

# THE ROLE OF FATHER INVOLVEMENT IN FEMALE STUDENTS' ACADEMIC ACHIEVEMENT

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## Abstract

Father involvement in female students' academic achievement is a crucial issue in educational psychology and family development. This study aims to systematically examine the role of father involvement in supporting female students' academic achievement through a library research approach. The research method involved reviewing and synthesizing various scholarly sources, including academic textbooks, nationally and internationally reputable journal articles, and relevant meta-analyses addressing father involvement and academic achievement. Data were analyzed using content analysis to identify relational patterns, psychological mechanisms, and theoretical frameworks underlying the influence of father involvement on female students' academic achievement. The findings indicate that father involvement demonstrates a consistent and positive relationship with female students' academic achievement. Such involvement contributes directly through learning support and academic expectations, and indirectly through enhanced learning motivation, academic self-confidence, self-regulation, and academic resilience. In addition, cultural context influences the form and intensity of father involvement, particularly in Indonesia. This study concludes that father involvement is a protective and strategic factor in promoting female students' academic success. These findings are expected to serve as a foundation for the development of family-based educational programs and policies that encourage fathers' active roles in girls' education.

**Keywords:** Academic achievement, Female Student, The Role of Father Involvement.

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## 1. INTRODUCTION

Education serves as a fundamental foundation for individual development, particularly for young women who face both academic and social challenges. Female students' academic achievement is influenced by various factors, including school environment, intellectual capacity, and family support. Within the family context, parental involvement has been widely proven to have a positive impact on children's academic outcomes across educational levels. International literature indicates that parental participation in education—such as assisting with homework, attending school activities, and communicating with teachers—is associated with increased learning motivation and improved academic performance (Omar, 2019).

Although parental involvement has been extensively studied, research specifically exploring the role of fathers in academic achievement remains relatively limited, particularly in the Indonesian context. Fathers hold distinctive roles that differ from mothers, especially in providing emotional support, discipline formation, and the internalization of pro-educational values. Several studies have demonstrated that father involvement in childrearing is positively associated with children's cognitive development, social competence, and learning motivation (Arianti et al., 2023).

Moreover, meta-analytic findings across empirical studies reveal a significant positive relationship between father involvement and children's overall academic achievement. Father involvement functions not only as instrumental support but also contributes to the creation of a supportive learning climate within the family, which ultimately enhances children's academic performance (Jeynes, 2016).

Specifically for female students, father involvement plays a strategic role in shaping academic self-confidence and long-term educational aspirations. Female students' perceptions of parental support, including support from fathers, are associated with increased self-discipline, learning motivation, and experiences of academic flow key predictors of academic success (Putri & Salim, 2018).

In Indonesia, studies on father involvement have predominantly focused on early childhood parenting or moral character development, while research directly linking father involvement to the academic achievement of female secondary school students remains scarce. This condition highlights a significant research gap, both theoretically and practically, given the importance of fathers' roles in supporting girls' educational success (Risnawati et al., 2023).

Father involvement is a multidimensional construct referring to the extent to which fathers actively participate in their children's lives emotionally, cognitively, and behaviorally. Lamb (2010) conceptualized father involvement into three primary dimensions: engagement (direct interaction with the child), accessibility (availability to the child), and responsibility (accountability for the child's needs). In educational contexts, father involvement may manifest through home-based learning support, academic motivation, monitoring of learning activities, and participation in school-related events. Research indicates that consistent father involvement contributes to cognitive development, self-regulation, and positive attitudes toward learning (Cabrera et al., 2018).

Female students' academic achievement refers to the level of learning outcomes attained through formal education, typically measured by report card grades, class rankings, or standardized test scores. Academic achievement is influenced not only by intellectual abilities but also by psychosocial factors, including family support and the quality of parent-child relationships. For female students, paternal support holds particular significance in shaping academic self-confidence, achievement orientation, and long-term educational aspirations. Previous studies show that female students who receive positive support from their fathers tend to demonstrate higher learning motivation and more adaptive academic self-perceptions than those with lower levels of father involvement (Jeynes, 2016).

Theoretically, the relationship between father involvement and female students' academic achievement can be explained through ecological systems theory and social support theory. Bronfenbrenner (2005) emphasized that the family constitutes the closest microsystem influencing children's development, wherein the quality of parental interactions—including those with fathers—directly affects academic

development. Meanwhile, social support theory posits that emotional, instrumental, and informational support from parents enhances students' learning motivation and academic resilience (Malecki & Demaray, 2006). Thus, father involvement serves as a crucial source of support that strengthens female students' learning readiness and academic achievement.

Accordingly, this study aims to contribute empirically to educational psychology and family development by systematically examining the relationship between father involvement and female students' academic achievement. The findings are expected to provide a foundation for educators, parents, and policymakers in designing family-based programs and interventions to enhance female students' academic success.

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## 2. METHODOLOGY

### Type and Research Approach

This study employed a library research approach. Library research is a research method aimed at reviewing, analyzing, and synthesizing relevant literature to develop a comprehensive theoretical and conceptual understanding of a phenomenon (Zed, 2014). In this study, the approach was used to systematically examine theories, empirical findings, and meta-analytic results related to father involvement and academic achievement, particularly among female students. This approach enables the identification of relational patterns, consistency of findings, and existing research gaps within educational psychology.

### Data Sources

The data consisted of secondary sources obtained from scholarly literature, including academic textbooks, nationally and internationally reputable journal articles, conference proceedings, and research reports relevant to father involvement and female students' academic achievement. Literature was collected through academic databases such as Google Scholar, DOAJ, ERIC, and journals indexed in Scopus and SINTA. Inclusion criteria included: (1) publications from the past ten years, except for theoretically significant classical works; (2) studies addressing father involvement, parental roles, or family support in educational contexts; and (3) relevance to academic achievement or psychological variables supporting learning success (Creswell & Creswell, 2018).

### Data Collection Technique

Data collection was conducted through a systematic literature search. Key terms such as *father involvement*, *parental involvement*, *academic achievement*, and *female students* were used to retrieve relevant articles. Literature selection involved identification, screening, and eligibility assessment stages. Bibliographic information, including authors, publication year, research objectives, methods, and main findings, was documented for each selected source to ensure validity and scientific accountability (Snyder, 2019).

### **Data Analysis Technique**

Data were analyzed using content analysis. Content analysis aims to interpret textual meaning systematically and objectively by identifying key themes, core concepts, and intervariable relationships within the literature (Krippendorff, 2018). The analysis focused on: (1) concepts and dimensions of father involvement; (2) factors influencing female students' academic achievement; and (3) theoretical mechanisms explaining the relationship between father involvement and academic achievement. Findings were synthesized to construct a comprehensive conceptual framework.

### **Data Trustworthiness**

To ensure data trustworthiness, source triangulation was applied by comparing findings across literature from different authors, contexts, and research methodologies. Consistency checks across studies were also conducted to minimize interpretive bias. The use of reputable journals and academic books enhanced the credibility and reliability of the literature review findings (Miles et al., 2014).

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## **3. FINDINGS AND DISCUSSION**

### **Results**

The literature review reveals that father involvement has a consistent and positive relationship with children's academic achievement, including female students. Analyses of academic books, national and international journal articles, and meta-analyses indicate that female students who experience active father involvement tend to achieve higher academic outcomes than those with lower levels of involvement. Such involvement includes home-based learning support, academic monitoring, school-related communication, and the provision of motivation and realistic academic expectations (Lamb, 2010; Jeynes, 2016).

Additionally, findings indicate that father involvement indirectly contributes to female students' academic achievement through supporting psychological variables. Several studies demonstrate that father involvement is associated with increased academic self-confidence, self-regulation, and learning motivation. Fathers who are emotionally and cognitively engaged help female students develop positive academic self-perceptions and adaptive attitudes toward learning challenges, ultimately enhancing academic performance (Cabrera et al., 2018; Malecki & Demaray, 2006).

Another key finding highlights the role of cultural context in shaping father involvement. In Indonesian society, fathers are often positioned primarily as economic providers, limiting their involvement in academic aspects. However, recent studies show that even simple forms of involvement such as attention, encouragement, and appreciation—have significant impacts on female students' academic achievement and educational orientation (Risnawati et al., 2023).

The review also indicates that the quality of father–daughter relationships significantly influences female students' academic achievement. Empirical studies reveal that warm, supportive, and responsive father–child relationships are associated

with stronger school engagement and positive attitudes toward learning. Female students who experience emotional closeness with their fathers tend to have greater psychological security, enabling them to better cope with academic demands and evaluative pressures (Sarkadi et al., 2008; Williams & Kelly, 2005).

Furthermore, father involvement plays a role in shaping female students' academic expectations and educational aspirations. Fathers who communicate realistic academic expectations and provide constructive feedback help daughters develop long-term achievement orientations, including aspirations for higher education. Longitudinal studies indicate that paternal educational expectations significantly influence girls' academic achievement and educational choices, even after controlling for socioeconomic factors (Hill & Tyson, 2009; Torsheim et al., 2020).

Other findings suggest that father involvement serves as a protective factor against academic risks such as learning stress, academic burnout, and motivational decline. Emotional support and paternal presence help female students develop academic resilience and adaptive coping strategies. Female students with high levels of father involvement tend to experience lower academic stress and maintain stronger academic performance under pressure (Allgood et al., 2012; Martin & Marsh, 2006).

## **Discussion**

The findings reinforce prior research emphasizing father involvement as a critical factor in supporting children's academic achievement. Theoretically, these findings align with Lamb's (2010) father involvement framework, in which direct interaction, availability, and responsibility contribute to academic development. For female students, father involvement functions not only as instrumental support but also as a source of emotional validation that strengthens academic confidence and educational aspirations.

From an ecological systems perspective, father involvement as part of the family microsystem directly shapes female students' learning experiences (Bronfenbrenner, 2005). Positive father-child interactions foster supportive learning environments, reinforce educational values, and enhance academic readiness. Moreover, social support theory explains that emotional and informational support from fathers buffers academic stress, enabling female students to sustain optimal academic performance (Malecki & Demaray, 2006).

Furthermore, the findings highlight research gaps concerning father involvement in girls' education in Indonesia. Most domestic studies emphasize maternal roles or early childhood parenting, while empirical research on fathers' roles in female secondary students' academic achievement remains limited. This study provides practical implications for developing inclusive, family-based educational programs that actively engage fathers in supporting girls' academic success and inform educational policies and interventions.

From a motivational theory perspective—particularly expectancy-value theory—father involvement shapes female students' beliefs about academic

competence and the value placed on academic success. Fathers who provide positive reinforcement, recognize learning efforts, and communicate realistic academic expectations help daughters internalize the importance of education, enhancing intrinsic motivation and persistence (Eccles & Wigfield, 2002; Hill & Tyson, 2009).

Additionally, father involvement contributes uniquely to strengthening female students' academic and gender identities. In many cultural contexts, including Indonesia, fathers are often perceived as authority figures. When fathers explicitly support daughters' education, they challenge traditional gender stereotypes and reinforce girls' academic identity, competence, and long-term career orientation (Allgood et al., 2012; Torsheim et al., 2020).

Finally, the findings indicate that father involvement functions as a protective factor in managing increasing academic pressures in modern education. Consistent emotional support and paternal presence enhance academic resilience, enabling female students to manage academic stress, failure, and evaluative demands adaptively. Thus, father involvement not only influences academic achievement directly but also strengthens female students' psychological capacity for sustained academic performance (Martin & Marsh, 2006; Sarkadi et al., 2008).

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#### 4. CONCLUSION

Based on the literature review, father involvement plays a significant and consistent role in supporting female students' academic achievement, both directly and indirectly through various psychological mechanisms. Father involvement manifested through direct interaction, availability, academic responsibility, and emotional support is associated with increased learning motivation, academic self-confidence, self-regulation, academic resilience, and long-term educational aspirations among female students. These findings align with multiple theoretical perspectives, including father involvement theory, ecological systems theory, social support theory, and expectancy–value theory, which collectively underscore fathers as essential figures within girls' educational ecosystems. In the Indonesian context, although fathers are often perceived primarily as economic providers, empirical evidence demonstrates that even modest forms of father involvement yield meaningful benefits for female students' academic success. Therefore, this study emphasizes the importance of promoting more active and intentional father involvement in girls' education as part of broader strategies to enhance human resource quality and educational equity.

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