

ABSTRACT

DISSERTATION: “Recognizing the unrecognized” in parental involvement: Understanding single working mothers’ role in the education of their elementary-aged children

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Parental involvement has been identified as a targeted strategy to improve the academic achievement of children, and thus, educational reform policies and efforts have been created and implemented within the schools in order to bridge the achievement gap. Most educational reform efforts concerning parental involvement have focused on the involvement of parents from lower socioeconomic status and various ethnic and racial groups, including single mothers across these categories. The purpose of this instrumental case study was to understand how single working Black mothers became involved in their children’s education, the reasons why they were involved, and how they constructed their identity and meaning of an involved parent in their children’s education. In an attempt to move beyond the traditional models of parental involvement that place heavy emphasis on the presence of parents within the schools, this study aimed to recognize the efforts of mothers as they relate to their children’s overall growth and development within their homes and community in order to reconceptualize the meaning of parental involvement.