fathers produce children from a male-female relationship or through artificial insemination. The term father commonly refers to the name of the male person an individual identifies as a parent. A report of the U.S. Census Bureau indicated "more than a quarter of the 121 million men in the United States are biological fathers of at least one child under the age of 18" (Monte, 2019, para. 3). Per Monte (2019), about seven million biological fathers do not live with a minor child.

Another perspective of the term father attaches meaning beyond a biological connection or the person recognized as the father parent. Gogineni and Fallon (2013) recognized fathers as including biological, foster, or adoptive. The term father is associated with actions, or the roles associated with parenting. Accordingly, Yogman et

al. (2016) recognized a “father as the male or males identified as most involved in caregiving and committed to the well-being of the child, regardless of the living situation, marital status, or biological relation” (p. e2). This definition recognizes that the absent father does not mean being an absent caregiver or one not committed to the child’s well-being. Statistics reveal the following about this description of fathers in the United States:

Four out of five fathers of minor children live with at least some of those children (79.8%). Almost three-quarters (72.6%) live with all of their minor children. Additionally, there are 1.8 million men who are “solo” fathers to a minor child who live with that child and are not living with a spouse or partner. Less than 6.0% (about 2 million) of all fathers of minor children are “solo” dads. (Monte, 2019, para. 4–6)

These statistics illustrate that the vast number of fathers in the United States are active parents to some or all of their minor children. That almost 80% of fathers live with some of their minor children also suggests that fathers are engaged in their caregiving.

Perspectives that are held about fathers differ in terms of fathers simply producing human beings versus them mentoring or rearing human beings. The term “fathering” or a mentoring father refers to fathers who take an active and guiding role in their children’s lives. The role of mentoring fathering also encompasses the level of their involvement. Positive father involvement with their children, especially supported involvement, often results in such positive outcomes as emotional wellbeing and academic success (Barker et al., 2017; Henry et al., 2019; Keown et al., 2018). Social support, including that from the child’s mother, enhances father involvement (Thornton, 2013). Also, adequate father involvement relies on their skills and self-confidence. The meaning of fathers as positive role models is the focus of this review.

Perspectives of fathering also focus on parenting styles and differences in the influence of fathers and mothers on their children. Fathers are more likely to use an

authoritarian parenting style than other styles (Conrade & Ho, 2001). Also, fathers influence their daughter's emotional fulfillment more than mothers (Farzand et al., 2017). However, mothers tend to demonstrate more responsive and accepting behavior toward their children than fathers (Yaffe, 2020). The choice of whether parents use controlling behaviors is related to their children's skills and the environment (Harvey et al., 2016; Robichaud et al., 2020; Wuyts et al., 2017).

The parenting style of fathers has implications for differences in the autonomous behaviors of their children based on their gender. Perspectives on the differences in fathers' and mothers' influence on the autonomy behavior of their children by gender are mixed. Meta-analyses reveal parents focus on using more controlling behaviors with their sons than their daughters while other studies reveal parents tend to support daughters in their autonomous behaviors (Endendijk et al., 2016). Using self-determination theory (SDT) as a framework in their meta-analysis, Endendijk et al. (2016) found the gender of the child did not differ in the strategies that parents used in controlling or supporting autonomy of their children. However, according to a systematic review of the literature involving parents from 15 countries, children experience more autonomy from the mother than the father (Yaffe, 2020). Implications of this finding may relate to the earlier notation of fathers use of an authoritarian parenting style.

Societal changes to include economic conditions and the job market have contributed to changing roles of fathering. The role of fathers became more apparent and diverse due to challenges brought on by changes in the workforce and the economic climate (Yogman et al., 2016). For example, increases of women in the workforce promoted an expansion of the role of fathers beyond that of the provider to that as a

caregiver to children and a helper to the mother. The role of many fathers switched to the typical role of the at home mother during the 2008 recession. Also, the work schedules of parents often dictated that the father serves as the primary caregiver during the absence of the working mother, including the military mother (Yogman et al., 2016). These are among factors that influence the amount of time fathers spend with their children and the roles they fulfill in parenting.

The diverse roles of fathers contribute to increased involvement, which in turn benefits the development of their children. Researchers who promote workplace flexibility and leave time for fathers illustrate the importance of the father-child connectedness at birth and in the absence of the working mother (Bartel et al., 2018; Rossin-Slater, 2017). Additionally, father presence serves as a support role to the postpartum mental health of the mother (Persson & Rossin-Slater, 2019). As father engagement increases, so do positive outcomes for their children (Barker et al., 2017).

Positive and negative influences of fathers on children appear in the body of parenting literature. Positive father engagement in the care of their children results in positive child outcomes related to cognitive, social, emotional, and physical development (Henry et al., 2019; Pleck, 2010). However, research related to uninvolved fathers shows several negative outcomes for their children. A linkage exists between absent fathers and the likelihood of children living in poverty, dropping out of school, and engaging in criminal behaviors (Lu et al., 2010; Pleck, 2010; Roberts et al., 2014). Wilson et al.'s (2016) qualitative study revealed opposing views regarding outcomes of males and the absent father. Additionally, a description of the mission of MenCare, a global fatherhood campaign operating in five continents, recognized the benefits of father engagement in

promoting better health for children, mothers, and fathers (van der Gaag et al., 2019). The results of their third *State of World's Fathers* included the following:

Having involved fathers is good for gender equality ... women's health. It leads to better relationships within couples and can be linked with a reduction in rates of men's violence against women ... engaged fatherhood has a positive impact on boys and girls—and the relationships they will have as adults. Girls are more empowered, and boys are more likely to believe in gender equality ... on average, 85 percent of fathers in seven countries say they would be willing to do anything to be very involved in the early weeks and months of caring for their newly born or adopted child. (van der Gaag et al., 2019, p. 9)

The results illustrate the importance of fathers and the influence of their role on society in many ways. The role of engaged fathers has implications for the positive attitudes and behaviors of their children from their early to adult years.

Several factors such as lack of parenting skills, economic barriers, and father-child relationships may limit opportunities for fathers to make meaningful contributions to their children's development. The father's perceived or actual lack of skills, the mother's behavior, and the father's lack of a social support system are among barriers that inhibit the father-child relationship (Farzand et al., 2017; Thornton, 2013). In a qualitative cross-sectional study, fathers identified barriers to fathering that included (a) economic challenges, (b) having poor examples of fathering, (c) custody issues, and (d) negative perceptions of the ability of fathers (Roberts et al., 2014).

African American Males and Fathers

Similarities exist in descriptions of fathers in general and those specific to AA fathers. AA and European American (EA) fathers have more similarities than differences. Both share similarities in spending quality time with their children (Jones & Mosher, 2013). However, similarities are often difficult to recognize because of the prevalence of negative stereotypical views regarding AA males. Among stereotypes included in the

literature is that AA men often father children biologically, but they are not as often fathers to those children in an emotional or supportive role (Coles, 2009). This description carries such labels as “dead beat” and “absent” dads and are frequently associated with the father’s failure to provide financial support (Johnson, 2010).

The media and reports that include partial and misrepresented statistics on AA males play a large role in how Black fathers are perceived. For example, the message often heard that 70% of Black children are born without a father (Richardson, 2019) is misleading. However, what is accurate is that 70% of Black children are born into single-parent households, according to the Centers for Disease Control and Prevention (Jones & Mosher, 2013). Therefore, the stereotype and incomplete description of fatherhood for AA males perpetuates the stereotype that AA fathers are negligent and absent (Cooper, 2015; Perry & Bright, 2012).

While statistics (Martin et al., 2019) do show that Black men are more likely than other race and ethnic groups to have a child out of wedlock (69% Black versus 28% White), statistics also show that absent from the home does not mean being absent from the lives of their children. What the media does not highlight is how AA fathers are involved, present, and engaged, whether they are residential or nonresidential. Studies from the Centers for Disease Control and Prevention (Jones & Mosher, 2013), Pew Research (Parenting in America, 2015), the U.S. Census Bureau (2021) and others show that out of 4.2 million Black fathers, 2.5 live with their children and about 1.7 live apart indicating that more Black fathers live with their children than live apart from them. Additionally, according to this same research (Jones & Mosher, 2013), AA fathers

actually engage more frequently and are more involved with their children than other ethnic and racial groups.

The usual stereotype perpetuates the thinking among some AA fathers described as the “invisibility syndrome.” The invisibility syndrome originated from Ralph Ellison’s classic novel *Invisible Man* in 1952, where the main character, an AA man, is on a quest for his identity in a world that treats him as if he is invisible. This phenomenon, coined as the invisibility syndrome, is symbolic of the lives of many AA men in today’s society and the impact of being “invisible” on their racial identity. Referring to Ellison’s coinage of invisibility syndrome, Franklin, defined invisibility as “an inner struggle with the feeling that one’s talents, abilities, personality, and worth are not valued or even recognized because of prejudice and racism” (Franklin, 1999, p. 761).

An early recognition of this syndrome translated the meaning that “I am invisible, then, not because of some accident of biology, some genetic mishap, but because of a peculiar disposition in the eyes of the people who look at me” (Ellison, 1952, p. 3). Invisibility means the AA male recognizes people view him through a stereotyped lens as being less than them. Because of this stereotyped lens where AA men are viewed as less than, not valued, overlooked, and not seen, they feel invisible. Inequities in volumes of pages in the literature that describe negative and irresponsible images of the AA male fuel the invisibility syndrome (Ellison, 1952). These images contribute to a negative impact on the wellbeing of AA males with implications to their mental health, educational attainment, and fathering (Cooper et al., 2015; Cooper et al., 2014). Thornton’s (2013) review of the literature illustrated the invisibility of AA fathers and

that their contributions to their children may promote the father developing low self-efficacy and a sense that he has not fulfilled his role as a father.

The influence of AA fathers' level of preparedness for aspects of the parenting role may also contribute to the invisibility syndrome (Ellison, 1952). For example, Peart et al.'s (2006) results of a qualitative study revealed that AA young adult children expected their biological fathers to be present, provide for them economically, and offer them guidance, counsel, or control. However, most of the research addresses the AA father-son relationship. Limited research on the AA father-daughter dyad shows fathers are not comfortable with some of the developmental phases of the female and their daughter's interests (Schock & Gavazzi, 2005). Therefore, AA fathers may not feel they have the skills to meet some of the expectations of their daughters.

Recent research on AA males and fathers disputes some of the negative stereotypes that traditionally appear in the literature. Horowitz et al. (2019) and Jones and Mosher (2013) provided results from studies to dispel the invisibility syndrome. The Pew Institute and the Centers for Disease Control and Prevention facilitated these studies respectively. In comparing the engagement of White and Black fathers with their children, Jones and Mosher (2013) concluded that often Black fathers engaged with their children more frequently than White fathers. Further, Jones and Mosher found that among fathers who live with their children, Black fathers engage with their children more than White fathers.

Economic and discrimination barriers that limit the participation of the presence of AA fathers in their children's lives are among challenges fathers face in fulfilling the father's role. Although AA fathers encounter some of the same barriers as fathers in

general, the level and impact of some of these barriers differ. Economic barriers are challenges that fathers of different races face, but economic barriers are experienced among AA fathers at higher rates than men from other racial and socioeconomic backgrounds (Leath, 2017). In addition to economic barriers, challenges in the form of employment and the impact of slavery pose limits on the AA father. Lu et al. (2010) explained that racism resulted from the AA's experiences in slavery and classified the impact of slavery as a barrier to AA fathers' engagement related to culture and society. Horowitz et al. (2019) reported more than 86% of Black and White Americans surveyed believe barriers to the status of AAs exist because of discrimination based on their color, an aftermath of slavery. Discrimination accounts for AAs being referred to as less smart than other races of people, experiencing unfair treatment, inequity in quality of schools, and limited access to high paying jobs (Horowitz et al., 2019).

Roberts et al. (2014) connected economic challenges as barriers imposed upon fathers by society and public policy. In this regard, Leath's (2017) review of the literature traced the effects of public policies in the 1990s and early 2000s on father absence. Public assistance through these policies excluded two-parent homes; therefore, the necessary absence of one parent from the low-income family resulted. The practice of providing public assistance to the female head of household suggested that attention was not given to a home with a male present, although the male was not employed; therefore, some males left home for their family's economic benefit (Leath, 2017).

Economic barriers present challenges that influence the father's role and his health. Unemployment and low wage employment contribute to the inability of some fathers to provide financial support for their children. This lack of financial support adds

to society's negative views including the need for agencies to pursue fathers to acquire support for their children (Hatcher, 2012). Roberts et al. (2014) reported public policy emphasizes identifying and penalizing fathers who fail to provide child support payments, although stereotypes about AA males limit their accessibility to educational and job opportunities. In addition to economic challenges influencing the ability of fathers to provide financial support to their children, economic challenges have implications for the health of AA fathers. These challenges influence the psychological well-being of some AA fathers evidenced through their experiencing depression, a sense of powerlessness, and low self-confidence (Leath, 2017).

Some challenges that influence the role of fathering among of AA fathers appear in categories or levels. Lu et al. (2010) categorized these influences and other barriers by levels: intrapersonal, interpersonal, neighborhoods and communities, cultural or societal, policy, and life-course factors. Intrapersonal barriers included "beliefs about parenting" (Lu et al., 2010, p. 49) while interpersonal barriers were relationships between the father and the mother. Rates of unemployment and incarceration were neighborhood barriers; racism and perceptions of AA "fathers as ... irresponsible" (p. 49) constituted cultural barriers. Lu et al. (2010) attributed father absence to the influences of slavery and employment decline. Also, similar to Hatcher (2012), Leath (2017), Roberts et al. (2014), and Lu et al. (2010) linked welfare policies to the absence of AA fathers. Lu et al. identified assistance programs and enforcement for child support in the policy category, while "life-course factors [included] father involvement by the father's father" (p. 49). Related to the category of neighborhood barriers, Perry and Bright (2012) examined the impact of previous incarceration on AA fathers' involvement with their children. They

found problems with locating employment contributed to fathers having limited involvement with their children after release. Most fathers had been incarcerated prior to the child reaching five years old.

This section of the review focused on describing fathers in general and AA fathers specifically. The review identified the expected and desired role of fathers and challenges encountered in fulfilling the role. The review illustrated that imbalanced images of AA males malign their efforts to demonstrate more positive images through such barriers as economics, employment, and stereotypical behaviors. Finally, the review established the need for dispelling the negative views of AA fathers through adding research to the body of literature about the real relationship among AA fathers and their daughters and the resulting benefits to both daughters and fathers. The next section of the review presents literature related to the AA father-daughter dyad and parenting related to promoting self-efficacy and motivation.

Father-Daughter Dyad

This section of the review explores the relationship between AA fathers and their daughters and influences on their relationship. The parenting literature is replete with studies of the mother-daughter dyad and father-son dyad. However, studies exploring the relationship between fathers and daughters are limited and not current. Most of these studies appeared during the late 1900s through the early 2000s. The exploration of the limited literature focuses on the father-daughter relationship with attention to positive influences on their daughters' self-esteem and motivation. This section begins with a synthesis of research of the father-daughter dyad in general, and then a discussion of the AA father-daughter relationship.

The historical research shows investigations related to the contributions of fathers to their daughters' psychological, social, and biological wellbeing and academic achievement. Early investigations revealed that father involvement contributes to the overall wellbeing of daughters (Videon, 2005; Way & Gillman, 2000). The presence of fathers results in positive outcomes for their daughters evidenced in part on research indicating correlations between present and active fathers and academic achievement and life goals of their daughters (Hanson, 2007). The results of a qualitative study (Johnson, 2010) showed that daughters who felt emotionally and financially independent attributed this accomplishment to the influence of their father. In another qualitative study, Peart et al. (2006) found that daughters expected their fathers to talk with them when they were upset and show that they believed in their abilities. These findings confirmed that the father's role included providing emotional and academic support.

Communications between fathers and daughters have implications for the influence of fathers in the relationship and the degree of father presence. For example, the nature of conversations between daughters and fathers that focus on school and daughters' performance in mathematics promotes academic achievement (Radin, 1986; Way & Gillman, 2000). Also, the interactional styles of fathers and their daughters' expectations of their interactions contribute to the academic and emotional influence of fathers on daughters (Conrade & Ho, 2001; Radin, 1986). The physical and activity-oriented nature of the father's interaction and authoritarian parenting style influence their daughters' emotional fulfillment (Conrade & Ho, 2001; Farzand et al., 2017; Radin, 1986).

The time fathers spend with daughters influences the outcomes of the relationship. Fathers frequently spend more time with their sons than with their daughters; however, the time that fathers spend with their daughters leads to more positive outcomes than when father involvement with daughters is absent or limited (Raley & Bianchi, 2006; Zia et al., 2015). In a survey study involving 321 unmarried girls with resident fathers, Zia et al. (2015) found a significant relationship between quality of father-daughter relationship, self-esteem, and academic achievement. The findings supported the importance of father involvement in the development of their daughters' self-esteem and confidence (Zia et al., 2015). This conclusion is consistent with observations reported in other studies (Perkins, 2001; Videon, 2005). The opposite is true when there is not a positive father-daughter relationship in which daughters are more likely to have low self-esteem and aspirations (Radin, 1986).

Similarities and differences occur in the father-daughter relationship among AA fathers and other ethnicities. Similarities in the relationships for all ethnicities included fathers' discomfort in discussing such topics as changes that occur with puberty and showing interests in their extracurricular activities (Coles, 2009; Schock & Gavazzi, 2005). However, ethnicity differences in the father-daughter relationship most often relate to parents' culture, education, experiences, values, and expectations. Findings from qualitative studies of AA fathers showed that some had difficulties nurturing their daughters because of uncertainties in knowing how to nurture. Some fathers reflected on nurturing relationships from their childhood as a guide for fathering, while others did not have present fathers (Coakley, 2012, 2013; Coles, 2009).

Various implications relate to the father-daughter relationship and outcomes for AA daughters. According to Roberts et al. (2014), based on childhood experiences, fathers in general either emulate or reject their own fathers' parenting styles. Leath (2017) expanded upon this point in a qualitative study of one AA father whose childhood was absent of an involved father. Leath refuted a previous finding that males without a father figure experience deleterious effects including becoming absentee fathers. Leath reported the AA father remained actively involved regardless of challenges to include unemployment; however, Leath also revealed poorer father-daughter relationships existed among adolescent mothers where fathers were not present in the home. Deardorff et al. (2011) investigated the association between father absence and girls' early puberty in an analysis of body mass index, ethnicity, and income. The results showed for higher-income AA families, "father absence predicted earlier onset of breast development" (Deardorff et al., 2011, p. 441). Poorer academic achievement, higher risk of teenage pregnancy, delinquency, and sexual behaviors represented negative effects of the daughter-father relationship due to father absence (Leath, 2017).

Father engagement is beneficial to their children's overall health and wellbeing. In general, father engagement with their children reduces chances of their children engaging in drug use and other delinquent behaviors (Jones & Mosher, 2013). Father involvement in the lives of their daughters results in their daughters demonstrating enhanced academic performance and positive behavior (Thornton, 2013). Father engagement also reduces the likelihood of their daughters becoming teen parents (Thornton, 2013). These and other benefits are associated with the father's influence on

their daughters' self-efficacy and motivation to achieve. The section to follow includes parenting behaviors that encourage the development of self-efficacy and motivation.

Parenting for Self-Determination and Self-Efficacy

The theories of self-determination and self-efficacy provide directions for the healthy development of children. Yugo and Davidson (2007) linked healthy development with self-worth and emotional stress and suggested positive connectedness between the parent and child is associated with high self-worth, less emotional distress, and better overall health. The connectedness refers to support from parents that generate developmental assets, namely such internal assets as social competency and positive self-identity, which are needed for people to regulate their lives (Kessler et al., 2018).

Self-determination and the development of intrinsic motivation and self-efficacy involve having aspirations for a goal based on the belief that it can be attained. The connections through parent-child relationships can foster both aspirations and belief in self. For example, extrinsic aspirations increased among young women motivated extrinsically through perceiving that their fathers valued how they appeared to others (Henderson-King & Brooks, 2009). The motivation for daughters to become appearance-oriented resulted from observing this parental value in their relationship with their fathers (Henderson-King & Brooks, 2009). From investigating the dynamics between fathers and daughters, Zia et al. (2015) concluded the father's life provides an example to guide the daughter's views. Further, the active and involved actions of fathers are important for building their daughters' positive self-esteem and self-image which can result in the daughter's confidence to meet and take challenges (Zia et al., 2015).

The values of parents can have negative and positive influences on their children's intrinsic motivation. Studies have investigated the association of adolescents' aspirations with someone close to them, and the linkage of the mother's and father's intrinsic aspirations to their children's psychological needs (Nishimura et al., 2021; Soenens et al., 2015). Results have shown a positive correlation between fathers' and children's own aspirations (Nishimura et al., 2020) and the quality of the relationship predicted the psychological wellbeing of children (Videon, 2005). Moulton et al. (2015) reported from a sample of mostly mothers, that the parents' values influenced their children. For example, extrinsically-oriented children were associated with parents valuing popularity (Moulton et al., 2015). Also, Roman et al. (2015) found a correlation between parenting style and children's extrinsic aspirations. These findings support the relevance of intrinsic and extrinsic aspirations to the development of children and the importance of the positive connectedness between the parent and child for fostering aspirations. These studies then support the notion of the positive effects that fathers have on their daughters.

Conclusion

The literature review established the need for additional study of the relationship between AA fathers and their children, especially their daughters. The need is illuminated with the many responsibilities that fathers are expected to fulfill as more women enter the workforce. Distinction between biological fathers and fathering dictate the father's responsibilities and expectations. This distinction encompasses the role of producing life as opposed to nurturing life. The review shows AA fathers face challenges in fulfilling their fathering role as a role model, nurturer, and supporter. Challenges include stereotypical views of the society that characterize AA males in a negative light. Negative

images suggest the AA male is not responsible, not capable, and not seen; in essence, he is invisible. These images directly influence the father-child relationship and how sons and daughters may not only view their father but have implications for how AA children view themselves.

The literature is almost void of positive contributions of AA males and fathers. Although existing research focuses heavily on the AA father-son relationship, studies are sparse that investigate the AA father-daughter relationship. Contributions to the literature that highlight the positive influences of AA fathering on their daughters provide society with information that leads to changes in the overwhelming negative narrative of AA fathers.

This descriptive qualitative case study explored the relationship between young AA daughters and their fathers. The inquiry involved daughters whose fathers lived in the home and those whose fathers were external to the home, but not designated as absent or only biological fathers. The methodology chapter provides the procedures designed to close the gap in the literature relative to examinations of positive influences of AA fathers on their daughters' self-efficacy and motivation to succeed.

Theoretical Framework

Two theories, self-efficacy (SET) and self-determination (SDT), served as the lens for examining this study's phenomena. First, Bandura's (1997) SET refers to "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (p. 3). Individuals with a strong sense of self-efficacy accept the challenge of mastering a situation. Bandura purported that the theory's major tenets are needed in developing and growing the belief of one's personal capabilities: mastery

experiences, social modeling, verbal persuasion, and emotional and physiological states.

Figure 1 illustrates the sources of self-efficacy that characterize Bandura's (1997) theory.

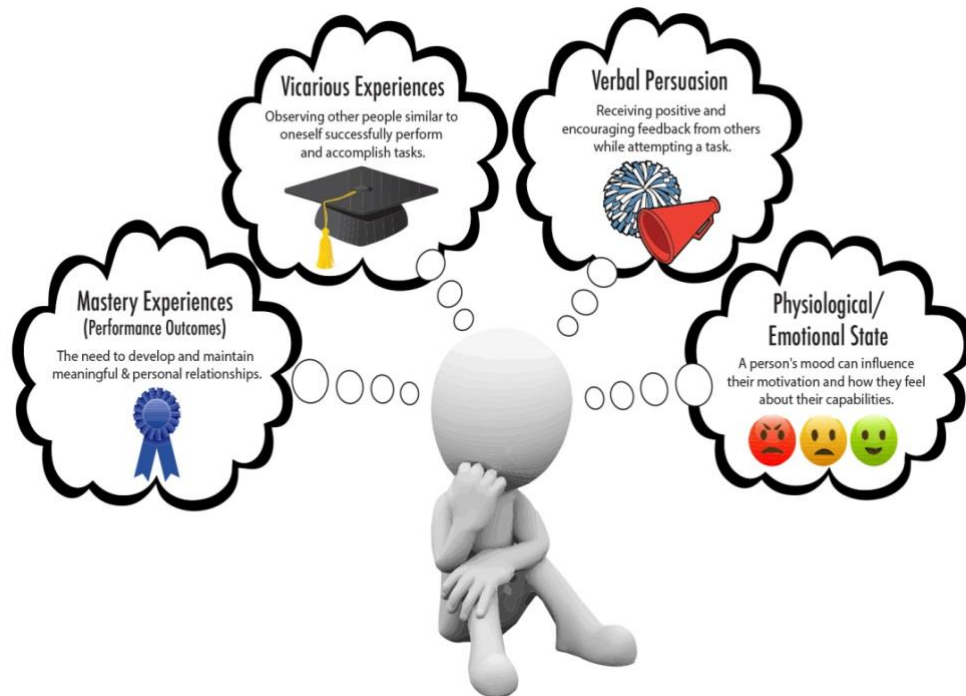


Figure 1. Sources of self-efficacy.

Figure 1 shows the influences contributing to an individual achieving self-efficacy. According to Bandura (1997), these influences can occur in various ways. For example, verbal persuasion may include positive comments regarding performance that results in confirmation of a successful effort. Physiological feedback may take the form of an approving nod or smile suggesting the individual performed successfully.

Performance outcomes represent any task the individual perceives as successful such as playing notes to a song correctly; whereas a vicarious experience occurs when the person gets confirmation that the notes can be successfully played from viewing a video of the task. Because SET examines the belief that a person's actions are effective and

make a difference, this framework supported this study through an investigation of the influence that active AA fathers have on how their daughters view themselves.

While some women struggle with evaluating how their fathers' absence relate to their sense of self-worth (Thornton, 2013), adolescent AA girls who experience meaningful connections with their fathers have a high degree of self-efficacy (Cooper, 2009). SET guided the construction of the study through an inspection of how these daughters viewed their competency in their abilities to achieve academically and to believe they could face challenges and succeed in life.

The second lens that guided the study is SDT (Deci & Ryan, 1985). SDT focuses on three components: intrinsic motivation, autonomous extrinsic motivation, and psychological wellness. According to Ryan and Deci (2020), the theory assumes humans have inherent psychological needs to learn and connect with others. Deci and Ryan (1985, 2002) identified autonomy, competence, and relatedness as fundamental needs that result in initiative, mastery, and belonging respectively. Figure 2 shows the tenets of Deci and Ryan's (1985) SDT.

Figure 2 illustrates the basic psychological needs inherent in the SDT. Autonomy refers to empowerment or being the owner of one's behavior (Deci & Ryan, 2002). Competence is the belief that one can master a task and relatedness refers to the connections a person develops with others (Deci & Ryan, 2002). Motivation impacts self-determination. People innately feel motivated to make necessary changes and take action when they feel their action yields certain results. People are motivated when their psychological needs of autonomy, competency, and relatedness are met. An inspection of the illustration reveals influences that contribute to meeting these needs.

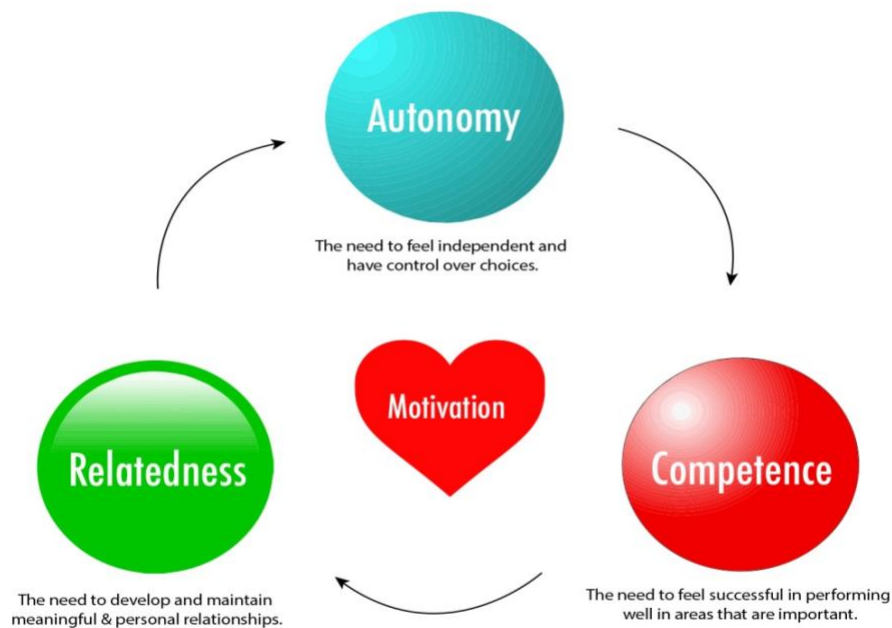


Figure 2. Tenets of self-determination theory.

Figures 1 and 2 show that both theories incorporate self-efficacy and influences on outcomes such as validation or recognition from others. Verbal persuasion represents the influence of others in building self-esteem or self-worth as a factor in promoting self-efficacy. The social connection or relatedness component featured in Figure 2 is the equivalent to positive verbal persuasion and mastery experiences in Figure 1. As depicted in Figure 2, motivation is central to performing activities related to aspects of self-determination: competence, relatedness, autonomy. The type (intrinsic and extrinsic) and reasons for motivation influence one's actions. Home and school environments that support intrinsic motivation can facilitate the needs for autonomy and competence. Regarding extrinsic motivation, Ryan and Deci (2000) noted “supports for relatedness and competence facilitate internalization ... support for autonomy additionally facilitates

the integration of behavioral regulations” (p. 64). These supports result in one feeling “competent and related, but also self-determined, as they carry out extrinsically valued activities” (Ryan & Deci, 2000, p. 65).

SDT is a framework for understanding supportive and non-supportive factors related to these components (Ryan & Deci, 2017, 2020). Tenets of self-efficacy are interlinked with components of SDT as SDT holds that supporting mechanisms are needed for the healthy development of psychological needs (Kasser et al., 2014). Autonomous extrinsic motivation, in which competence or mastery results, is especially related to the ways that self-efficacy can be encouraged. This component of SDT focuses on the individual developing a feeling that one can succeed or master a given situation. Both SDT and Bandura’s (1997) self-efficacy theory purport the need for providing influential factors. These factors include experiences, exposure to success models, and engagement in competence-building supportive environments to encourage growth. Similarly, modeled attitudes that illustrate care and respect, encourage the development of trust and a sense of belonging.

The theories facilitate understanding behaviors in diverse settings. Although educators frequently apply the theories to focus on teacher-student relationships, the percepts of both theories apply to understanding and fostering parent-child relationships. The results of several studies (Henderson-King & Brooks, 2009; Kessler et al., 2018; Yugo & Davidson, 2007; Zia et al., 2015) connecting parenting to the theories appear throughout the literature reported in this review. Figure 3 shows matching interconnected influential factors related to Deci and Ryan’s (1985) SDT and Bandura’s (1997) SET that can lead to successful performance.

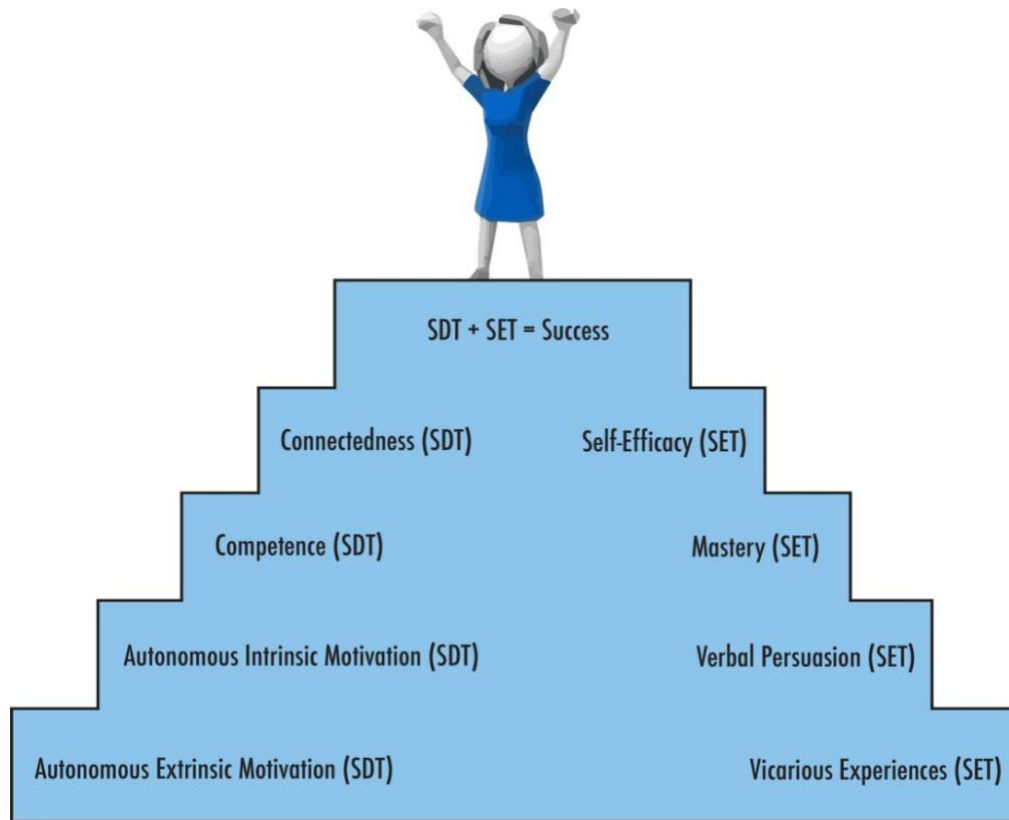


Figure 3. The interconnected influential factors of SDT and SET.

Figure 3 illustrates the relationship of tenets of Bandura's (1997) self-efficacy theory represented as SET and Deci and Ryan's (1985) self-determination theory represented as SDT. Figure 3 also illuminates the influence of combined theories on outcomes. Each step on the ladder represents an example of corresponding factors from each theory that influences an individual's self-efficacy and self-determination. The influences of vicarious experiences, verbal persuasion, emotional arousal, and mastery interact to promote self-efficacy that in turn assists in establishing expected outcomes and enhancing the possibility of attaining goals that empower successful performance.

Likewise, intrinsic motivation, autonomous extrinsic motivation, competence, and psychological wellness create a sense of self determination. Consistent with other

research (Sweet et al., 2012), the diagram illustrates the integration of aspects of self-efficacy and self-determination for fulfilling such needs as autonomy and connectedness that factor in desired performance. Successful performance is a result of having established connectedness with others, achieved autonomy, acquired confidence in the capacity to achieve, and achieved mastery.

Conclusion: Purpose of the Study

Many AA fathers experience the invisibility syndrome (Franklin & Boyd-Franklin, 2000; McAdoo, 2002) and their contribution to their children's development is often not highlighted. Therefore, the purpose of this single case study was to explore and describe the positive experiences and influence that AA fathers have on their teen daughters' self-efficacy and motivation. Moving beyond the invisibility syndrome that many AA fathers feel (Franklin & Boyd-Franklin, 2000; McAdoo, 2002), and going beyond the deficit labels and negative narratives are important for understanding fathering among AA males. Because of the scarce current research in the area of positive father-daughter relationships among AAs, the need existed to present a new narrative of the positive power and influence of AA fathers from the perspective of their teenage daughters. This new narrative can be applied to promote positive systemic change for decreasing or eradicating false assumptions about AA fathers, which allows them to be viewed with equality and equity. Therefore, to produce a community of competent, confident, resilient, and ambitious AA women, the need to identify and understand the positive father-daughter factors that protect, promote, and propel a strong sense of self-efficacy among AA teenage girls is imperative.

The method used to study the positive influences of the father-daughter relationship appears in the chapter to follow. The descriptive single case study design offered opportunities to examine various perspectives related to the research question in a real-life context. The comments participants shared constituted their stories without the influence of researcher bias.

CHAPTER TWO

Methodology

Introduction: Research Questions

This descriptive study explored the experiences of the AA father-daughter dyad using a qualitative case study design. The case study is a detailed inquiry over a period of time that can involve one or more individuals (Creswell & Creswell, 2018; Yin, 2009). As an inquiry approach, the case study facilitated acquiring information that identified the positive influences of fathers on their daughters' development.

Little research explores the lived experiences of the father-daughter dyad. Also, the literature is limited that may reveal evidence negating the image of the deadbeat dad and eliminating the invisibility syndrome. The central research question that guided this study was, "What positive influence do AA fathers have on their daughters?" The two secondary questions posed were, "How do AA fathers positively influence their daughters' self-efficacy?" and "How do AA fathers positively influence their daughters' motivation?" This study employed procedures of the single case research design.

The scarce positive contributions of AA fathers in the literature suggest AA fathers are ignored as men capable of having a positive connection with their children. The stigma of AA fathers as "deadbeat" or irresponsible dads in the U.S. society contributes to some AA fathers experiencing the "invisibility syndrome" (Franklin & Boyd-Franklin, 2000; McAdoo, 2002). Challenges or barriers to AA fathering promote the invisibility of the AA male. Constraints of these barriers inhibit the AA father from illustrating to society the importance of the family and his contributions. I recognized

these constraints and the need to present aspects of the AA father that are not widely known. Discovering and reporting positive images of the AA father has implications for enhancing the self-efficacy of both fathers and their daughters.

Researcher Perspective and Positionality

This study followed the designs of qualitative research to promote understanding of the interpretations of life's experiences and their meanings (Patton, 2015). The interpretation of others' experiences in qualitative inquiry involves reflexivity. The researcher discloses experiences and biases to ensure that they do not influence the discovery, analysis, and reporting of the participants' experiences (Creswell & Creswell, 2018; Mayer, 2015; Moustakas, 1994). Positionality is an element of reflexivity based on the researcher's perception of the social world which guides aspects of the research process (Jacobson & Mustafa, 2019; Palaganas et al., 2017).

Personal experiences of daughters with their fathers provide full and rich dimensions in the qualitative literature that promote an understanding of the father-daughter dyad that is currently missing. For example, as an AA female who had a present and involved father within my home, as an adult I am able to recognize, understand, and appreciate the positive role of my father and the influence he has had in my life. As I reflect on my high school and college days, there are decisions that I did not make because of my father's impact. My father positively contributed to how I valued and esteemed myself and found my worth. In hindsight there are certainly decisions that I made that are regrettable. Although far from perfect, the overall value and worth that I placed on myself were based on the presence of my father and the values that he helped instill. While I valued myself and had a healthy sense of esteem, what I lacked as a young

adult was self-efficacy and motivation. Because my father believed in and encouraged the limited and fixed mindset of “playing it safe” in life, he rarely promoted the idea and growth mindset of setting challenging goals and taking risks. Therefore, I lacked a healthy sense of confidence in my ability to be successful which also infringed on my level of motivation. Hence, a father’s presence, words, and encouragement are critical in how their daughters view themselves.

Additionally, I am married to an AA man and have daughters. My husband, their father, is present, engaged, and influences their self-efficacy and motivation. Factors that shaped this researcher’s social world or worldview included experiences, ethnicity, race, position in the family, and training. Given these experiences, my worldview is that AA fathers have a strong role, value, and need in the raising of AA daughters. Further, my positionality is that in a time where many people see AA men deficient, disposable, and delinquent, it is important to illustrate how their role as involved, present, and engaged fathers not only assists in increased self-efficacy, academic achievement, and motivation in their daughters, but also in strengthening and sustaining communities.

Lived experiences and the influences of society contributed to forming my positionality, which in turn, according to Berkovic et al. (2020), further classified my positionality as an insider. This study was about the lived experiences of daughters of AA males and the influences of their fathers on their motivation and self-efficacy. As an insider, I was privy to some experiences that participants shared because of our similarities—being an AA female and having an AA father.

I was also an insider from the perspective that participants were high school AA girls who were part of an academy that I founded and directed. I established a personal

relationship that included weekly interactions with these girls. I had a vested interest in the wellbeing of the participants and only wanted to see them succeed in life. Therefore, I engaged in continuous reflection to prevent the influence of personal biases in the collection and analysis of data. This reflection, termed epoch, according to researchers (Creswell & Creswell, 2018; Moustakas, 1994), involved my refraining from judgment or setting aside biases prior to and throughout data collection, analysis, and reporting.

My positionality that fathers contribute to their daughters' self-efficacy is related to the theoretical framework of the study. Bandura (1997), a leader on this subject as illustrated through his theory of self-efficacy, suggested ways people develop self-efficacy that consist of observing and modeling. I believe from experience that some AA fathers model behaviors that their children emulate. These behaviors, for some children, motivate them to strive to become the very best representation of themselves.

Observations of fathers also teach the lesson that what others think, and those who purport there are limits to the intelligence of AAs, do not define the child. However, the modeled practice requires that individuals determine whether to accept the modeled behavior. However, Creswell and Poth (2018) noted one's understandings and meanings are "shaped by social interaction with others and from their own personal histories" (p. 36). Although these statements supported my worldview, practical applications of SET illustrate the message of self-belief and success in educational settings throughout the United States.

Theoretical Framework Application

A composite of two theories constituted the theoretical framework for the study: self-efficacy and self-determination. Bandura's (1997) SEF focuses on acquiring success

based on the belief in one's own competence to succeed. According to Bandura, self-efficacy can result from accomplishments, vicarious experiences, verbal persuasion, and emotional arousal. Deci and Ryan's (1985) SDT focuses on intrinsic motivation, autonomous extrinsic motivation, and psychological wellness as motives for learning and building connections with others.

The theories provided guidance in understanding sources of self-efficacy and how they interrelate with intrinsic and extrinsic motivation for goal accomplishment. The connectedness of the tenets of both theories supported the appropriateness of their use to discover answers to a central and two secondary research questions explored in this study. The central question, "What positive influence do AA fathers have on their daughters?" and the secondary questions, "How do AA fathers positively influence their daughters' self-efficacy?" and "How do AA fathers positively influence their daughters' motivation, embedded assumptions of basic psychological needs?" These needs included accomplishing success, connecting with others, and becoming self-empowered or controlled. Motivation is central to both theories. Both theories also suggest basic psychological needs are met through different experiences, attitudes, cognitive skills, abilities, and other factors. Therefore, the combined framework shaped the research questions which relied on experiences of the father-daughter dyad to provide answers to the questions.

Tenets of the combined theories also informed the research approach for the study and procedures for data collection and analysis. The nature of the study as qualitative inquiry research facilitates a meaningful examination of SET and SDT. An examination of individuals' experiences promotes an understanding of influences on their self-efficacy

and motivation. Qualitative researchers conclude the benefit of this type of research is in understanding meanings that people ascribe to their social world (Mayer, 2015; Patton, 2015).

The specific aim of qualitative case study as an inquiry method is to identify the why and how of participants' experiences, typically through interviews, focus groups, and observations (Creswell & Creswell, 2018; Saldaña & Omasta, 2018; Yin, 2009). The case study of daughters and father influence on their self-efficacy and motivation, dictates that interview questions inquire about how and why fathers influenced daughters' confidence and motivation. Baxter and Jack (2008) referred to Yin in their rationale for using a case-study design. The reasons that Baxter and Jack cited for using the case study included its functions in clarifying the study's boundaries in terms of the contextual conditions of the phenomenon studied. Both SDT and SET identified contextual conditions that influenced participants' experiences supportive of building self-efficacy and motivating daughters' actions.

By conducting the study in the field, I engaged in the environment and also facilitated understanding meanings of the experiences (Creswell & Creswell, 2018; Patton, 2015; Yin, 2009). Further, the case study approach and the theoretical framework informed procedures for content analysis as a continuous reflective process of the data that led to answering the research questions (Creswell & Creswell, 2018; Moustakas, 1994; Yin, 2009). The process included coding experiences to identify contextual conditions, intended outcomes, goals, and performance. These practices as informed through the theoretical framework characterized this study. Figure 4 draws on research methodology for connecting data to research questions and theoretical frameworks.

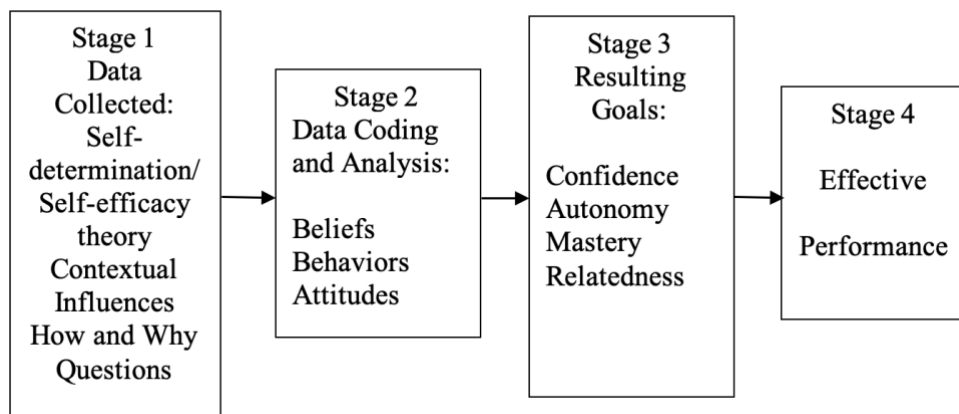


Figure 4. Flow of data collection and analysis.

Figure 4 shows the flow of the data collection and analysis process and the connection of elements of the theories to the research and example interview questions. Interview data as informed through features of the theoretical framework (Ryan & Deci, 2017) reflected responses to questions that illustrated the role of fathers in promoting their daughters' feelings of autonomy, confidence, and relatedness. The first stage in Figure 4 refers to data collected in the form of interview questions that were generated from the research questions. The two theories that guided the research (SET and SDT) formed the bases for the how and why interview questions. These questions captured the contextual influences of participants' experiences with their fathers. Therefore, the first stage depicted in the figure connects the nature of the case study inquiry approach to the theoretical framework.

The second stage begins the analysis process. It depicts the organization of the data into meaningful units to identify the beliefs, behaviors, and attitudes that participants exhibited towards their fathers. Color coding the data facilitated organizing participants' answers according to appropriate tenets of the theoretical framework. This process

permitted an examination of commonalities in the data and determined the beliefs, behaviors, and attitudes that the contextual condition influenced. The third stage contains the goals as a result of the second stage. The goals are that participants developed confidence, experienced autonomy, mastered skills and performances, and felt a sense of connection and belonging based on their fathers' influence. The last stage represents the pinnacle of performing effectively as examined through the theoretical framework. This stage depicts the ultimate influence of fathers illustrated through motivated and confident daughters who can accomplish something meaningful. The feeling of accomplishment also suggested that daughters could reflect on their fathers' overall influence on their ability to perform effectively. In essence, the figure represents the connection of the case study inquiry process to the theoretical framework that included coding experiences to identify contextual conditions, intended outcomes, goals, and performance.

Table 1 shows how the theoretical framework informed the interview question posed to participants in the data collection phase. In the data analysis component of the flow chart, the following interview questions and responses also illustrate their relationship to the framework:

1. Please describe a conversation with your father where you shared some goal and how you felt. The response, "My father listened to what I decided about going to college," shows independence in making choices and demonstrates autonomy, a feature of SDT.
2. Talk about one of your most challenging subjects and how your father influenced your thinking about it. The response, "My father encouraged me to use study guides and listen to recorded conversations and now I feel that I can handle the German course without a tutor," is an example of feeling competent as a result of being motivated to develop self-efficacy which are facets of both SET and SDT.

Table 1

Interview Questions Related to Theoretical Framework

Interview Question	Relationship to Conceptual Framework
How does your father motivate you?	Self-determination theory
How does he build your self-esteem, self-efficacy?	Self-efficacy theory
Describe your father: encourages to try new or difficult things, or communicates that perhaps you can't or shouldn't try something new or difficult	Self-determination (extrinsic motivation)
Share experiences where you may have not felt confident in your ability to carry out a task or responsibility. Did your father make you feel more or less confident in any of these experiences? Describe how your father contributed or did not contribute to your feeling of self-confidence.	Self-efficacy (verbal persuasion; physiological, emotional state)
Describe a conversation sharing some goal and your feelings; his response. Does your father typically encourage you to accomplish your goals?	Self-determination (motivation; autonomy; relatedness; competence); Self-efficacy (mastery)
Describe a most challenging subject, how your father encouraged you, and your feelings about his input.	Self-determination (autonomy; motivation); Self-efficacy (mastery)
Name a time when you felt you couldn't do something, and your father encouraged you that you could; explain what he said or did to encourage/not encourage you.	Self-determination (motivation); Self-efficacy (mastery)
Describe times you spend with your father and how you feel. When do you feel most loved by your father?	Self-determination (relatedness)
What drives/motivates you? How does your father play a role in how motivated you are?	Self-determination (motivation)
Describe how your father helped you or advised you when you were going through a challenging time; how did his advice make you feel?	Self-determination (motivation) Self-efficacy (verbal persuasion)
Identify career aspirations, who shaped your thinking about future plans, and how.	Self-determination (autonomy; motivation; relatedness); Self-efficacy (vicarious experiences; verbal persuasion)
Cite three things your father does that makes you feel loved; three things that he does that builds your self-esteem and confidence.	Self-determination (relatedness; motivation) Self-efficacy (physiological, emotional state)
Emerging Q: What is the role of your father in your faith walk?	Self-efficacy (physiological, emotional state; emotional arousal verbal persuasion); Self-determination (relatedness)

3. Describe times that you spend with your father and how you feel. The response, “I am closest to my father when he attends my piano recital,” describes the need for developing and maintaining personal and meaningful relationships as in the concept of SDT’s relatedness.

In addition to these questions incorporating tenets of both SDT and SET, they also reflect elements of the case study inquiry approach. The questions resulted in responses that addressed the boundaries of the study. These boundaries are identified in the discussion of the case study research design and rationale.

Research Design and Rationale

The study followed a qualitative single case study design. The case study is a detailed inquiry over a period of time that can involve one or more individuals (Creswell & Creswell, 2018; Yin, 2009). Descriptions of the case study include that the inquiry is bounded in a context, time, place, and activity (Creswell & Creswell, 2018; Yin, 2009). This single case study permitted me to study how participating daughters constructed meanings of their relationship with their fathers. The ages of participants ranged from 14 to 17 years; therefore, boundaries of the study included father engagement, the time of engagement, and the nature of engagement.

I considered the opinions of other researchers in recognizing that the study constituted stories of what participants perceived as well as the reality of the experiences (Englander, 2016; Mertens, 2019; Patton, 2015; Saldaña & Omasta, 2017). However, I also considered the real-life context of the investigation as recommended in the literature (Patton, 2015; Yin, 2009). This case study involved clarifying the boundaries between the context of experiences and the problem investigated through answers to how and why questions (Yin, 2009).

The procedures of this qualitative case study included various methods for the collection and analysis of data. As the researcher, I served as the main instrument for collecting data, a constant in qualitative case study (Patton, 2015). The objective of the research was to acquire accounts of participants; therefore, I engaged in the natural setting of the study and posed questions that resulted in stories captured in participants' voices. Bracketing prohibited the injection of my views and the distortion of participants' words and their meanings. I bracketed personal views during data collection and analysis through journaling and making notes of presuppositions and personal opinions referred to as memoing (Saldaña & Omasta, 2017).

Data collection for case study research typically includes interviews, focus groups, observations, and open-ended surveys (Creswell & Creswell, 2018; Yin, 2009). This study relied on individual interviews and observational notes. The interview constituted a prominent form of data collection. As recommended in the methodology literature, the researcher formed clear questions, guided the process using prompts to elicit complete answers, and listened carefully (Saldaña & Omasta, 2017). Data analysis in this study involved reflecting on the data, observing behaviors during interviews, and following a series of steps to eventually report the how and why meanings of stories that participants shared.

The selection of the case study design relied on recommendations in the literature related to the focus of the study. A qualitative case study design was best suited for this study as “general assumptions and [an] interpretive framework hold qualitative research together” (Creswell & Poth, 2018, p. 41). Because the participants' perceptions, perspectives, and voices were important and necessary to understand the boundaries of

the context of the problem, qualitative research and specifically the case study, was the most appropriate avenue to capture these voices and emotions (Creswell & Creswell, 2018; Yin, 2009). Quantitative methods were not appropriate for seeking the how and why of questions as numbers cannot explain these questions (Creswell & Creswell, 2018; Patton, 2015). The selection of the approach was further based on the research objective of wanting “to empower individuals to share their stories, hear their voices, and minimize the power relationships that often exist between a researcher and the participants in a study” (Creswell & Poth, 2018, p. 45). Additionally, the qualitative case study permitted the collection of data to describe the commonalities of a situation that individuals shared (Creswell & Poth, 2018; Yin, 2009).

Figure 5 illustrates the design steps or phases of the research process in my study. Various actions occurred at each point in the design cycle.

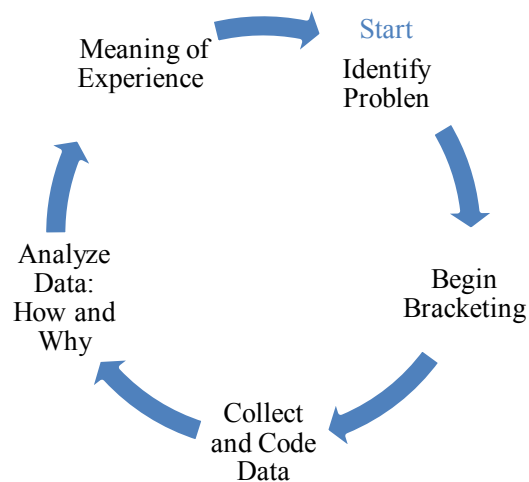


Figure 5. Cycle of this case study’s design steps.

The cycle began with the process of determining the problem to investigate. Reflection on the researcher’s positionality enabled the conscious recognition of personal biases that

I bracketed at the beginning and throughout the research process (Moustakas, 1994; Saldaña & Omasta, 2017). Bracketing and epoch permitted me to shift from personal views in order to view the experiences shared differently (Englander, 2016).

The narratives from in-depth, semi-structured interviews and observations underwent a reiterative process of categorizing units of meanings where patterns of significant words and expressions denoted the why and how of participants' messages (Creswell & Creswell, 2018; Yin, 2009). The final process involved capturing participants' expressions that reflected the ultimate meanings of their experiences. As this part of the cycle suggested the need for further exploration, the repeated cycle determined whether other dimensions emerged for further study.

Site Selection and Participant Sampling

This section of the study contains descriptions of the site and participants selected for the study. The descriptions and rationale for selection illustrate their importance for an inquiry of the father-daughter dyad. The type sampling used ensured the appropriateness of data collected.

Site Selection

The city of Houston, Texas served as the site for conducting the study virtually. The site represented the location for the organization from which the sample was drawn. PUSH Girls Academy (2021), a mentoring and scholarship program for high school girls that I founded, “supports, empowers, and develops young ladies to become (P)urpose-led, (U)nStoppable, (S)uccess-bound, and (H)ope-filled so they can have the confidence to compete, succeed and soar in an ever-progressing world” (para. 1). The organization provides opportunities for AA girls who have just as much drive, aspirations and dreams

as the next girl, but never receive an invitation to be a part of such an organization. PUSH Girls is comprised of 45 girls from different high schools in Houston. The girls receive an invitation to join and complete an application. Three of the program's "core pillars are providing ... 1-Exposure, 2-Experiences 3-Examples. It is through these three pillars that these young ladies can see that possibility exists and can dream a new dream" (PUSH Girls Academy, 2021, para. 3). The organization features a diverse curriculum for empowering PUSH Girls that includes proper use of social media and etiquette training, principles and practices for youth leaders, public speaking, mental health, financial literacy for teens, and other topics addressed in monthly meetings. Additionally, etiquette skills have been highlighted. One activity that demonstrated this was a daughter-father ballroom dance consisting of an 8-week rehearsal. This was a formal cotillion-style dance where the participants wore long white gowns and danced with either their father or a special male figure to Louis Armstrong's *What a Wonderful World*.

The rationale for choosing the site included that it represented a cadre of AA daughters appropriate for participating in the study. Further the site was convenient for conducting the study and cost effective. The locations of the interviews conducted over Zoom (2021) varied as participants engaged in interviews from their residences. The administration from my residence, office, or other safe and secured location ensured privacy and protection of the participants' confidentiality.

Participant Sampling

This study used purposeful sampling with 10 participants. Purposive sampling was appropriate for this qualitative study as I had an interest in the most connected and knowledgeable participants regarding the focus of the research (Elo et al., 2014). A case

study involves a sample of one or more individuals. A small case sample may involve five to 25 persons (Creswell & Poth, 2018). The sample size for this study was important in order to generate a richer and in-depth understanding of the experiences through a manageable number of interview participants versus a larger number where less detailed information typically results (Creswell & Plano Clark, 2018). Smaller numbers were also effective for this qualitative research for achieving saturation of the data (Mason, 2010).

The sample for the study consisted of 10 members of the mentoring group, PUSH Girls Academy. The sample comprised AA high school teenagers from 14–17 years old. These teenagers had active, supportive, and present fathers who were instrumental in influencing their children's self-efficacy, academic achievement, and motivation. All fathers may not have lived in the same household, but to varying degrees, they were all active. Characteristic of the sample, all participants represented the problem studied, and thus shared in the experience story that the study captured.

Maximal variation sampling facilitated the enrollment of the teenagers based on their age, grade, and if their father lived in the same home or was non-residential (see Table 2). This strategy was most appropriate as it allowed for diversity within the sample; therefore, for the reflection of different perspectives on the same central problem investigated (Creswell & Plano Clark, 2018). The contents of Table 2 represent demographic and other data characterizing the study's sample.

Table 2

Demographics of Study's Sample

Participant	Age	Grade	Father Status
Madison	17	12	Residential
Alysa	16	10	Nonresidential
Peyton	16	10	Nonresidential
Katherine	16	10	Residential
Leah	15	10	Residential
Morgan	14	9	Residential
Ashley	16	10	Residential
Bailey	14	9	Residential
Skye	14	9	Residential
Sarah	14	9	Residential

Data Collection Procedures

The researcher collected data over a 2-month period from May–June 2021. The primary sources of data consisted of open ended, semi-structured one-on-one interviews via Zoom (2021), observational notes, and e-mail correspondence. Data collection involved using interview protocols that included the major open-ended questions and space for recording information gathered during the interview and other essential field notes (Creswell & Plano Clark, 2018). Procedures following the collection of data involved the transcription of the recorded interview data and preparing the data for analysis. Table 3 is an overview of the data collection steps.

Table 3

Data Collection Steps

Data Steps	Type Data	Data Source	Date of Collection
Recruitment	Letters	PUSH Girls	April 2021
Information session	Zoom meeting	PUSH Girls	April 2021
Consent/Assent	Form	Parents/PUSH Girls	May 2021

Data Steps	Type Data	Data Source	Date of Collection
Screening	E-mail	PUSH Girls	May 2021
Scheduled interviews	E-mail	PUSH Girls	May 2021
Conduct interviews	Zoom interviews	Interview protocol	May–June 2021
Data log	Observation notes	Zoom recording	May–June 2021
Follow up	Member checking	Sub sample PUSH	June 2021

Note. PUSH Girls = AA girls enrolled at PUSH Girls Academy.

The plan for collecting data in Table 3 identified the procedures that began after Baylor’s Institutional Review Board (IRB) approval (see Appendix A). The procedures began with recruiting participants through an emailed welcome letter (see Appendix B) announcing and explaining the study to members of the PUSH Girls Academy. The letter contained directions for interested members to reply. PUSH Girls who expressed interest were invited (see Appendix B) to participate in a Zoom (2021) meeting through a closed- or open-camera option. All participants elected the open camera option. I remained visible in delivering detailed information about the study to include explaining participants’ rights and the consent form and providing attendees the opportunity to ask questions.

Upon receipt of the consent and assent forms through the email address provided, I sent participants a screening protocol (see Appendix C). After completion of the screening, I scheduled an interview with each participant by email and gave each one a link to her individual interview. Participants chose to participate from a computer at their residence that they determined as private and convenient. I began the interview (see Interview Protocol in Appendix D) through Zoom (2021) with reviewing the purpose of the study, participants’ rights that included they could refuse to answer any question that

made them uncomfortable, and the procedures for the interview (Patton, 2015). I encouraged participants to ask questions to ensure they understood their role prior to beginning the interview.

I established rapport through asking questions about the participant's interests. Conducting the interview in a conversational and relaxed mode and beginning the interview with easy questions, as Rubin and Rubin (2012) suggested, established a non-threatening and comfortable setting. Also as recommended, the interview proceeded with less invasive questions first and continued with major questions incorporated in the interview protocol (Saldaña & Omasta, 2017). A more invasive question centered on the type of relationship that the daughter experienced with her father. To ensure as complete answers to the questions as possible, I used probes such as "would you give me an example of what you mean?" and "You said that you and your father have a close relationship. Please describe what you mean about being close." As participants responded, I made notes of participants' body language, voice quality, emotions demonstrated, and any other observations that added to the richness of the study's findings. Simultaneously, I wrote memos of any personal position or bias that could distort the real words and meanings in participants' stories.

At the close of interviews, I expressed appreciation for the participant sharing her experiences and asked whether she wished to add other comments or ask questions. Consistent with the process for member checking described in the literature (Patton, 2015), I then summarized key points for each question and confirmed with the participant the accuracy of the points in accordance with the participant's intended meaning.

Additionally, a Zoom (2021) follow-up interview with select participants provided further clarity through member checking.

Throughout data collection, I created a log to identify information collected from a specific source such as observations. Creswell and Creswell (2018) suggested this procedure for ensuring the researcher keeps track of primary and secondary sources of information as well as to mark the degree of importance of the data useful in determining the weight of the data during the analysis stage. Data collection ended with a thank you letter and gift card mailed to each participant.

Data Analysis Procedures

Data analysis for the study consisted of procedures for content analysis. The procedures relied heavily on the processes Creswell and Creswell (2018) advocated. In general, the analysis involved multiple readings of the transcribed data, coding the data, categorizing the data in large chunks, deleting, reducing, and creating new categories; identifying significant statements; identifying emerging themes; and reporting the how and why of participants' meanings represented in the themes.

The analysis component of the design cycle of the study focused on observing the how and why of experiences as informed by the data collected. The spiral approach, as Creswell and Creswell (2018) advocated, facilitated this objective. The spiral approach is a continuous, logical, and reflective sequence of steps that extend from the data collected to writing the report of findings as depicted in Figure 6.

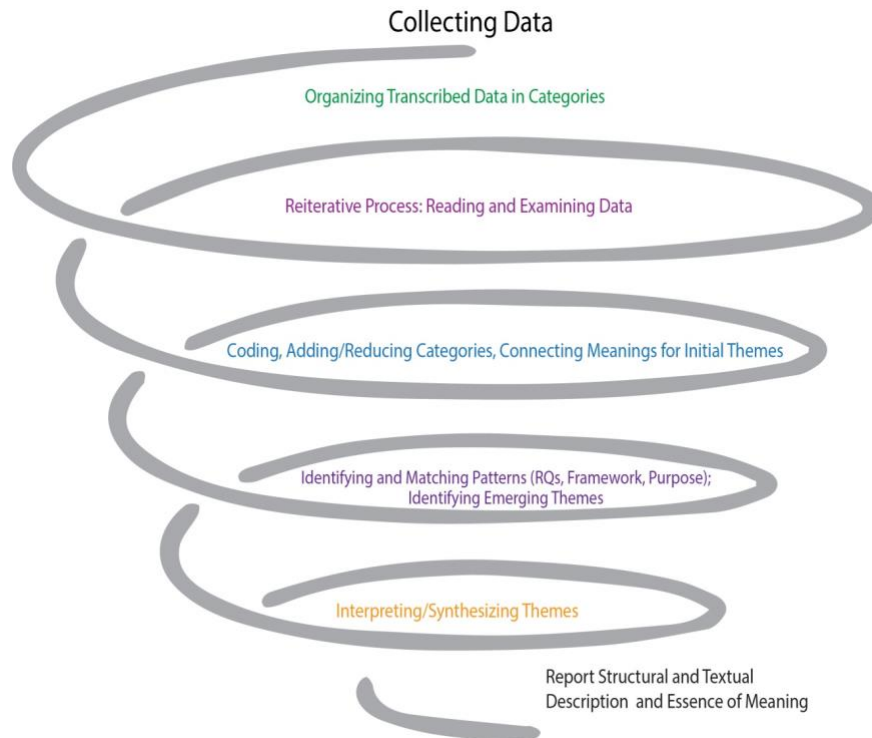


Figure 6. Sequence of data analysis steps.

The initial step in the analysis process required the organization of data to include summaries of marginal and field notes. I used letters, numbers, and symbols as preset codes to discover specific information in the transcribed interview data, and marginal and field notes. The preset codes identified information related to the theoretical framework, research question, and purpose of the study. Examples of preset codes included #1?? for the research question, PST for purpose statement, and S-E-T for the theoretical framework. Additional coding schemes evolved throughout the analysis.

I read the transcribed interviews, then matched the summarized marginal and field notes with initial ideas represented in the preset coded data. Additional codes created identified similar responses to each interview question matched with responses from different participants. The analysis then involved categorizing similar coded data into meaningful units. This began the process of reducing the categories, categorizing and

noting emergent ideas, reducing the data into themes, and summarizing the themes to tell a story of the meaning of the lived experiences. The process also included generating visual representations of the data via figures and tables as appropriate.

The components of the Flow of Data Collection and Analysis illustrated in Figure 4 (Theoretical Framework Application section) show data collection in the first box and analysis in the second box. The process for data analysis represented a combination of the steps based on the views of Creswell and Creswell (2018), Moustakas (1994), and Yin (2009). Explanations of the sequential steps for data analysis follow.

The first step included preparing data for analysis through transcribing narratives. This step entailed organizing the transcribed data in categories that logically fit the study's purpose. Therefore, data grouped according to interview questions permitted identifying responses related to such concepts as motivation, self-efficacy, and love.

In the second step, I read the data to identify general meaning, tone, and unique expressions. I also engaged in epoch processes to bracket researcher bias and to view data with new meanings. This step involved repetitively reading transcribed interviews and field notes and reviewing the preset codes. The preset codes were markers established prior to the analysis for identifying data representing the theoretical framework, research questions, and the purpose of the study. The pre-established codes were S-E-T (self-efficacy theory), SDT (self-determination theory), #1?? (research question), and PST (purpose statement). These readings aided understanding the initial grouped data and determining the frequency of similar words and expressions participants used associated with those groupings.

The third step encompassed coding the data to identify meaningful chunks of data. This step continued as a reiterative process of reading and examining data to code the data, reduce and add categories based on codes, and to identify meaningful connections to the study's theoretical framework, research questions, and purpose. This step also included developing additional codes through employing alphabets and color coding of responses for permitting an easy identification of information. For example, gray colored R1FISE denoted father's positive influence on self-efficacy, red coded R2FIM illustrated father's positive influence on motivation, and yellow coloring of BSEC identified the concept of builds self-esteem and confidence. Additional codes identified behavior demonstrating daughters' mastery with aqua coloring of BHM; the rose color of BHR denoted behavior demonstrating relatedness; and the blue color for Enc+/Enc- illustrated instances when daughters felt encouraged or not encouraged. Identifying similar words and expressions was key to seeing patterns in responses. These words and expressions resulted in meanings as major and minor themes. The objective of this step was to begin connecting the categories to identify initial themes that described the case and its context.

In the fourth step I referred to codes to describe the setting, identify categories of meanings and initial patterns and themes. I then reduced categories and identified emerging themes. The fourth step also included identifying patterns that emerged from the data that resulted in final themes. The process involved the initial matching of patterns in the data from similar and different responses that described the experiences including the settings, conditions, and the type influence of the experiences. Through a

reflective analysis of categories, this step resulted in a meaningful reduction of categories and a comprehensive set of themes that emerged from the analysis.

The fifth step involved matching patterns to research questions and the theoretical framework and then organizing themes with significant statements to illustrate themes as a story of participants' experiences. This step required synthesizing patterns and initial themes from the fourth step and matching patterns to research questions, the theoretical framework, and purpose of the study. Additionally, the matching included linking corresponding themes from interview questions with research questions supported with significant statements to illustrate themes as a story of participants' experiences.

The final step, step six, focused on interpreting the themes. The interpretation permitted reporting a synthesis of what the participant experienced, the context of the experience (the structural and textual description), and the essence of its meaning for the participant. The report represented participants' stories organized in themes and subthemes. Participants stories were accompanied with select comments that represented the positive influence on fathers on their daughters' self-efficacy and motivation.

Ethical Considerations

An initial ethical consideration in conducting the research was the receipt of approval from Baylor's IRB. The approval process entailed communicating with IRB personnel to receive a status report regarding the possibility of the Problem of Practice (POP) receiving an exempt status. The results of the contact and the description I provided suggested the likely need for IRB approval. Therefore, I acquired the appropriate forms and steps, which included filling out the IRB application, the Protocol Template, Assent Form, and Parent Permission Form. The process also required the

submission of all recruitment materials and instruments for data collection. I followed all procedures required for IRB approval prior to beginning the recruitment of subjects and data collection.

Permissions obtained to conduct the study consisted of approval of parents of the minor teenage girls, as well as assent from the participating teenage girls. Another ethical consideration normally requires acquiring permission from the site of the study. This study consisted of 10 high school AA girls who participated in the mentoring group, PUSH Girls Academy that I founded. Participants engaged in interviews via Zoom (2021) in their own homes; therefore, site permission did not apply to this study. The sample consisted of AA high school teenagers from 14–17 years of age who had active, supportive, and present fathers, some of whom were residential and nonresidential. Parents signed permission slips and the participating girls granted assent.

I was committed to following ethical guidelines for conducting research with human subjects. Following directives of the Belmont Report (National Commission for the Protection of Human Subject of Biomedical and Behavioral Research, 1979), these guidelines protected the rights of participants, protected them in the event they experienced hazards to their physical and mental health, and protected compromising research participants. Procedures for protecting the confidentiality and anonymity included using pseudonyms to identify participants, maintaining the raw data in a password protected file, and destroying raw data after completing the study. Observation of ethical principles was not only important to the welfare of the participant, but also for the trustworthiness of the research, and implications for the reputation of conducting

educational research. Therefore, I remained objective through reflecting on personal biases including the prior personal relationships developed with the participants.

The study acquired the lived experiences of AA daughters whose fathers were instrumental in their developing self-efficacy and demonstrating motivation to reach objectives and goals. Procedures for ensuring reliability and trustworthiness of the findings considered the need for checking how I interpreted participants' comments. Member checking and reflective analysis confirmed that I did not inject personal experiences or biases that influenced participants' stories. Further, the inclusionary criteria for selecting the sample assured that participants represented those most knowledgeable for providing answers to the research questions.

Limitations and Delimitations

The limitations of this study related to the methodology, the study's sample, and generalizability of the study. As a subjective inquiry methodology, the results of the study do not necessarily apply to daughters in other settings or populations. The individual experiences of participants formed the results of the study; therefore, any perceived transferability would be the decision of the reader (Saldaña & Omasta, 2017). Further, the purposive sample and the nature of their response posed limits on the study's results. The responses may not have represented the true experience shared; therefore, the results may not have had the level of trustworthiness for assuring the credibility of the study. A final limitation resulted from COVID-19 conditions that prohibited in-person data collection that permits a more vivid, robust, and deep description of the setting and participants.

Delimitations of the study are researcher controlled. My criteria for selecting the sample and reasons for selecting the research methodology represented some delimitations of the study. I designed the study to acquire positive contributions of fathers to their daughters' self-efficacy and motivation. Therefore, the study was not intended to inquire of any negative or stereotypical views of AA fathers. Instead, the study focused on identifying results that would raise awareness of the positive contributions that AA fathers make to the well-being of their children. The scope of the study and the research question were additional delimitations. The study only targeted teenage daughters as this age range represented a time when parental guidance is especially needed for the complexities teenagers encounter in dealing with their self-perceptions, social, and other skills. The study was further delimited according to participants' race, gender, daughter-father dyad, and resident and nonresident fathers. These delimitations addressed the limited literature that includes these factors and the lack of awareness of the influence of residential and nonresidential AA fathers on their daughters. The research was delimited to participants in a large urban city as opposed to a rural setting in recognition of various cultural, community-based, and other opportunities that are available in an urban city for the positive engagement of fathers in their children's lives. These delimitations considered the limited research about the relationship between AA fathers and daughters. The purpose of the study and the review of the literature illustrated the appropriateness of the delimitations.

Conclusion

This Problem of Practice contained the procedures used in conducting this qualitative study. The study explored the experiences and meanings of the experiences of

the daughter-father dyad through seeking answers to a central and two sub-research questions related to the daughters' self-efficacy and motivation. The theories of SEF and SDR formed the theoretical foundation of the study.

The single case study approach was appropriate for an investigation of the experiences of the daughter-father dyad for AA daughters and AA fathers. The case study permitted an in-depth study of positive attributes of AA fathers, a dimension that is basically void in the literature. Therefore, the case study added information significant to society for understanding the influence of AA fathers. Positive knowledge about fathering among AA males may begin to change the minds of individuals who view AA males as threats to society and as deadbeat dads.

CHAPTER THREE

Results and Implications

Introduction

The data collected and analyzed for this qualitative case study facilitated an understanding of the positive influences of AA fathers on their daughters with specific attention to their self-efficacy and motivation. Primarily, teenage daughters' responses to one-on-one interviews provided answers to the central research question, "What positive influence do AA fathers have on their daughters?" and two secondary questions, "How do AA fathers positively influence their self-efficacy?" and "How do AA fathers positively influence their motivation?"

This chapter presents evidence to argue against the false assumption and stereotype that AA men often do not perform the role typically expected of a supportive father (Coles, 2009). The argument is founded on the study's results that show fathers' positive effects on their daughters through ways of impacting their self-efficacy and motivation. These findings are categorized in the following major themes: caring, comforter, confidence builder. Each theme is described with key words, minor themes, and the overall meaning of major themes supported with sample participants' comments.

This chapter provides the context of the findings through summarizing important features of the participants and results from steps in the analysis process within discussions of the two topics, Case Description and Thematic Analysis. The chapter includes a discussion of the findings that illustrates their connection to the theoretical framework, the research questions, and the literature. Implications for practice and future

research are presented based on the findings. The chapter concludes with a short summary of the study's problem explored and the need for the study, a summary of the methodology and findings, and an identification of target entities appropriate for facilitating a positive impact on segments of society based on the results. This summary and conclusion also contain the researcher's reflections on the study's procedures, findings, and implications for identifying specific practices to include those of the PUSH Girls and similar organizations.

Case Description

This case description contains features of participants important to the context of the study. The participants ranged in age and grade as well as how outgoing or reserved they were. Some were more talkative than others, answering the questions in detail and even providing more information, while others tended to give shorter answers. They were all very polite and well mannered. They all were easy to talk to and smiled during the interview. However, what was apparent was how everyone of them smiled even greater with much more expression in their face whenever they talked about their fathers. The names of the participants are fictitious, but the following descriptions of the participants provide more insight into their responses.

Madison, affectionately known as "Maddi" by her peers is the oldest of the 10 participants. She is 17 and a senior in high school. She is in the National Honor Society and makes good grades. Maddi wants to attend college on the West coast and goes back and forth about pursuing a performing arts or business degree. Maddi is very social, well mannered, and is sure to say "yes ma'am" and "no ma'am" throughout our interview. She has been involved in teen pageants for two years and has won runner up and first runner

up each time. She smiles throughout our interview, flashing her beautiful teeth and warm eyes. Her skin is a warm beautiful mocha color. For most of her life, her skin color has been an area of insecurity for her. She has four other sisters who are all a much lighter complexion than she, leaving her to often answer the daunting question from others of, “are you adopted or something? Why are your sisters so much lighter?” However, Maddi tells how her father who lives with her, is her same complexion, and he has been a comfort to her and helped her move beyond her skin tone insecurities.

Alysa is 16 years old and in the 10th grade. Her father does not reside with her, but she sees him every Wednesday and on the weekends. She smiled the entire session and asked clarifying questions. She has been a cheerleader her entire life, but recently has ventured into competitive cheer. She wants to attend a college somewhere in Texas and become a nurse.

Peyton is 16 and in the 10th grade. She wore thin glasses and had braces with colorful bands. One of the first things I noticed about her was her smile and how well-mannered she was. She used “Yes ma’am, no ma’am, and excuse me” throughout our interview. I jokingly asked her, “who taught you those good manners?” She sings in her school and church choirs, is very active in church, and plays basketball. She stated that she wants to be a cosmetologist or obstetrician. When our interview was over, I ended our time together by telling her, “I love your beautiful smile,” to which she beamed with an even brighter grin.

Katherine is 16 and in the 10th grade. She had a shy demeanor and shifted her eyes up and down throughout the interview. She kept a slight smile on her face, which broadened anytime we discussed how her father makes her laugh or the time she started

at the bottom of the ranks in softball but rose to number two. She plays softball for her school, but she stated how she missed quite a bit of softball because she had to go to a mental health facility because of some mental health issues she faced. She stated that she realizes she is passive and lacks a certain level of confidence, something that she says she is grateful that her father is helping her work through those areas. Katherine is a skilled writer and wants to pursue broadcasting or journalism after she graduates from high school.

Leah is 15 years old and is homeschooled in the 10th grade. She reminded me of the Energizer Bunny because she was full of energy, life, and lots of laughter throughout our interview. She talked with lots of enthusiasm, dynamic facial expressions, exaggerated hand movements, and flashed her smile that seemed to show more of her blue laced braces than her teeth. Although she spoke with such mature wisdom and insight, she also displayed an immature bubbly and playful side. Leah is very active in her church and became even more lively whenever she spoke of her faith. She loves to draw, sing, play instruments, and spend time with her family. She enjoyed our interview and learning more about my research efforts. She ended our time together by telling me she enjoyed the interview and that she had fun.

Morgan is 14 and in the ninth grade, although she appears to be a little older. She has an “old school” energy about her and was very forthcoming and talkative. She said that she realizes her resting face expression appears to be mean and unwelcoming, so she is making a conscious effort to work on how she presents herself. She talked about becoming a lawyer when she is older and how she wants to live a “luxury lifestyle.” She

talked about having big dreams and loved the fact that her father never thinks that her dreams are “stupid or dumb.”

Ashley is 16 and in the 11th grade. She is very confident, talkative, and firm in who she is. She is an A and B student and on the Student Council. She is very polite and well mannered. She is very social and appears to have strong friendships. She loves softball and spends most of her time in practice or at games. She says she wants to pursue something in the medical field, and she is thinking about dermatology or obstetrics and gynecology.

Bailey is 14 years old, in the ninth grade and a straight A student attending a school for performing arts. After the interview, I jokingly told her that I was going to call her “Bubbly Bailey” because from the moment she logged onto our Zoom (2021) call until the moment we said goodbye, she had the biggest and brightest smile, was very upbeat, and gave girly giggles throughout. Even when sharing about a time that she was bullied for her warm brown skin tone, she still kept a smile. Her shining charisma leads me to believe that it is probably easy for her to make friends wherever she goes.

Although Bailey was one of the youngest participants, she spoke with the most authority, wisdom, and bold confidence of all the girls. Bailey enjoys singing, acting, playing instruments, and performing in plays. She spoke boldly about her faith and values, and her faith is what directs her decision making and keeps her grounded.

Skye is 14 years old and in the ninth grade. Skye was quiet, soft spoken, and smiled with a shy undertone throughout our interview. Skye plays sports for her school and just recently got into basketball through the encouragement of her father. Because of Skye’s quiet demeanor, she did not give any more information other than what was asked

of her. She said although she makes good grades, she knows that she can probably make better ones. She stated that she wants to be an entrepreneur and maybe venture into real estate when she is older.

Sarah is 14 years old and in the ninth grade. She is quiet, reserved, but kept a slight smile on her face the entire interview. She was much more talkative and livelier outside of our interview than during our time together. She is an all-A's student who is strong in math and science. She stated she wants to be an OBGYN (obstetrician/gynecologist) when she is older. She is strong in her faith and partakes in family devotions. She is very athletic and is becoming quite the volleyball star.

Thematic Analysis

This analysis includes an overview of salient steps associated with the analysis process and explanations of the emerging major and subthemes. Participants responded to 12 interview questions in individual face-to-face interviews through the Zoom (2021) platform. I began the interview with sharing the purpose of the interview and something about myself and interests when I was the age of the participants. I then asked them to share how they were spending time away from school. This approach established an informal and relaxed discussion mode where participants freely shared experiences about their father in various contexts. The nature of the interview questions elicited responses to their feelings regarding their father's influence on their motivation and self-efficacy. These interview questions tied directly to the secondary research questions. Several reiterations of interview questions, along with probes, focused on these two aspects of their experiences. Questions also generated expanded stories of how they experienced a father's love, support, and guidance.

Following these initial interviews, I color coded responses to identify similar words and expressions from the 10 participants, as well as differences in their experiences. The coding and categorization of responses facilitated identifying themes that depicted the major meaning from stories shared. As a result, three words or expressions, the 3Cs, captured the major meaning of the stories that described the girls' fathers: caring; comforter. confidence builder. Subthemes also emerged for these major themes as shown in Table 4.

Table 4

Emerging Themes and Subthemes

The 3Cs	Subthemes and Key Points
Caring	Guider: Teaches, advises, models One-on-one time: Makes small things special Sacrifices: Gives of self to provide
Comforter	Faith Influencer: Restores faith in self and God Validation: Assures daughters of their capabilities
Confidence builder	Supporter: Assists daughters in many ways Cheerleader: Cheers for their daughters

The major themes represented how participants described their fathers overall as influencing their motivation and self-efficacy. The subthemes emerged to identify specific ways fathers influenced their daughters. This section presents a discussion of each theme followed with explanations of the subthemes. The narratives presented include an analysis of the emerged themes and are a result of participants' demographic data, experience stories, and observed behaviors during interviews. These behaviors

include participants' body language and voice tone, attitude, and emotions observable through the Zoom (2021) video and audio features—the electronic platform used to conduct the interview. The narratives correspond to the major and minor themes that emerged from their messages. Pseudonyms corresponding to observed expressions identify participants in this study. Bailey stated it best. Within this short description of her father, she touches on all themes that emerged from the study. Bailey illustrates the positive influence of her AA father on her self-efficacy and motivation:

He is big on telling me that he loves me and he's big on telling me how proud he is of me. And I feel like that just brings me so much joy and so much confidence. Because you know, I feel like no matter what I do, my dad will always be there to like catch me and he'll always love me because he always says that he loves me. And he always sacrifices for me so, he helps build up my self-esteem, makes me feel like I'm the biggest person or the top dog of the whole entire world.

Messages in participants' stories often overlapped in different themes. Explanations of the three major themes are presented first with sample participants' messages. Subthemes are also explained and supported with sample responses.

Theme 1: Caring

The theme caring emerged as a motivating father in terms of being dedicated to satisfying the needs of his family. A caring father is one who is a hard worker and sets a good example for the daughter to follow. Explanations of this theme by the participants noted that a motivating father illustrates traits such as giving, dedication, serving, listening, and supporting. Further, a father who listens and makes daughters feel special illustrated the theme of caring. The caring theme also encompassed fathers connecting and bonding with their daughters, providing them with feelings of safety and security, happiness, fun, and just knowing that their fathers would always be there for them.

Most participants expressed caring from their fathers' words and actions that assured daughters of their capabilities which increased their self-esteem and efficacy. Assurance came through such expressions as "it's going to be alright," "you know this," and "I see the potential in you." Additionally, caring was exhibited through fathers helping daughters to accept and overcome challenges and encouraging them to strive for success. Madison shared how she enjoys spending time dancing with her father and how it makes her feel cared for:

I feel like how we really connect in a way. Like a song will be on and we'll just start dancing. So, it's just like all those, like those fun things that makes me so like happy that he's in my life and just, you know, that he cares for me, [I feel] just very like joyful and just happy that he's there. Like he cares.

With a big smile, Leah expressed that she feels cared for when her father "always gives me words of encouragement when I really need it the most." She continued to explain:

He'll sit there and let me ramble and listens to me. He doesn't really get tired of me, and he just sits there and listens. He talks to me and has really good conversations about what I eventually want to do.

The stability Leah feels from her father demonstrates his care for her. "He always gives me hugs. He is always there ... physically and emotionally; he's just there like a rock."

Alysa described a time where she was having a challenge with a geometry assignment. Her father approached her and asked if she needed help, jokingly reassuring Alysa that "I aced geometry-A plus!" With a thunderous laugh, Alysa stated that she responded to her dad, "Really dad? Did you really? I'm pretty sure if I asked you for a question you would not even know the answer to anything." With a warm smile she said, "If anything, [he] probably would have been asking Google!" However, what she appreciated most was his willingness to help her and his effort—even if he really did not know how to come up with the answers.

The caring theme is more fully described according to participants' experiences that demonstrated the key words associated with the theme. Such words as giving, dedication, serving, listening, and supporting constituted the makeup of a caring father. The guider subtheme stresses a listening and supportive father.

Subtheme: Guider. Participants especially described how they received guidance from their fathers. Most commonly, they described their fathers as paying attention to them through listening and supporting them. Participants expressed the sentiment that daughters can rely on fathers to provide guidance, encourage patience, and remind them who they are by focusing on God and family. Their experience stories revealed that their fathers were “a shoulder to cry on” and provided advice and “wisdom” in their “talks and conversations.”

Madison shared a story where she was stressed and frustrated with a challenging school assignment. Her father saw the distress on her and inquired what was wrong. She shared with her father that she had a project due on the Harlem Renaissance and that she was lost with where she needed to begin. She chuckled and told how her father quickly reassured her, sat down at the kitchen table, and jokingly told her, “Have no fear, your dad is here.” With an infectious warm smile, Madison said it is always the “little things” that her father does to show that he cares.

It's always encouraging, always good to see, you know, like the first man you love just helping you through things and telling you like, “It's going to be okay. Take a breath.” Like, “You got this.” And even things like school, or homework, or papers, or like it all matters. It all counts. And it's always like, you know. And I wouldn't even consider that like a little thing. Like that was like a big thing. But like the little things like do matter, you know. So, it's like a breath of fresh air to see someone do that for you.

Throughout our interview, Madison continuously praised how her father shows he cared for her when he listens to her. “The thing I like about him, he listens to listen, not just to respond ... taking the time to, you know, help me, listen to me. But he listens.” When asked how her father makes her feel loved, Madison continued by reiterating that he “Listens, [he’s] there for me—takes time and never makes me feel like he gets annoyed with me.” Madison also noted that she feels most loved and cared for by her father when

We’re just like having like our deep talks and him just really listening like how I said earlier not listening to respond, but to listen to listen. And then, kind of say what he has to say, giving those life lessons. But not like in a lecturing way, but in a like, “I care for you,” you know. But lectures are caring too. Like I get a lot of lectures, so. But almost like a nurturing way.

Just as the guider subtheme for caring focused heavily on ways fathers supported and listened to their daughters, the one-on-one time subtheme frequently addressed the giving and dedication nature of fathers. In this subtheme, quality time fathers spent with their daughters was often referred to as small things that mattered.

Subtheme: One-on-one time. This subtheme described the special feelings daughters experienced from spending time with their fathers. Participants found it comforting just to spend time with their fathers. Time spent was special as it provided for moments that only the father and daughter shared, their special bonding time. One-on-one time spent with fathers also was reserved for fathers’ desire to just talk to their daughters. Daughters felt that some of the time with fathers might be considered a small thing such as just sitting and listening to music together. However, each time they spent together had a significant meaning.

Katherine shared a special one-on-one moment, a small thing, where her father demonstrated his care by supporting her desire to become a better softball player. With a melancholy tone, head slightly dropped, and looking down, she began recounting her experience of being at “the very bottom” in terms of her softball ranking:

For softball it was a big thing where in the batting lineup I wanted to be in a higher position because I was at the bottom of the batting lineup. And I wanted to be at least third or something like somewhere in at least first, second, or third. And I didn’t really think I was going to be able to do it because I’m starting from the very bottom. So, I don’t know if I’m going to, how am I going to get to the top? And so, I told him about it, and he told me basically, “oh, well, if you need anything we can obviously go outside and practice at any time. Any time you want to like in the morning, very early morning, I don’t care. And I know that you’ll be able to do it because I see the potential in you.” And so that really motivated me, not that I don’t hear that a lot; it’s just something I didn’t really see in myself. So, when he told me, it really woke me up and made me realize I do have potential, I can do this.

With excitement in her voice, sparkling wide eyes, and a bright smile, Katherine continued, “And so like within at least two weeks I was at second in the batting lineup and was like, I was so happy and I told my dad and we celebrated!” Additionally, she noted how “just like the small things” make such a big difference.

Katherine reminisced about how the special one-on-one time that she shares with her father is in their garage, under the hood of his truck. With a somber expression, she stated that she does not see her father much because he works a lot during the week. However, her eyes displayed a spark of elation when she stated that she looks forward to Wednesdays, where her father is at home more and works on his truck throughout the evening time. It does not matter to Katherine that she does not know anything about trucks; she enjoys handing him his tools while they use the time to bond and have shared meaningful conversations. She noted,

So, I go out in the garage with him, and I help him out. I don’t really know a lot about trucks, but he’ll show me where to put something and I’ll just put it there

and we'll talk about life in general, or like if even guys, he'll talk about them to me.

In keeping with the idea of small things, participants described when they felt most loved by their father. That one-on-one time spent seemed like a small thing, but it was during that time when most participants described how their fathers showed their love.

Consistent with the overall meaning of the caring theme, participants' expressions for fathers showing love included caring, encouraging, understanding, and believing in them. The one-on-one special moments provided more opportunities for daughters to have their fathers' full attention and to experience talks, one of the small things. In essence, the meaning emerging from the love shown during those special times was that daughters feel loved when fathers tell them they are loved, show expressions of love by believing in them, encouraging them, building their level of confidence, and spending time with them.

Katherine was asked when she feels most loved by her father. She lit up with the biggest smile, eyes widened, chuckled, and replied,

Oh my gosh there's so many moments. I don't even know. When he, I know it sounds dumb, but when he laughs with me. Like, if I, I don't know because I'm not exactly the funniest person out there, but I'm really corny. Me [*sic*] and my mom are so similar in that kind of way. If he laughs at something because I'm just being dumb or I just start playing blasting music and start singing around him, and he starts laughing, it just makes me so happy because I'm just like, oh my gosh I don't know why it makes me so happy. Just seeing him, letting me be myself around here, is just a wonderful feeling because not a lot of time I feel like I can be myself around a lot of people and he helps me with that; knowing that I can be myself in my own house, I can be myself anywhere.

Echoing a similar sentiment with a grin from ear-to-ear and her voice inflection mimicking that of a teenager meeting her favorite celebrity, Peyton explained how it feels when she spends time with her father who does not reside with her.

It makes me excited and happy cause every time I get to see him I, my face just like lights up, like it's lighting up now. And even if it's something that is so little, like I'm going to still enjoy it cause, like, that's my dad.

Morgan enjoys the small moments as well. Coyly, she stated times that she enjoys most with her father are when they, “just drive around doing errands while my mom is gone and it’s enjoyable. Like I like those little car rides with him. They might be short but I like them.” Once again, it appears that the small things matter and are noticed. In addition to Peyton, Katherine, and Morgan, Madison expressed a common thought, “the little things like do matter.”

Subtheme: Sacrifices. Fathers made sacrifices for their daughters as a way to demonstrate their love and care. Daughters perceived sacrifices as including some of the special times fathers spent with them, taking time from their busy schedules to support them in various ways, and doing whatever is necessary to ensure their families’ welfare and happiness. Although sacrifices involved money on many occasions, the idea that fathers would commit to serving as a coach, counselor, helper, or in another role just for them was the most accurate description of sacrifice. For example, Morgan described how her father spent Father’s Day taking care of everyone through cooking a meal rather than receiving attention on his special day.

Some participants described how their fathers made financial sacrifices to ensure their confidence and success in an activity. Alysa was full of life and smiles when she shared how one year she was really sad about the possibility of not being able to participate in the sport of competitive cheer that she had been a part of since childhood. Alysa explained how competitive cheer is “really expensive,” how “money is a little low,” and how her mom told her she would not be able to cheer that particular year. However, her father, who does not reside with her, reassured her, and told her that even

though they could not afford it that year, “If you want to do it—you do it. We will find a way for you to do it.”

Bailey also shared how her father sacrificed when he supported her in her dream of attending a prestigious performing arts school that was quite a distance into the city from where they lived. Bailey said,

I’ve always dreamed of going there. And I told my parents I wanted to go there. When I was explaining I wanted to go to [XX], it was just like this outlandish thing because we lived in [X] and [XX] is downtown, right? So, they did not even like question my ability if I even could get in. But they just supported me and trusted everything in me and in my future. And my dad, he really supported me. ... We got an apartment downtown. So, they moved their whole entire earth for me ... they committed their money, their emotional support, their financial support; they did everything that they could to get me into the school. And I got in and yeah, ... I’m really happy with it and I’m really happy with the goal that I accomplished. I could not have accomplished it without my father, you know?

Theme 2: Comforter

Daughters expressed feelings of being loved and spending time with their fathers as comforting. Words such as attention, caring, counseling, his expressions, talks, and beliefs in me described the meaning of comforter. Similar to the connection of one-on-one talks for the value of the special times in which daughters felt most loved by their fathers, comforting to daughters was to feel loved when fathers showed expressions of love, believed in them, encouraged them, and built their level of confidence. Comforting was when fathers explained situations in the context of having faith, being strong, and modeling for daughters to know who they are. Participants shared how their fathers make them feel with words such as safe, secure, comfortable, joyful, and loved which constituted the meaning of comforter as a theme for this study.

Additionally, participants discussed things their fathers do in their time of need that provide safety and comfort for them. With an innocent smile, Morgan reflected on

how her father makes her feel when “he checks up on me at night when I’m sleeping ... just to make sure I’m safe ... he thinks I don’t notice him ... He ... comes in the hallway and just looks in my room just to check on me.” To Morgan, her father’s checking on her showed him to be a comforter.

Leah enjoys the warm embrace of her father and the feeling that it brings to her—feelings of comfort. She noted, “One of my favorite things to do is watch TV with my dad. He holds me a lot. When I’m sitting down watching TV, he holds me. I feel secure and loved.” Feeling stable and secure is important and Leah stated,

So, I guess I could add one thing. It’s like how important your father is for feeling stable. Because my mom gives me a sense of comfort, but my dad is where my stability comes from. I don’t know. I feel that’s really, really important just in general.

Several girls shared accounts of dejected times in their lives where they experienced being in depressive states and suicidal. Insecurities centered around their body image and skin color, and how the consoling words of their fathers allowed them to move from a depressive state to a place where they were able to feel “pretty,” “joyful,” “comfortable,” “get better slowly,” and “have so much to live for.”

The ways fathers encouraged determination were also comforting for their daughters. Not only did fathers challenge daughters to try difficult tasks, but through supporting their efforts as a father/daughter team provided the comfort they needed to try new things. Examples of challenges attempted with the comfort of a father as they accompanied their daughters included building confidence and validating daughter’s abilities in such areas as music, basketball, reading, and public speaking or in overcoming fears of amusement park rides.

The next subtheme was faith influencer. In this subtheme the participants shared some of the lengthiest stories. Participants' stories on their fathers as a faith influencer represented crucial phases in their lives.

Subtheme: Faith influencer. The comforts fathers provided varied. Restoring daughters' faith in themselves and in God was an important positive influence on daughters. Because of the many stories of how the participants' fathers made an impact on their lives by teaching, encouraging, and challenging them spiritually within their faith, another subtheme emerged—faith influencer. Sarah spoke highly of her father's faith and because of his influence, she shared how it has encouraged her to be more like her father. Sarah explained,

I know that he's pretty close to God, and he encourages me to read my Bible, so I really started doing it on my own. He's been encouraging me since I was little, and we do family devotion and stuff, and he just...was mainly the person that encouraged me to start being serious about my relationship with God, and I kind of just want to be on the level that he's on.

Bailey boldly proclaimed that her faith has been impacted by her father's example and credits her father for how grounded she is as a person. She said,

Yes, it's because of my father's influence. And just praying and worshipping has gotten me through so many tough times. And to know that I have a father in God and I have an Earth father, my dad, like it's just really, really comforting. Because like I can pray for wisdom and I can talk to my dad for wisdom; so, I have those two sources of strength and power. So, it's just like a support system. So, I know that if I did not have him to give me those tools, I don't know, maybe like, but I would not be like, as strong or as rounded at my age if it wasn't for my father.

Similarly, because of the influence of Madison's father, she desired to be more like him and to have a stronger faith that resembled the faith of her father. She reflected on a time when she was excited about starting a Bible study at her home with her peers, and how her father, just as excited, supported her and helped her start her Bible Study.

And he was like, “You know, that sounds like amazing.” And we would take time like out of the week before like that Wednesday came. And we’d sit down together. We’d read the Bible. We’d pray, you know, like, God help us find something to talk about. And we’d find like cool or available stuff that kids wouldn’t get, you know, like bored of. But I thought it was like really, really fun, really cool. My dad always had amazing things to say. We both got the equal time to speak. I’d let him speak a little more because I was like, I know what I’m talking about, but like you know what you’re talking about more. And he would just, you know, put so much time and energy in it. And I saw how, you know, the Lord was moving through him. And I was like, I want Him to move through me that way. And just it was all just like a beautiful experience. Just the Bible study is so much fun.

Madison’s story reflects the sentiment of many participants who were encouraged by their fathers’ comforting nature. In addition to participants wanting to become more like their fathers, they wanted to make their fathers proud of them. Ultimately, this was a show of love for their father.

Katherine gives her father credit for her growth in her spirituality and speaks how her father is the person she goes to for any questions regarding God. Katherine explained,

If I have any problems or if I have any questions about what God would want out of my life or want for me to do in certain situations, he’s [father] the one I can go to for that. My dad, I mean he’s glad that I’ve gotten closer to God; he’s the main reason why.

Ashley spoke candidly about her strong Christian values and how her father has been there to guide her throughout her journey.

Growing up we always went to church, always. Church is a very big thing. You always went to church every Sunday. He’s really helped me with my bond with God. He’s taught me how to pray; he’s helped me be able to talk to God. He’s taught me to read my Bible. Christianity is a very strong belief I have, and he’s helped mold that by growing me up into that and surrounding me by that growing up.

When asked about the role her father plays in her life, Leah got really excited about the question and responded with,

My dad is a crucial part of my faith ... like he's already built the foundation when I was a baby. So, without my dad, I probably wouldn't even be a Christian without my dad, honestly. That's the best question yet!

Although participants appreciated their fathers' comfort in their spiritual journey, important was assurance that all was well with them. The subtheme of validation carries this story.

Subtheme: Validation. Validation for participants meant they were assured through their fathers' confirmation of their capabilities. These capabilities included meeting challenges and their fathers' words encouraged a change in the daughters' self-perception from negative to positive which resulted in success. Participants' stories revealed their need for validation in various aspects of their lives.

Because of the ways these fathers were able to "speak life" into their daughters, remind them of their beauty and strength, and create a shift to where they became proud of the skin they are in, validation emerged as one of the subthemes. Fathers validated their daughters with strong messaging about their value and worth, allowing their daughters to love and embrace themselves.

Morgan opened up about a time in her life where she felt depressed and suicidal. Her parents did not realize how she was feeling. However, her father, unknowingly, "saved" her by his small consistent acts of love and comfort. Because of him Morgan realized she had something to live for. She reflected,

He probably doesn't notice it, but it was a time where I was really, like really sad and depressed. I was helpless. And he doesn't notice it. He probably doesn't realize it. I should probably tell him this. But he gave me a hug every single morning, like every morning he gave me a hug. He gave me a kiss on the forehead, and it was just like, it just helped me get better slowly. Yeah, he's like good morning, I'm like good morning, gives me a hug; he just does it every morning.

Just like the previous participants, another participant's father not only comforted her, but his validation of her worth also saved her. He saved her from taking her own life and reminded her that she has a lot to live for. With a slight tear shed and a downcast disposition, the participant told an emotional story that credits her father for "still being here."

For me, I struggle with my mental health a lot. And I went through a rough period, pretty much this year. I'm meaning to say last year. But when I had to go to the hospital and things like that, a mental health facility, things like that, I really didn't want to be here. I don't know what else to say. It was a lot because I didn't know how to tell my parents, but I mean I had to because there's no other way I couldn't not told them. My dad, he told me a lot of things about God. And I believe in God already, but and that's not a difference, but certain things he elaborated on. How leaving could impact everyone around me and how it would impact him. And that kind of stuck home for me because these are, both of my parents have been there for me through everything. So, if I were to just not be here anymore, I'm sure it would impact them a lot. And it would impact me because they've always been there for me; nobody else would love me as much as they love me.

Daughters constantly illustrated the comfort they experienced through their fathers and how their caring nature influenced their lives. When asked if her father played a role in deciding to gain control of her life, the participant stated,

Oh my gosh, it literally changed my life. It switched things around drastically. Because from not wanting to be here to being happy. As happy as I am now like it's a big difference. All because of the influence of my parents and my dad. It flips a switch in your mind, making you realize that we have so much to live for.

When asked about a challenging time that she experienced and how her father advised her, Leah shared a moment where her father provided comfort and hope during a difficult season of life. With tightly pursed lips and a pensive downward stare, Leah recounted,

So, when I was probably around 11-ish, maybe 12, I don't know—I was having a lot of body issues, like seeing myself in a pretty way. And it's like my dad would always, always, always tell me, God made me this way. I'm beautiful. I'm gorgeous. Like he would always, always, always make me feel pretty. And it's like even though I was consistently struggling with that for like two years, he was

always in my corner making me feel beautiful. It's just, I don't know, without that, I don't know what I would do.

Bailey, who was typically upbeat, spunky, and full of energy throughout the interview, began her story with a little less vibrancy when drawing on a time when she experienced a challenging situation and how her father helped her during those times.

I was getting like a little bullied about the color of my skin. And my father, he talked to me about it, and he was just telling me how there's nothing wrong with my skin or anything and how people are going to always like hate people; people are always going to like spew hatred and evil onto you, but you have to know who you are in Christ, and you have to know who God called you to be. And that will give you—like that will help you and center you so that no matter what people say that you cannot be shaken, that you cannot be rattled by anything anyone else says because you are centered in Christ. That's what [my father] advised me to do. ... I still use that advice and I probably will use that advice whenever I'm an adult or growing up.

Madison shared a similar heartfelt story about her own challenges of embracing her skin color. Although she began her story with a slumped disposition and low speaking tone, by the end of her story, she lit up, sat up straight, and finished telling her story with pride and excitement. Madison said,

Since I was a little girl I've been in, you know, predominantly White schools my whole life. Like all of my sisters are lighter than me and people would ask me, "Oh, do you have the same parents?" Like, "Yes, we do," you know. It's just that I guess that's just how genes/DNA work. I was a little like insecure of you know, my skin color. And me [*sic*] and my dad are almost the same [complexion]. So, in a way, it kind of gave us like a bond and, you know. He's like, "Always be proud of who you are. Like, you're beautiful, you know." ... He just like, hypes you up. ... I just love that, you know. Like he always tells me Black is beautiful no matter the shade ... always be proud!

The role of comforter has been a key theme in the lives of the participants. Perhaps Morgan sums it up when she noted, "It's just that it's like you know, like a little giddy feeling, like I'm with my dad!" All participants expressed so many positive emotions that they experience when being with their fathers whether in the role of validating their capabilities or in influencing their faith in themselves and in God.

Theme 3: Confidence Builder

Confidence is a key factor in this study. Confidence is based on an assurance of the participants' abilities, how capable they are, and how they view themselves. In essence, this theme's meaning is the father conveys confidence and assurance that he will always encourage and support his daughter. Fathers were confidence builders as they encouraged daughters to reach for their goals while assuring them of the potential they saw in their daughters. The connection of the supporting subthemes, supporter and *cheerleader*, were threaded throughout participants' stories of how fathers influenced their confidence. Participants recalled their fathers using affirming words that boosted them and encouraged them. Leah noted,

My dad, he definitely tells me on a consistent basis "I believe you can do anything you put your mind to. You are beautiful. You are loved." He's constantly encouraging me with so many different types of things. So, if I'm ever doubting myself, he will be the person to build me up and tell me, you are beautiful. You're amazing. You can do that.

Katherine explained, "And so just like the small things, like if I feel bad about something I do, he tells me that I'm worth it. He shows me my worth basically." Katherine shared how her father not only builds her confidence, but her overall capabilities as well. She explained,

It makes me feel motivated and happy because I know I have somebody there for me. Even if things don't go exactly as planned, I still became a better person and learned how to do something different rather than staying the exact same way I was or being worse. And it just helps me build more confidence in myself to know that hey, I was able to do that, so if I was able to do that, I'm able to do a bunch of other things too.

Additionally, Katherine stated that her confidence has been an area of challenge, but her father's reassurance reminds her that she is capable.

If I'm like, if there's anything that I feel like I can't really do, like whether it's softball or a test or a speech that I have to make, it's like I'm nervous about it but

he'll say I don't think you realize. When he says I don't think you realize how much potential you have in yourself, it makes me feel good because I know that I don't really have the best; I didn't have the best confidence and so whenever he does help reassure me that I'm able to do something or he sees the potential . . . it helps a lot.

The lack of confidence was an issue with most participants, especially in their athletic and creative pursuits. Bailey was given a lead role in a musical, which in her school was not typical for a freshman. Although she was excited and happy about the opportunity, she stated that she was very nervous and full of doubt. Her self-doubt almost got the best of her, as she questioned if she was capable of being successful with her role. The subtheme of *supporter* reveals how fathers helped to build confidence in various ways.

Subtheme: Supporter. A supportive father meant that he assisted his daughter to face challenges. Some of these challenges were academic in nature while others involved daughters' beliefs that they could not succeed or handle a situation. Examples of support included the father studying or practicing with their daughters where the father also gave them assignments. Bailey told the story of how her father helped her to overcome her fear, built her confidence, and embraced her gift.

He actually told me, these were his exact words—he said, “they would not have given you the part if they did not believe that you could accomplish it and do what you needed to do. They would not have entrusted you with such a big role if they did not see what I see.” And I was like, “Oh, my gosh, thank you.”

When asked what contributes to such high confidence that she currently demonstrates, Bailey stated that her father “tells me to always hold myself in a certain way and to always put myself on a pedestal and reminds me I am God's chosen one.”

Alysa stated her father also reminds her that she, too, is set on a pedestal. Her confidence is built because her father “likes to call me his queen.” She explained,

That is his nickname for me. He wants me to know that I am set on a high pedestal more important than anybody else in his life. That is one thing. He always wants me to know, do not let anyone treat you less than I deserve. He is being very over-protective like dads are. That is one thing that I like. My dad always tells me that I am a queen no matter what. I am special and important to other people.

Similarly, Sarah shared that her confidence comes from her father who she said,

Always told me that I should think highly of myself and not to doubt myself, and always think that I am the best, and not be intimidated by other people. He always tells me that I'm the best, but not in a cocky way, but I should just always believe that I'm the best.

Peyton expressed how she struggled in chemistry and how the help from her father

boosted her confidence and her grade. She explained,

I was stuck on chemistry um, but he actually sat down, looked at the paper, helped me understand, tutored me, and you know eventually I understood what it was—like I understood the concept of this stuff that I was learning, and yeah, and I'll wind up making A's in that class. I went from a 75 to a 98.

Peyton shared many big dreams that she has for herself. Her father supports her ideas and encourages her dreams, which in turn boosts her confidence and her ability to keep dreaming big. She noted,

[My father] doesn't belittle me and just dismiss my ideas or something or dismiss anything I say. Because I remember I had wanted to live in Japan like for at least a year and he was like okay how are you going to get there and stuff like that just to make me think about how I'm going to do that. He just makes me feel like none of my ideas are stupid, or everything is accomplishable if you work hard enough at it. I can really do anything if I wanted to.

The final subtheme emerged as ways fathers motivated their daughters through cheering them to success. This form of confidence building occurred during talks, teaching, and during the actual performance of daughters in different types of events.

Subtheme: Cheerleader. Fathers have shown up in ways that encourage, cheer, and support their daughters with messages such as, "I believe in you," "you can do this,"

“you’re born for this,” and “you got this.” Therefore, cheerleader appropriately became one of the subthemes. When fathers cheer their daughters on, specifically when their daughters are doubtful, this is a form of building their confidence. From sports, to singing performances, pageants, and cheer competitions, fathers have been the voice of reason and the voice that reminded the participants what they could do. Perhaps one participant best stated what cheerleading looks like: “He would keep encouraging me even though I felt like I couldn’t do it.”

Although Leah had been singing in performances since a toddler, she shared an emotionally charged experience of having difficulty learning her part for a Christmas church performance. She was so frustrated that she nearly walked away from singing. However, it was the encouragement and belief that her father demonstrated towards her, which she credits as being the reason she continued with her talent. Leah shared,

I was so frustrated with it to the point where I was going to quit singing altogether. I was going to stop; I was so mad at it. ... I was on the verge of tears. And my dad took me by my face like this. And he was just like, I believe in you. You can do this. We’re going to work together. You can do it. I just started crying because I needed that. And without that day right there, I probably would have stopped singing. Like I wouldn’t sing now.

Peyton shared a similar experience. She excitedly recounted a time when she had a solo singing part in her school choir. She went from feeling like “I can’t sing,” feeling “scared and shaky,” to “nailing it” with a thunderous crowd applause, because of the direction of her father. She explained,

I was scared to do it, cause I was like, oh, I can’t sing. And so, I had to do the solo and like I was really shaky; I was scared ... and he [father] came, and he calmed me down. He was like you can do this; I got this; you’re my daughter, like I’m going to be behind you, like just take a deep breath and I’m going to be right there. And it really helped me. I got a standing ovation!

Madison shared a time when she first got into the world of pageants and how “intimidating” it was and how she was “skeptical” and second guessed if she belonged there. However, she recognized that it was the push from her father that not only changed her mind about entering, but that helped her in placing second runner up in a major teen pageant. Madison’s story included the following account:

I just feel like him [father] giving me; it was almost kind of like a push, you know. I feel like dads are kind of like the ones who are like, you know, “Just try it,” you know. “Just go ahead in.” He’d always be like, “You know you’re born for this, right? I really feel like this is your calling.” Like, “This is what you want to do,” you know. “It’s almost like you grew into it.” And I was like, “Okay.” Like, “That makes sense.” And just, you know, instilling that like, self-confidence in me at a young age and it like, building me up.

Skye shared a time where she did everything she could to convince her father (and herself) that she was not good at basketball and could not do it because it was difficult for her. However, because of her father cheering her on, not only did she end up doing very well in basketball, but she also learned a bigger life lesson about her abilities.

It was the first time he was training me to play basketball and we were just doing so much. And I was just like, “I really don’t want to do this anymore.” I was like, “I can’t do this” because I think it was like ball handling and stuff. And I was like, “I really can’t do this. I don’t know how to do this.” And he was just like, “You can do it. You can do it. Just keep trying. Just focus.” And I was just like, “Okay” and I did. And I was just happy that I did it. I was just focusing on how to do it because I was just like, “I really don’t want to do this. I can’t do it.” And it was just hard. But then he was like helping me. He was just like showing me that I could do it and I did it. It really just taught me that I can just do anything if I set my mind to it.

Katherine also questioned her abilities on the sports teams that she played. She stated how she would “get upset, really sad about it, or angry at myself” and “be so down on myself” when she would make mistakes. However, her father would “always pick me up and tell me like hey, you can still do it. You got on this team for a reason, you’re here for

a reason. It's not like you don't belong here." Her father's encouragement gave her the "pick me up" needed to get back in the game.

Ashley highlighted how her father's motivation and encouraging words took her from crying on the sidelines to "getting back in the game" with a new confidence and tenacity. She explained,

Sometimes I get really down in softball because there's always someone who's better than you; there's always somebody who has more experience than you. He [father] always picks me up. After the game I sat and cried and cried for a while. And he was there to motivate me and pick me up and he told me he's like everyone starts at square one; you have to put in effort; you have tried, but everyone makes mistakes; everyone does things wrong. But as long as you know that you're putting forth effort, then you're going to be great. And that really motivated me. Like yesterday, I feel like I had the best practice I've ever had in a while because of his words.

Competitive cheer was new to Alysa. It was the morning of her first competition and with butterflies and a stomach tangled in knots, being "really nervous" was an understatement of how she felt. With bright eyes that lit up, a massive smile, and hand gestures that brought out the cheerleader in her, she proclaimed,

My dad was like, you are going to go out there and you are going to kill it. With everything, go out with the biggest smile on your face. I am just like, you know what? He is right. I went out there and did great!

While the foregoing participants shared moments of how the motivating and affirming words of their fathers encouraged them, giving them the confidence to drive forward with the task at hand, Bailey described how it is what her father did not say to her, that drives her:

He has never ever told me that I could not do something. My dad has never told me my dreams are too big or anything, never told me to dumb down anything. He's always just supported me. And I just couldn't ask for more.

These narratives provided a deep and rich description of the participants and how they described and assessed their fathers' positive influence on their self-efficacy and

motivation. The narratives described the emotions participants displayed as they talked about their fathers. Their stories resulted from their thoughtful, and most often, spontaneous reflection on the time they spent with fathers. All participants responded as if they were happy to have the opportunity to talk about their fathers. The following section is a discussion of the findings that shows how the major themes and subthemes align with the theoretical framework, research questions, and the literature.

Discussion

This descriptive case study explored the experiences of the AA father-daughter dyad to facilitate an understanding of the positive influences of African American fathers on their daughters with specific attention to their self-efficacy and motivation. The study sought to dispel the negative stereotyping of AA fathers that label them as deadbeat dads who are biological fathers, but do not perform responsibilities of a father. Although many studies explore the father-son dyad, there are few studies that examine the father-daughter dyad and focus on the positive influence fathers have on their daughters' self-efficacy and motivation. This study helps to fill that void in the literature.

Through employing a qualitative case study design, data collected and analyzed from 10 AA daughters aged 14–17 and enrolled in grades 9–12 resulted in answers to a central and two supporting research questions. These answers consisted of three major themes referred to as the 3Cs of AA fathering. Additionally, seven subthemes emerged as expanded meanings of the major themes. This section is a discussion of these themes as the results of the study. The discussion includes the alignment of the themes with the theoretical framework, research questions, and the literature. The discussion also fuses findings from previous research that confirm, oppose, or expand on this study's findings.

Alignment of Themes With the Theoretical Framework

This section of the discussion illustrates how the emerging themes align with the study's theoretical framework. Two theories, SET and SDT, served as the lens for guiding this study. Bandura (1997) suggested ways that people develop self-efficacy that include observing and modeling. Regarding self-determination, Deci and Ryan (1985) and Ryan and Deci (2020) assumed humans have inherent psychological needs to learn and connect with others and identified autonomy, competence, and relatedness as fundamental needs that result in initiative, mastery, and belonging respectively. This study specifically focused on the influence of fathers in the motivation and self-efficacy of their daughters.

The major themes, caring, comforter, and confidence builder described how fathers facilitated daughters' belief that they could succeed, encouraged them to meet challenges, and provided tools to support them. Participants shared bonding experiences with their fathers, a component of SDT that focuses on relatedness, and a component of self-efficacy theory that focuses on connectedness. The processes employed ensured the alignment of the theoretical framework with the themes. These processes included reflective readings of the transcribed data, coding the data, identifying and matching patterns in responses applicable to the framework, organizing these matches according to each theory and frequency of occurrence per participant for visual inspection, and then interpreting these patterns in the context of the study. Key words and expressions from the analysis resulted in meanings as major and minor themes.

The three major themes aligned with tenets of both self-determination and self-efficacy. The themes described how fathers facilitated daughters' beliefs that they could

succeed, provided tools to support them, and encouraged them to meet challenges.

Motivation, intrinsic and extrinsic, is the core of the SDT for developing autonomy—the need to feel independent and have control over choices; competence—the need to feel successful in performing well in areas that are important; and relatedness—the need to develop and maintain meaningful and personal relationships. Self-efficacy is influenced through the interactions of vicarious experiences, verbal persuasion, emotional arousal, and mastery, which in turn, assists in establishing expected outcomes and enhancing the possibility of attaining goals that empower successful performance.

Evidence from participants' interviews showed that related to the caring theme, the fathers' influences led to intrinsic and extrinsic motivation, competence, and confidence. Caring addressed tenets of SDT. In the comforter theme, participants shared bonding experiences with their fathers, also a component of SDT that focuses on relatedness, and a component of SET that focuses on connectedness. This bonding occurred through one-on-one time that daughters spent with their fathers. The confidence builder theme was especially relevant to enhancing self-efficacy. A consistent point throughout all interviews was that fathers believed in their daughters and their potential. According to the theoretical framework, as fathers conveyed this point in discussions with daughters, they were using a form of verbal persuasion, a technique that influences the development of self-efficacy. Similarly, as daughters internalized their fathers' messages, they were motivated to believe in themselves and motivated to action where ultimately, they demonstrated competence in mastering a challenging activity. The following excerpts from interviews are examples of theories, their tenets, and

corresponding theme. Although the examples may fit one or both theories and tenets, they are used to describe the theory where they appear.

Self-determination: Caring. The following statements are examples of caring as or relates to the SDT in this study. The theory influences one's intrinsic and extrinsic motivation, competence, and confidence. The following statement from Katherine shows the father's influence in motivating her confidence in whatever she attempts. Katherine explained,

Because he told me he got me. When he says I got you, it's like that's when I know that he's ... going to be able to help me with this no matter what. And I'll be able to do it no matter what. And I know that while I was up on that stage I was just like even if I do mess up, I know that he's got me ... because he told me.

Morgan's experience is aligned with SDT through her father's influence on intrinsic motivation. Through his messages Morgan was able to reflect on her attitude and determine the need for making a change. She said,

He told me yesterday. It was my attitude and outlook on things. It was like you might want to like, the way you look, people are going to perceive that another way, so you might want to change your perception of things. And I was trying to be like, no, I'm not me, bugging you ... but he was like that's how people are going to get that first impression of you, and he left me with that. So, I think about that and I was like, yeah, I don't want people's first impression to be like I'm mean or something like that.

Madison received guidance from her father that provided extrinsic motivation because of his encouraging modeling. She concluded, "It's always encouraging, always good to see, you know, like the first man you love just helping you through things and telling you like, "It's going to be okay. Take a deep breath. You got this."

Self-efficacy: Comforter. The following statements are examples of the comforter theme that represent verbal persuasion, emotional arousal, and mastery for influencing

self-efficacy and self-esteem. Leah's comments are examples of the use of verbal persuasion: "Tells me not to give up. He always tells me I'm awesome. He gives me a Bible verse to always build me up." Katherine shows the influence of emotional arousal to overcome her reluctant behavior: "I'm not exactly the most assertive person. So, he shows me how to ask for the things that I want in a manner that's not like reserved."

Ashley also revealed how her father's influence appeals to her needs for enhancing how she feels about herself as an example of verbal persuasion and emotional arousal. She shared,

Growing up and even to this day, he always calls me beautiful, calls me pretty. He always does that. He calls me beautiful or pretty, things of that sort, that make me feel good. Because if no one's telling you you're pretty, sometimes that can lower your self-esteem. But he'll call me beautiful or pretty.

Peyton depended on her father to provide comfort and encourage her ability to master tasks through showing he believed in her. She said,

Listening to my problems ... it actually showed that he cares about my feelings. And that he actually wanted to help me. [He] brings out the good in me, ... and he's just always there when I need him.

Self-determination: Confidence builder. As a confidence builder, fathers motivated daughters to accept and complete tasks through encouraging words, demonstrating belief in daughters' capabilities, providing them opportunities for practice, and supporting them in various ways. The following statements are examples of confidence building as an influence leading to intrinsic and extrinsic motivation, competence, confidence, autonomy, and relatedness.

Sarah needed confidence in her ability to earn better grades. Her father demonstrated beliefs in her capabilities that encouraged her to master academic content. Not included in this account is that Sarah developed a feeling of autonomy as she indeed

began to take charge of her studies and earned A and B grades. She shared, “He motivates me to get good grades, try new things-mostly sports, and to have a better relationship with God.”

Bailey provided explanations of SDT through being motivated intrinsically to achieve mastery due to her father’s investment in her. She noted, “Because he constantly invests in me so, like I always feel like this drive or like this motivation. Like I have to achieve greatness because they always just supported me and invested in me.” Ashley described problems with speaking publicly and acknowledged that her father’s confidence building techniques helped her to overcome that fear. The relationship with her father offered her the needed support that influenced her motivation to achieve. She shared this account:

I’m not really a public speaker ... I get really nervous when talking to people. So, me doing student council and running in ninth grade (...) really scared me. But he motivated me to keep doing it and I won; so I was really proud of myself. It’s still something new for me, having to talk to people, talk to everyone around the school, things like that. But I really enjoy it.

Alysa’s father engaged her in practicing essay writing to build her confidence in preparing for a future career. Alysa said,

Recently, he asked me to write an essay about what I wanted to do after college. He told me the reason he wanted me to do that was to make sure I have a plan and to make sure I try to follow up on the plan. ... He said he wants me to make sure that I am not all over the place and I am not trying to start a career at the age of like 40.

Table 5 further illustrates the alignment of the theoretical framework, major themes, and tenets with participants’ experiences.

Alignment of Themes with Research Questions

The central research question, “What positive influence do AA fathers have on their daughters?” and two secondary questions, “How do AA fathers positively influence their self-efficacy?” and “How do AA fathers positively influence their motivation?” resulted in the themes of the 3Cs of AA fathering and seven subthemes. The major theme caring emerged with three supporting themes: guider, one-on-one time, and sacrifices. The second theme of the 3Cs, comforter, emerged with two supporting themes: faith influencer and validation. The final major theme, confidence builder, included two supporting themes: supporter and cheerleader.

Table 5

Alignment of Themes and Theoretical Framework

Theory	Major Theme	Tenet	Select Participants Influenced
Self-Determination	Caring	Autonomy	Madison, Peyton, Skye
	Confidence Builder	Competence	Katherine, Leah, Madison
		Relatedness	Ashley, Bailey, Leah, Peyton, Sarah, Skye
		Motivation	Ashley, Alysa, Bailey, Katherine
Self-Efficacy	Confidence Builder	Mastery Experiences	Bailey, Leah, Peyton, Sarah
		Vicarious Experiences	Bailey, Katherine, Morgan, Peyton
		Verbal Persuasion	Alysa, Bailey, Katherine, Leah, Madison
	Comforter	Physiological States	Katherine, Leah, Peyton, Sarah

Some responses to all interview questions may have been applicable to all research questions; however, responses for the central research question relied heavily on

interview items that focused overall on the purpose of the study. Responses provided support for the overall positive influences of AA fathers on their daughters. These interview items included Questions 1, 2, 3, 4, 7, 9, and 11 (see Appendix D). Interview questions in response to RQ1 provided explanations of the positive influence of fathers on their daughters' self-efficacy. Answers to RQ1 basically resulted from Interview Items 2, 4, 5, 10, and 12 (see Appendix D). The second research question inquired of the positive influence of fathers on their daughter's motivation. Responses directly addressing this question consisted of Interview Questions 1, 3, 5, 7, 9, 10, and 12 (see Appendix D).

Responses to interview questions aligned with the central research question revealed that daughters experienced many positive influences because of their fathers. The caring nature of fathers was the major driver of positive influences visible in the many and varied opportunities that fathers encouraged their daughters. The fathers' positive influences resulted in daughters persisting to engage in and complete school, community, and personal interest activities. Daughters associated feelings of happiness, love, pride, joy, fun, and peace with the one-on-one time they spent with their fathers. Fathers were influential in changing daughters' perceptions about challenging situations, relationships, and of themselves. As a result of fathers spending quality time, guiding, sacrificing, supporting, cheering, validating, and influencing their daughters' faith, daughters learned to embrace challenges with enhanced faith in God and in themselves. Fathers exhibited traits that engendered their daughters' respect, and because of this, daughters desired to make their fathers proud. Bailey aptly described the positive influence of her AA father that all daughters shared in different ways: "And I feel like he

just leads such a good example ... So, I feel like he has taught me and like passed on those traits to me.” In essence, the positive effects of AA fathers enabled their daughters to experience their teen years as happy, adjusted, secure, and prepared individuals from the modeling and engagement of their fathers.

Responses to interview questions aligned with the first research question that examined how fathers positively influence their daughters’ self-efficacy, illustrated that fathers were instrumental in helping daughters develop confidence in their abilities to perform in school subjects, in athletics, in the fine arts, and in different situations in general. Supportive of building self-efficacy, fathers were also instrumental in daughters’ developing positive feelings about themselves and self-respect. One participant acknowledged that her father “shows me to carry myself as a lady” which helped to improve her self-efficacy.

In the role of comforter, fathers engaged daughters in faith building through Bible study, accompanying daughters to church, and engaging in many talks and discussions where daughters acquired understandings about life, and specifically about their lives. Further, fathers validated daughters’ abilities and their self-identities through talks and engaging in practices with daughters to build their knowledge base such as in studying and training sessions.

Fathers often reassured daughters of their potential, belief in their daughters’ capabilities, and feelings of being proud of them. Along with providing these comforting observations, fathers’ presence at events and the many ways fathers expressed love for their daughters enhanced their daughters’ confidence. Fathers reassured daughters of their capabilities in response to daughters who perceived that they were not good enough to

perform because other individuals performed better, such as in cheerleading. Some daughters needed reassurance about their appearance as they had issues about their skin color and felt the skin color of other persons was more appealing. Other daughters needed reassurance of their capabilities to perform since they were nervous or scared. Efforts to address both self-efficacy and self-esteem included fathers having daughters to reflect on their family tree and the strengths upon which the family was founded. Fathers also referred to their daughters as beautiful, pretty, and queens. These fathers conducted many pep talks. Evidence of fathers' influence on daughters' self-determination, self-efficacy, and self-esteem included improved grades, successful vocal performances, and positive changes in daughters' attitudes and behaviors. As a result of their fathers investing in their overall welfare, daughters wanted to show their appreciation by making their fathers proud of them.

The most obvious positive influence of fathers on their daughters' motivation occurred through actions associated with the theme confidence builder that included the supporting themes of cheerleader and supporter. Key terms in participants' stories of this theme included pushes, helps, shows, shares, encourages, and challenges. In essence, fathers encouraged determination through challenging daughters to try difficult tasks while supporting their efforts as a father-daughter team. Examples included building confidence in daughter's abilities in such areas as music, basketball, reading, and public speaking, or in overcoming fears of amusement park rides.

Fathers inspired daughters to work toward a chosen career, try new things, and to improve themselves overall. Through such strategies as assigning daughters to write an essay, read books, and practice interviewing skills, fathers built their confidence for

becoming successful. Participants felt confident and assured through their fathers' encouragement and support. Bailey expressed this sentiment in her story where she said, "I feel like no matter what I do, my dad will always be there to like catch me."

Participants were motivated to achieve through fathers cheering for them. Fathers' cheers included such expressions as "you can do it," "you've got this," "It's hard but stay focused," and "I'm proud of you." These types of affirmations encouraged a change in their daughters' motivation and confidence from negative to positive which resulted in driving them to want to accomplish success. Participants conveyed that as a confidence builder, cheerleader, and supporter, fathers were a shoulder to cry on, encouraged patience, and imparted wisdom.

Alignment of Themes with the Literature

Procedures for aligning and triangulating elements of the study assist in establishing its credibility. The alignment of the study's themes with the literature illustrates the consistency or inconsistency of results with previous studies. The themes show their connection to the theoretical framework and other studies about fathering including perceptions of Black fathers.

Theme 1: Caring. Most participants expressed caring from their fathers' words and actions that assured daughters of their capabilities which increased their self-esteem and self-efficacy. Assurance came through such expressions as "it's going to be alright," "you know this," and "I see the potential in you." Caring was exhibited through fathers helping daughters to accept and overcome challenges and encouraging them to strive for success.

The concepts of guider, sacrifices, and one-on-one time as subthemes supported caring as a major theme. Participants expressed the sentiment that daughters can rely on fathers to provide guidance, encourage patience, and remind them who they are by focusing on God and family. Their views are similar to reports in the literature about a mentoring father or one who takes an active and guiding role in their children's lives and the resulting positive outcomes from that involvement (Henry et al., 2019; Keown et al., 2018). Daughters' experience stories revealed fathers were "a shoulder to cry on" and provided advice and "wisdom" in their "talks and conversations," indicating positive outcomes of fathers' active guidance and involvement. This result is also consistent with the literature that indicates fathers influence their daughters' emotional fulfillment (Farzand et al., 2017).

Evidence of a father's caring behavior revealed sacrifices that the father made. For example, Morgan shared how her father spent Father's Day taking care of everyone through cooking a meal rather than receiving attention on his special day. Some participants described how their fathers made financial sacrifices to ensure their confidence and success in an activity. The examples of financial support in participants' narratives run contrary to claims in the literature that AA fathers are not financially supportive and are pursued by agencies to provide financial support for their children (Hatcher, 2012).

The sacrifices are also examples of the one-on-one time fathers and daughters spend together. Participants found it comforting just to spend time with their fathers. Time spent was special as it provided for moments that only the father and daughter shared, their special bonding time. One-on-one time spent with fathers also was reserved

for fathers' desire to just talk to their daughters. The outcomes of talks between fathers and their daughters notably influenced their self-esteem and academic achievement which supported prior research findings of a significant relationship between quality of father-daughter relationship, self-esteem, and academic achievement (Zia et al., 2015). One-on-one time spent was also special for daughters to be able to express themselves, feel the love of a father, feel secure, and to just have fun. The value daughters attributed to their special talking time with fathers is consistent with results of studies that report daughters' expectations of interactions with their fathers contribute to the academic and emotional influence of fathers on daughters (Conrade & Ho, 2001; Radin, 1986).

A number of findings from prior fathering research are consistent with this study's results. For example, prior research reveals the importance of father engagement to positive outcomes for their children (Barker et al., 2017). The time participants spent with their fathers and experiencing a caring father who made them feel secure and loved, and that increased their self-efficacy, support a previous finding that father involvement contributes to the overall wellbeing of daughters and their positive outcomes to include academic achievement (Hanson, 2007; Videon, 2005; Way & Gillman, 2000). Also consistent with limited studies of the father-daughter dyad (Radin, 1986; Way & Gillman, 2000), daughters in this Problem of Practice study conveyed that conversations with their fathers included their performance in school which resulted in their learning the multiplication table and promoted their academic achievement.

Theme 2: Comforter. Daughters expressed feelings of being loved and spending time with their fathers as comforting. Words and phrases such as attention, caring, counseling, his expressions, talks, and beliefs in me described the meaning of comforter.

Daughters feel loved when fathers show expressions of love, believe in them, encourage them, build their level of confidence, and spend time with them. Spending time with daughters suggests a positive father-daughter relationship. The problem of AA fathers experiencing difficulties in nurturing their daughters that Coakley (2012, 2013) reported was not evident in the stories participants shared in this POP study. According to Coakley, AA fathers not knowledgeable about developing a nurturing relationship with daughters depended on their childhood experiences. The father-daughter relationships that participants described involved spiritual guidance. Comforting to participants was when fathers explained situations in the context of having faith, being strong, and modeling for daughters to know who they are and represent. This type comfort is consistent with the literature concluding that religiosity is a central feature of the sociocultural makeup of AA families and the dependence on their faith to confront issues of racial inequality (Halgunseth et al., 2016; Mohamed et al., 2021).

Faith influencer and validation emerged as subthemes of the comforter theme as each participant described their father's influence in helping them cope with different situations. Similar to survey results of over 8,600 U.S. Black individuals aged 18 and above (Mohamed et al., 2021), daughters in this Problem of Practice expressed their belief in God, the importance of their faith and engagement in religious activities with their families. These daughters viewed their participation in Bible study and in attending church as comforting, often initiated through their fathers. Fathers were instrumental in daughters restoring their faith and daughters valued their continued presence. These views are supported in findings of Halgunseth et al.'s (2016) study that included AA females, mid 14 years old in two-parent homes. Fathers' religious practices, more so than

mothers, influenced daughters' religious practices. Participants found it comforting when their fathers validated their feelings, including that their fathers loved, respected, and had faith in them. Fathers consistently affirmed their daughters abilities to be able to do whatever they chose. Also, fathers reminded daughters who they were and qualities associated with their name as a way of validating their capabilities.

Consistent with the study's theoretical framework, the father-daughter relationships that participants described suggested a positive connectedness that enabled fathers' affirmations of their daughters' capabilities to assist in their daughters developing self-efficacy and self-esteem and recognizing their own identity. According to Kessler et al. (2018), these accomplishments are needed for people to regulate their lives. Most participants spoke about how their lives were better because of their fathers. Fathers encouraged determination through challenging daughters to try difficult tasks and supporting their efforts as a father-daughter team. Examples included building confidence and validating daughter's abilities in such areas as music, basketball, reading, and public speaking, as well as in overcoming fears of amusement park rides and driving.

Theme 3: Confidence builder. All participants spent time with their fathers to varying degrees. Fathers' expressions indicated that they were confident in their daughters' abilities and cheered them on to success. Words and expressions frequently found in participants' stories to describe their father as a confidence builder include Skye's phrase, "picking me up when [I am] down" and those of other participants: "He does help reassure me that I'm able to do something" (Katherine); "He's a very good words of affirmation person" (Madison); and "He'll always like give me like this big motivational speech" (Peyton).

Some fathers demonstrated attributes of the theme through not only recognizing that their daughters lacked confidence, but also by pointing out to daughters when they lacked confidence, and why having confidence is important. That fathers recognized the importance of their active involvement for building their daughters' confidence supports researchers' conclusions that daughters' confidence results from fathers' involvement in building their daughters' positive self-esteem and self-image (Perkins, 2001; Videon, 2005; Zia et al., 2015). In essence, fathers served as cheerleaders in efforts to build confidence and self-efficacy. The description of fathers' efforts as a cheering confidence builder included such terms and phrases as beautiful, special, love, perfect, you can do it, you got this, and it's hard but stay focused. Other participants told how their fathers affirmed and reassured them of their capabilities. Their assuring words provided them the confidence and motivation to try new things.

Fathers demonstrated an investment in their daughters and supported their chances for success through studying with them, practicing music and athletic skills with them, and cheering them on as they attended their performances. Skye's experience showed that fathers' words encouraged a change in daughters' self-perception from negative to positive which resulted in success. Also, fathers modeling persistence and behaviors for daughters to follow included belief in self, spiritual guidance, and goal setting led to their success. Daughters experienced success in building friendships; understanding that teachers' behaviors were aimed at helping, not hurting them; and in learning to read, compute, and perform in their chosen sports.

These experiences revealed fathers modeled the behaviors and traits that participants described in the major and minor themes. That participants desired to

emulate images of their fathers is consistent with conclusions in the literature that fathers guide their daughters' views and influence their emotional fulfillment (Conrade & Ho, 2001; Farzand et al., 2017; Radin, 1986). Fathers encouraged daughters whereby they wanted to make their fathers proud of them.

Participants commonly used words and phrases to convey the meaning of supporter that included pushes, helps, shows, shares, encourages, and challenges. As a supporter, a father conveys confidence and assurance that he will always encourage and support his daughters. They provided support through challenging daughters to try difficult tasks and supporting their efforts as a father-daughter team. Examples included building confidence in daughter's abilities in such areas as music, basketball, reading, and public speaking or in their overcoming fears of engaging in some social events.

Fathers also supported daughters' decisions for engaging in academic and other activities. This support was visible through fathers encouraging their daughters to plan early for a career through researching their career interests, taking courses to prepare, and following the preparation plan. Daughters demonstrated that they depended upon a supporting father, similar to findings of another qualitative study where daughters expressed that they expected their fathers to talk with them when they were upset and show that they believed in their abilities (Morgan et al., 2003). The expectation that the father's role included providing emotional and academic support was also demonstrated in this study's results of a father serving as a confidence builder. In sum, these results show that the engagement of fathers with their daughters had positive influences on their daughters. Participants' stories revealed the connectedness of the dyad and ways fathers helped daughters to become more confident young girls. Such positive outcomes relating

to the cognitive, social, and emotional development of these daughters because of fathers spending time with their daughters is an expected result, according to researchers (Henry et al., 2019; Pleck, 2010). The results also illustrate that fathers have positive influences on their daughters' self-efficacy and motivation. This finding is supportive of other research that revealed a significant relationship between the quality of father-daughter relationships, self-esteem, and academic achievement which suggests the importance of father involvement in the development of their daughters' self-esteem and confidence (Zia et al., 2015).

Testimonies of their fathers' presence and in modeling and guiding daughters showed that fathers were instrumental in instilling positive traits in their daughters. Daughters spoke of their desire to emulate the example fathers set. In an investigation of the dynamics between fathers and daughters, Zia et al. (2015) concluded the father's life provides an example to guide the daughter's views. All experience stories supported that among fathers' actions was encouraging them to be in charge of themselves and to make informed decisions by taking responsibility and planning for those responsibilities.

As suggested in tenets of SDT, fathers' actions encouraged the autonomy of their daughters. Although some findings show that children experience more autonomy from mothers (Yaffe, 2020), participants credited fathers as encouraging autonomy. Accordingly, fathers in this Problem of Practice study were actively involved in their daughters' lives contributing to building their daughters' positive self-efficacy, self-esteem, self-image, confidence, and motivation to meet and take challenges. A summary of findings for each research question concludes this section. These findings are summarized with the most appropriate theme for answering the research questions.

Research Questions: Summary of Findings

A central and two secondary questions guided this study. The central research question was, “What positive influence do AA fathers have on their daughters?” The major finding for this question emerged in the theme caring. Support for this finding included the various ways that fathers modeled caring for their daughters. Fathers’ expression of care resulted in daughters experiencing positive effects to include happiness, love, pride, joy, fun, and peace.

The caring theme was especially aligned with SDT that focused on influencing one’s intrinsic and extrinsic motivation, competence, and confidence. Fathers were influential in changing daughters’ perceptions about challenging situations, relationships, and of themselves. Daughters embraced their fathers’ traits, thus, became more willing and confident to accepting challenges of new endeavors.

The first secondary research question was, “How do AA fathers positively influence their self-efficacy?” The themes comforter and confidence builder appeared equally supportive of this research question. The themes reflected concepts related to SET, particularly in terms of daughters feeling empowered and self-confident. Fathers had a positive influence on their daughters’ self-efficacy whereby daughters felt more empowered as they engaged in academic and social activities. Fathers influenced their daughters’ belief in their capabilities through supporting them, encouraging them, pushing them to take on challenges, cheering their efforts, and helping them to experience success.

Fathers’ reassuring messages, actions that demonstrated their beliefs in their daughters’ capabilities, and comforting words to include expressing love for their

daughters were typical ways that fathers influenced their daughters' self-efficacy. As a comforter, fathers engaged daughters in Bible study, pep talks, and other ways designed to build understanding and faith in self and God. In essence, fathers served to reassure and validate their daughters' untapped potential that inspired them to believe in their capabilities.

The second secondary research question was, "How do AA fathers positively influence their daughters' motivation?" Finding for this question centered on motivation with the theme confidence builder. Fathers had a positive influence on their daughters' motivation to become persistent in their approach to handling challenging situations. Fathers encouraged daughters to use their talents, practice to refine them, and to overcome their fears by improving themselves. Fathers frequently expressed the message that "you can do it" and told their daughters that he loved them and was very proud of them.

The influence on daughters' confidence was key in addressing this research question. Fathers were confidence builders as they encouraged daughters to reach for their goals using affirming words that boosted them and cheered their efforts as they engaged in different activities. Daughters also developed confidence through just having their fathers present, spending time with them. The implications of these findings reflect results from previous studies as noted in the section to follow.

Implications

This Problem of Practice study has implications for practitioners and researchers. Much of the prior research on AA fathers do not provide information that accurately describes the vast population of AA fathers (Bobo, 2016; Jones & Mosher, 2013;

Richardson, 2019). The findings of this study offer an account of the engagement of 10 teenage girls with both residential and nonresidential fathers. Their stories run contrary to descriptions of AA fathers in much of the literature. Therefore, an important implication drawn from the findings is the need to expand readers' access to a more comprehensive account of AA fathers in the United States. The expansion through more qualitative studies that examine AA fathering from the perspectives of daughters and sons, as well as those of the father is implicit based on the study.

The findings oppose the stereotypical view that AA fathers are deadbeat dads, absent from their children, and do not provide a positive image to support their children's healthy development (Cooper, 2015; Johnson, 2010; Perry & Bright, 2012). Agreement can be seen between this study's findings and the results of survey research that revealed often AA fathers engaged with their children more frequently than White fathers (Jones & Mosher, 2013). Although this Problem of Practice was not designed to compare fathering based on ethnicity, the results show high levels of daughter-father engagement and in different contexts. Given that findings provide a different image of AA fathering, a reasonable argument is that providing these experience stories and results in diverse platforms can help to dispel the stereotypes and inaccuracies about AA fathers.

Some daughters participating in the study recognized the stereotyped labeling of AA fathers but noted that this can change. Madison expressed the following:

It's sad to say, but African American men aren't really seen as like nurturing at all. So, having that is like it kind of changes like all the preconceived notions and all that. And I'm like, "Wow," you know. You don't really know people until you get to know them, you know.

Her statement supports the need for the general public to know that AA fathers are nurturing in order to dispel this preconceived notion. Additionally, her statement has

implications for AA fathers who experience the indivisible syndrome of being less than and less smart than other race fathers because of stereotyping (Horowitz et al., 2019).

Additionally, daughters' experience stories suggest the need to provide this understanding to AA females who may not have a present father. Ashley recognized the value of having a father for her positive development. She said,

I think growing up he's helped me become the person I am today. I feel like fathers aren't as appreciated as they should because I see my friend in fourth grade; her father died. So, she didn't really have someone to go to father daughter dances with. So, it really helps me appreciate him because I can see the toll that it takes on certain people.

This study has implications for incorporating absent information on the positive influences of AA fathers through school projects, father mentoring programs, and in activities of organizations such as PUSH Girls.

Summary and Conclusion

Limited literature exists that highlights and affirms the life impacting contributions of AA fathers on their daughters, and thus society. AA males are often portrayed to their children and society as a threat, delinquent, and disposable (Bobo, 2016; Jones & Mosher, 2013; Richardson, 2019). Revealing outcomes of adolescent AA girls who experience meaningful connections with their fathers and have a high self-efficacy (Cooper, 2009) would add knowledge that may alter negative perceptions of AA males. This case study explored the positive influences of AA fathers on their daughters and focused specifically on their daughters' self-efficacy and motivation. The continued incomplete description of fatherhood for AA males in the literature perpetuates the stereotype that AA fathers are negligent and absent (Cooper, 2015), contributes to the

struggle of young AA males and females to cope with the influence of labeling on their identity, and limits an understanding of the dyad of AA fathers and daughters.

Bandura's (1997) SET and Deci and Ryan's (1985) SDT provided guidance in developing the study's research and interview questions. The case study involved individual interviews through the Zoom (2021) platform with 10 teenage AA daughters that resulted in experience narratives detailing father/daughter engagement and fathers' actions that positively influenced many aspects of their lives. The analysis of data using a spiral approach for the qualitative study resulted in three major themes and seven subthemes that illustrated the positive influence of fathers on their daughters' self-efficacy and motivation. The theme caring with its supporting themes guider, one-on-one time, and sacrifices provided an overall understanding of the positive influences of fathers on their daughter's welfare, motivation to succeed, and self-efficacy. Two themes, comforter and confidence builder illustrated how fathers positively influenced daughters' self-efficacy. Faith influencer and validation emerged as supporting themes of comforter. The theme confidence builder with the supporting themes cheerleader and supporter provided answers to how fathers positively influenced daughters' motivation. The findings revealed positive influences of fathers included that they encouraged daughters' faith in themselves, protected them, helped to prepare them to succeed, and cheered them on to complete academic, social, creative, and athletic activities.

An implication from these findings is that father engagement is important for their daughters' developing self-efficacy and motivation to try new challenges and to see themselves as capable of becoming independent individuals. Second, the time fathers spend with their daughters is irreplaceable, special, and valued differently from the time

daughters spend with their mothers. Third, daughters respect, depend upon, and see their father as a wise and comforting person in their lives, whether they live in the same home or not. Fourth, as fathers express pride in their daughters, the daughters increasingly desire to make their fathers proud. Finally, daughters have a need to hear fathers say words such as “I love you,” “I’ve got you,” and other reassuring and confirming expressions that help daughters recognize who they are and that they matter. These implications are relevant to key stakeholders in PUSH Girls and similar organizations, schools, and other agencies in implementing practices that bring awareness of the positive contributions of AA fathers. Well publicized showcasing events featuring both single and married AA male parents with their daughters and sons will contribute to decreasing the stereotyped views of AA fathers and provide mentoring models for young AA males.

CHAPTER FOUR

Distribution of Findings

Executive Summary

A false assumption and stereotype exist in society that AA men often father children, but yet they are not as often active fathers to those children (Coles et al. 2009). This stereotype continues in an overwhelming amount of research focused on the impact of absentee and uninvolved AA fathers (Coles et al. 2009; Cooper, 2009, 2015). A lack of literature exists that highlights and affirms the positive contributions of AA fathers on their daughters and thus, society. AA males are often portrayed to their children and society as a threat, delinquent, and disposable (Bobo, 2016; Jones & Mosher, 2013; Richardson, 2019). Revealing positive outcomes of adolescent AA girls who experience meaningful connections with their fathers and have a high self-efficacy (Cooper, 2009) would add knowledge that may alter negative perceptions of AA males. This case study explored the positive influences of AA fathers on their daughters and focused specifically on their self-efficacy and motivation. The continued incomplete description of fatherhood for AA males in the literature perpetuates the stereotype that AA fathers are negligent and absent (Cooper, 2015), contributes to the struggle of young AA males and females to cope with the influence of labeling on their identity and limits an understanding of the dyad of AA fathers and daughters. The removal of such biases allows for building better and deeper relationships enabling AA fathers to motivate, inspire, and engage with others; thereby promoting individuals to view each person as valuable and who has something to contribute.

Overview of Data Collection and Analysis Procedures

This descriptive study explored the experiences of the AA father-daughter dyad using a qualitative case study design. The case study is a detailed inquiry over a period of time that can involve one or more individuals (Creswell & Creswell, 2018; Yin, 2009). As an inquiry approach, the case study facilitated acquiring information that identified the positive influences of fathers on their daughters' development.

Individual face-to-face semi-structured interviews were conducted with 10 African American females who ranged in age from 14 to 17 years. Participants were purposively selected from a high school girls' mentoring program (PUSH Girls Academy) designed to support the development of young AA girls. Established ethical procedures for research with human subjects were followed throughout all phases of the study. Boundaries of the study included father engagement, the time of engagement, and the nature of engagement.

Bandura's (1997) SET and Deci and Ryan's (1985) SDT provided guidance in choosing the research methodology and design, and in developing the study's research and interview questions. A central and two secondary research questions guided the data collection. Data were collected using Zoom (2021), an electronic visual and audio communication platform. Interviews resulted in experience narratives detailing father-daughter engagement and fathers' actions that positively influenced many aspects of their lives.

Data analysis relied on procedures for content analysis using a spiral approach in a six-step reiterative process of reading, coding, and examining data. Reducing categories

of data led to identifying patterns and emerging themes. The data analysis steps were based on the views of Creswell and Creswell (2018), Moustakas (1994), and Yin (2009).

Summary of Key Findings

The results consisted of the 3Cs of AA fathering: caring, comforter, confident builder. These major themes included seven subthemes. A central and two secondary questions guided this study. The central research question was, “What positive influence do AA fathers have on their daughters?” The major finding for this question emerged in the theme “caring.” Support for this finding included the various ways that fathers modeled caring for their daughters. Fathers’ expression of care resulted in daughters experiencing positive effects to include happiness, love, pride, joy, fun, and peace.

The caring theme was especially aligned with SDT that focused on influencing one’s intrinsic and extrinsic motivation, competence, and confidence. Fathers were influential in changing daughters’ perceptions about challenging situations, relationships, and of themselves. Daughters embraced their fathers’ traits and, thus, became more willing and confident to accepting challenges of new endeavors.

The first secondary research question was, “How do AA fathers positively influence their self-efficacy?” The themes comforter and confidence answered this research question. The themes reflected concepts related to SET, particularly in terms of daughters feeling empowered and self-confident. Fathers had a positive influence on their daughters’ self-efficacy whereby daughters felt more empowered as they engaged in academic and social activities. Fathers influenced their daughters’ belief in their capabilities through supporting them, encouraging them, pushing them to take on challenges, cheering their efforts, and helping them to experience success.

Fathers' reassuring messages, actions that demonstrated their beliefs in their daughters' capabilities, and comforting words to include expressing love for their daughters were typical ways that fathers influenced their daughters' self-efficacy. As a comforter, fathers engaged daughters in Bible study, pep talks, and other ways designed to build understanding and faith in self and God. In essence, fathers served to reassure and validate their daughters' untapped potential that inspired them to believe in their capabilities.

The second secondary research question was, "How do AA fathers positively influence their daughters' motivation?" Finding for this question centered on motivation with the theme confidence builder. Fathers had a positive influence on their daughters' motivation to become persistent in their approach to handling challenging situations. Fathers encouraged daughters to use their talents, practice to refine them, and to overcome their fears by improving themselves. Fathers frequently expressed the message that "you can do it" and told their daughters that he loved them and was very proud of them.

The influence on daughters' confidence was key in addressing this research question. Fathers were confidence builders as they encouraged daughters to reach for their goals using affirming words that boosted them and cheered their efforts as they engaged in different activities. Daughters also developed confidence through just having fathers present, spending time with them, and watching their fathers cheer their efforts in different activities. Table 6 is a summary of key takeaways from the study.

Table 6

Key Findings from Study

Sample References	Key Points
Participants	Fathers are defined as 3Cs of AA fathering: caring, comforter, confidence builder. Findings add to the limited research on positive parenting of the AA father.
Horowitz et al. (2019)	Offers support that AA fathers are just as involved, active, engaged, and available as fathers of other races/backgrounds.
Jones & Mosher (2013)	Findings align with other research on positive fathering.
Conrade & Ho (2001) Radin (1986)	Outcomes included academic and social success, emotional wellbeing, confidence, autonomy, motivation, personal fulfillment.
Raley & Bianchi (2006) Zia et al. (2015)	Time spent with fathers provided nurturing, impactful, and enjoyable experiences.
Participants	Participants' voices and lived experiences negated the stereotype that AA fathers are absent, deadbeat, irresponsible, negligent. Brought awareness of the roles and importance of AA fathers in lives of daughters, from daughters perspective. The "small things" that fathers do have the most impact on daughters sense of motivation, confidence, and feeling loved.

Informed Recommendations

One finding from this study is that father engagement is important for their daughters' developing self-efficacy and motivation to try new challenges and to see themselves as capable of becoming independent, competent, and successful individuals. To further explore this finding and to expand access to a more comprehensive account of

the positive contributions of AA fathers, additional qualitative studies that examine AA fathering from the perspectives of fathers themselves is recommended. Additionally, such studies involving fathers, daughters, and sons from different geographical regions of the United States may yield different perspectives of the positive contributions of the AA father.

The results show that time fathers spend with their daughters is irreplaceable, special, valued, and impacts them differently from the time daughters spend with their mothers. Time spent with fathers promotes daughters' emotional and overall well-being; although the research identifies AA fathers as deadbeat dads, indicating they are irresponsible in caring for their children (Coles, 2009; Johnson, 2010; Perry & Bright, 2012). Thus, to alter this stereotyping a plan to build awareness of opposing views to the literature involving schools and community organizations is recommended. The plan created with the input of academic, business, church, and civic leaders with the intent of raising awareness of positive attributes of AA fathers would include conducting community meetings, providing academic scholarships, and developing mentoring programs. Further, daughters respect, depend on, and see their fathers as a wise and comforting person in their lives, but they also have a need for fathers' reassuring and confirming expressions to include "I love You." Implementing well-publicized showcasing events featuring both single and married AA male parents with their daughters and sons is relevant to efforts of key stakeholders in PUSH Girls and similar organizations, schools, and other agencies to convey positive images of AA fathers. Such efforts will contribute to decreasing the stereotyped views of AA fathers and provide mentoring models for young AA males.

Findings Distribution Proposal

The section of the Executive Summary is a description of proposed actions related to raising awareness regarding the findings of the study. The information is intended to provide guidance in the implementation of awareness activities. The section identifies the audience targeted for receiving informing, the materials designed for distribution, and the venue for distributing them.

Target Audience

The target audience for this study is anyone who wants to understand and learn more about AA fathers and how they positively influence their daughters. This study is ideal for individuals who desire to hear directly from the primary source, the AA daughters themselves, how they have been positively influenced and shaped by their fathers. The voices of AA daughters provide an authentic account of AA fathering as opposed to relying on the views and opinions from third party sources, reviews, and literature. This study is particularly informative to those who have formed a false perception that AA men abandon their paternal responsibilities and are not loving, caring, and engaged fathers. The present research will serve as an educational piece and enlighten those with limited perceptions of the AA father experience.

The target audience is also for AA men. This research is a source that will educate and empower AA men so they will recognize their influence, power, and the potential they have in the life of their daughters. This research will educate AA fathers from the words and perspective of daughters who look just like their own daughters, regarding the “small things” that make a daughter feel loved, cared for, and validated. AA fathers will be empowered to know that their influence is valuable, needed, and shapes the life of

their daughters, particularly in the areas of their motivation and their confidence. This study illustrates the importance of the target audience listening to the new voices in the literature of positive attributes of AA fathers for changing their stereotyped view.

Proposed Distribution Method and Venue

Findings reported in themes and associated recommendations suggest a need for ways to change the negative stigma and label of AA fathers for the future. This preferred future can take place in published research reports, informational and educational social media platforms, mentoring projects, informative TED Talk-style discussions and workshop platforms. To meet the needs of a global and mobile world, some of these platforms will be executed virtually, as well as in person. These forums would give AA fathers space to “tell their story.” Their story is a way to connect and create empathy, allowing others who may hold an implicit bias to see that AA fathers are “just like me.” These fathers can lead in a way that inspires change and builds communities globally. Again, these forums will bridge gaps, center on deeper levels of communication, and create empathy.

Additionally, these platforms create an educational venue for AA fathers who are present, engaged, and active in their children’s lives to share what they know about parenting to other fathers who may not be confident or struggling because of perceived or actual lack of skills. These fathers may be fathers who do not have strong relationships with their children, fathers who want to strengthen their bonds, and new fathers who want to learn. Again, because of mobilization and being in a global society, these fathers can impact men from all over the world.

Distribution Materials

The development of materials for distribution will appropriately relate to the proposed distribution method and venue. Publications of research reports will be contingent on the chosen journals, their publishing timelines, and content focus. The reports will be drawn from the problem identified in the POP, data collected, and results. The journals will be selected based on the intent to attract the targeted audience identified. The TED-Talk style discussions will include key questions aimed at raising awareness of positive AA fathers. The discussions will occur in a panel presentation of participants who have an interest in the AA fathering literature. The presentations will occur in community agencies and within the PUSH Girls organization.

Workshop presentations will follow a pattern similar to the TED-Talk style discussions. These workshops are intended to take place in professional and personal development platforms, in P-K schools, and in forums within the PUSH Girls organization. Workshop presentations will be facilitated in the form of poster sessions and round table discussions. The use of social media is critical in quickly disseminating local and global information. Therefore, platforms such as Instagram, YouTube, and Facebook will be utilized for sharing and engaging in research-based information, and education about the positive influences of AA fathers on their daughters.

Conclusion

This case study explored the positive influences of AA fathers on their daughters and focused specifically on their daughters' self-efficacy and motivation. Findings from experience stories of 10 daughters who ranged in ages from 14 to 17 years revealed positive influences on their self-efficacy and motivation that resulted from behaviors their

fathers exhibited. As caring, comforting, and self-confident builders, fathers guided, taught, corrected, supported, and served a most important role in their daughters' development and wellbeing. The results of the study negated the stereotyped views of AA fathers as deadbeat (Coles, 2009; Perry & Bright, 2012) and showed them as instrumental to daughters' developing positive views about themselves.

According to the insightful and accurate words of American poet, Maya Angelou, "I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel" (Rodenhizer, 2017, para. 1). The aim of this study and its intended influence on the targeted audience are effectively stated in the voices of its participants as they shared their thoughts and how their fathers made them feel. AA daughters say that when the world tells them their skin is ugly and they are bullied because of their dark complexion, their fathers tell them, "God made you just the way you are and he doesn't make mistakes. Your skin is beautiful, be proud of it." When the pressures of the world make these daughters question their value, it is the fathers who remind them of their worth: "Because of the influence of my dad, it flipped a switch and made me realize I do have something to live for."

The incomplete literature may contain the statement that AA fathers are not present and engaged (Coles, 2009; Johnson, 2010; Perry & Bright, 2012). However, AA daughters stated: "My dad is constantly encouraging me; he reminds me there is nothing that I can't do." "He always tells me I'm awesome and not to give up." "He gives me Bible verses to build me up." "He made me realize I have potential and I can do this." The literature also contains discussions of the "Invisible Syndrome" (Horowitz et al., 2019) that many AA men experience. However, their presence was far from invisible to

their daughters. Their presence, whether they were residential or nonresidential, made their daughters feel in ways such as “I feel a little giddy feeling when I’m with my dad.” “I feel loved, secure, safe, and happy.” “He brings me so much joy; it feels like I’m floating on air.” The statements of these participants convey that when events of the world are not just right, as in the words of their cotillion dance performance, they still experience a “wonderful world” with their fathers.

Exploring these daughters’ narratives has been an enlightening, confirming, and pleasing experience. This research is important for challenging and absolving preconceived notions about AA fathers. Most importantly, the results illustrate the message that AA fathers will be known as the impactful and influential fathers that these 10 participants know and proudly call their father who helped them to experience a wonderful world.

APPENDICES

APPENDIX A

IRB Approval Letter



INSTITUTIONAL REVIEW BOARD – PROTECTION OF HUMAN SUBJECTS IN RESEARCH

NOTICE OF EXPEDITED APPROVAL – INITIAL REVIEW

Principal Investigator:	CleRenda McGrady
Study Title:	Teenage Girls Self-Efficacy and Motivation: A Qualitative Study Exploring the Positive Influence African American Fathers Have on their Daughters
IRB Reference #:	1701528
Date of Conditional Approval:	February 03, 2021
Date Response Accepted:	February 09, 2021
Status Report Due:	February 03, 2022
Expedited Category:	7

The above referenced human subjects research project has been approved by the Baylor University Institutional Review Board (IRB). Specifically, the IRB reviewed and approved the following documents:

- IRB Application, submitted on 02/05/2021
- Response to Required Modifications, submitted on 02/08/2021
- Protocol, dated 12/29/2020
- Assent Form, dated 02/05/2021
- Parental Permission Form, dated 02/08/2021
- IRB Materials, submitted on 01/10/2021

This approval is limited to the activities described in the approved protocol and application.

The IRB has made the following determinations for the conduct of this research study:

- Minors aged 14 to 17 are allowed under 45 CFR 46.404 with the permission of one parent/guardian.

Any change to the approved research must receive prior IRB approval.

For questions concerning this approval, contact the office at 254-710-3708 or IRB@Baylor.edu

Sincerely,



Deborah L. Holland, JD, MPH, CHRC, CHPC
Assistant Vice Provost for Research, Research Compliance

APPENDIX B

Welcome Letter and Invitation Letter

April 8, 2021

Dear PUSH members and parents,

I am conducting research as part of my requirements for completing a doctoral degree at Baylor University. I am inviting your daughter to participate in the study entitled “Teenage Girls Self-Efficacy and Motivation: A Qualitative Study Exploring the Positive Influence Fathers Have on their Daughters.” The study is about the relationship between fathers and their daughters. The study specifically explores the influence of fathers on their teen daughters’ self-confidence and motivation.

I will be sending the actual invite that includes all of the information in a separate email. However, I wanted to give you an overview first so that you can be on the lookout for that email on Monday, coming from my Baylor University email. After you have had a chance to review the information, I will be holding an information session on Monday, April 19th at 7:00 pm, inviting all interested persons to attend a Zoom meeting. I will explain the study and answer any questions you may have. If you aren’t able to attend that meeting, I will be happy to schedule a separate time with you.

After the meeting, if you decide to participate, all eligible persons will receive a consent form that will be returned to me. From there, I will email your daughter a quick 5 question survey to determine eligibility to participate. I will then schedule a time to do a private one-on-one interview with your daughter that will be conducted through Zoom that will take no longer than 45 minutes. This will conclude your daughters’ participation. Participation is voluntary and confidential. I am hoping to have 10 participants for this study.

I look forward to your participation. If you have any questions, please feel free to contact me at 713-xxx-xxxx or clerenda_mcgrady1@baylor.edu.

Sincerely,

CleRenda McGrady
Doctoral Candidate Researcher
Baylor University

Dear PUSH Girls,

I am conducting research as part of my requirements for completing a doctoral degree at Baylor University. I am inviting you to participate in the study entitled “Teenage Girls Self-Efficacy and Motivation: A Qualitative Study Exploring the Positive Influence African American Fathers Have on Their Daughters.” The study is about the relationship between fathers and their daughters. The study specifically explores the influence of fathers on their daughters’ self-confidence and motivation.

You will be asked to participate in a one-on-one interview with me. If you agree to participate, I will ask you up to 12 questions about whether and how your relationship with your father encourages your confidence and motivation to succeed. The interview will be conducted through Zoom and will take no longer than 45 minutes. Your participation is voluntary and confidential. I am inviting all interested persons to attend a Zoom meeting where you may elect to participate through the closed-camera option. I will explain the study and answer any questions you may have. The meeting will be held through Zoom at ____p.m. on ____2021. You may access the meeting through the link provided at the end of this letter.

If you are interested, please reply to this email. After the information meeting, I will email five questions to interested persons to determine each person’s eligibility to participate. All eligible persons will receive a consent form that will be returned to me and I will then schedule the individual interview.

Thank you for considering participating in the study.

Sincerely,
CleRenda McGrady

Link to Zoom Information Meeting:

APPENDIX C

Screening Tool

Hello Prospective Participant,

Thank you for your interest in participating in my research study about father-daughter relationships. The title of the study is “Teenage Girls Self-Efficacy and Motivation: A Qualitative Study Exploring the Positive Influence African American Fathers Have on Their Daughters.” This communication is designed to determine your eligibility for participation in accordance with the criteria established for the study. Please answer the following questions and return your responses to the email on this correspondence within five days. Your cooperation is appreciated.

Thank you again for your time,

CleRenda McGrady
Researcher

Screening Questions:

1. What is your age and grade level?
2. Is your father actively involved in your life?
3. Does your father encourage you to be better and build your self-esteem? If so, how?
4. Does your father live in the same household with you?
5. How often do you see your father? (For persons who indicate the father does not live in the same home)

APPENDIX D

Interview Questions/Protocol

Directions to Participant:

Thank you for agreeing to participate in this study. I will ask you to share some of your experiences based on your interactions with your father. There are no right or wrong answers to the questions that I ask. Your response will help me to understand more about the father and daughter relationship and whether or not that relationship influences feelings of confidence in a daughter's abilities and motivates daughters to set goals and work towards reaching them. First, I want to be sure that you understand the form you signed saying you wanted to participate. So, let's review the form. I want you to ask any questions about the directions on the form.

During the interview I will ask several questions. As indicated on the form that we just reviewed, please be reminded that if you are uncomfortable in responding to any question just say, "let's go on to the next question." I will take notes during the interview that will indicate to me whether I need to ask you to explain what you said so that I will be sure to understand your meaning.

Also, please be aware that at any point, if you change your mind and you do not want to be a part of the study and decide you don't want to answer the questions, you have that right. Do you have any questions before we begin?

Questions

Q. Please describe a conversation with your father where you shared some goal and how you felt. What was his response? Does your father typically encourage you to accomplish your goals?

Q. Talk about one of your most challenging subjects and how your father encouraged you. How did his input make you feel?

Q. Describe how your father helped you or advised you when you were going through a challenging time. How did his advice make you feel?

Q. Would you describe your father as someone who encourages you to try new or difficult things, or does he communicate that perhaps you can't or shouldn't try something new or difficult?

Q. Describe times that you spend with your father and how you feel. When do you feel most loved by your father?

Q. What drives/motivates you? How does your father play a role in how motivated you are?

Q. Has there ever been a time when you felt you couldn't do something, and your father encouraged you that you could? Please explain what your father may say or do to make you feel encouraged or not encouraged.

Q. Please share experiences where you may have not felt confident in your ability to carry out a task or responsibility. Did your father make you feel more confident or less confident in any of these experiences? Please describe how your father contributed or did not contribute to your feeling of self-confidence.

Q. What do you want to do as a career? Please explain who has shaped your thinking about your plans for the future and how that person shaped your thinking? (If father is not referenced, ask thoughts about the role the father has played).

BIBLIOGRAPHY

- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W.H. Freeman.
- Barker, B., Iles, J. E., & Ramchandani, P. G. (2017). Fathers, fathering and child psychopathology. *Opinion in Psychology, 15*(June 2017), 87–92.
<https://doi.org/10.1016/j.copsyc.2017.02.015>
- Bartel, A., Rossin-Slater, M., Ruhm, C., Stearns, J., & Waldfogel, J. (2018). Paid family leave, fathers' leave-taking, and leave-sharing in dual-earner households. *Journal of Policy Analysis and Management, 37*(1), 10–37.
<https://doi.org/10.1002/pam.22030>
- Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report, 13*(4), 544–559.
<https://doi.org/10.46743/2160-3715/2008.1573>
- Berkovic, D., Ayton, D., Briggs, A. M., & Ackerman, I. N. (2020). The view from the inside: Positionality and insider research. *International Journal of Qualitative Methods, 19*, 1–4. <https://doi.org/10.1177/1609406919900828>
- Bobo, L. D. (2016). Empowering “the other.” *Du Bois Review: Social Science Research on Race, 13*(1), 1–4. <https://doi.org/10.1017/S1742058X16000096>
- Center on Poverty and Inequality. (2019, May15). *Research confirms that Black girls feel the sting of adultification bias identified in earlier Georgetown law study*. [Press release]. Georgetown Law Center on Poverty and Inequity.
<https://endadultificationbias.org/press-release/>
- Coakley, T. M. (2012). The influence of father involvement on child welfare permanency outcomes: A secondary data analysis. *Children and Youth Services Review, 35*(1), 174–182. <http://doi.org/10.1016/j.childyouth.2012.09.023>
- Coakley, T. M. (2013). A qualitative appraisal of fathers' perspectives on fatherhood and barriers to their child welfare involvement. *Journal of Human Behavior in the Social Environment, 23*(5), 627–639.
<http://doi.org/10.1080/10911359.2013.775935>
- Coles, R. L. (2009). *The best kept secret: Single Black fathers*. Rowman & Littlefield.
- Coles, R. L., & Green, C. (2010). Introduction. In R. L. Coles & C. Green (Eds.), *The myth of the missing Black father* (pp. 1–19). Columbia University Press.

- Coley, R. (2001). (In)visible men: Emerging research on low-income, unmarried, and minority fathers. *The American Psychologist*, 56(9), 743–753.
<https://doi.org/10.1037//0003-066X.56.9.743>
- Connor, M. E., & White, J. L. (Eds.). (2011). *Black fathers: An invisible presence in America*. Lawrence Erlbaum.
- Conrade, G., & Ho, R. (2001). Differential parenting styles for fathers and mothers. *Australian Journal of Psychology*, 53(1), 29–35.
<https://doi.org/10.1080/00049530108255119>
- Cooper, S. M. (2009). Associations between father-daughter relationship quality and the academic engagement of African American adolescent girls: Self-esteem as a mediator? *Journal of Black Psychology*, 35(4), 495–516.
<https://doi.org/10.1177/0095798409339185>
- Cooper, S. M. (2015). Reframing the discussion on African-American fathers: Implications for positive development of African American boys. Social experiences and well-being disparities that impact African-American men and boys. *Children, Youth and Families Newsletter*.
<https://www.apa.org/pi/families/resources/newsletter/2015/08/african-american-fathers>
- Cooper, S. M., Smalls-Glover, C., Metzger, I., & Brown, C. (2015). African American fathers' racial socialization patterns: Associations with and racial identity beliefs and discrimination experiences. *Family Relations*, 64(2), 278–290.
<https://doi.org/10.1111/fare.12115>
- Cooper, S. M., Smalls-Glover, C., Neblett, E. W., & Banks, K. H. (2014). Racial socialization practices among African American fathers: A profile-oriented approach. *Psychology of Men & Masculinity*, 16(1), 11–22.
<https://doi.org/10.1037/a0035654>
- Crenshaw, K. W. (2015). *Black girls matter: Pushed out, overpoliced, and underprotected*. African American Policy Forum, Center for Intersectionality and Social Policy Studies. https://www.atlanticphilanthropies.org/wp-content/uploads/2015/09/BlackGirlsMatter_Report.pdf
- Crenshaw, K. W. (2017). *On intersectionality: Essential writings of Kimberlé Crenshaw*. The New Press.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed method approaches* (5th ed.). Sage.
- Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research* (3rd ed.). Sage.

- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry & research design: Choosing among five approaches* (4th ed.). Sage.
- Deardorff, J., Ekwaru, J. P., Kushi, L. H., Ellis, B. J., Greenspan, L. C., Mirabedi, A., Landaverde, E. G., & Hiatt, R. A. (2011). Father absence, body mass index, and pubertal timing in girls: Differential effects by family income and ethnicity. *Journal of Adolescent Health, 48*(5), 441–447. <https://doi.org/10.1016/j.jadohealth.2010.07.032>
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Plenum.
- Deci, E. L., & Ryan, R. M. (2002). *Handbook of self-determination research*. University of Rochester Press.
- Ellison, R. (1952). *Invisible man*. Random House.
- Elo, S., Kääriäinen, M., Kanste, O., Pölkki, T., Utriainen, K., & Kyngäs, H. (2014). Qualitative content analysis: A focus on trustworthiness. *SAGE Open, 4*(1), 1–10. <https://doi.org/10.1177/2158244014522633>
- Endendijk, J. J., Groeneveld, M. G., Bakermans-Kranenburg, M. J., & Mesman, J. (2016). Gender-differentiated parenting revisited: Meta-analysis reveals very few differences in parental control of boys and girls. *PLoS ONE, 11*(7), e0159193. <https://doi.org/10.1371/journal.pone.0159193>
- Englander, M. (2016). The phenomenological method in qualitative psychology and psychiatry. *International Journal of Qualitative Studies in Health and Well-being, 11*(1), 1–11. <https://doi.org/10.3402/qhw.v11.30682>
- Farzand, M., Çerkez, Y., & Çavuşoğlu, C. (2017). Empirical studies on parenting styles: A trend analysis. *International Journal of Educational Sciences, 19*(2-3), 152–158. <https://doi.org/10.1080/09751122.2017.1393959>
- Franklin, A. J. (1999). Invisibility syndrome and racial identity development in psychotherapy and counseling African American men. *The Counseling Psychologist, 27*(6), 761–793. <https://doi.org/10.1177/0011000099276002>
- Franklin, A. J., & Boyd-Franklin, N. (2000). Invisibility syndrome: A clinical model of the effects of racism on African-American males. *American Journal of Orthopsychiatry, 70*(1), 33–41. <https://doi.org/10.1037/h0087691>
- Gogineni, R., & Fallon, A. E. (2013). The adoptive father. In V. M. Brabender & A. E. Fallon (Eds.), *Working with adoptive parents* (pp. 89–104). John Wiley.

- Halgunseth, L. C., Jensen, A. C., Sakuma, K. L., & McHale, S. M. (2016). The role of mothers' and fathers' religiosity in African American adolescents' religious beliefs and practices. *Cultural Diversity & Ethnic Minority Psychology*, 22(3), 386–394. <https://doi.org/10.1037/cdp0000071>
- Hanson, S. L. (2007). Success in science among young African American women: The role of minority families. *Journal of Family Issues*, 28(1), 3–33. <https://doi.org/10.1177/0192513X06292694>
- Harvey, B., Matte-Gagné, C., Stack, D. M., Serbin, L. A., Ledingham, J. E., & Schwartzman, A. E. (2016). Risk and protective factors for autonomy-supportive and controlling parenting in high-risk families. *Journal of Applied Developmental Psychology*, 43(March-April 2016), 18–28. <https://doi.org/10.1016/j.appdev.2015.12.004>
- Hatcher, D. (2012). Don't forget dad: Addressing women's poverty by rethinking forced and outdated child support policies. *The American University Journal of Gender, Social Policy, & the Law*, 20(4), 775–796. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2133344
- Henderson-King, D., & Brooks, K. D. (2009). Materialism, sociocultural appearance messages, and paternal attitudes predict college women's attitudes about cosmetic surgery. *Psychology of Women Quarterly*, 33(1), 133–142. <https://doi.org/10.1111/j.1471-6402.2008.01480.x>
- Henry, J. B., Wrenetha, A. J., Bounds, D. T., & Sumo, J. (2019). Fatherhood matters: An integrative review of fatherhood intervention research. *The Journal of School Nursing*, 36(1), 19–32. <https://doi.org/10.1177/1059840519873380>
- Horowitz, J. M., Brown, A., & Cox, K. (2019, April). *Race in America*. Pew Research Center. <https://www.pewsocialtrends.org/2019/04/09/race-in-america-2019/>
- Jacobson, D., & Mustafa, N. (2019). Social identity map: A reflexivity tool for practicing explicit positionality in critical qualitative research. *International Journal of Qualitative Methods*, 18. <https://doi.org/10.1177/1609406919870075>
- Johnson, M. S. (2010). *Through a daughter's eyes: Understanding the influence of Black fathers on their daughters' conceptualizations of fatherhood and womanhood* (Publication No. 3441319) [Doctoral dissertation, University of Michigan]. ProQuest Dissertations and Theses.
- Jones, J., & Mosher, D. (2013). *Fathers' involvement with their children: United States, 2006–2010. National Health Statistics Report, Number 71*. U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics. <https://www.cdc.gov/nchs/data/nhsr/nhsr071.pdf>

- Kasser, T., Rosenblum, K. L., Sameroff, A. J., Deci, E. L., Niemiec, C. P., Ryan, R. M., Árnadóttir, O., Bond, R., Dittmar, H., Dungan, N., & Hawks, S. (2014). Changes in materialism, changes in psychological well-being: Evidence from three longitudinal studies and an intervention experiment. *Motivation and Emotion*, 38(1), 1–22. <https://doi.org/10.1007/s11031-013-9371-4>
- Keown, L. J., Franke, N., & Kaur, R. (2018) The role of fathers in supporting children’s development. In M. Sanders & A. Morawska (Eds.) *Handbook of parenting and child development across the lifespan* (pp. 121–142). Springer. https://doi.org/10.1007/978-3-319-94598-9_6
- Kessler, K. M. A., Chatterjee, D., Shlafer, R., & Barnes, A. J. (2018). Adolescent connectedness with parents promotes resilience among homeless youth. *Children*, 5(7), 96–119. <https://doi.org/10.3390/children5070096>
- Leath, S. (2017). Being better than my dad: A qualitative case study of one African American father’s journey with parenthood and intergenerational change. *Sage Open*, 7(1), 1–11. <https://doi.org/10.1177/2158244017697163>
- Lu, M. C., Jones, L., Bond, M. J., Wright, K., Pumpuang, M., Maidenberg, M., Jones, D., Garfield, C., & Rowley, D. L. (2010). Where is the F in MCH? Father involvement in African American families. *Ethnicity and Disease*, 20(Suppl. 2), S2-49–S2-61. <https://www.ethndis.org/edonline/index.php/ethndis/pages/view/priorsuparchives>
- Martin, J. A., Hamilton, B. E., Osterman, M. J.K., & Driscoll, A. K. (2019 November 27). Births: Final data for 2018. *National Vital Statistics Reports*, 68(13), 1–46. Centers for Disease Control and Prevention. https://www.cdc.gov/nchs/data/nvsr/nvsr68/nvsr68_13-508.pdf
- Mason, M. (2010). Sample size and saturation in PHD studies using qualitative interviews. *Forum: Qualitative Social Research*, 11(3), Article 8. <https://doi.org/10.17169/FQS-11.3.1428>
- Mayer, I. (2015). Qualitative research with a focus on qualitative data analysis. *International Journal of Sales, Retailing & Marketing*, 4(9), 53–67. http://www.ijstrm.com/IJSRM/Current_&_Past_Issues_files/IJSRM4-9.pdf
- McAdoo, H. P. (2002). *Black children: Social, educational, and parental environments*. Sage.
- Mertens, D. M. (2019). *Research and evaluation in education and psychology. Integrating diversity with quantitative, qualitative, and mixed methods* (5th ed). Sage.
- Mohamed, B., Cox, K., Diamant, J., & Gecewucz, C. (2021, Feb). *Faith among Black Americans*. Pew Research Center. <https://www.pewforum.org/2021/02/16/faith-among-black-americans/>

- Monte, L. (2019). *The two extremes of fatherhood: “Solo” dads and “absent” dads not as different as they seem*. U.S. Census Bureau.
<https://www.census.gov/library/stories/2019/11/the-two-extremes-of-fatherhood.html>
- Morgan, J. V., Wilcoxon, S. A., & Satcher, J. F. (2003). The father-daughter relationship inventory: A validation study. *Family Therapy*, 30(2), 77–93.
- Moulton, V., Flouri, E., Joshi, H., & Sullivan, A. (2015). The role of aspirations in young children’s emotional and behavioral problems. *British Educational Research Journal*, 41(6), 925–946. <https://doi.org/10.1002/berj.3188>
- Moustakas, C. (1994). *Phenomenological research methods*. Sage.
- National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. (1979). *The Belmont report*.
https://www.hhs.gov/ohrp/sites/default/files/the-belmont-report-508c_FINAL.pdf
- Nielsen, L. (2007, February 28). College daughters’ relationships with their fathers: A 15-year study. *College Student Journal*, 41(1), 112–121.
- Nishimura, T., Bradshaw, E. L., Deci, E. L., & Ryan, R. M. (2021) Satisfaction of basic psychological needs in an interdependence model of fathers’ own aspirations and those of their adolescent children. *Social Development*, 30, 293–310.
<https://onlinelibrary.wiley.com/doi/epdf/10.1111/sode.12473>
- Palaganas, E. C., Sanchez, M. C., Molintas, M. P., & Caricativo, R. D. (2017). Reflexivity in qualitative research: A journey of learning. *The Qualitative Report*, 22(2), 426–438. <http://doi.org/10.46743/2160-3715/2017.2552>
- Patton, M. Q. (2015). *Qualitative research & evaluation methods* (4th ed.). Sage.
- Peart, N. A., Pungello, E. P., Campbell, F. A., & Richey, T. G. (2006). Faces of fatherhood: African-American young adults view the paternal role. *Families in Society: The Journal of Contemporary Social Services*, 87(1), 71–83.
<https://doi.org/10.1606/1044-3894.3486>
- Perkins, R. M. (2001). The father-daughter relationship: Familial interactions that impact a daughter’s style of life. *College Student Journal*, 35(4), 616–626.
<https://www.thefreelibrary.com/The+father-daughter+relationship%3A+familial+interactions+that+impact+a...-a084017198>
- Perry, A. R., & Bright, M. (2012). African American fathers and incarceration: Paternal involvement and child outcomes. *Social Work in Public Health*, 27(1-2), 187–203. <https://doi.org/10.1080/19371918.2011.629856>

- Persson, P., & Rossin-Slater, M. (2019, May). *When dad can stay home: Fathers' workplace flexibility and maternal health*. (Working Paper No. 19-012). Stanford Institute for Economic Policy Research.
https://siepr.stanford.edu/sites/default/files/publications/19-012_0.pdf
- Pew Research Center. (2015, December 17). *Parenting in America*.
<https://www.pewresearch.org/social-trends/2015/12/17/parenting-in-america>
- Pleck, J. H. (2010). Paternal involvement: Revised conceptualization and theoretical linkages with child outcomes. In M. E. Lamb, (Ed.), *The role of fathers in child development* (5th ed., pp. 58–93). John Wiley.
- PUSH Girls Academy. (2021). *Home*. <https://clerendamcgrady.com/push-girls-academy/>
- Radin, N. (1986). The influences of fathers on their sons and daughters. *Social Work Education*, 8(2), 77–91. <https://doi.org/10.1093/cs/8.2.77>
- Raley, S., & Bianchi, S. (2006). Sons, daughters, and family processes: Does gender of children matter? *Annual Review of Sociology*, 32, 401–421.
<http://doi.org/10.1146/annurev.soc.32.061604.123106>
- Richardson, S. (2019, June 13). *Breaking myths about Black fatherhood (it's about time)*. Medium. <https://medium.com/blood-sweat-cares/saeedrichardson-breaking-myths-about-black-fatherhood-1209c7072b4a>
- Roberts, D., Coakley, T. M., Washington, T. J., & Kelley, A. (2014). Fathers' perspectives on supports and barriers that affect their fatherhood role. *Sage Open*, 4(1), 1–10. <https://doi.org/10.1177/2158244014521818>
- Robichaud, J.-M., Roy, M., Ranger, F., & Mageau, G. A. (2020) The impact of environmental threats on controlling parenting and children's motivation. *Journal of Family Psychology*, 34(7), 804–813. <https://doi.org/10.1037/fam0000657>
- Rodenhizer, S. (2017). *Quotation celebration*.
<https://quotationcelebration.wordpress.com/2017/09/01/ive-learned-that-people-will-forget-what-you-said-people-will-forget-what-you-did-but-people-will-never-forget-how-you-made-them-feel-maya-angelou/>
- Roman, N. V., Davids, E. L., Moyo, A., Schilder, L., Lacante, M., & Lens, W. (2015). Parenting styles and psychological needs influences on adolescent life goals and aspirations in a South African setting. *Journal of Psychology in Africa*, 25(4), 305–312. <https://doi.org/10.1080/14330237.2015.1078087>
- Rossin-Slater, M. (2017). *Maternity and family leave policy* (Working Paper No. 23069). National Bureau of Economic Research.
https://www.nber.org/system/files/working_papers/w23069/w23069.pdf

- Rubin, H. J., & Rubin, I. S. (2012). *Qualitative interviewing: The art of hearing data* (3rd ed.). Sage.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54–67.
<https://doi.org/10.1006/ceps.1999.1020>
- Ryan, R. M., & Deci, E. L. (2017). Parenting, autonomy, and well-being: Speaking plainly about parenting. In R. M. Ryan and E. L. Deci, *Self-determination theory: Basic psychological needs in motivation, development, and wellness* (pp. 348–350). Guilford.
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61(April 2020), Article 101860. <https://doi.org/10.1016/j.cedpsych.2020.101860>
- Saldaña, J., & Omasta, M. (2018). *Qualitative research: Analyzing life*. Sage.
- Schock, A. M., & Gavazzi, S. M. (2005). Fathering court-involved daughters: Fathers' gender-specific concerns about their paternal role. *Fathering*, 3(2), 121–145.
<https://www.thefreelibrary.com/Fathering+court-involved+daughters%3a+fathers%27+gender-specific+concerns...-a0133977958>
- Soenens, B., Wuyts, D., Vansteenkiste, M., Mageau, G. A., & Brenning, K. (2015). Raising trophy kids: The role of mothers' contingent self-esteem in maternal promotion of extrinsic goals. *Journal of Adolescence*, 42(1), 49–49.
<https://doi.org/10.1016/j.adolescence.2015.04.001>
- Sweet, S. N., Fortier, M. S., Strachan, S. M., & Blanchard, C. M. (2012). Testing and integrating self-determination theory and self-efficacy theory in a physical activity context. *Canadian Psychology*, 53(4), 319–327.
<https://doi.org/10.1037/a0030280>
- Thornton, A. N. (2013). *Examination of the African-American father-daughter relationship: Application of the Marschack interaction method* [Unpublished doctoral dissertation]. Wright State University.
https://corescholar.libraries.wright.edu/cgi/viewcontent.cgi?article=1902&context=etd_all
- U.S. Census Bureau. (2021). *America's families and living arrangements: 2017*.
<https://www.census.gov/data/tables/2017/demo/families/cps-2017.html>
- van der Gaag, N., Heilman, B., Gupta, T., Nembhard, C., & Barker, G. (2019). *State of the world's fathers: Unlocking the power of men's care: Executive summary*. Promundo-US. https://s30818.pcdn.co/wp-content/uploads/2019/05/SOWF_ES_004_WEB.pdf

- Videon, T. M. (2005). Parent-child relations and children's psychological well-being: Do dads matter? *Journal of Family Issues*, 26(1), 55–78.
<https://journals.sagepub.com/toc/jfi/26/1>
- Way, N., & Gillman, D. A. (2000). Early adolescent girls' perceptions of their relationships with their fathers: A qualitative investigation. *Journal of Early Adolescence*, 20(3), 309–331. <http://doi.org/10.1177/0272431600020003003>
- Wilson, A., Henriksen, R., Bustamante, R., & Irby, B. (2016). Successful Black men from absent-father homes and their resilient single mothers: A phenomenological study. *Journal of Multicultural Counseling and Development*, 44(3), 189–208.
<https://doi.org/10.1002/jmcd.12046>
- Wuyts, D., Vansteenkiste, M., Mabbe, E., & Soenens, B. (2017). Effects of social pressure and child failure on parents' use of control: An experimental investigation. *Contemporary Educational Psychology*, 51(October 2017), 378–390. <https://doi.org/10.1016/j.cedpsych.2017.09.010>
- Yaffe, Y. (2020). Systematic review of the differences between mothers and fathers in parenting styles and practices. *Current Psychology*.
<https://doi.org/10.1007/s12144-020-01014-6>
- Yin, R. R. (2009). *Case study research. Design and methods* (4th ed.). Sage.
- Yogman, M., Garfield, C. F., & Committee on Psychosocial Aspects of Child and Family Health Pediatrics. (2016). Fathers' roles in the care and development of their children: The role of pediatricians. *Pediatrics*, 138(1), e20161128.
<https://pediatrics.aappublications.org/content/138/1/e20161128>
- Yugo, M. B., & Davidson, M. J. B. (2007). Connectedness within social contexts: The relation to adolescent health. *Healthcare Policy*, 2(3), 47–55.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2585451/>
- Zia, A., Malik, A. A., & Ali, S. M. (2015). Father and daughter relationship and its impact on daughter's self-esteem and academic achievement. *Academic Journal of Interdisciplinary Studies*, 4(1), 311–316.
<https://doi.org/10.5901/ajis.2015.v4n1p311>
- Zoom. (2021). *In this together. Keeping you connected wherever you are* [Computer software]. <https://zoom.us/>