



The Role of Father's Involvement and Social Competencies on Academic Achievement in Children

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Received: June 18, 2022	Revised: Auguts 30, 2023	Accepted: October 10, 2023	Online: October 31, 2023
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Abstract

This study aims to determine the relationship between father involvement and social competence on academic achievement in children. This study uses a correlational quantitative approach. The subjects in this study were fathers, teachers and children aged 8-13 years. The sampling technique in the study was accidental sampling. The number of samples in this study was 123 respondents. Measurements in this study used the Social Skills Improvement System (SSIS) scale from Gresham and Elliott, the Inventory of Father Involvement (IFI) scale from Hawkins and students' academic report cards. The data analysis technique used the Spearman correlation test. The results of this study indicate that there is no significant relationship between the role of father involvement and academic achievement but there is a significant relationship between social competence and academic achievement. This research is expected to have an impact on teachers, parents and schools to improve students' social competence to support students' academic.

Keywords: *Father involvement; social competence; academic achievement; quantitative approach*

INTRODUCTION

Facing the era of the industrial revolution 4.0, it is very important for a country to prepare human resources that are able to compete and become a milestone for the country's progress in the future. One of the most important milestones in this effort is to improve the quality of education for human resource development. The Program for International Student Assessment (PISA) in December 2019 released survey results regarding the quality of education in Indonesia ranked 72nd out of 77 countries, this means that Indonesia is ranked in the bottom six far below Malaysia and Brunai Darussalam (Welle, 2019). In the data released by PISA, Indonesia obtained scores for the categories of math, reading and science that were much lower than Malaysia, Thailand and Brunei while the highest scores were occupied by China and Singapore (BBC.Com, 2019).

The survey from PISA hit the face of education in Indonesia both from the education system and the description of the academic achievement of Indonesian students. Education is an effort to optimize the potential of human resources facilitated by the applied education system, so student academic achievement becomes one of the important variables in the progress of a nation.

Academic achievement is a measure of one's success in learning both in cognitive, psychomotor and affective aspects (Bloom, 2013). In general, there are two factors that affect academic achievement, namely internal factors (physical and psychological) and external factors (social environment, social support, facilities, etc.). Several studies have revealed how these internal and external factors play a role in student academic achievement.

One of the internal factors that influence academic achievement is social relationships. Some studies show that social skills owned by individuals is positively correlated with academic



achievement. Social competence is considered a social ability that consists of adjustment to others, social appearance, and social skills. Social competence also refers to the values and rightness of the behaviors displayed (Cavell, 2003).

Difficulty in relationships with peers is one type of social competence problem that can interfere with children's progress in school. Research conducted by Gronlund, Hymel and Asher (Ladd & Asher, 1985) indicate that between 6% and 11% of children in grades three to six do not have friends in their class, they often feel excluded and experience feelings of sadness, malaise, boredom, and alienation.

Ekpenyong, Adediran, & Adeyemi (2019) based on the results of their research suggest that academic achievement is influenced by children's social competence and self-regulation. The better the child's social competence, the easier it is for him to adapt to the environment, especially with classroom learning, this has a significant impact on academic achievement. In addition to internal factors that affect academic achievement, there are also external factors that play a role in academic achievement, one of which is the role of parental care. Parents must work together to form children who have empathy, self-control and good interactions. Parents consisting of fathers and mothers need cooperation and collaboration in educating children. It is not only mothers who play a role, but also fathers. Research shows that fathers who carry out their parenting role optimally have a major effect on child development (Dagun, 2002).

Father involvement has a positive effect on children's social interactions (Ball & Moselle, 2007). Ball & Moselle's (2007) research is in line with further research where father involvement in parenting is very important to be applied to the development of children's social competence which will then play a role in student academic achievement (Nokali, Bachman, & Votruba-Drzal, 2010). Father involvement according to Hawkins & Bradford, Palkovitz, Christiansen, Day & Call (2002) is a form of father and child interaction that is multidimensional, which includes affection, cognition, ethical components, and directly observable behavioral components. A child who grows and develops with father's parenting involvement has good social and cognitive competence, as well as high self-confidence (Palkovits, 2002).

Further research shows that the role of parents, especially fathers, has a positive correlation with children's achievement, where the presence of fathers in the care process can improve academic performance and conversely the absence of fathers in the care process has an impact on children's academic performance (Qureshi & Ahmad, 2014). The research is also in line with the results of research by Whitney, Prewett, Wang, & Chen (2017) which revealed that the presence of biological fathers in the care process has an impact on children's academic achievement and success, besides that it was also found that children who have stepfathers are more prone to failure in the academic field. From the explanation of father involvement, social competence and academic achievement, this study aims to examine how the relationship between father involvement and social competence on children's academic achievement.

LITERATURE REVIEW

Academic Achievement

Achievement is a measure of one's success in learning both in cognitive, psychomotor and affective aspects (Bloom, 2013). One of the domains demanded in school is mastery of subjects or the cognitive domain, so academic achievement is stated by the results achieved in certain subjects at school through tests whose results are in the form of numbers. To measure student academic achievement, tests or observation methods are generally used. Tests used in schools usually consist of a series of tasks given periodically and systematically. The series of tests is then accumulated into an average score of students in the class/school.

Social Competence

According to Gresham and Elliot (2008) social competence is behavior in certain situations that predicts an important social interaction outcome for individuals such as peer acceptance, popularity, assessment of others (regarding social skills) and other consistently related social behaviors. Social skills are specific behaviors exhibited in specific situations that lead to judgments by others that these behaviors are competent or incompetent in completing specific social tasks.

Gresham and Elliott (2008) explain that there are seven aspects that describe social competence, namely, (1) responsibility, which is behavior that shows the ability to communicate with adults and respect ownership of objects or work, (2) self-control, which is behavior that appears in conflict situations such as responding to things that interfere appropriately, (3) assertive or assertion, which is behavior that takes the initiative such as asking others about information, (4) cooperation, which is behavior such as helping others, sharing about something, and complying with rules and requests, (5) empathy, which is behavior that shows concern and appreciation for the feelings and views of others, (6) communication, which is behavior that shows the ability to carry conversations with others, (7) engagement, which is the behavior of good social interaction with others.

According to Santrock (2003), there are factors that influence social competence, namely, age, education level, socioeconomic status, emotional maturity and parenting patterns. Parenting here is not only important for mothers but also for fathers. Fathers have an important role in children's social development. Fathers also make an important contribution to the development of children, experiences experienced with fathers will affect a child until adulthood. Cognitive development, social competence of early children are influenced by attachment, emotional relationships and the availability of resources provided by fathers.

Father Involvement

Father involvement in parenting according to Hawkins & Bradford (2002) is a multidimensional form, which includes affection, cognition, and ethical components, as well as observable behavioral components that are directly a form of involvement (such as, provider, maternal support) and so on.

According to Hawkins et al, (2002), there are nine dimensions of father involvement, namely, (1) discipline and teaching responsibility describes a father who must be able to teach and apply discipline and responsibility to his children, (2) school encouragement describes the father who is the hope of his children in achieving achievement at school, (3) mother support describes the father who provides support to the mother of his children, (4) providing describes the father who has an obligation to meet the needs of children both real and material, (5) time and talking together describes the need for interaction between the father and the child to improve the relationship so that the child feels comfortable with his father and wants to express what is on his mind. (6) praise and affection describes that the father's praise with affection is what a child really wants from his father, (7) developing talent and future concerns describes the father's motivation and permission from the father is what allows the child to develop his talent, (8) reading and homework support describes that the child will be motivated if the father sets a good example for his children, (9) attentiveness describes the father is a very important person in supervising the child's activities.

RESEARCH METHOD

This study uses a quantitative method with a correlational approach to determine the relationship between father involvement and social competence on academic achievement. The sampling technique in this study used accidental sampling technique.

Research Participants

The population in this study were fathers of elementary school-aged children and the children's homeroom teachers in East Jakarta City. One of the characteristics of participants is living with their biological father and being involved in parenting. The sample in this study is elementary school students aged 8-13 years sitting in grades 3-6 SD. The number of respondents in this study was 123 people (male n= 65).

Table 1. Child respondents' description

Sex	N	%
Male	65	53%
Female	58	47%
Age Children		
8	23	19%
9	46	37%
10	21	17%
11	17	14%
12	10	8%
13	6	5%

Based on table 1 above, it can be seen that participants with 9 years of age make up the majority of respondents with a percentage of 37% (n=46). next is the age of 8 years by 19% (n=23), age 10 years by 17% (n=21), age 11 years by 13. % (n=17) and others as much as 14% aged 11-13 years.

Table 2. Fathers Respondents Description

Father's Age	N	%
28-40	57	46 %
41-60	65	53 %
>60	1	1 %
Fathers Education	N	%
Secondary School	17	13 %
High School	52	42%
Bachelor	46	38%
Master's degree	8	7 %

Based on table 2, it can be seen that the father respondents in this study have a long Asian range, 46% (n = 57) of fathers are aged 28-40 years, 53% of father respondents are 41-60 years old and only 1 is over 60 years old. the age division in this study is based on the age phase of development of young adults, middle adults, and elderly. Meanwhile, the education of the father respondents varied from secondary school to master's degree. respondents who had the last education obtained were 13% (n=17), high school 42% (n=52), bachelor's degree 38% (n=46) and master's degree 7% (n=8).

Instruments

The measurement tools used are the Social Skills Improvement System (SSIS) and the Inventory of Father Involvement (IFI) and the average report card score to see academic achievement. Social Skills Improvement System (SSIS) is used to see children's social competence compiled by Gresham and Elliott (2008). This scale consists of seven aspects namely responsibility, self-control, assertive, cooperative, empathy, communication and attachment which consists of 46 favorable items. This study uses a Likert scale consisting of scores for favorable items, namely scores never = 1, rarely = 2, often = 3, and almost always = 4.

To measure the role of the father, the researcher used the Inventory of Father Involvement (IFI) created by Hawkins (2002). This scale includes nine dimensions, namely discipline and teaching responsibility, school encouragement, mother support, providing, time and talking together, praise and affection, developing talents and future concerns, reading and homework support, and attentiveness. Consists of 35 favorable items. This study uses a Likert scale consisting of scores for favorable items, namely scores are very unsuitable = 1, unsuitable = 2, suitable = 3, and very suitable = 4. The validity test of the measuring instrument is carried out in two ways, namely content validity through expert judgment to three experts in the field of psychology and construct validity through pilot tests.

All Instruments was conducted on 30 respondents to see the reliability of measuring instruments and the results obtained by the Cronbach's Alpha value of the Social Skills Improvement System (SSIS) scale of 0.952. while the Cronbach's Alpha value for the Inventory of Father Involvement (IFI) scale was 0.915.

FINDINGS AND DISCUSSION

Before the correlation test is carried out, a normality test is first carried out. The results of saphiro-wilk show that the father involvement data obtained a significance value of 0.019 where $p < 0.05$ so it can be concluded that the data tested has an abnormal distribution. Meanwhile, the social competence data obtained a significance value of 0.037 where $p < 0.05$ so it can be concluded that the data tested is not normally distributed.

Table 3. Pearson Correlation

Variabel	Coeff. Correlation	Sig
<i>Father Involvement</i> <i>x Academic</i> <i>Achievement</i>	0.269	0.00 3
<i>Soc.Competence x</i> <i>Academic</i> <i>Achievement</i>	0.155	0.08 7

Based on the data from table 2, it can be seen that father involvement is not correlated with academic achievement ($p = 0.087 > 0.05$) while Social Competence is significantly correlated with academic achievement ($p = 0.003 < 0.05$). the results of data analysis support the hypothesis that children's good social competence correlates with their better academic achievement.

Table 4. Father Involvement Score Categorization

Categorization	Range	F	%
High	$X \geq 107$	107	94%
Moderate	$71 > X > 106$	29	23.6%
Low	$70 < X$	0	0

From table 4, it can be seen that the composition of respondents based on the father involvement score obtained by 94% of respondents is in the high low category, which means that the respondents' closeness with their father is very good.

Table 5. Social Competence Categorization Score

Categorization	Range	F	%
High	$X > 139$	34	27.5%
Moderate	$93 \leq X < 138$	88	71.5%
Low	$X < 92$	1	8%

Table 5 displays a description of the acquisition of respondents' scores with social competence in 71.5% of respondents in the moderate category, 27.5% in the high category. This is different from the respondents' scores on the father involvement scale.

Table 6. Academic achievement based on students report book

Categorization	Range	F	%
<i>Excellent</i>	X > 90	19	16 %
<i>Good</i>	80-90	60	49%
<i>Average</i>	70-80	44	36%

Based on the table 6, it is illustrated that the academic scores of respondents seen through the average report book scores obtained by 49% of respondents are good, 36% are average and only 16% get excellent.

Table 7. Father involvement mean score based on education level

Father Education	N	Mean	Std.Deviation
Secondary School	17	108.94	6.750
High School	52	111.52	9.196
Diploma	4	119.00	5.354
Bachelor's degree	42	120.69	9.859
Master's degree	8	121.63	8.847

Based on table 7 above, it can be seen that the One-Way Anova results show that there are differences in father involvement based on the father's last education with a sig coefficient of 0.000 <0.050. In father involvement whose last education is secondary school has a mean of 108.94. In father respondents with the last education high school has a mean of 111.52. In father involvement whose last education is Diploma has a mean of 119.00. In father involvement whose last education is strata 1 has a mean of 120.69. While the father involvement who has the last education S2 has a mean of 121.83. from these results it can be seen that the higher the father's education, the greater his awareness and involvement in parenting.

Table 8. Mean Score of social competence respondents

Age	N	Mean	F	Sig
8	23	129.17	5,208	0.000
9	46	129.09		
10	21	123.57		
11	17	139.47		
12	10	147.80		
13	6	142.83		

Based on the table 8 above, the One-Way Anova results show that there are differences in social competence based on the age of the child with a sig coefficient of 0.000 <0.050. In social competence children with 8 years of age have a mean of 129.17. In social competence children with 9 years of age have a mean of 129.09. In social competence children with 10 years of age have a mean of 123.57. In the social competence of children with 11 years of age has a mean of 139.47. In social competence children with 12 years of age have a mean of 147.80. While the social competence of children with 13 years of age has a mean of 142.83. The differentiator score in this category is 5.208.

Discussion

From the results of data analysis obtained that academic achievement has a significant correlation with social competence ($p=0.003 < 0.05$). Social competence is assessed as a social ability that consists of adjustment to others, social appearance, and social skills. This research shows that the better the child's social ability, the better the child's academic achievement, that is, the child's social competence is related to learning outcomes in the form of the child's report card score.

The results of this study are in line with the research of Ekpenyong, Adediran, & Adeyemi (2019) which suggests that academic achievement is influenced by children's social competence where the better the child's social competence, the easier it is for him to adapt to the environment, especially with classroom learning, this has a significant impact on the academic achievement he achieves.

Children's social skills also include how they can adjust to their environment, when children can be accepted and easily establish interactions with peers, it is easier for them to learn, especially for elementary school students in grade 5 and below (Rabiner, Godwin, & Dodge, 2016). Furthermore, Rabiner, Godwin, & Dodge (2016) also explained that children who have good relationships with peers will be less likely to experience mistreatment from their peers so that it is easier to "engage" with school activities such as learning in class, doing assignments, etc. In addition, teachers are also more likely to provide support for children who have good relationships with peers. In addition, teachers are also more likely to give good assessments when students behave positively with their peers.

The results of this study which show that social competence is related to academic achievement are also in line with previous research, where social competence is positively correlated with school performance. Social competence is also a mediator between students' emotional regulation and academic achievement (Franco, Beja, Candeias, & Santos, Aguatus 2017). Good social competence in students will make it easier for students to understand how to adapt to the school environment and make it easier for them to learn and work together in class.

Corradino & Fogart (2020) explained that positive emotions are related to academic achievement. One part of positive emotions is a positive classroom environment that will help the learning process. A positive social environment will certainly be achieved if students in the classroom have good social competence so that it allows good interactions in the classroom and supports the learning process.

This social competence will also develop as the age and maturity of students develop, which is in accordance with the findings in this study, namely there is a significant difference between age and social competence. Furthermore, this study also found that there was no significant correlation between father involvement and academic achievement. This is not in accordance with the researcher's hypothesis that one of the factors associated with academic achievement is how key father involvement in parenting.

Qureshi & Ahmad, (2014) suggested that fathers have a positive correlation with child achievement, the presence of fathers in parenting can improve academic performance. Whitney, Prewett, Wang, & Chen (2017) also revealed the same thing that the presence of fathers in the care process has an impact on children's academic achievement and success. In this study, it was found that the father's involvement in parenting in the respondents of this study was 94% in the high score range based on hypothetical data. This finding certainly needs further research with different methods. In this study, the measurement of the father's involvement scale was given to the father to fill it in, further research is expected to measure fathers through respondents' perceptions of

their father's involvement in parenting.

This study also explained that there was a significant relationship between father involvement and father's latest education. These findings are in line with Liu, Wu, & Zou (2018) who explained that father's education plays a role in his involvement in parenting and co-parenting.

Miller, Thomas, Waller, Nepomnyaschy, & Emory (2020) explained that father's education and socioeconomic conditions play a role in parenting and academic outcomes. Family conditions, especially fathers who are educated and middle to upper economic conditions, play a role in parenting and learning, especially in mathematics. (Liu, Wu, & Zou, 2018)

CONCLUSIONS

Based on the Spearman correlation test, it was found that there was no significant correlation between father involvement and academic achievement, but there was a significant correlation between social competence and academic achievement. Through the results of this study, it is hoped that it will strengthen father's involvement in the parenting process. Practical suggestions from this study include fathers, through this research fathers are increasingly aware of their important role in the family, especially in the process and output of their involvement in parenting. So that fathers are not just breadwinners but figures who build psychological aspects for their children, therefore the presence of fathers is very meaningful. For teachers/counselors, this research is expected to be one of the references to rebuild the program and initiate the role of fathers to be involved in the process of child development, especially in the aspect of parenting. Teachers, counselors are expected to facilitate the establishment of the closeness of fathers and children through several school programs, trainings, seminars that emphasize the importance of fostering father-child relationships. In addition, related to the results of research on social competence, it is important for parents, teachers and educators to pay attention to the development of social competence aspects as one of the variables that support success in learning and are related to students' academic achievement.

LIMITATION & FURTHER RESEARCH

The current study focused on examining the relationship between fathers' involvement and student academic achievement but did not delve into the specific aspects of fathers' involvement in children's lives. Therefore, it is imperative for future research to conduct a more comprehensive exploration of the multifaceted dimensions of paternal involvement that significantly contribute to children's social competence, ultimately impacting academic success. This entails a nuanced investigation into various aspects such as emotional support, involvement in educational activities, and engagement in extracurricular pursuits. Additionally, it is essential to consider the perceptions of father's involvement from the child's perspective to attain a more objective understanding of the dynamics at play. By incorporating children's perspectives, researchers can gain insights into how paternal involvement influences their academic motivation, self-esteem, and overall well-being. Moreover, future studies should also examine the interplay between paternal involvement, educational resources, social dynamics, and economic conditions to elucidate the complex relationship between these variables and student academic achievement. By analyzing the intricate interactions among these factors, researchers can provide a more comprehensive understanding of the mechanisms underlying the influence of fathers on children's academic outcomes, thus informing targeted interventions and policies aimed at optimizing parental involvement for enhanced educational success.

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