# THE INFLUENCE OF PATERNAL ENGAGEMENT AND PARENTING APPROACHES ON THE ACADEMIC ACHIEVEMENT OF ADOLESCENTS IN GEORGIA

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*The article investigates the educational achievement of adolescents in today's Georgia, the degree of emotional and behavioral involvement of fathers in their children's lives, and the relationship between humane and authoritarian parenting styles. The concept of humane pedagogy, which was devised by Dr. ShalvaAmonashvili, serves as the methodological foundation of the study. Amonashvili differentiates between humane and authoritarian educational approaches. The study's relevance is attributed to the preservation of traditional patriarchal norms in Georgian society, which primarily associate the maternal function with the care of children. Consequently, the participation of fathers in the daily educational process is diminished. The research proposes a hypothesis regarding a positive correlation between indicators of academic motivation, emotional well-being, and educational achievements of adolescents and a humane parental style and a high level of paternal involvement. A quantitative survey of pupils in Tbilisi high schools, employing standardized psychometric scales, serves as the methodological foundation. The findings of the analysis corroborate that adolescents exhibit higher levels of academic motivation, emotional stability, and positive self-esteem when they are subjected to a humane parenting style that incorporates support, respect, and dialogue, in conjunction with active paternal involvement. Conversely, an authoritarian parental approach is significantly associated with diminished emotional well-being, academic demotivation, and elevated anxiety. The article also delineates the social profile of the contemporary Georgian father and offers practical advice for promoting a humane parenting approach.*

***Keywords****: parenting; emotional well-being; paternal involvement; humane parenting style; adolescents; authoritarianism.*

## INTRODUCTION

The division of childcare responsibilities between men and women remains uneven, which is particularly characteristic of traditionally oriented or patriarchal societies, despite the global focus on equality and social inclusion in the

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21st century. In these societies, the primary responsibilities of women are the care of children, the provision of their daily domestic and emotional requirements, and the support of their education and social development. The persistence of gender-based expectations is evident in social practice, despite the intensification of international campaigns to promote the concept of responsible parenthood (Cui *et al.* 2014). In post-Soviet countries, there is a prevalent perception that the primary responsibility of fathers is to provide financial support for the family, while mothers are tasked with the role of primary caregivers (Stepanenkoand Kubrak 2023; Ivanii 2025). In this context, it is especially pertinent to investigate the characteristics of family interaction and the father's involvement in the child's life, considering a variety of parenting approaches.

Baumrind's pioneering work has been the foundation of psychological research, which has long recognized a variety of parenting approaches. Initially, Baumrind (1973) discerned three primary types: authoritarian, authoritative, and permissive. Later, Maccoby and Martin (1983) expanded this typology to include a fourth category, resulting in four principal styles characterized by the dimensions of demandingness and responsiveness. These styles are authoritative (high demandingness, high responsiveness), authoritarian (high demandingness, low responsiveness), permissive (low demandingness, high responsiveness), and uninvolved (low demandingness, low responsiveness), all of which are based on Baumrind's framework. Although these four approaches are widely acknowledged in developmental and educational psychology, this article will focus on the framework of humane pedagogy that Dr. Shalva Amonashvili has developed. The article concentrates on two distinct styles that are integral to his conception: the authoritarian and humane styles.

In comparison to Baumrind's and Amonashvili's parenting styles, the authoritarian styles are largely similar, as the parent employs discipline as the primary regulatory instrument, suppresses initiative, and exercises strict control. In humane pedagogy, authoritarian style serves as a point of contrast to illustrate the constraints of excessive rigidity and distance in parent-child relationships. Amonashvili's humane style is the most similar to Baumrind's authoritative style in that it combines emotional warmth and responsiveness with explicit expectations. Nevertheless, Amonashvili broadens this framework by incorporating ethical and spiritual dimensions, which establish child-rearing as a value-oriented practice that is based on respect, trust, and the recognition of the child's individuality, rather than a collection of behavioral strategies (Baumrind 1973; Amonashvili 1994). In societies with robust patriarchal traditions, this perspective is particularly significant, as authoritarian models of paternity are still prevalent and active paternal involvement in a child's emotional and moral development is frequently restricted.

The situation in Georgia is particularly illustrative in this context, as the formation of the roles of mother and father is influenced by patriarchal social

structures, religious attitudes, and cultural traditions. According to empirical data collected by the United Nations Development Program and United Nations Population Fund (2024), 57.5% of the Georgian population believes that childcare is predominantly the responsibility of women. This implies that over 50% of the population does not regard fatherhood as an equal and active form of educational engagement, which may restrict the child's ability to develop harmoniously within the context of full parental interaction. This figure was 50.2% in 2019, which suggests that the preservation and reinforcement of traditional notions about gender roles in the family environment are indicated by the increased share of such responses (Rakshitand Levtov 2020).

Despite the impact of international legal instruments, including the United Nations Convention on the Rights of the Child, the European Social Charter, and the United Nations Sustainable Development Goals, the research suggests that gender stereotypes in Georgian society are evolving at a glacial pace. According to Martínez *et al.* (2021) and Kalitová (2025), the identified parental involvement disproportion can result in an uneven distribution of emotional burden among family members, which in turn increases the risk of mothers' parenting burnout and reduces the potential for the development of trusting and meaningful relationships between parent and child. Additionally, the social and cognitive development of adolescents, such as their academic motivation, emotional stability, and self-esteem, is adversely affected by the absence of paternal involvement (Flouri 2006).

Despite the fact that the statistical data provided do not merely depict the general level of paternity in Georgian society, they underscore the necessity of a more profound interdisciplinary comprehension of the phenomenon of fatherhood in the context of contemporary socio-cultural transformations. In the context of the modernization of the educational environment, the increasing psychological burden on adolescents, and the development of adaptive educational strategies that include the equal participation of both parents, this issue is of particular significance (Burgess 2006). In the Georgian context, this subject remains under-researched, despite the fact that numerous international studies have confirmed the substantial influence of father involvement on infant development.

In particular, there is a dearth of empirical data regarding the impact of parenting styles and the extent of paternal involvement in a child's life on academic performance and psychological well-being. According to research conducted in the United States, the United Kingdom, and Scandinavian countries, adolescents' academic performance, social adaptability, and self-esteem are positively correlated with the emotional support, involvement in school life, and general responsiveness of their fathers (Amato 1994). Conversely, authoritarian parenting styles that prioritize control and punishment are linked to elevated anxiety, diminished interest in learning, and social deviance (Baumrind 1991; Grolnickand Ryan 1989).

This prompts a multitude of research inquiries: What is the actual function of fathers in the lives of their children in contemporary Georgia? Is there a correlation between the level of paternal involvement, academic performance, motivation to learn, and overall life satisfaction of the child and the humane and authoritarian parenting styles, as classified by Dr. Shalva Amonashvili? The objective of this investigation is to investigate the empirical relationships between the academic performance and subjective well-being of a child, the level of father involvement in a child's routine, and humane and authoritarian parenting styles. The subject of the research is the academic and psychological development of adolescents, with the object being students from Tbilisi high schools. The influence of paternal behavior characteristics, as defined in the concept of humane pedagogy (Amonashvili 2010; Amonashvili *et al.* 2019), is the focus of the study. The topic's relevance is a result of the necessity to establish an evidence base for the continued implementation of effective family and educational policies that prioritize a humane approach to parenthood, as well as the social transformations that have occurred in Georgian society.

## LITERATURE REVIEW

For decades, academic comprehension of fatherhood was marginalized in comparison to comprehensive research on motherhood. The primary focus of the majority of empirical and theoretical works in sociology, psychology, and pedagogy was on the mother's role as the primary educator and socialization facilitator of the child, while the father was primarily viewed as performing an instrumental function: protector, financial guarantor, and disciplinarian, prior to the 1980s. Nevertheless, there has been a gradual shift in the focus of research toward conceptualizing paternal involvement, analyzing the impact of parenting style on child development, and understanding interpersonal dynamics in the structure of parent-child relationships since the 1990s. This study is theoretically underpinned by Dr. Shalva Amonashvili's concept of humane pedagogy, which distinguishes between two fundamentally distinct approaches: humane, which is founded on trust, respect, and collaboration with the child, and authoritarian, which is founded on strict control, coercion, and hierarchical subordination (Amonashvili 1987). The foundation for developing research hypotheses is the correlation between these two parenting styles and the extent of the father's involvement in the child's life.

Parenting is recognized as a multidimensional phenomenon that encompasses cognitive, behavioral, affective, and social components in the current scientific literature (Cabrera *et al.* 2018). This research employs an interdisciplinary theoretical framework that integrates a number of critical approaches, including the theory of paternal involvement, the model of social capital in the family, typologies of parenting styles (which have been revised in accordance with the most recent cross-cultural research), and the concept of emotional competence. One of the primary analytical constructs in the investigation is father involvement. Father

involvement is not restricted to physical presence or time, as it is perceived as a qualitative characteristic of interaction that encompasses affective support, cognitive stimulation, and active participation in the child's daily and educational activities, as per Cabrera, Volling, and Barr (2018). In this context, it is crucial to differentiate between nominal (cohabitation) and functional participation (emotional sensitivity, communicative openness, participation in school life, etc.), as these have distinct impacts on the academic and emotional well-being of adolescents (Lutherová *et al.* 2017).

Another theoretical block pertains to parenting approaches, which, as per recent research, continue to be significant predictors of a child's academic and psychological development. The framework of this research is based on the parenting styles defined in Amonashvili's humane pedagogy, specifically humane and authoritarian styles, which are significantly correlated with Baumrind's authoritative and authoritarian styles, respectively. The humane style is distinguished by a combination of emotional support and high expectations, which contributes to the development of emotional stability, academic motivation, and self-regulation. The authoritarian style is frequently linked to academic maladjustment and psychological anxiety, as it is characterized by a high degree of control and a low degree of empathy (Amonashvili *et al.* 2019).

The third element pertains to social capital within the family, a concept that was initially introduced by Day and Padilla-Walker (2009) and subsequently expanded upon in the research conducted by Varner *et al.* (2025). A father's involvement in his child's upbringing is considered a significant source of personal and institutionalized resources, such as the development of learning responsibility, independence, and assistance in learning (Canário *et al.* 2025). In the context of social hazards or incomplete family structure, the availability of such capital is a significant predictor of high educational outcomes, according to research (Kim and Hill 2015; Diniz *et al.* 2021). The capacity to empathize, comprehend the emotional dynamics of the child, and facilitate their self-expression is another theoretical dimension, paternal emotional competence. It is directly correlated with academic performance, particularly in adolescence, as well as the child's psychological adaptation, stress resistance, and safety in the family environment (Sarkadi *et al.* 2008).

In this investigation, the emphasis is on the examination of the regional specificities of the sociocultural environment in which paternity models are developed. In the Georgian context, the proclaimed norms and actual practices of parental involvement are evidently ambivalent. According to Razmadze's most recent research (2025), the traditional perception of the father as a distant but authoritative figure continues to dominate Georgian society. Despite the fact that a father is generally regarded as the chief of the family and the bearer of disciplinary authority and a moral compass, his daily involvement in the upbringing, emotional support, and educational guidance of a child is minimal.

Additionally, the United Nations Development Program and United Nations Population Fund (2024) reported that 42% of adolescents in Georgia indicate that communication with their father is only occasional, while their mother or grandmother typically provides daily educational support. The formulation of conflicting expectations in adolescents is one of the negative consequences of the discrepancies between the normative model and the actual behavior of parents (Lamb 2010; Erbay *et al.* 2025). In turn, these expectations can result in emotional frustration, diminished motivation to learn, and a negative impact on their social adaptation in the educational environment. Dissonance between anticipated support and the absence of functional interaction with parents provides a conducive environment for psychological stress, particularly during adolescence, when issues of independence, identity, and emotional stability become particularly pertinent (Day and Padilla-Walker 2009).

The updated theoretical framework upon which the study is founded is of particular importance in light of these trends. It enables a more profound comprehension of the phenomenon of paternal involvement; it is not perceived as a unitary variable, but as a multifaceted, intricate construct that integrates a number of critical components: parenting style (humane and authoritarian); level of emotional involvement (open communication, support, empathy); cognitive support (assistance with learning, intellectual development); and social capital, which is represented by paternal activity in an adolescent's social networks (school, extracurricular, and family). The academic performance of adolescents is the primary empirical indicator of the efficacy of paternal involvement, and these variables are incorporated into a research model. Four hypotheses were developed within the framework of this investigation, as a result of the theoretical principles previously mentioned:

H1: On average, fathers exhibit a lower level of involvement in their child's daily existence than mothers and are more likely to select authoritarian parenting strategies.

H2: The academic performance, emotional well-being, and satisfaction with school life of high school students who are raised according to a humane parenting style (a combination of support and strictness) are superior to those who are raised according to an authoritarian style.

H3: Regardless of the parental style, the academic performance of an adolescent is positively impacted by the paternal involvement in their daily life, as it serves as a fundamental emotional, behavioral, and social reference point.

H4: In adolescents, a more developed internal motivation to learn is associated with a high level of paternal emotional involvement (frequent communication, support, mutual understanding), irrespective of objective levels of material well-being.

Further empirical testing of the intricate relationships between individual characteristics of paternal behavior and the educational and psychological

consequences for adolescents in the specific sociocultural environment of modern Georgia is required to formulate these hypotheses. The research has the potential to broaden the scientific understanding of paternal behavior and establish a foundation for additional interdisciplinary research in the disciplines of adolescent psychology, family policy, and education.

## MATERIALS AND METHODS

The study employed a quantitative approach to evaluate hypotheses and achieve the defined objective, which involved the collection and analysis of empirical data through standardized questionnaires. The research was descriptive and correlational in nature, enabling the identification of the relationships between the academic performance of adolescents, the parenting styles of fathers, and their level of involvement in their children's lives, as well as their subjective level of satisfaction with life and school.

The research sample was composed of 379 pupils from 42 high schools located in various regions of Tbilisi, the capital of Georgia. The sample was stabilized based on the nature of educational institution (private or public school), gender, and age. The respondents' average age was 15.2 years. The study was attended by 51.6% female pupils and 48.4% male students. The sampling procedure was as follows: classes were selected as intact groups to guarantee the representativeness of the school environment. Prior documented parental consent was required for students to participate on an individual basis. Data were collected through a variety of methods, such as PAPI (Paper and Pencil Interview) in schools, CAPI (Computer-Assisted Personal Interview) during individual meetings, and CAWI (Computer-Assisted Web Interview) for students who completed the questionnaire online through school platforms.

The Parenting Styles and Dimensions Questionnaire (PSDQ), which was devised by Baumrind (1973), was employed to evaluate parenting styles. PSDQ encompasses three primary styles: authoritarian, authoritative, and permissive. Nevertheless, the PSDQ was slightly altered to reflect the humane and authoritarian parenting style of Amonashvili, as the focus of this study is on his humane pedagogy. The adapted PSDQ should be interpreted as an exploratory measure rather than a fully validated instrument. The internal consistency of the scales was evaluated using Cronbach's α coefficient, which yielded $\alpha = 0.79$ for the authoritarian style scale and $\alpha = 0.83$ for the humane style.

The Parental Involvement Scale was employed to evaluate the extent of paternal involvement. This scale comprises subscales such as cognitive involvement ($\alpha = 0.81$), affective support ($\alpha = 0.78$), and behavioral involvement ($\alpha = 0.84$). Two blocks of queries were included in the questionnaire. The initial block was composed of 24 items, each of which was rated on a 5-point scale, with 1 representing "never" and 5 representing "always". Participants were requested to

evaluate the following statements on a scale of 1 to 5: my father is invested in my academic success; my father assists me with my homework; my father engages in conversations with me regarding my emotions; and I perceive that my father provides me with emotional support during challenging periods. The second block consisted of closed queries that were organized in accordance with the research objectives. The following indicators were intended to be assessed by the questionnaire:

- the emotional intimacy, trust, conflict, and interpersonal relationships of the adolescent with their father and mother;
- the frequency of activities with each parent (family responsibilities, academic assistance, leisure);
- the parenting methods employed by parents, specifically discipline and encouragement;
- the emotional disposition of the adolescent toward their parents (level of trust, respect, and affection);
- subjective evaluation of one's level of content with the school environment and life in general.

Participants' self-assessments of their recent semester's average grade served as the foundation for their evaluations of academic performance. In order to confirm the objectivity of the data, the participants' self-assessment was compared to the actual grades in school electronic journals, with parental consent. The validity of the self-reports was confirmed by the high correlation ($r = 0.86$, $p < 0.01$). The licensed Statistical Package for the Social Sciences (version 26.0) was employed for statistical analysis. This package includes univariate statistics (means, standard deviations, frequency distributions), Pearson's correlation coefficient, and multivariate regression models to evaluate the influence of independent variables (parenting style and father involvement) on dependent variables (academic performance and life satisfaction). Additionally, the analytical component yielded the subsequent indices:

- Humane parenting style index (HPSI) – the average value of responses on the authoritative style scale.
- Father involvement index (FII) – the sum of standardized scores for cognitive, emotional, and behavioral involvement.
- Academic performance index (AAI) – the arithmetic mean of scores for all school subjects, normalized on a scale of 0 to 1.
- Subjective well-being index; the average value of responses to items on the life and school satisfaction scale ($\alpha = 0.88$) (Diener *et al.* 1985).

We employed both univariate and multivariate statistical methodologies to analyze the data that was collected. The main variables (emotional attitude, parental styles, paternal involvement, and academic performance) were the subject of descriptive statistics, which involved the calculation of mean values, standard deviations, and frequency distributions. Pearson's correlation coefficient was

employed to establish statistical relationships between variables in correlation analysis. This allowed for the evaluation of the intensity and direction of the relationships between the academic performance of adolescents and the level of paternal involvement. The impact of independent variables (the level of paternal involvement and parental style) on dependent variables (academic performance and overall satisfaction with life among adolescents) was determined through regression analysis, which was employed to construct multiple regression models.

## RESULTS

The first hypothesis is tested by examining the extent to which parents engage in their adolescents' daily lives. The assessment encompasses a variety of fathers' interactions, including academic assistance, participation in school activities, and combined leisure. The adolescent's daily life mean levels of fathers' and mothers' involvement were compared to test H1. Mothers are more engaged in assisting with assignments and communication (M = 3.92 and 3.85, respectively) than fathers (M = 2.15 and 2.54, respectively). Consequently, it can be concluded that fathers are less actively engaged in the educational and emotional processas demonstrated in *Table no. 1*.

*Table no. 1*

**Level of father involvement in adolescent parenting**

| Participation indicator | Mean (M) | Standard deviation (SD) |
|---|---|---|
| Joint leisure activities | 3.78 | 0.92 |
| Assistance with homework | 2.15 | 1.01 |
| Involvement in personal conversations | 2.54 | 1.12 |
| Participation in school events | 1.73 | 0.96 |

The results indicate that fathers' involvement in the upbringing of adolescents is selective and primarily concentrated on combined leisure activities. This indicator scores the highest (3.78), confirming the inclination to view the father's role predominantly through the lens of entertainment and recreation, rather than educational or emotional support. Conversely, the mean values of participation in school events (1.73) and assistance with assignments (2.15) are the lowest. This suggests that the child's educational process is not fully integrated by the parents, which is consistent with conventional notions of the family's role distribution, which primarily places the responsibility for education on the mother. The level of involvement in intimate conversations with the child (2.54) was also found to be below the average, which may suggest that the child is having difficulty establishing trust and emotional openness. Consequently, parental involvement is frequently diminished to the organization of leisure activities and

formal presence, rather than to the provision of systematic support or meaningful emotional interaction.

In general, the data corroborate the initial hypothesis: Georgian fathers are less actively engaged in the daily educational and upbringing process than their mothers, which diminishes their impact on the academic motivation of adolescents. School performance and the level of trust in relationships with a father may be adversely affected by limited contact in the educational sphere (Hamplováand Raudenská 2021).

The correlation analysis was conducted to test the second hypothesis, which facilitated the identification of the relationships between the primary outcomes of adolescent development, including academic performance, life satisfaction, and the quality of emotional connection with their father, and two parenting styles (authoritarian and humane).

H2 was tested by examining the impact of humane and authoritarian parental styles on the emotional well-being and academic performance of adolescents. The study employed standardized questionnaires that were based on an adapted Baumrind model to evaluate parenting styles, with an emphasis on the humane and authoritarian characteristics as defined by ShalvaAmonashvili. Initially, the mean scores of adolescents' academic performance, life satisfaction, and emotional state were compared, with the parenting style being taken into consideration. The results indicate that adolescents who are the children of parents who practice the humane parenting style exhibit higher academic performance ($M = 4.12$, $SD = 0.56$) and life satisfaction ($M = 4.05$, $SD = 0.61$) than adolescents whose parents practice the authoritarian parenting style ($M = 3.54$, $SD = 0.63$ and $M = 3.41$, $SD = 0.69$, respectively).

Statistically significant negative relationships between authoritarian parenting style and indicators of academic performance ($r = –0.19$, $p < 0.05$) and life satisfaction ($r = –0.28$, $p < 0.01$) were identified through correlation analysis. Consequently, a humane parental style exhibited a positive correlation ($r = 0.32$ and $r = 0.36$, respectively, $p < 0.01$). This supports the notion that adolescents' cognitive and emotional development is positively affected by a humane parental approach. These data support H2, which posits that a humane parenting style has a beneficial impact on the academic performance and affective well-being of adolescents, whereas an authoritarian parenting style has the opposite effect. It is important to mention that the impact of parental style was statistically significant even after accounting for other variables, including the student's gender and age, the overall level of paternal involvement, and the student's gender.

The subsequent investigation revealed that adolescents' motivation to learn and satisfaction with interpersonal relationships at school are also positively correlated with a humane parental style. Consequently, it is crucial to underscore the significance of the combination of emotional support and demandingness in the upbringing process. In contrast, the authoritarian parenting style, which is defined

by a high degree of control and a lack of sensitivity to a child's emotional requirements, establishes an environment that may restrict the adolescent's ability to achieve emotional stability, independence, and life satisfaction.

The subsequent research phase is designed to ascertain the overarching trends in the impact of parental style on psychological well-being and academic motivation (*Table no. 2*).

*Table no. 2*

**Correlation matrix between parenting style and main outcomes of adolescent development**

| Variable | Academic performance | Life satisfaction | Emotional connection with father |
|---|---|---|---|
| Humane parenting style | 0.41** | 0.53** | 0.61** |
| Authoritarian parenting style | -0.28* | -0.36* | -0.22 |

*Notes: *p <0.05; **p < 0.01.*

The correlation analysis results indicate a distinct disparity in the academic and emotional indicators of adolescents as a consequence of the various parenting styles. The humane style exhibits consistent positive relationships with all of the variables examined, including improved academic performance (r=0.41), increased life satisfaction (r=0.53), and a stronger emotional bond with the father (r=0.61). This supports the second hypothesis and suggests that an optimal environment for the development of adolescents is established by a balanced combination of demandingness and respect, as well as support and openness. Academic performance and subjective well-being exhibit adverse correlations with the authoritarian style. Despite the moderate intensity of the relationship, the general trend is evident: the level of intrinsic motivation to study and life satisfaction is diminished by control, rigidity, and a lack of dialogue. This implies that the authoritarian parental style can result in emotional alienation and anxiety, which can impede educational adaptation.

In general, the data indicate that the emotional well-being of adolescents is influenced by the character of their relationships and parenting style, in addition to their academic performance. The significance of cultivating parental abilities for cooperation, support, and open communication is underscored by the positive impact of the humane style in contrast to the detrimental consequences of authoritarianism.

The objective of the regression analysis is to ascertain which parental styles are predictive of academic performance (H2 and H4). The unique contribution of each parenting style and level of parental involvement in predicting academic performance is evaluated using a regression model. This method enables the differentiation of the direct effects of emotional support and a humane approach from the effects of authoritarianism (see *Table no. 3*).

*Table no.3*

**The influence of parenting style on adolescent academic performance**

| Independent variables | B (coefficient) | Standard deviation (SE) | β (beta) | t | p |
|---|---|---|---|---|---|
| Humane style | 0.41 | 0.06 | 0.33 | 6.83 | <0.001 |
| Authoritarian style | -0.18 | 0.07 | -0.15 | -2.57 | 0.011 |
| Consistency of scale assessment | 0.05 | 0.02 | 0.08 | 2.30 | 0.023 |

H4 investigated the extent to which the emotional engagement of fathers influences the intrinsic motivation and overall life satisfaction of adolescents. Fathers' emotional involvement in this study was defined as the extent of their support for their children, their willingness to engage in discussions regarding their emotional issues, and the establishment of close interpersonal relationships. According to the regression analysis, adolescents' academic performance is statistically significantly positively influenced by the combination of active paternal involvement and a humane parental style ($\beta = 0.33$). This was adjusted to account for other variables, such as the level of involvement of the father and the manner of parenting.

An additional analysis revealed that fathers' emotional involvement and a humane parenting style are partially interrelated; however, the independent and statistically significant effect of active paternal involvement on intrinsic motivation and life satisfaction is revealed when they are isolated. Nevertheless, it is important to acknowledge the following constraints: the absence of data on the socioeconomic status (SES) of the family. It is impossible to obtain statistical confirmation of the effect without considering material well-being. Consequently, H4 continues to be an assumption regarding the mechanism of intrinsic motivation's development, necessitating additional research that takes SES into account.

Conversely, the authoritarian style is linked to a decline in academic performance ($\beta$=-0.15). In the absence of trust and dialogue, the predominance of discipline and control is the cause of its detrimental effects. This suggests that academic motivation is suppressed, rather than that achievement is stimulated by excessive rigidity. Consequently, the data in Table no. 3 illustrate that the academic performance of adolescents is contingent upon the level of active involvement of the father in daily life, in addition to the manner of upbringing. The combination of a humane style and high involvement is the most advantageous.

*Table no. 4* provides summary statistics on the subjective well-being of adolescents, academic performance, dominant parental styles, and fathers' involvement in order to enhance comprehension of the sample and test hypotheses. These findings serve as the foundation for additional regression and correlation analyses.

*Table no. 4*

**Descriptive characteristics of the main variables (N = 379)**

| Variable | The average (M) | Standard deviation (SD) | Min | Max |
|---|---|---|---|---|
| Father's involvement (0-5) | 3.41 | 1.02 | 0 | 5 |
| Humane parenting style | 3.73 | 0.88 | 1 | 5 |
| Authoritarian parenting style | 2.64 | 0.91 | 1 | 5 |
| Academic performance (0–12) | 8.25 | 1.86 | 2.33 | 12 |
| Life satisfaction (1–7) | 5.11 | 1.12 | 1.8 | 7 |

The average values indicate that paternal involvement in the lives of adolescents is at an average level, and the humane style of parenting is more common than the authoritarian one. At the same time, academic performance and the level of life satisfaction can be characterized as relatively high. These results confirm H1: although parents demonstrate moderate involvement, it is the participation model focused on humanity, rather than strict control, that prevails. This creates the prerequisites for a positive impact on academic performance and psychological comfort.

The aim of the correlation analysis of the main variables is to determine how the level of fathers' involvement and the chosen parenting style are related to the educational and emotional outcomes of adolescents (H2, H3 and H4). The correlation analysis using Pearson's coefficient (r) provides for assessing the strength and direction of statistical relationships between these variables (*Table no. 5*).

*Table no. 5*

**Correlation matrix of main variables**

| Variable | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Father's involvement | 1 | | | | |
| 2. Humane parenting style | 0.48 | 1 | | | |
| 3. Authoritarian parenting style | -0.21 | -0.33 | 1 | | |
| 4. Academic performance | 0.42 | 0.39 | -0.19 | 1 | |
| 5. Life satisfaction | | 0.44 | -0.28 | 0.37 | 1 |

To test H3, a correlation analysis was administered between the level of active paternal involvement in an adolescent's daily life and key indicators of emotional and academic well-being. Active paternal involvement was assessed through daily interactions, assistance with schoolwork, participation in leisure activities, and support for an adolescent in decision-making. The correlation coefficient between paternal involvement and an adolescent's life satisfaction was 0.45 ($p < 0.01$), indicating a moderate and statistically significant positive relationship. This allows for assuming that the level of active paternal involvement

matters for an adolescent's emotional well-being, regardless of the parenting style (humane or authoritarian) used.

It is important to note that H3 indicates active paternal involvement, as opposed to merely the presence of a father in a family. The examination concentrated on the extent of an adolescent's involvement in specific facets of their life, such as schooling, recreation, and emotional support. Consequently, the results underscore that the absence of a father in a family does not mitigate his low levels of involvement, indicating that there will be no beneficial impact on an adolescent's academic performance or emotional indicators. These findings indicate that the degree of paternal involvement is crucial for the development of adolescents, underscoring the necessity of distinguishing between parental style (H2) and active father involvement (H3) in order to conduct a precise causal analysis.

H2, H3, and H4 are corroborated by the correlation analysis. Both academic performance and personal satisfaction of adolescents are significantly positively correlated with paternal involvement ($r = 0.42$, $r = 0.45$, $p < 0.01$). This implies that the father's active participation in daily interactions is a critical resource for the emotional well-being and educational advancement (H3). It is also discovered that the humane style is associated with improved academic performance and life satisfaction, whereas the authoritarian style has a negative correlation with these indicators ($r = –0.21$). Therefore, the adolescent's academic motivation and psycho-emotional stability are directly correlated with the parental style (H2). Furthermore, it is observed that the development of motivation is facilitated by a strong emotional bond and the support of the father (H4).

The final stage involves the modelling of the predictors of academic performance and life satisfaction (H1–H4). The regression analysis enables the precise determination of the impact of fathers' involvement and parenting style in the context of other variables (*Table no. 6*).

*Table no. 6*

**Results of regression analysis**

| Independent variable | β (success rate) | p-value | β (fulfillment) | p-value |
|---|---|---|---|---|
| Father's involvement | 0.33 | <0.001 | 0.36 | <0.001 |
| Humane parenting style | 0.29 | <0.01 | 0.27 | <0.01 |
| Authoritarian parenting style | –0.08 | 0.12 | –0.11 | 0.08 |

As shown in *Table no. 6*, the authoritarian parenting style lost statistical significance in the model after controlling for other variables, which indicates that its negative impact is less strong than the positive effect of the humane parenting style and father's involvement. Thus, the key factor for development is not only the absence of strict control but primarily the presence of support, dialogue, and participation (H3).

## DISCUSSION

Having conducted the analysis, the first hypothesis that fathers demonstrate a lower level of involvement in their child's daily life compared to mothers and are more likely to employ authoritarian parenting strategies. Fathers' participation is primarily concentrated in specific activities, particularly joint leisure, while their involvement in routine caregiving, educational support, and emotional communication remains comparatively limited. This pattern supports the assumption that paternal engagement tends to be less intensive and more role-specific than maternal involvement.

The second hypothesis of a statistically significant relationship between parenting style and academic performance among adolescents was confirmed. The results of correlation and regression analysis showed that the humane parenting style on the part of the father correlates positively with high academic performance among adolescents. In contrast, the authoritarian style is associated with lower educational outcomes and less academic motivation. Table no. 2 reflects the impact of both parenting styles on the academic and emotional performance of adolescents, and the correlation values for the authoritarian style are $r = –0.19$ and $r = –0.28$. The data obtained are consistent with the findings of previous studies conducted within the United Nations Development Program and United Nations Population Fund (2024), confirming the relevance of the identified trends in Georgian society.

The third hypothesis was confirmed, suggesting that active paternal involvement in daily interactions is an important resource for the educational progress and emotional well-being of an adolescent. The correlation value between active paternal involvement and an adolescent's life satisfaction was $r = 0.45$. This hypothesis also demonstrated the cultural specificity of parenting models in Georgia, where traditional paternal roles are gradually transformed under the influence of humane parenting.

The fourth hypothesis suggested that a close emotional connection and support from a father stimulate the development of an adolescent's motivation. Regression analysis showed a positive effect of the combination of a humane parenting style and active paternal involvement ($\beta = 0.33$). However, data on family socioeconomic status (SES) were not available; therefore, the independence of this effect from material well-being could not be statistically confirmed.

A close emotional bond and a father's support stimulate the development of an adolescent's intrinsic motivation. Although humanistic style and paternal involvement partially overlap, analysis shows that it is the active paternal involvement that has a significant effect.

Thus, all forwarded hypotheses were confirmed, demonstrating the complex and multifactorial nature of the influence of parenting styles on the academic performance and psychological well-being of adolescents. As a result, humane pedagogy developed by Dr. Shalva Amonashvili has a systematically positive

impact on cognitive achievement and the overall emotional comfort of the child, as correlated with works by Steinberg *et al.* (1992) and Grolnickand Ryan (1989). Furthermore, Torrado *et al.* (2021) and Martinez *et al.* (2021), in their research, also emphasize the fundamental role of emotional sensitivity, support, and promotion of autonomy in the formation of intrinsic motivation to learn. In fact, a humane parenting style creates a favorable environment for the development of trust, confidence, and academic independence, which is reflected in the increased academic performance of adolescents.

At the same time, an interpretation of the results requires consideration of several alternative explanations and hidden mediating mechanisms. The positive impact of a humane style may be indirectly mediated by the adolescent's overall mental health or a favorable social climate in the family (Bülow*et et al.*, 2022). In particular, adolescents with lower levels of anxiety, depression, or emotional exhaustion have higher academic motivation and better cognitive functioning, which cannot always be considered a direct result of parenting style (Coley and Hernandez 2006). It is more likely to be a complex interaction of several contextual variables, including the material well-being of the family, the level of conflict between parents, the style of communication in the family system, and the psycho-emotional state of the parents themselves (Varner *et al.* 2025).

Thus, the results should be interpreted in a broader sociocultural and psychological context: humanity in parenting acts not only as a separate quality but also as an integrative factor that enhances the effect of other favorable variables, creating a positive space for the academic and personal development of adolescents. Furthermore, it is not excluded that the social environment (school, peers, teachers) may modify the influence of parenting practices (Wang *et al.* 2020). According to Leaper (2002), a humane style may have less influence in contexts where the school environment is authoritarian or frustrating.

The results also indicate the influence of the sociocultural context. In Georgia, the traditional view of the father as a strict authority figure has been preserved (Veselov 2020; Skhirtladze *et al.* 2023), but the present research claims the younger generation of adolescents increasingly expects emotional accessibility and equal dialogue. This confirms the gradual transformation of the parenting paradigm, which requires support through government programs to raise paternal awareness.

Despite the important results obtained in this study, there are several significant limitations. The first one is the geographical limitations of the sample. All participants are adolescents from Tbilisi schools, which significantly limits the generalizability of the results to other regions of Georgia, especially rural areas or ethnic communities where cultural and family traditions may have a different focus. The second one is the subjective nature of the data. All information about parenting style, level of father's involvement, and characteristics of the family environment is based solely on the interpretation of adolescents. Such data can be

distorted by personal biases, social desirability, or the respondent's temporary emotional state. The last one is the absence of such variables as family socioeconomic status, which is interdependent with life satisfaction variable.

These limitations stipulate a set of further research areas. It is worth conducting similar studies in other regions of Georgia, including rural areas and ethnic minorities, to identify regional variations in parenting styles and develop culturally sensitive educational models. The inclusion of paternal assessments will allow for a comparative analysis of the perception of educational practices and a better understanding of the biometric approach to measuring involvement and parenting style. Alternatively, it would be useful to focus on fathers' self-identification in the context of cultural transformation: what they think a Georgian father is, how their expectations are formed, and how they reflect on their own educational strategies. Finally, testing a family socioeconomic status can help to track its impact on adolescent development.

## CONCLUSION

The study on the role of fathers in adolescent upbringing in Georgia provides important insights into parenting within the local sociocultural context. This research highlights the growing recognition of fathers' emotional involvement, showing that warmth, support, open communication, and humane parenting significantly enhance adolescents' academic motivation, self-esteem, and overall well-being. Better academic performance and life satisfaction are associated with the humane parenting style, as it prioritizes care and engagement.

Empirical data from 379 high school students in Tbilisi revealed the specifics of Georgian fathering practices. The research revealed that traditional norms remain influential in Georgia, with fathers often seen primarily as authority figures, disciplinarians, and providers.

The research indicated that adolescents derive the greatest benefit when fathers integrate demandingness with emotional support, exemplifying the humane parenting approach. Emotional closeness with fathers was closely associated with higher life satisfaction, self-confidence, and motivation. Academic performance was highest among adolescents brought up according to the humane parenting style, while those who have authoritarian fathers scored lower. Regression analysis confirmed that humane pedagogy, shared time, and emotional support significantly predict academic motivation. Emotional closeness with fathers also strongly relates to life satisfaction and self-esteem.

Thus, all hypotheses were confirmed, demonstrating the complex and multifactorial influence of parenting styles and active paternal involvement on adolescents' academic performance and psychological well-being. The results should be interpreted considering the sociocultural context, sample limitations, and lack of data on SES. Controlled variables included paternal involvement and

parenting style, which allowed us to separately assess the contribution of each factor.

### *AI Declaration Statement*

The author confirm that no Artificial Intelligence (AI) tools or technologies were used at any stage or in any form during the preparation of this manuscript. The work presented is entirely the result of human expertise, critical thinking, and evaluation.

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*Articolul investighează realizările educaționale ale adolescenților din Georgia de astăzi, gradul de implicare emoțională și comportamentală a taților în viața copiilor lor și relația dintre stilurile parentale umane și cele autoritare. Conceptul de pedagogie umană, conceput de Dr. ShalvaAmonashvili, servește ca fundament metodologic al studiului. Amonashvili diferențiază între abordările educaționale umane și cele autoritare. Relevanța studiului este atribuită păstrării normelor patriarhale tradiționale în societatea georgiană, care asociază în principal funcția maternă cu îngrijirea copiilor. În consecință, participarea taților în procesul educațional zilnic este diminuată.Cercetarea propune o ipoteză privind corelația pozitivă între indicatorii motivației academice, starea de bine emoțională și realizările educaționale ale adolescenților și un stil parental uman, însoțit de un nivel ridicat de implicare paternă. Fundamentul metodologic este reprezentat de un sondaj cantitativ în rândul elevilor din liceele din Tbilisi, utilizând scale psihometrice standardizate. Rezultatele analizei confirmă faptul că adolescenții prezintă niveluri mai ridicate de motivație academică, stabilitate emoțională și stimă de sine pozitivă atunci când sunt expuși unui stil parental uman care încorporează sprijinul, respectul și dialogul, în conjuncție cu o implicare paternă activă.Dimpotrivă, o abordare parentală autoritară este asociată semnificativ cu o stare de bine emoțională diminuată, demotivare academică și anxietate ridicată. Articolul conturează, de asemenea, profilul social al tatălui georgian contemporan și oferă sfaturi practice pentru promovarea unei abordări parentale umane.*

***Cuvinte-cheie**: parenting; bunăstare emoțională; implicare paternă; stil parental uman; adolescenți; autoritarism.*

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