



Father's Involvement related to academic success in coastal areas: phenomenological study

Fuji Astutik^{1*}

¹ Department of Psychology, Faculty Psychology, Universitas Islam Negeri Maulana Malik Ibrahim, Malang, Jawa Timur, Indonesia
*fujiastutik@uin-malang.ac.id

Abstract. The coast surrounds areas geographically of the archipelago. Most of the fathers there work at sea, sail or go overseas. The business of sailing and going overseas makes the father figure far from home, even though one of the functions of father's care is to support academic success. The purpose of this paper is to find out how father's involvement in parenting, especially concerning academic success. This research data comes from observations and interviews with research participants' families. The results showed that the father's involvement in parenting can be done with co-parenting. Co-parenting is a figure who replaces the father's role temporarily when the father is not at home. The study's results found that children who were successful in academics but whose fathers were not at home had other figures such as grandparents or uncles, communicated intensely with their children and wives and took time during holidays to be involved with their children's activities. Meanwhile, another child who did not have a figure tended to be weak, had less communication with the child, could not be close when he returned home and was less academically successful. He had problems with offenses and did not continue to higher levels. The author suggests the need for parental involvement. If no other options exist, it can be replaced with another figure who can direct and care for children.

Keywords: Father Involvement, Academic Success, Coastal

1 Background

People in coastal areas have varied backgrounds, one of which is sailing, becoming fishermen and migrating out of town or even abroad. Most of those who migrate are men or fathers, so that children will spend much time with their mothers. Meanwhile, fathers who migrate or go to work abroad will leave time for a long duration. The results of the initial data collection found that the father migrated to leave the house for more than one year. Because fathers leave for a long time, they cannot be directly involved in parenting. The results of a case study conducted on Indonesian workers in coastal areas found that parenting was delegated to mothers [1].

Studies of fathers' involvement in parenting have shown positive impacts on children's development. A father's love is as important as the effects of a mother's love, which can profoundly influence a child's mental health, social and cognitive

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development ([2]; [3]). Ideally, fathers and mothers play a full role in the household and marriage, including serving as role models in their children's lives [4].

Liu [5] found that a father's participation in parenting influences children's personality development, cognition, intelligence, academic achievement, gender roles, morality, emotions and physical development. It was also found that parental involvement positively affected both white and minority children [6]. This father's involvement in parenting has a positive impact on child development. Not only related to emotional development but also cognition and academics. The research results from [7] showed that structural equation modeling shows parental involvement can significantly predict academic achievement, externalizing behavior, internalizing behavior and self-esteem. These results reinforce previous research on the impact of father involvement in parenting.

Conversely, the loss of a father figure also certainly hurts child development. Research results from [8] found that children who lacked father figures had higher antisocial behavior than children who received care from their fathers. [9] found that losing a father figure can also impact a person's social learning process. Other research conducted by [10]; [11]; Statistics South Africa (2010); and [12] found that 71% of children who could not complete school were from families who lost a father figure or were fatherless.

The data varies based on observations made of children on the coast. Some can succeed academically, but some are unsuccessful in fathers who are not directly involved in parenting because they migrate. When associated with the results in some of the above studies, it is necessary to study what causes differences when viewed from the father's involvement in parenting. Research conducted by [13] found that parents at a distance can still take care of their children by communicating every day by telephone or video call and taking advantage of holidays to spend time. In addition, cooperation between mother and father is needed in the parenting process. Another study found that fathers can still be involved even though they are far away. The form of involvement is trying to maintain long-distance communication, utilize time together, and understand and meet the needs of children. In this involvement, fathers will maximize frequency, intensity and quality [14]. The same opinion was conveyed by [15] that the low morale of children can be caused by the absence of the role of parents in daily life both from the frequency, intensity and quality of communication. Therefore, it is not only the existence of communication but also the intensity of communication, the quality of interaction and the frequency of these interactions. Fathers who work overseas will certainly have limitations in the intensity and quality of interaction. Therefore, a deeper study is needed on how the father's involvement in parenting so that children can succeed academically. As is the phenomenon in coastal areas.

2 Background

Researchers used phenomenological qualitative methods in this study. Qualitative research is an appropriate method for human research, considering that humans are subjective beings [16]. It is further stated that qualitative methods can also be used on matters that require in-depth data and understanding.

Furthermore, the phenomenological approach is used in this study to reveal and clarify the conditions experienced in people's daily lives [17]. When using a phenomenological approach, the researcher will try to describe the experiences experienced by participants in the study. [18] The criteria for participants in this study include (a) a father who comes from a coastal area and (b) working abroad with a duration of more than two years. The number of participants in this study was two fathers. Data collection techniques were conducted by interview and observation. Interviews were directed to achieve certain goals by the questions in this study. As stated by [16]), interviews are questions and answers that lead or are directed to achieve a specific goal.

3 Background

This study aims to determine the involvement of fathers who work outside the city in parenting, especially concerning academic success. The results showed differences between participant one and participant two in the involvement and results of academic success in their children. The details are as follows:

Participant I

Participant One is a father who went abroad to work as a laborer. Participant left his family, namely his children and wife, for a long time. Sometimes, he left for two years and then returned with his family. Participant was at home with his family for three months. After that, he would migrate again. Participant, stated that he migrated for the lives of his children and wife. The participant felt that there was no suitable job for him when he was at home. Therefore, he migrated to fulfill his family's needs.

Father communicates through cell phone media.

Fathers can communicate intensely and utilize technology to maintain communication with their children. While migrating, participants communicate using handphone communication media. Sometimes, once a week or more, he would ask how his children were doing and their problems at home and school. Participant I is also diligent in communicating with his wife regarding school fees and problems faced by children at school. Because the child has their cell phone, participants can chat or telephone with the child directly. If he does not get a response from the child, Participant will immediately ask his wife.

"Well, I am helped by cellphones to communicate with my child more often. I take the time to ask how my child is doing, and I ask how his school is, at home, if he has any problems with his family or what."

"Sometimes once a week, sometimes more, depending on whether I have time, if I can do more, I try to do more. Moreover, I facilitate my child's cell phone, so when I miss him, I can WA or video call."

"Besides with my children, I also with my wife, I also confirm how the child's school fees are, whether there are problems at school or what, or if I do not reply to WA, I ask my wife where my child is, like that, Alhamdulillah, I am helped by this cell phone."

Grandpa becomes a substitute caregiver.

The results showed that the father's involvement in parenting could be done by co-parenting. Co-parenting is a figure who replaces the father's role temporarily when the father is not at home. Participant also entrusted her child to her grandfather. Grandfather sometimes represents him to collect report cards or when there is a meeting at school. Grandfather also accompanied when participant one was not at home. Grandfather involves the participant's child in daily activities or holidays.

"During my stay, I also entrusted my child to his grandfather and uncle; I said goodbye. It is a pity that it will be difficult if only his mother looks after him. So I leave my children with my grandfather, so sometimes his grandfather represents me to take report cards; for example, there are parent meetings. 'Alhamdulillah', his grandfather supports me, so my child is invited to join his activities. Alhamdulillah, he can also communicate with my child."

Spending time with the child when at home

They spent quality time with the children when the father was at home by asking the children to tell them about their problems. When participant I was at home, apart from spending time with his wife, he approached his children and tried to tell them stories. Participants try to drop off and pick up children from school. On holidays, they take the children for a walk and explain that the participants work for the family's needs.

"Yes, it is like we have left our children and wife for a long time. When I go home, I try to get close to my children; I take them for a walk and to school, for example. While I chat with the child, what is his problem at school, so I know what he is thinking. Yes, so there is no distance between me and my child."

Academic conditions

At the junior high school level, the child of participant I was not classified as an outstanding child. The child could follow the lessons and was included in active children in various activities. In addition to academic activities, the child also participated in extracurricular activities at school. After graduating from junior high school, the child continued his education at university. The child failed to enter the achievement track. When the child failed, participant I encouraged the child through

video calls and asked the child to try another route. The child followed his father's advice and was accepted into a different track. While studying in college, the child could succeed until graduation with a satisfactory grade point average.

"Alhamdulillah, I am grateful; even though my child is not very smart, my child can follow the lessons, so the score is enough for me. After all, my child is also active in activities outside of lessons, such as scout organizations."

"After graduating from junior high school, my son could attend college. He failed when he wanted to enter college, so I encouraged him. I video called him and encouraged him to try again. Alhamdulillah, it turned out to be accepted, and I am proud that my son was able to graduate well in his college."

Participant II

Participant II is also a father who initially worked as a fisherman. However, because he felt his income was insufficient for household needs, Participant II went to work abroad. After working abroad, Participant II rarely came home for years. When he returned home, he did not stay long because he returned to work abroad.

Communication

While working as a laborer abroad, Participant II spent his time working. He often sent money and fulfilled the needs of his children and wife. He provided all the children's needs, starting from school, food and other facilities. Due to his busy schedule, Participant II rarely communicates with his children. Participants communicate only when sending money or children have other needs that must be met.

"When you work as a TKI (Indonesian migrant worker), after work, you are tired. Yes, I work for his (the child's) needs. Mostly WA or call if I want to send money, or the child asks for something like that."

Substitute caregiver

When left to work abroad, the child is left with his mother, grandmother and grandfather. In the family, the mother plays the most role because the grandfather is old and does not interact much with his grandchildren. Because the grandfather's role is not maximized, the child spends much time outside the home with his friends. The mother feels overwhelmed when she has to remind the child and has difficulty communicating with the child.

"Yes, with his mother, a boy and a girl. It is just that they are old, so they have different activities and different thoughts, and their mother does most of the work. My son also often goes out with his friends. Maybe it is because his grandfather is old, so he does not connect; I do not understand it either." His grandmother is also difficult to talk to."

Spending time together

When returning from overseas, the father had difficulty communicating with the child. Because of the long distance and lack of communication, it is difficult for the child to discuss with his father. As there is a distance between the child and his father, the child also spends more time with his friends.

"It is hard, yes, it is awkward, maybe because we live far apart, so we are not close; for example, being invited to chat or discuss is difficult. If asked, someone stays silent. I need some clarification. Then the person seemed to have much business with his friends, and suddenly just left."

Academic conditions

The child had no academic or non-academic achievements during his junior high school years. However, the child continued to advance in class and did not fall behind or receive any reprimands from teachers at school. After completing the first level of education, the child did not want to continue at a higher level. The child spent more time playing with his friends. The following year, the child was forced to enter college. However, it turned out that the child could not finish the first year because he spent a lot of time with his friends.

"Well, what do you think? I migrated like this: my son does not want to continue studying. I forced him, but it broke in the middle of the road; my son could not continue, even though it was only the first year. Instead, he played a lot with his friends. I finally gave up, and I couldn't do anything."

4 Discussion

Fathers' involvement in parenting remains important for children's development, especially in relation to academic achievement. When the father figure cannot be present in person due to work, it can be done with a substitute figure with the same value in parenting. If the father is not involved in parenting and no figure can be a father figure, then the child will experience academic difficulties. For example, when the grandfather or family has a weak role, the child will harm the child's achievement as the research conducted by Arini (2018) shows the parents that permissive and authoritarian parenting from grandparents harms children's achievement. Grandparents who can play an active role in activities and are involved with children's activities are found in academically successful children. However, children who are not academically successful are found to have a weak role as grandparents and other family members. Grandfather here plays a role as a substitute parent who helps take care of and fill the void of the father's position in direct care because the father cannot be physically close to him. Research findings on surrogate parents found that surrogate parents can shape independent and disciplined behavior [19]. The conclusion of this study states that independence and discipline cannot be formed just like that, but there must be stimulation and direction from parents or caregivers.

In addition, the use of technology to maintain communication with children. The frequency of communication is maintained so that children still feel they have a father to talk to the children. If you cannot meet in person, you can use video calls to communicate. In addition, when the father returns home, the father maintains relationship quality, such as asking the child to convey problems at school or with peers. This method makes children feel more comfortable and close to their father. This study aligns with Astutivera Putri Puspitasari [13] on fathers' involvement in long-distance parenting of adolescents. These results also align with [14] research findings that fathers remain involved in parenting even though they are far away. The method is through telephone and video calls. In the results of this study, fathers who can communicate using telephone and video call media produce children who can succeed academically. On the other hand, for children who could not succeed academically, it was found that fathers had difficulty and were not intense in communicating with their children.

Another finding regarding spending time with children is when fathers return home during vacation leave. This set found that fathers who could communicate, engage in children's activities and spend time with children while taking vacation leave could lead to children's academic success. In contrast, children who were not academically successful were found to have difficulty communicating with their fathers and were not involved with their children's activities while on leave from work. This statement is with research conducted by Puspitasari[13], which found that long-distance parents can still take care of their children by communicating daily by phone or video call and taking advantage of holidays to spend time.

The findings in this study indicate that father involvement has a positive impact on children. Liu's research [5]) found that a father's participation in parenting influences children's personality development, cognition, intelligence, academic achievement, gender roles, morality, emotions and physical development. In this study, although fathers could not physically accompany them continuously, involvement was still carried out to impact children's academic success. This success aligns with [7], whose structural equation modeling shows that a father's involvement in parenting can significantly predict academic achievement, externalizing behavior, internalizing behavior and self-esteem.

5 Conclusion

Every parent has their way of parenting. Whether a child's father is involved will certainly impact the child's academic development. The type of involvement can be different from one father to another. Both from the way, intensity, quality and frequency. This study has differences in father involvement in participant I and participant II. In Participant One, the child was academically successful, while in participant II, he was less successful.

The differences are divided into three categorizations, namely (a) in terms of communication, academically successful children have fathers who can communicate

intensely via telephone and video call remotely, while children who are less or unsuccessful in academics are found that fathers are not intense in communicating with children using telephone and video call; (b) with regard to the presence of other figures such as grandfather, in children who can succeed academically, it is found that grandfather can play a maximum role both in the child's daily life and as a substitute for parents when needed in academic support, otherwise in children who do not succeed academically, grandfather plays a passive role and cannot communicate and be involved in the child's activities;(c) with regard to spending time when returning home on leave, in children who succeeded in academics, it was found that when returning home the father could be involved in the child's activities, spending time together with vacations, while in children who did not succeed in academics, the father could not be involved in the child's activities when returning on leave, the father also had difficulty in communicating with the child.

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