

FATHER INVOLVEMENT AND ACADEMIC MOTIVATION AMONG UNIVERSITY STUDENTS: THE LIMITED MEDIATING ROLE OF SELF-EFFICACY

Hikmalyansyah Hidayat^{1a*}, M. Zainuddin^{2b}

^{1,2} Faculty of Tarbiyah and Teachers Training (FITK), Maulana Malik Ibrahim State Islamic University Malang, Indonesia

^a 220102110115@student.uin-malang.ac.id

^b zain@uin-malang.ac.id

(*) Corresponding Author 220102110115@student.uin-malang.ac.id

ARTICLE HISTORY

Received : 20-04-2026

Revised : 07-05-2026

Accepted : 15-06-2026

KEYWORDS

Father Involvement;

Self-Efficacy;

Academic Motivation;

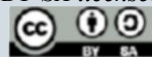
Fatherlessness;

Mixed-Methods Research;

ABSTRACT

This study examined the relationship between *father involvement*, *self-efficacy*, and *academic motivation* among university students experiencing varying levels of paternal involvement. An explanatory sequential mixed-methods design was employed involving 91 first-year students from the Social Studies Education Program at UIN Maulana Malik Ibrahim Malang. Quantitative data were analyzed using Pearson correlation and Hayes' PROCESS Macro Model 4, while qualitative data were obtained through semi-structured interviews and open-ended questionnaire responses. The findings revealed that *father involvement* had a significant positive direct effect on *academic motivation*, whereas *self-efficacy* positively predicted *academic motivation* but did not significantly mediate the relationship between *father involvement* and *academic motivation*. This non-significant mediation effect became the main novelty of the study. Qualitative findings indicated that students experiencing limited paternal involvement frequently reported psychological vulnerability, emotional suppression, loneliness, and fluctuating self-efficacy. Nevertheless, many students maintained academic motivation through resilience-based adaptation, family responsibility, emotional meaning-making, and aspirations for upward social mobility rather than stable academic confidence alone. In contrast, students with higher paternal involvement perceived father as sources of emotional security, motivational reinforcement, and role modeling that supported academic persistence and psychological well-being. The study highlights that paternal emotional involvement functions not only as social support, but also meaningful psychological resource that strengthens students' academic motivation during emerging adulthood.

This is an open access article under the CC-BY-SA license.



INTRODUCTION

Learning motivation is a central factor influencing students' engagement, persistence, and academic achievement in higher education. Contemporary educational research conceptualizes motivation as a dynamic construct shaped by psychological, social, and environmental interactions rather than merely individual disposition (Bakker & Mostert, 2024; Ojo et al., 2024). Students with strong academic motivation tend to demonstrate greater resilience, engagement, and learning performance, whereas low motivation is associated

with disengagement and weaker academic outcomes (Gorghiu et al., 2024; Pham et al., 2024). Motivation is also closely related to academic satisfaction, persistence, and overall educational attainment (Adeyeye & Dasoo, 2024; Basileo et al., 2024). Accordingly, examining factors that contribute to university students' learning motivation remains an important issue in higher education research.

Previous studies on academic motivation have primarily emphasized individual and institutional determinants, such as learning strategies, instructional quality, and academic environments. In contrast, family-related factors, particularly father involvement, remain relatively underexplored among university students. This gap is important because family relationships continue to influence individuals during emerging adulthood, a developmental stage characterized by identify exploration, increasing autonomy, and academic demands ((Jameel et al., 2024; Li et al., 2025). Prior studies indicate that parental involvement positively contributes to academic engagement, persistence, and educational achievement (Hyder & Anbar, 2025; Mishra, 2025; Zulfiqar et al., 2025). However, most studies conceptualize parental involvement broadly without distinguishing the unique contribution of fathers within the family system.

Father involvement refers to paternal engagement, accessibility, and responsibility toward children's development (Pleck & Masciadrelli, 1997). Beyond financial provision, father involvement includes emotional presence, communication, attention, and psychological support. Previous studies found that supportive paternal involvement is associated with psychological well-being, emotional stability, and positive social development among young adults (Diva Devina & Qudsyi, 2025; Zhu et al., 2024). In addition, father child attachment contributes to social and emotional functioning that supports academic adjustment (Zulfa et al., 2025). These findings suggest that fathers serve not only as providers, but also as an important psychological resources influencing students' motivation and academic resilience.

Conversely, limited paternal involvement or fatherlessness has been associated with various psychological and academic difficulties. Fatherlessness has increasingly been recognized as a social and psychological issue affecting emotional well-being, mental health, and academic functioning (Ellis, 2025; He, 2024). Individuals from fatherless backgrounds are more likely to experience loneliness, insecurity, and lower self-esteem, which may hinder their ability to cope with academic challenges (Hapsari, 2025; Ramadhani et al., 2025). Family disruption and broken home conditions have also been linked to lower academic performance and educational outcomes (Haq & Khan, 2024). Other studies indicate that father absence may increase vulnerability to psychological distress and maladaptive behaviors during emerging adulthood (Maghfirah, 2025; Mardhoti, 2025). Despite these findings, the psychological mechanism underlying relationship between father involvement and students' academic motivation remains insufficiently examined.

From an educational psychology perspective, self-efficacy is considered a major psychological factor underlying learning behavior. Rooted in Social Cognitive Theory, self-efficacy refers to individuals' beliefs regarding their capability to perform tasks and achieve desired outcomes, which subsequently influence motivation, persistence, and emotional regulation (Bandura, 1991). Within higher education, self-efficacy consistently predicts academic motivation and learning performance. Students with stronger self-efficacy tend to adopt more adaptive learning strategies, set challenging goals, and remain resilient during academic difficulties (AL-Qadri et al., 2024; Dumanjug et al., 2024). Moreover, self-efficacy has been shown to mediate the influence of contextual factors on academic engagement and achievement (Guo et al., 2025; Pham et al., 2024).

Previous studies further demonstrate that self-efficacy is strongly associated with academic motivation and engagement. Higher self-efficacy contributes to stronger learning motivation, academic commitment, and educational achievement (Basileo et al., 2024; Gorghiu et al., 2024). Interpersonal factors such as teacher support, peer relationships, and learning environments may also strengthen engagement through self-efficacy development (Guo et al., 2025). Nevertheless, limited studies have specifically examined how father involvement contributes to self-efficacy formation and subsequently influences university students' learning motivation. In addition, most prior research has not clearly differentiated father involvement from general parental involvement.

Based on these issues, three major gaps remain in the literature. First, studies on academic motivation among university students still predominantly focus on individual and institutional factors rather than family dynamics. Second, previous research generally treats parental involvement as a broad construct without examining fathers' distinctive roles. Third, empirical evidence regarding self-efficacy as a mediating mechanism between father involvement and academic motivation in higher education remains limited. Therefore, this study

integrates father involvement and Social Cognitive Theory to explain the relationship between paternal involvement, self-efficacy, and students' learning motivation.

This study aims to examine the influence of father involvement on university students' academic motivation and to investigate the mediating role of self-efficacy within this relationship. The study contributes theoretically by integrating family dynamics and educational psychology perspectives in explaining academic motivation during emerging adulthood. Practically, the findings are expected to provide insights for higher education institutions, teacher education programs, and parents especially fathers in strengthening emotional support, psychological resilience, and students' academic persistence.

METHOD

Research Design

This study employed a mixed-methods approach with a sequential explanatory design, in which quantitative data were collected and analyzed in the first phase, followed by qualitative data to explain and enrich the statistical findings. This design enabled the integration of quantitative trends and participants' subjective experiences to obtain a more comprehensive understanding of the phenomenon under study (Bienkowska & Sikorski, 2024; Creswell & Inoue, 2025). Data integration followed a connecting and explaining strategy, where quantitative results guided the selection of qualitative participants, while qualitative findings were used to interpret statistical relationships more contextually (Draucker et al., 2020).

Setting and Participants

The study was conducted in the Social Studies Education Program at UIN Maulana Malik Ibrahim Malang over a three-month period. In the quantitative phase, 91 first-year students from the 2025 cohort were selected using purposive sampling based on the criteria of being active first-year students undergoing academic adjustment and having or having had a father figure. First-year students were chosen because the transition into higher education is often associated with motivational and psychological adjustment challenges.

For the qualitative phase, criterion-based purposive sampling with maximum variation was used to select 10 participants representing different levels of *father involvement*, *self-efficacy*, and *academic motivation*. Participant selection was based on quantitative scores, including several students with *fatherlessness* experiences, to explore psychological dynamics more deeply (Haynes-Brown, 2025; Hossain et al., 2024).

Data Collection and Instruments

Data were obtained from primary and secondary sources. Primary data included questionnaires, semi-structured interviews, observations, and field notes, while secondary data were derived from relevant scholarly literature. The study began with structured questionnaire distribution, followed by participant grouping based on variable scores. Selected participants were then interviewed using semi-structured interview guidelines to explore personal experiences, emotional perceptions, and subjective meanings related to father involvement, *self-efficacy*, and academic motivation (Chand, 2025). Observations and field notes were used to support contextual understanding during interviews. The use of multiple techniques reflected method and source triangulation to enhance data depth and credibility (Donkoh, 2023; Morgan, 2024).

The quantitative instrument consisted of three adapted scales. The *father involvement* scale was adapted from Lamb (2010) and Pleck & Masciadrelli (1997), covering *engagement*, *accessibility*, *responsibility*, *emotional support*, and *role modeling*. The *self-efficacy* scale was adapted from Bandura's *Social Cognitive Theory* and the framework developed by Schunk & DiBenedetto (2016; 2021), including *mastery experience*, *vicarious experience*, *verbal persuasion*, *emotional stability*, and *self-regulation*. The *academic motivation* scale was adapted from the *Academic Motivation Scale* developed by Vallerand et al. (1992), consisting of intrinsic emotion, extrinsic motivation, and amotivation dimensions.

The instrument included 13 items for *father involvement*, 12 items for *self-efficacy*, and 13 items for *academic motivation*. All items used a five-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree. Prior to the main study, the instrument was pilot tested for validity and reliability. Item validity was examined using Pearson product-moment correlation, while reliability was accessed using Cronbach's alpha. All variables demonstrated acceptable validity and high reliability ($\alpha = 0.878-0.972$), indicating good internal consistency (Kouam Arthur William, 2024).

Data Analysis

Quantitative data were analyzed using mediation analysis through Hayes PROCESS Macro Model 4 in SPSS with 5,000 bootstrap resamples to estimate indirect effects and confidence intervals. PROCESS Model 4 was selected because it is specifically designed to test simple mediation models and indirect relationships between variables (Abu-Bader & Jones, 2021; Igartua & Hayes, 2021). Descriptive statistics were also conducted to describe variable tendencies.

Qualitative data were analyzed using the interactive models of Miles, Huberman, and Saldaña, consisting of *data condensation*, *data display*, and *conclusion drawing and verification* (Asipi et al., 2022). Analysis began with verbatim transcription, followed by open coding to identify statements related to paternal support, self-beliefs, and learning motivation. Initial codes were then categorized based on conceptual similarities to generate broader themes (Özden, 2024). Cross-theme interpretation was subsequently conducted to explain the relationship between qualitative and quantitative findings.

Quantitative and qualitative findings were integrated at the interpretation stage by comparing and connecting statistical results with interview findings and open-ended responses. Quantitative data identified relationships among variables, while qualitative data clarified the psychological and emotional dynamics underlying those relationships.

To ensure qualitative trustworthiness, the study applied member checking, audit trails, and source-method triangulation. Member checking was conducted by asking participants to review interview summaries, while audit trails documented coding, theme development, and analytical decisions systematically. Triangulation was performed by comparing interviews, observations, documentation, and quantitative findings to strengthen *credibility*, *dependability*, *confirmability*, and *authenticity* (Ahmed, 2024; Enworo, 2023; Marlina et al., 2025).

Ethical Considerations

This study adhered to research ethics principles by obtaining informed consent from all participants before data collection. Participants' confidentiality, anonymity, and right to withdraw were fully protected throughout the study. All data were used solely for academic purposes and analyzed professionally while respecting participants' privacy and wellbeing.

RESULT AND DISCUSSION

Demographic Characteristics of Participants

A total of 91 students from the Social Science Education Study Program at UIN Maulana Malik Ibrahim Malang participated in this study. Most participants were female (67%), aged 18-21 years, and relatively evenly distributed across classes B (23.1%), C (26.3%), D (28.6%), and F (22%). Regarding paternal status, 85.7% of participants lived with their fathers, while 7.7% lived separately and 6.6% had experienced paternal loss due to death. In addition, most participants perceived father involvement at a moderate level (71.4%), followed by high (16.5%) and low involvement (12.1%).

Table 1. Demographic Characteristics of Participants (N=91)

Characteristics	Frequency (n)	Percentage (%)
Gender		
Male	30	33
Female	61	67
Age Group		
18-21 years	91	100
Class		
B	21	23.1
C	24	26.3
D	26	28.6
F	20	22
Father Involvement		
Low	11	12.1
Moderate	65	71.4
High	15	16.5

Father's living status	78	85.7
Living with father		
Living separately from father	7	7.7
Father deceased	6	6.6
Total	91	100.0

Source: Processed research data (2026)

Descriptive Statistics and Correlation Analysis

Table 2 presents the descriptive statistics and Pearson correlation among variables. Father involvement showed a relatively high mean score ($M = 3.826$; $SD = 0.976$), followed by self-efficacy ($M = 3.942$; $SD = 0.554$) and academic motivation ($M = 3.753$; $SD = 0.554$). Pearson correlation analysis indicated that father involvement was positively correlated with academic motivation ($r = 0.530$), while self-efficacy also correlated positively with academic motivation ($r = 0.324$). Meanwhile, the relationship between father involvement and self-efficacy was weak although still positive ($r = 0.192$).

Table 2. Descriptive Statistics

Variables	Mean	SD	1	2	3
Father Involvement	3.826	0.976	-		
Self-Efficacy	3.942	0.554	0.192	-	
Academic Motivation	3.752	0.554	0.530	0.324	-

Source: Processed research data (2026)

Mediation Analysis Using PROCESS Macro Model 4

Table 3 shows that father involvement had a positive and significant effect on academic motivation ($\beta = 0.276$; $p < 0.001$). Self-efficacy also positively predicted academic motivation ($\beta = 0.230$; $p = 0.011$). However, the effect of father involvement on self-efficacy was not statistically significant ($\beta = 0.109$; $p = 0.068$). Furthermore, the bootstrap confidence interval crossed zero (BootLLCI = -0.004 ; BootULCI = 0.083), indicating that self-efficacy did not mediate the relationship between father involvement and academic motivation.

Table 3. Mediation and Indirect Effect Analysis

Path	β	p	BootL LCI	BootU LCI	Result
Father Involvement – Academic Motivation	0.276	< 0.001	-	-	Significant
Self-Efficacy – Academic Motivation	0.230	0.011	-	-	Significant
Father Involvement – Self-Efficacy	0.109	0.068	-	-	Not Significant
FE – SE – AM	-	-	- 0.004	0.083	Not Significant

Source: Processed research data (2026)

Qualitative Findings

Theme 1. Emotional Absence of Fathers and Students' Psychological Vulnerability

Interview findings indicated that limited father involvement, whether caused by divorce, death, or emotional distance, was associated with psychological vulnerability among students. Participants reported feelings of loneliness, low self-worth, difficulty trusting others, and heightened interpersonal affection needs. Several participants perceived their fathers as emotionally "distant" or "unfamiliar" figures, as reflected in statements such as "I feel like my father is a stranger to me" and "sometimes I feel insecure when I see other people's families." These conditions encouraged some students to engage in emotional suppression as a coping mechanism due to the absence of a safe space for emotional expression. The findings suggest that father involvement relates not only to physical presence, but also to the quality of emotional presence in students' psychological development.

Theme 2. Adaptive Self-Resilience and Emotional Burden among Students with Low Father Involvement

Participants with low father involvement tended to develop adaptive self-resilience shaped by situational pressure and difficult life experiences. Students became accustomed to managing academic and personal problems independently because of the limited emotional support from their fathers. Several participants stated that they "had to be strong alone" and "relied more on themselves," while another described the experience as

“just going through it, even while struggling.” However, such independence was often accompanied by emotional burdens, including emotional withdrawal, psychological exhaustion, and difficulty seeking support. To cope with stress, participants reported strategies such as sleeping, using social media, smoking, or spending time with peers. Despite these challenges, some participants demonstrated strong resilience and persistence as forms of adaptation to non-ideal family conditions.

Theme 3. Academic Motivation as Self-Proof and Family Devotion

Findings revealed that students' academic motivation was driven not only by educational goals, but also by family-oriented achievement motivation, aspirations for upward social mobility, and moral responsibility toward their families. Many participants viewed education as a pathway to improving their future and appreciating their mothers' or families' sacrifices. This perspective was reflected in statement such as *“making mother proud,” “children from broken homes can still succeed,”* and *“college is a way to change my life.”* Academic motivation was also influenced by emotional conditions, peer environments, social media, and online gaming distractions, indicating that students' motivation was dynamic and fluctuating.

Theme 4. Fluctuating Self-Efficacy and the Importance of Social Support

Interviews showed that students' self-efficacy was dynamic and strongly influenced by social support within their environment. Several participants reported self-doubt when facing new academic demands in higher education, including public speaking, academic writing, and the use of learning technologies. In these situations, support from mothers, peers, romantic partners, and lecturers functioned as protective factors that helped maintain confidence and learning motivation. This was reflected in statements such as *“friends who embrace me make me motivated,” “as long as they support me, I can keep going,”* and *“supportive lecturers make me more enthusiastic.”* A supportive social environment enabled students to feel more accepted and better able to cope with academic and emotional pressures.

Theme 5. Fathers' Presence as Emotional Support, Role Modeling, and Moral Guidance

Students with moderate to high levels of father involvement demonstrated relatively more stable psychological conditions through supportive father-child relationships. Such support was reflected in open communication, emotional attention, encouragement, and fathers' involvement in both academic and personal aspects of students' lives. Some participants described being comfortable sharing personal experiences with their fathers, as reflected in the statement *“I tell my father everything,”* while another participant stated that *“my father's encouragement is like fuel for studying.”* Fathers were also perceived as role models for hard work, responsibility, and resilience in facing life difficulties. Observing their fathers' struggles motivated several students to take their studies more seriously, as reflected in the statement *“my father works so hard, so I cannot be careless.”* In addition, fathers were considered important figures in shaping moral values, discipline, and social control during students' developmental processes.

Additional Responses from the Open-Ended Questionnaire

Additional from the open-ended questionnaire reinforced the five major themes identified in the interviews. Overall, participants perceived father involvement not merely as financial support, but more importantly as emotional presence, attention, motivation, warm communication, and role modeling. Fathers who were hardworking, responsible, and consistent in facing difficulties were viewed as important sources of learning that contributed to academic motivation, resilience, and academic confidence. Most respondents also emphasized that an ideal father figure is emotionally present, communicative, supportive, and appreciative of children's developmental processes, rather than solely providing material support.

DISCUSSION

Father Involvement and Academic Motivation

The findings indicate that father involvement contributes directly to students' academic motivation through emotional support, communication, and psychological reinforcement during emerging adulthood. Rather than functioning merely as financial providers, fathers appear to serve as significant emotional resources that strengthen students' persistence, engagement, and commitment toward academic responsibilities. This finding supports attachment and emotional security perspectives, which emphasize that supportive parent-child relationships foster psychological stability and motivational development (Pleck & Masciadrelli, 1997; Zhu et al.,

2024). It also aligns with previous studies showing that parental involvement positively predicts academic motivation and educational engagement (Hyder & Anbar, 2025; Özyıldırım, 2024; Zulfiqar et al., 2025).

Qualitative findings further suggest that paternal involvement operates through emotional validation, encouragement, and role modeling rather than through academic control alone. Students who perceived fathers as emotionally available tended to demonstrate stronger academic persistence and clearer educational goals. Within the framework of Study Demands-Resources Theory, paternal support may function as psychosocial resource that helps students manage academic pressure and sustain learning engagement (Bakker & Mostert, 2024). This pattern also reinforces the argument that emotional closeness within the family environment remains important during emerging adulthood, particularly in supporting students' motivation and psychological well-being (Adeyeye & Dasoo, 2024; Diva Devina & Qudsyi, 2025).

Why Self-Efficacy Failed as a Mediator

A major contribution of this study lies in the finding that self-efficacy did not significantly mediate the relationship between father involvement and academic motivation. Although self-efficacy independently predicted academic motivation, paternal involvement did not significantly predict students' self-efficacy. This finding differs from studies suggesting that parental support indirectly influences academic outcomes through self-efficacy development (Basileo et al., 2024; Hidajat et al., 2023; Pham et al., 2024). The result indicates that academic motivation among students experiencing limited paternal involvement may emerge through psychological mechanism beyond stable academic confidence.

Qualitative findings help explain this statistical pattern. Motivation among several participants appeared to develop through resilience-based adaptation, emotional endurance, adaptive self-resilience, and internalized family responsibility rather than through consistently high perceptions of academic competence. In this context, students remained academically motivated despite fluctuating self-confidence because education was interpreted as a moral responsibility, a pathway for social mobility, and a form of emotional meaning-making. These findings suggest that motivational persistence can emerge from compensatory psychological processes shaped by difficult family experiences.

This pattern reflects that motivation among students experiencing paternal absence is not solely driven by cognitive self-belief, as emphasized in self-efficacy theory (Bandura, 1991; Schunk & DiBenedetto, 2021), but also by contextual and emotional factors. Family obligation, emotional resilience, and the desire to improve family conditions appear to function as alternative motivational resources sustaining academic engagement. The findings therefore extend previous motivation studies by showing that students may maintain strong academic motivation even when self-efficacy remains unstable, particularly under conditions of limited paternal involvement.

Psychological Vulnerability Under Limited Paternal Involvement

The findings also indicate that limited paternal involvement is associated with psychological vulnerability among students, particularly feelings of loneliness, emotional insecurity, emotional suppression, and unmet attachment needs. These experiences suggest that paternal absence is not limited to physical absence, but also includes reduced emotional availability within the parent-child relationship. Attachment and emotional security perspectives explain that inadequate parental emotional responsiveness may weaken psychological stability and increase vulnerability during emerging adulthood (Zhu et al., 2024; Zulfa et al., 2025). Similar findings have been reported in studies linking fatherlessness with loneliness, emotional distress, and mental health difficulties among young adults (Aviva & Jannah, 2023; Ellis, 2025; Maghfirah, 2025).

Qualitative evidence further demonstrates that many students developed emotional suppression and adaptive self-resilience as coping responses to limited emotional support. Although these strategies may strengthen independence, prolonged emotional restraint can also reduce emotional openness and psychological help-seeking. This finding supports previous research indicating that students from disrupted family environments often experience emotional burdens alongside increased resilience (Hapsari, 2025; Jones et al., 2024). Therefore, paternal emotional involvement appears essential not only for academic functioning but also for emotional regulation and psychological well-being during emerging adulthood.

Academic Motivation as Moral Responsibility and Meaning-Making

Another important finding is that academic motivation frequently emerged as a form of moral

responsibility and emotional meaning-making. Many students perceived education as a pathway to improve family conditions, repay parental sacrifices, and achieve upward social mobility. Motivation therefore extended beyond intrinsic academic interest or achievement orientation, as commonly emphasized in traditional motivation theories (Liu et al., 2022; Vallerand et al., 1992). Instead, academic engagement appeared strongly connected to emotional commitment toward family and future life improvement.

This finding suggests that students experiencing paternal absence may construct motivation through compensatory meaning-making processes shaped by adversity and family experiences. Educational persistence became closely associated with resilience, emotional endurance, and internalized family devotion rather than solely with academic confidence. Such patterns support studies emphasizing the role of family support, resilience, and psychosocial adaptation in sustaining students' academic motivation under challenging circumstances (Gorghiu et al., 2024; Jehanghir et al., 2024; Shengyao et al., 2024). The findings also reinforce the mixed-method contribution of this study by explaining why academic motivation remained relatively strong despite inconsistent self-efficacy.

Fathers as Emotional and Moral Role Models

The study further demonstrates that fathers function not only as providers of support, but also as emotional and moral role models shaping students' values, discipline, and attitudes toward responsibility. Students who perceived fathers as supportive and emotionally engaged tended to describe stronger psychological stability and more positive learning attitudes. These findings are consistent with previous studies highlighting the importance of paternal involvement in emotional development, behavioral regulation, and psychological well-being (Diva Devina & Qudsyi, 2025; Fatihanna et al., 2024; Fauzana, 2023).

In addition, fathers' work ethic, persistence, and moral guidance appeared to influence how students interpreted academic responsibility and future aspirations. Through observational learning processes, students internalized values related to perseverance, discipline, and accountability, which subsequently reinforced academic engagement. This finding aligns with Social Cognitive Theory, which emphasizes the role of social models in shaping behavior and motivation (Bandura, 1991). Consequently, paternal involvement appears to contribute not only to emotional security, but also to the development of motivational meaning and moral orientation during emerging adulthood.

Implications

The findings of this study have important implications for universities, teacher education programs, and parents regarding the role of emotional support in students' academic and psychological development during emerging adulthood. Quantitative and qualitative findings consistently indicate that emotional security, supportive interpersonal relationships, and paternal emotional involvement contribute significantly to students' academic motivation, resilience, and well-being. The findings further suggest that academic motivation among students experiencing limited paternal involvement may develop through resilience, emotional endurance, and internalized family responsibility, even when academic self-efficacy remains unstable. Therefore, universities should strengthen counseling services, peer-support programs, and psychologically supportive learning environments, particularly for students facing family-related emotional difficulties. For teacher education programs, the findings highlight the importance of developing empathy, emotional sensitivity, and psychosocial awareness toward students from diverse family backgrounds. In addition, fathers should be understood not only as financial providers, but also as emotional and moral role models whose emotional warmth, communication, encouragement, and psychological availability may positively support students' motivation, resilience, self-confidence, and emotional well-being.

Limitations

This study has several limitations. First, the quantitative sample was limited to first-year students in the Social Studies Education Program at UIN Maulana Malik Ibrahim Malang, which restrict the generalizability of the findings to broader university contexts. Second, the study primarily relied on self-reported data that may reflect participants' subjective perceptions and emotional experiences. Third, although the sequential explanatory mixed-method design provided deeper contextual understanding, the qualitative findings were predominantly derived from participants experiencing limited paternal involvement, potentially amplifying themes related to psychological vulnerability and resilience. Future studies are therefore encouraged to involve more diverse demographic backgrounds, larger populations, and longitudinal approaches to further examine the

long-term dynamics of father involvement, self-efficacy, resilience, and academic motivation during emerging adulthood.

CONCLUSION

This study examined the relationship between father involvement, self-efficacy, and academic motivation among university students using an explanatory sequential mixed-methods design. The findings revealed that father involvement significantly contributed to academic motivation, while self-efficacy did not significantly mediate the relationship. Qualitative findings further indicated that students experiencing limited paternal involvement often developed academic persistence through resilience, emotional endurance, family responsibility, and compensatory meaning-making despite fluctuating self-efficacy and psychological vulnerability. In contrast, students with higher father involvement perceived fathers as sources of emotional security, motivation, and moral guidance that supported their academic engagement and psychological well-being.

The findings emphasize that paternal emotional involvement functions as an important psychosocial resource during emerging adulthood. Emotional presence, supportive communication, and parental encouragement appeared more influential for students' motivation and well-being than material support alone. These findings highlight the importance of strengthening counseling services, psychosocial support systems, and emotionally supportive learning environments, particularly for students experiencing family-related emotional difficulties.

The study was limited to first-year students within a single academic program and relied primarily on self-reported experiences, which may limit broader generalizability. In addition, the cross-sectional quantitative design may not fully capture the long-term dynamics associated with paternal involvement. Future research is therefore encouraged to involve more diverse populations, longitudinal approaches, and additional psychosocial variables, such as resilience, attachment style, religiosity, and social support, to further examine students' academic motivation and psychological adjustment during emerging adulthood.

REFERENCES

- Abu-Bader, S., & Jones, T. V. (2021). Statistical Mediation Analysis Using the Sobel Test and Hayes SPSS Process Macro. *International Journal of Quantitative and Qualitative Research Methods*, 9(1), 42–61.
- Adeyeye, G. M., & Dasoo, N. (2024). The Role of Family Support in Enhancing Higher Education Attainment: A Comparative Study across Socioeconomic Backgrounds. *International Journal of Multicultural Education*, 26(3), 322–341.
- Ahmed, S. K. (2024). The Pillars of Trustworthiness in Qualitative Research. *Journal of Medicine, Surgery, and Public Health*, 2, 100051. <https://doi.org/10.1016/j.glmedi.2024.100051>
- AL-Qadri, A. H., Mouas, S., Saraa, N., & Boudouaia, A. (2024). Measuring Academic Self-Efficacy and Learning Outcomes: The Mediating Role of University English Students' Academic Commitment. *Asian-Pacific Journal of Second and Foreign Language Education*, 9(1), 35. <https://doi.org/10.1186/s40862-024-00253-5>
- Asipi, L. S., Rosalina, U., & Nopiyadi, D. (2022). The Analysis of Reading Habits Using Miles and Huberman Interactive Model to Empower Students' Literacy at IPB Cirebon. *International Journal of Education and Humanities*, 2(3), 117–125. <https://doi.org/10.58557/ijeh.v2i3.98>
- Aviva, S. P. A., & Jannah, M. (2023). Eksplorasi Loneliness pada Dewasa Awal Exploration of Loneliness in Early Adulthood. *Character: Jurnal Penelitian Psikologi*, 10(02), 203–212. <https://doi.org/https://doi.org/10.26740/cjpp.v10i2.53184>
- Bakker, A. B., & Mostert, K. (2024). Study Demands–Resources Theory: Understanding Student Well-Being in Higher Education. *Educational Psychology Review*, 36(3), 92. <https://doi.org/10.1007/s10648-024-09940-8>
- Bandura, A. (1991). Social Cognitive Theory of Self-Regulation. *Organizational Behavior and Human Decision Processes*, 50(2), 248–287. [https://doi.org/10.1016/0749-5978\(91\)90022-L](https://doi.org/10.1016/0749-5978(91)90022-L)
- Basileo, L. D., Otto, B., Lyons, M., Vannini, N., & Toth, M. D. (2024). The Role of Self-Efficacy, Motivation, and Perceived Support of Students' Basic Psychological Needs in Academic Achievement. *Frontiers in*

- Education*, 9, 1385442. <https://doi.org/10.3389/feduc.2024.1385442>
- Bienkowska, J., & Sikorski, C. (2024). Integrating Qualitative and Quantitative Methods: A Balanced Approach to Management Research. *Eastern Journal of European Studies*, 15(1), 345–360. <https://doi.org/10.47743/ejes-2024-0115>
- Chand, S. P. (2025). Methods of Data Collection in Qualitative Research: Interviews, Focus Groups, Observations, and Document Analysis. *Advances in Educational Research and Evaluation*, 6(1), 303–317. <https://doi.org/10.25082/AERE.2025.01.001>
- Creswell, J. W., & Inoue, M. (2025). A Process for Conducting Mixed Methods Data Analysis. *Journal of General and Family Medicine*, 26(1), 4–11. <https://doi.org/10.1002/jgf2.736>
- Diva Devina, U., & Qudsyi, H. (2025). Fathers Who Stay Involved: The Key to Psychological Well-Being in Emerging Adulthood? *Proceedings of the 7th International Seminar on Psychology Universitas Muhammadiyah Purwokerto, ISPsy 2025, 29th May 2025, Purwokerto, Central Java, Indonesia. Proceedings of the 7th International Seminar on Psychology Universitas Muhammadiyah Purwokerto, ISPsy 2025, 29th May 2025, Purwokerto, Central Java, Indonesia.* <https://doi.org/10.4108/eai.29-5-2025.2360776>
- Donkoh, S. (2023). Application of Triangulation in Qualitative Research. *Journal of Applied Biotechnology & Bioengineering*, 10(1), 6–9. <https://doi.org/10.15406/jabb.2023.10.00319>
- Draucker, C. B., Rawl, S. M., Vode, E., & Carter-Harris, L. (2020). Integration Through Connecting in Explanatory Sequential Mixed Method Studies. *Western Journal of Nursing Research*, 42(12), 1137–1147. <https://doi.org/10.1177/0193945920914647>
- Dumanjug, H., Serato, J., Vicente, M. K., Panaguition, J., & Recto, Z. S. (2024). Exploring Gender Differences in Self-Efficacy and Academic Performance among College Students. *EduLine: Journal of Education and Learning Innovation*, 4(3), 397–409. <https://doi.org/10.35877/454RI.eduline3037>
- Ellis, J. E. Jr. (2025). *The Epidemic of Fatherlessness: Implications for Ethical Development and Mental Health* [Doctoral Dissertation, Liberty University]. <https://digitalcommons.liberty.edu/doctoral/6917>
- Enworo, O. C. (2023). Application of Guba and Lincoln's Parallel Criteria to Assess Trustworthiness of Qualitative Research on Indigenous Social Protection Systems. *Qualitative Research Journal*, 23(4), 372–384. <https://doi.org/10.1108/QRJ-08-2022-0116>
- Fatihanna, M. F., Istiqomah, A. A., Krisabel, S., & Riany, Y. E. (2024). Fathering Dynamics and Aggressive Behavior: Uncovering the Impact on Adolescent Criminality. *Psikostudia : Jurnal Psikologi*, 13(2), 224. <https://doi.org/10.30872/psikostudia.v13i2.13676>
- Fauzana, K. (2023). Dampak Keterlibatan Ayah dalam Pengasuhan Remaja: Sebuah Studi Literatur. *Happiness: Journal of Psychology and Islamic Science*, 7(1), 39–49. <https://doi.org/10.30762/happiness.v7i1.874>
- Gorghiu, G., Santi, E. A., & Pribeanu, C. (2024). An Analyze of the Relationship Between Students' Motivation, Self-efficacy, and Academic Resilience. *Educatia* 21, (29), 77–84. <https://doi.org/10.24193/ed21.2024.29.09>
- Guo, W., Wang, J., Li, N., & Wang, L. (2025). The Impact of Teacher Emotional Support on Learning Engagement Among College Students Mediated by Academic Self-Efficacy and Academic Resilience. *Scientific Reports*, 15(1), 3670. <https://doi.org/10.1038/s41598-025-88187-x>
- Hapsari, S. (2025). Self-Acceptance in Fatherless Early Adult Women due to Parental Divorce. *Jurnal Psikologi Tabularasa*, 20(2), 232–251. <https://doi.org/https://doi.org/10.26905/jpt.v20i2.15955>
- Haq, E. U., & Khan, S. (2024). The Influence of Broken Homes on Students' Academic Performance in Schools. *Journal of Political Stability Archive*, 2(4), 339–361.
- Haynes-Brown, T. K. (2025). The Role of Sampling in an Explanatory Sequential Mixed Methods Study: General Applications of The Transformative Paradigm. *Methods in Psychology*, 12, 100176. <https://doi.org/10.1016/j.metip.2025.100176>
- He, A. (2024). *Measuring The Effects of Fatherlessness on Academic Performance in College Populations* [Doctoral Dissertation, University of Wyoming Libraries]. <https://doi.org/https://doi.org/10.15786/wyoscholar/9876>
- Hidajat, H. G., Hanurawan, F., Chusniyah, T., Rahmawati, H., & Gani, S. A. (2023). *The Role of Self-Efficacy in Improving Student Academic Motivation*. 175–187. <https://doi.org/10.18502/kss.v8i19.14362Hossain>

- Md. S., Alam, Md. K., & Ali, Md. S. (2024). Phenomenological Approach in the Qualitative Study: Data Collection and Saturation. *ICRRD Quality Index Research Journal*, 5(2), 147–172. <https://doi.org/10.53272/icrrd.v5i2.4>
- Hyder, H., & Anbar, N. G. (2025). The Impact of Parental Involvement on Their Children's Academic Success. *American Journal of Education and Technology*, 4(1), 62–80. <https://doi.org/10.54536/ajet.v4i1.4141>
- Igartua, J.-J., & Hayes, A. F. (2021). Mediation, Moderation, and Conditional Process Analysis: Concepts, Computations, and Some Common Confusions. *The Spanish Journal of Psychology*, 24, e49. <https://doi.org/10.1017/SJP.2021.46>
- Jameel, A., Ma, Z., Li, M., Hussain, A., Asif, M., & Wang, Y. (2024). The Effects of Social Support and Parental Autonomy Support on The Mental Well-Being of University Students: The Mediating Role of a Parent–Child Relationship. *Humanities and Social Sciences Communications*, 11(1), 622. <https://doi.org/10.1057/s41599-024-03088-0>
- Jehanghir, M., Ishaq, K., & Akbar, R. A. (2024). Effect of Learners' Autonomy on Academic Motivation and University Students' Grit. *Education and Information Technologies*, 29(4), 4159–4196. <https://doi.org/10.1007/s10639-023-11976-2>
- Jones, A., Buntman, F., Ishizawa, H., & Lese, K. (2024). The Mental Health Consequences of Parental Incarceration: Evidence from a Nationally Representative Longitudinal Study of Adolescents through Adulthood in the United States. *American Journal of Criminal Justice*, 49(1), 1–24. <https://doi.org/10.1007/s12103-022-09689-2>
- Kouam Arthur William, F. (2024). Mastering Validity and Reliability in Academic Research: Meaning and Significance. *International Journal of Research Publications*, 144(1). <https://doi.org/10.47119/IJRP1001441320246160>
- Lamb, M. E. (2010). *The Role of the Father in Child Development* (Fifth Edition). Wiley & Sons, Inc. https://api.pageplace.de/preview/DT0400.9780470599945_A23936321/preview-9780470599945_A23936321.pdf
- Li, Y., Sueb, R., & Saïd Hashim, K. (2025). The Relationship Between Parental Autonomy Support, Teacher Autonomy Support, Peer Support, And University Students' Academic Engagement: The Mediating Roles of Basic Psychological Needs and Autonomous Motivation. *Frontiers in Psychology*, 16, 1503473. <https://doi.org/10.3389/fpsyg.2025.1503473>
- Liu, C., Shi, Y., & Wang, Y. (2022). *Self-Determination Theory in Education: The Relationship between Motivation and Academic Performance of Primary School, High School, and College Students: 670, 923–929*. <https://doi.org/10.2991/assehr.k.220704.167>
- Maghfirah, S. (2025). Living In a Fatherless Family: A Descriptive Qualitative Study on Children's Mental and Emotional Well-Being. *Indonesia Journal of the World*, 2(5), 187–194.
- Mardhoti, R. (2025). Religiosity as a Coping Mechanism for Burnout: A Case Study of Women Experiencing Fatherlessness. *Jurnal Psikologi Terapan*, 8(1), 38–48.
- Marlina, E., Purwaningsih, M., Siagian, A. H. A. M., Al Hakim, S., & Maryati, I. (2025). Ensuring Trustworthiness in Qualitative Research: The Role of Triangulation Techniques. *In Qualitative Research Methods for Dissertation Research*, 347–376. <https://doi.org/10.4018/979-8-3693-3069-2.ch012>
- Mishra, B. (2025). Parental Involvement and Its Influence on Students' Learning Outcomes. *International Journal of Education and Science Research Review*, 12(6), 287–294.
- Morgan, H. (2024). Using Triangulation and Crystallization to Make Qualitative Studies Trustworthy and Rigorous. *The Qualitative Report*, 29(7), 1844–1856. <https://doi.org/10.46743/2160-3715/2024.6071>
- Ojo, A. O., Ravichander, S., Tan, C. N.-L., Anthonysamy, L., & Arasanmi, C. N. (2024). Investigating Student's Motivation and Online Learning Engagement Through The Lens of Self-Determination Theory. *Journal of Applied Research in Higher Education*, 16(5), 2185–2198. <https://doi.org/10.1108/JARHE-09-2023-0445>
- Özden, M. (2024). Content and Thematic Analysis Techniques in Qualitative Research: Purpose, Process and Features. *Qualitative Inquiry in Education: Theory & Practice*, 2(1), 64–81. <https://doi.org/10.59455/qietp.20> Özyıldırım,

- G. (2024). Does Parental Involvement Affect Student Academic Motivation? A Meta-Analysis. *Current Psychology*, 43(36), 29235–29246. <https://doi.org/10.1007/s12144-024-06568-3>
- Pham, T. T. H., Ho, T. T. Q., Nguyen, B. T. N., Nguyen, H. T., & Nguyen, T. H. (2024). Academic Motivation and Academic Satisfaction: A Moderated Mediation Model of Academic Engagement and Academic Self-Efficacy. *Journal of Applied Research in Higher Education*, 16(5), 1999–2012. <https://doi.org/10.1108/JARHE-10-2023-0474>
- Pleck, J. H., & Masciadrelli, B. P. (1997). Paternal Involvement: Levels, Sources, and Consequences. In *The Role of the Father in Child Development* (Ed., Vol. 3, pp. 66–103). John Wiley & Sons, Inc. <https://www.researchgate.net/publication/350670201>
- Ramadhani, Y. A., Dzulkifli, & Rosyiana, I. (2025). The Relationship Between Self-Esteem and Social Support with Self-Confidence in High School/Vocational School Students Without a Father Figure in Surabaya. *Proceeding International Symposium on Global Education, Psychology, and Cultural Synergy*, 2(1), 212–219. <https://doi.org/https://doi.org/10.30651/psychoseries.v1i1.28683>
- Schunk, D. H., & DiBenedetto, M. K. (2016). Self-Efficacy Theory in Education. In K. R. Wentzel & D. B. Miele (Eds.), *Handbook of Motivation at School* (2nd Edition, pp. 46–66). Routledge. <https://doi.org/10.4324/9781315773384-9>
- Schunk, D. H., & DiBenedetto, M. K. (2021). Self-Efficacy and Human Motivation. In *Advances in Motivation Science* (Vol. 8, pp. 153–179). Elsevier. <https://doi.org/10.1016/bs.adms.2020.10.001>
- Shengyao, Y., Salarzadeh Jenatabadi, H., Mengshi, Y., Minqin, C., Xuefen, L., & Mustafa, Z. (2024). Academic Resilience, Self-Efficacy, and Motivation: The Role of Parenting Style. *Scientific Reports*, 14(1), 5571. <https://doi.org/10.1038/s41598-024-55530-7>
- Vallerand, R. J., Pelletier, L. G., Blais, M. R., Briere, N. M., Senecal, C., & Vallieres, E. F. (1992). The Academic Motivation Scale: A Measure of Intrinsic, Extrinsic, and Amotivation in Education. *Educational and Psychological Measurement*, 52(4), 1003–1017. <https://doi.org/https://doi.org/10.1177/0013164492052004025>
- Zhu, X., Dou, D., & Karatzias, T. (2024). Parental Influence on Child Social and Emotional Functioning. *Frontiers in Psychology*, 15, 1392772. <https://doi.org/10.3389/fpsyg.2024.1392772>
- Zulfa, V., Mulyati, M., & Ana, N. (2025). The Effect of Adolescent Boys' Attachment to Fathers on Social and Emotional Development. *JITSS (Journal of Innovation and Trend in Social Sciences)*, 2(2), 56–68. <https://doi.org/10.63203/jitss.v2i2.132>
- Zulfiqar, N., Shafi, M. T., & Ajmal, R. (2025). Academic Achievement of First-Generation University Students in Spotlight: Role of Parental Involvement, Autonomy Support, and Academic Motivation. *Journal of College Student Retention: Research, Theory & Practice*, 27(1), 157–177. <https://doi.org/10.1177/15210251231160774>