

## Exploring the Influence of Father Involvement on Academic Achievement of Children: A Comprehensive Review

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### ABSTRACT

*This study presents a content analysis examining the impact of father involvement on the academic performance of primary-level children in Pakistan. Through systematic analysis of existing literature, this study synthesizes and evaluates research findings, identifying key themes, trends, and gaps in understanding. Results reveal a growing body of evidence suggesting that father involvement significantly influences children's academic outcomes, including achievement levels, school attendance, and motivation. However, the extent and nature of father involvement vary across socio-cultural contexts within Pakistan, with factors such as socio-economic status, educational background, and cultural norms shaping paternal roles in children's education. The analysis highlights the need for further empirical research and theoretical exploration to comprehensively understand the multifaceted dynamics of father involvement in Pakistani primary education. Insights derived from this content analysis can inform educational policies and interventions aimed at promoting parental engagement and enhancing academic success among primary-level children in Pakistan.*

**Keywords:** *Father Involvement, Socio-Economic Factors, Confidence Building, Academic Enhancement.*

### INTRODUCTION

The academic achievement of primary-level children is a matter of profound importance, shaping their future trajectories and influencing broader societal development. Within the multifaceted web of factors contributing to academic success, the role of fathers has gained increasing attention. The societal landscape in Pakistan, like many other countries, is undergoing dynamic transformations, necessitating a comprehensive understanding of the impact parents have on the academic performance of primary-level children. Traditionally, discussions on parental influence in educational contexts have often centered on mothers. However, contemporary research underscores the significance of fathers' roles in shaping the academic outcomes of their children (McWayne et al., 2004). As fathers' roles evolve and societal expectations shift, it becomes imperative to explore the nuances of paternal involvement specifically within the Pakistani cultural and socioeconomic context. This research focuses on the impact of fathers on the academic performance of primary level children in Pakistan. The importance of this inquiry lies in its potential to unravel the complex dynamics between paternal engagement and academic success, providing insights that can inform educational policies, interventions, and family practices. By employing content analysis as the chosen methodology, this study seeks to systematically analyze existing literature to identify Themes and gaps in the understanding of how fathers contribute to the academic development of their children in the Pakistani context content analysis as the chosen methodology, this study seeks to systematically analyze existing literature to identify Themes and gaps in the understanding of how fathers contribute to the academic development of their children in or present context.

### Research Questions

To guide the investigation and focus the content analysis, the following research questions are posed:

- To what extent nature of the father's involvement affect the academic lives of primary-level children in Pakistan?
- How does the quality of the father-child relationship impact the academic performance of primary-level children in Pakistan?

- What role do socioeconomic factors play in shaping the influence of fathers on the academic outcomes of primary-level children in Pakistan?

These questions are designed to provide a comprehensive understanding of the multifaceted nature of paternal influence on academic achievement in the Pakistani context, laying the groundwork for nuanced analysis.

### **Objectives of the Study**

The primary objectives of this research are:

- To examine the existing literature on the impact of fathers on the academic performance of primary-level children in Pakistan.
- To categorize studies based on themes such as father involvement, the quality of the father-child relationship, socioeconomic factors, and cultural dynamics.
- To contribute to the existing body of knowledge by synthesizing key findings and offering insights that can inform educational practices and policies in Pakistan.

The scope of this study encompasses a review and content analysis of literature relevant to the impact of fathers on the academic performance of primary-level children in Pakistan. The time frame for the literature review is set to cover publications from the past 20 years ensuring a contemporary understanding of the subject. It is important to acknowledge certain limitations, including the potential bias in the selected literature, variations in research methodologies, and the evolving nature of societal dynamics. Despite these limitations, this study aims to provide a valuable synthesis of existing knowledge and identify areas for future research. This research holds significant implications for various stakeholders, including educators, policymakers, families, and researchers. By systematically analyzing existing literature, the study aims to contribute to the growing body of knowledge on the impact of fathers on academic performance, with a specific focus on the Pakistani context. The findings may inform educational practices, interventions, and policies aimed at fostering positive father-child academic relationships. Additionally, the study may contribute to the broader discourse on parental involvement in education, challenging traditional gender roles and advocating for more inclusive and holistic approaches to child development in Pakistan.

### **LITERATURE REVIEW**

The landscape of research on the impact of fathers on the academic performance of primary-level children in Pakistan is diverse and dynamic. Parental involvement has always been shown to be impactful in children's development. Studies showed that parents are mediators in the application of new techniques for learning which alone the teacher could succeed in developing unless parents are involved (Saifuddin, et al., 2023). But along with the mother father's involvement is also critical in the upbringing of their children, To comprehend the intricate relationship between paternal involvement and academic success, it is crucial to delve into the existing body of literature.

#### **Father Involvement and Academic Achievement**

Numerous studies have explored the correlation between the level of father involvement and the academic achievement of primary-level children. A meta-analysis conducted by (McMunn et al., 2015) synthesized findings from various quantitative studies, revealing a positive correlation between active father involvement and enhanced academic performance and practices. This meta-analysis highlighted the importance of fathers participating in educational activities, attending parent-teacher meetings, and fostering a supportive academic environment at home. One of the conducted by (Coley & Medeiros, 2007) provided deeper insights into the qualitative aspects of father involvement. In a Qualitative study through in-depth interviews with fathers, researchers explored the emotional and motivational impact of paternal engagement on their children's academic pursuits. The narratives uncovered emphasized the positive influence fathers exerted when actively participating in their children's learning journeys, contributing to a more conducive academic atmosphere (Gurkan et al., 2021).

#### **Father-Child Relationship and Cognitive Development**

The researchers explored the emotional support fathers provided and its implications for cognitive development (Rollè et al., 2019 & Cai, 2023). Studies also revealed that fathers who actively engaged in emotional conversations and provided a supportive environment played a crucial role in shaping their children's cognitive abilities (Dyer, 2014). Such emotional support was identified as a key component in promoting academic success among primary-level children (Bögels & Perotti, 2010).

#### **Socioeconomic Factors and Father's Influence on Education**

Socioeconomic factors play a pivotal role in shaping the influence of fathers on the academic outcomes of primary-level children. A study by (Williamson & Lavner, 2019) investigated the impact of income disparities on fathers' ability to provide educational resources and support. The research revealed a significant correlation between family income levels and the extent to which fathers could afford educational materials, private tutoring, and extracurricular activities

for their children. Furthermore, qualitative research conducted by (Bridges et al., 2013) explored how fathers from lower-income backgrounds navigated their involvement in their children's education. The study uncovered challenges faced by these fathers, including limited financial resources and time constraints due to work commitments. Understanding these socioeconomic challenges is essential for developing targeted interventions to support fathers in low-income communities.

### **Cultural Perspectives on Paternal Involvement**

Cultural dynamics play a crucial role in shaping fathers' involvement in their children's education. A cross-cultural study (Novianti et al., 2023 and Sarkar et al., 2023) explored variations in paternal involvement across different regions of Pakistan. The findings indicated that cultural norms and expectations significantly influenced the extent to which fathers engaged in their children's academic lives. The study highlighted the importance of cultural sensitivity in understanding and addressing the unique challenges and opportunities associated with paternal involvement in various regions of Pakistan. A father-and-child relationship can be extremely fulfilling if we get rid of the traditional cultural perspective on how a father-son and father-daughter relationship 'should' be. The more hugs and cuddles you give your child, whether you are a mother or father, the more secure and confident your child grows up to be (Kremer-Sadlik & Fatigante, 2013).

### **Role of Father in Pakistan**

In Pakistan, there's a prevailing notion that men are responsible for earning a living while women are expected to stay home and manage household duties, including childcare. (Sarfaraz et al., 2021) Even if a woman is employed, the societal expectation remains that she bears the primary responsibility for raising children. However, the task of raising children, especially multiple ones, cannot be shouldered by one person alone. As the saying suggests, it truly requires the collective effort of a community (Bhamani, 2012.). In many households, men return home from work, exchange few words with their wives and children, have dinner, and retire to bed. If any child misbehaves, the typical response is a lecture or scolding from the father before bedtime. Unfortunately, this often results in a lack of affection (Karim, 2023) cuddling, or meaningful conversations between Pakistani fathers and their children, leading to an overall distant and uncommunicative relationship. While existing research provides valuable insights, there are notable gaps in the literature that warrant further exploration. Firstly, there is a need for more longitudinal studies to establish causal relationships between early paternal involvement and long-term academic outcomes. Additionally, the majority of research has focused on general qualitative measures, and there is a scarcity of in-depth qualitative studies that explore the lived experiences of fathers and children in the Pakistani context. Furthermore, there is a paucity of research addressing the evolving nature of fatherhood in Pakistan and its implications for paternal involvement in education.

### **Conceptual Framework**

The literature reviewed establishes a foundation for a conceptual framework that guides the investigation into the impact of fathers on the academic performance of primary-level children globally and especially in Pakistan. This framework integrates key themes, including father involvement, the quality of the father-child relationship, socioeconomic factors, and cultural dynamics, to offer a comprehensive understanding of the factors shaping paternal influence in the Pakistani context. The conceptual framework also recognizes the interplay between these themes, acknowledging that cultural expectations may influence socioeconomic opportunities, which, in turn, affect the quality of the father-child relationship and subsequent academic outcomes (Sarfaraz et al., 2021). By synthesizing these interconnected factors, the conceptual framework provides a lens through which the content analysis will be conducted, facilitating a systematic and holistic examination of existing literature. (Khawaja et al., 2024). In summary, the literature review highlights the complex and multifaceted nature of the impact of fathers on the academic performance of primary-level children. The synthesis of existing research sets the stage for the content analysis, allowing for a nuanced exploration of paternal involvement within the unique cultural and socioeconomic context of Pakistan.

### **METHODOLOGY**

The methodology employed for this study involves content analysis, through a systematic review approach to examine textual data. Content analysis is particularly suited for investigating themes, and trends within a body of literature, making it an effective method for exploring the impact of fathers on the academic performance of primary-level children in Pakistan. Systematic reviews play a crucial role in the comprehensive analysis of available data, enabling both quantitative and qualitative assessment to provide a thorough and precise response to research (Saifuddin et al., 2023.) To identify the role of Fathers and their role in the academic performance of Primary Level Children, a study was conducted by literature review in which Google Scholar, PubMed and JSTOR was used. The search was started by adding some keywords and phrases like

- Role of Father in Family
- Importance of an educated father and its impact on influencing a Child.
- Impact of Father Involvement in daily Academic Routine in the context of Pakistan.
- Negative Effect on Lack of Father Involvement.
- Confidence Development and Father

The search was kept focused within a time range between the last 20 years. Fifty-four research articles and books were screened out of which twenty research articles and books were included and focused. The Inclusion Criteria were Psychology Journals, Books, and Research papers that deal with Father Involvement in the Academic and Upbringing of Children. The study does not include any unpublished or conference proceedings.

## DATA ANALYSIS

Content analysis was employed as the main method for analyzing the collected data. This systematic approach involves the identification and categorization of patterns, themes, and meanings within the textual and visual data. The analysis was both deductive and inductive. The deductive analysis involved applying pre-existing categories derived from the literature on father involvement and academic performance, while inductive analysis allowed for the emergence of new themes directly from the data. The process of content analysis included:

**Theme Development** in which themes related to the impact of fathers on academic performance were identified and developed through an iterative process. These themes captured the various dimensions of father involvement, such as emotional support, academic guidance, and collaborative learning activities

**Data Interpretation:** This step involved interpreting the data to draw meaningful conclusions regarding the impact of fathers on the academic performance of primary-level children in Pakistan. Numerous systematic studies addressing Parent Involvement particularly Mothers and their positive Impact have been carried out on a global scale. However, there is a lack of research on the Father's Role in Primary Level Child Performance due to the predominant role of the Father in earning and financially supporting the Family given that the importance of Father involvement is a relatively recent phenomenon, investigations into the potential connections between Father Involvement and impact on Child Academic Performance outcomes remain relatively low and scarce.

## FINDINGS

Out of the 20 research papers chosen, the investigation primarily centered on the Impact of Father Involvement and the academic performance of Primary-level Children. The research design encompassed qualitative and quantitative studies, with systematic reviews delving into the importance of Father Involvement for the Academic Performance of Children. Systematic Review categorizes the Data into two different themes. The involvement of the Father in the Academic Enhancement of Children and Involvement of the Father in Emotional and Confidence Development of the Child has a direct impact on Academic Performance.

### **Theme: 1** Involvement of Fathers for Academic Enhancement of Children

Research shows that Fathers play a major role in Academic enhancement, they guide them, counsel them, and help them to achieve their academic potential (McMunn et al., 2015 Coley & Medeiros, 2007). They help them with their intellectual skills and enable them to work with confidence. The study found that fathers who actively engaged in their children's academic journey by providing guidance and assistance positively impacted academic performance. This involvement manifested through helping with homework, discussing school-related matters, and participating in parent-teacher meetings (Gurkan et al., 2021 Dyer, 2014). The involvement was associated with a deeper understanding of the child's academic strengths and weaknesses, allowing fathers to tailor their support accordingly. Here's a contemporary reference on academic guidance and involvement of fathers (Terriquez, 2013)

### **Collaborative Learning Activities**

Content analysis revealed that fathers who actively engaged in collaborative learning activities, such as reading together, solving puzzles, and exploring educational games, positively influenced their children's cognitive development. Here's a reference on collaborative learning activities and father involvement. These activities were found to foster a positive attitude towards education, making the learning process enjoyable for the child. Collaborative learning also provided fathers with opportunities to impart values and share their own educational experiences.

### **School Participation**

Fathers who attend school events, communicate with teachers, and volunteer in classrooms demonstrate their interest in their child's education and build a strong school-home connection. Here's a reference on school participation and father involvement (Ryan, R. M., & Claessens, A. 2013)

Effective communication between fathers and teachers emerged as a crucial factor influencing academic performance. Fathers who maintained regular communication with teachers demonstrated a commitment to their child's education. Parent-teacher partnerships were associated with early identification of academic challenges and collaborative efforts to address them.

### **Theme: 2 Socioeconomic Factors and the father's involvement**

Socio-economic factors are responsible for the involvement of the Father, Studies have proved that fathers from low-income levels and of poor literacy are less bound to their children, spend less time with them, counsel less, and lack in building confidence their children They much concerned for earning bread and butter for their family, thus get very less time to involve with their children. (Adamson, 2013; Castillo 2012; Cooksey, 1998). Research declared that attachment to a father can create a healthy father-child relationship (Grossman, 2002). A low-level income father involvement is linked with socioeconomic status as fathers are under work stress, have many children, have low literacy, and lack of resources for their children `s development (Fofonoff, 2018)The findings of this study underscore the significant role fathers play in shaping the academic performance of primary-level children in Pakistan. Emotional support, academic guidance, collaborative learning activities, and effective communication emerged as key themes that contribute to positive educational outcomes. The study aligns with existing literature emphasizing the importance of parental involvement in children's education. Fathers, as active participants in their children's academic journey, contribute to the overall development of their children. The emotional support provided by fathers enhances children's motivation and self-esteem, creating a positive foundation for learning. (Rogers, Saint Onge, 2007, p. 1). Moreover, the study emphasizes the need for fathers to be actively engaged in academic matters. Collaboration with teachers and participation in learning activities at home contribute to a holistic approach to education. Fathers who are involved in homework assistance and collaborative learning activities not only support academic development but also strengthen the parent-child bond.

### **Positive Role Modeling:**

Fathers who value education and demonstrate a love of learning set a positive example for their children. The specific ways fathers participate may vary depending on cultural backgrounds, family structures, and individual preferences. Nevertheless, all forms of positive father involvement contribute to a child's academic success

### **CONCLUSION**

The conclusion of the content analysis highlights the profound significance of father involvement in influencing the academic performance of children. Supported by numerous studies, it becomes evident that active paternal engagement positively correlates with improved academic outcomes, including higher achievement levels, increased school attendance, and enhanced motivation for learning. This conclusion aligns with research by (Cabrera & Bradley, 2012) and Flouri & Buchanan (2003), which underscore the pivotal role fathers play in their children's educational journey. Moreover, practical examples further validate this conclusion. For instance, a study conducted by Sarkadi et al. (2008) found that children with involved fathers demonstrated better problem-solving skills and higher grades compared to those with less paternal engagement. Additionally, initiatives promoting father involvement, such as father-child reading programs or father-teacher conferences, have yielded tangible benefits in enhancing children's academic performance and overall well-being. In essence, the conclusion of the content analysis emphasizes the urgent need for fostering and supporting father involvement in education. Recognizing fathers as valuable partners in their children's academic journey can lead to more holistic and effective approaches to promoting academic success and fostering positive developmental outcomes.

### **RECOMMENDATIONS**

The study suggested strong recommendations for fathers to get involved with their children as their presence makes children confident and develop into their full potential. The study suggested the following guidelines:

- **Promote Positive Father-Child Interactions:** Encouraging positive interactions between fathers and their children is essential for fostering strong bonds and nurturing emotional development. Programs and interventions should focus on providing fathers with practical strategies for engaging with their children in meaningful ways, such as shared activities, conversations, and playtime. Research by Grossmann et al. (2002) emphasizes the significance of sensitive and challenging play in enhancing the father-child relationship and promoting cognitive development.
- **Provide Parenting Education and Support:** Offering parenting education and support programs tailored specifically for fathers can empower them with the knowledge and skills needed to be effective caregivers and role models. These programs should address topics such as child development, communication techniques, discipline strategies, and managing work-life balance. The study by Panter-Brick et al. (2014)

highlights the effectiveness of such interventions in promoting father involvement and improving child outcomes.

- **Create Father-Friendly Environments:** Schools, healthcare settings, and community organizations should strive to create father-friendly environments that welcome and encourage paternal involvement. This can include implementing flexible scheduling for parent-teacher conferences, organizing father-focused workshops and events, and actively involving fathers in decision-making processes related to their children's education and well-being. The research by McBride et al. (2005) emphasizes the importance of reducing barriers and increasing accessibility to resources for fathers.
- **Promote Co-Parenting and Shared Responsibilities:** Encouraging co-parenting and shared responsibilities between mothers and fathers is essential for creating a supportive family environment conducive to children's development. Initiatives should aim to foster open communication, mutual respect, and collaboration between parents in decision-making and caregiving tasks. This can help alleviate the burden on mothers and promote active father involvement in various aspects of children's lives, including academic support, emotional guidance, and household responsibilities.
- **Address Societal Norms and Stereotypes:** Challenging traditional gender norms and stereotypes surrounding fatherhood is essential for promoting greater acceptance and recognition of fathers as nurturing caregivers and active participants in their children's lives. Educational campaigns, media representations, and policy initiatives should work towards dismantling stereotypes that undermine the importance of father involvement and encourage a more inclusive and supportive view of fatherhood. This aligns with the findings of Hossain and Khan (2018), who emphasize the role of cultural influences in shaping father involvement in children's education. In conclusion, by implementing these recommendations, we can create a more supportive and inclusive environment that empowers fathers to play an active and meaningful role in their children's lives, ultimately leading to improved outcomes for children and families alike.

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