



Father–Child Emotional Attachment and Paternal Involvement as Predictors of Adolescent Emotion Regulation

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ABSTRACT

Keywords:

Father–child attachment; Paternal involvement; Emotion regulation; Adolescents

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This study aimed to examine the effects of father–child emotional attachment and paternal involvement in parenting on adolescents' emotion regulation, both individually and simultaneously. A quantitative correlational-predictive design was employed with Grade IX students as participants, selected through total sampling. Data were collected using validated and reliable five-point Likert-scale questionnaires measuring father–child emotional attachment, paternal involvement in parenting, and emotion regulation. Multiple linear regression was used to examine the partial and simultaneous effects of the predictor variables. Father–child emotional attachment had a positive and significant effect on students' emotion regulation ($\beta = 0.654$, $t = 10.956$, $p < 0.001$). Paternal involvement in parenting also had a positive and significant effect ($\beta = 0.636$, $t = 10.667$, $p < 0.001$). Simultaneously, both predictors significantly explained variation in emotion regulation ($F = 117.011$, $p < 0.001$), accounting for 83.3% of its variance. The findings highlight that emotional security and active paternal involvement are complementary factors in adolescents' emotional development. Strengthening father-focused parenting practices and family–school collaboration may support adolescents' capacity for adaptive emotional regulation.

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INTRODUCTION

Emotion regulation has become a concern for adolescents, families, and schools because difficulties managing emotions can disrupt learning, relationships, decision-making, and psychological adjustment. The point is that emotional competence is not only an individual capacity but also a social resource supporting healthy development. The reason is that adolescents increasingly encounter academic pressure, peer conflict, identity demands, and changing family relationships, making effective emotional management essential. Evidence indicates that parenting stress and adolescents' emotion

regulation are associated with social skills, while emotional dysregulation is linked to behavioral and emotional difficulties (Brandão et al., 2025; Smorti et al., 2024; Alqoderi et al., 2024). These findings suggest that adolescents' emotional functioning cannot be separated from their relational environments. Therefore, understanding family factors that strengthen emotion regulation is important for society because it can inform preventive parenting practices, school support, and developmental interventions that promote healthier adolescent adjustment.

This study is grounded in attachment theory and father involvement perspectives to explain adolescent emotion regulation. Attachment theory proposes that secure emotional bonds with caregivers provide psychological security and facilitate adaptive responses to stress and emotional challenges. Recent evidence shows that parent-adolescent closeness predicts adolescents' emotion dysregulation, while fathers' contributions to attachment remain relevant across development (Chiang et al., 2024; Aneesh et al., 2024). The first concept, father-child attachment, therefore represents the quality, security, trust, and availability characterizing the paternal relationship. The second concept, father involvement in parenting, emphasizes fathers' participation in caregiving, communication, guidance, companionship, and developmental support. Systematic evidence indicates that father involvement is associated with emotion regulation, while perceived father involvement relates to adolescents' emotional intelligence (Sulistyawati, 2024; Randiawan & Muthmainah, 2025). Emotion regulation consequently functions as the developmental outcome shaped by relational security and paternal participation.

A problem emerges when adolescents experience difficulties while family relationships do not consistently provide adequate emotional support, communication, or paternal presence. Such difficulties may appear as anger, frustration, crying, anxiety, withdrawal, overthinking, impulsive responses, or prolonged difficulty recovering after conflict. The problem becomes important during adolescence because demands increase alongside autonomy, identity formation, peer relationships, and academic expectations. Research indicates that parent-adolescent communication about emotional distress is bidirectionally connected with adolescents' emotion regulation, suggesting that functioning and family interaction continually influence one another (Xu et al., 2025; Ulfah et al., 2025). Evidence also shows that father presence may influence depressive symptoms through emotion beliefs and emotion regulation, highlighting fathers' relevance to adolescent adjustment (Xu et al., 2025; Kim & Kochanska, 2025). Thus, insufficient attention to paternal relationships may leave an important mechanism underexamined. This problem requires empirical investigation that distinguishes emotional attachment from fathers' actual parenting involvement.

Previous research connects parental relationships, fathering, and emotional development, but findings remain fragmented across stages and constructs. Studies have shown that parent–child attachment is linked to children’s emotion regulation, while father–child attachment is associated with social and emotional development (Ferreira et al., 2024; Zulfa et al., 2025). Studies examining fathers have also demonstrated that paternal emotion-related socialization contributes to adolescent development, and systematic reviews identify fathers as contributors to children’s emotion regulation (Jiang et al., 2023; Islamiah et al., 2023). However, several limitations remain. Much of the evidence examines parental relationships, early childhood, or paternal processes rather than adolescence and distinct paternal mechanisms simultaneously. Other studies emphasize attachment, emotional intelligence, or mental health rather than emotion regulation itself. Consequently, the literature provides justification but limited integrated evidence explaining how father–child attachment and father involvement jointly relate to adolescent emotion regulation.

The literature reveals an issue. Studies indicate that father involvement can support emotion regulation, and father–adolescent attachment may predict psychological outcomes (Puglisi et al., 2024; Vetterly et al., 2024). Research on parent–teen relationships further suggests that family relationships during adolescence can predict later intra- and interpersonal emotion regulation (Wilson et al., 2024). Indonesian studies similarly report relationships between father involvement, emotional intelligence, father–child bonding, and emotion regulation-related outcomes (Kristianto & Kusumiati, 2026; Rachmawati & Shanie, 2026; Sari et al., 2025). Nevertheless, these studies often focus on one paternal dimension, different age groups, mediating pathways, or broader emotional outcomes. Evidence testing father–child attachment and father involvement as separate predictors of adolescent emotion regulation remains limited. Addressing this gap is important because distinguishing relational quality from behavioral involvement can clarify which paternal mechanisms matter most for adolescents’ adjustment and inform targeted interventions.

This study advances the state of the art by integrating two dimensions of fathering—father–child emotional attachment and father involvement in parenting—within one model of adolescent emotion regulation. Rather than treating fathers as a family background variable, the study distinguishes the emotional quality of the relationship from the father’s participation in parenting. This distinction enables understanding of how relational security and paternal engagement may contribute to adolescents’ capacity to manage emotions. The study is also positioned within an educational context where emotional development is expected to interact with family experiences. By focusing on Grade IX adolescents, it addresses a developmental period characterized by

increasing autonomy and complexity. This integrated perspective is important to resolve because effective interventions require knowledge about whether adolescents benefit primarily from feeling securely connected to fathers, experiencing consistent paternal involvement, or receiving both forms of support simultaneously.

The research problem asks whether father–child emotional attachment and father involvement in parenting predict adolescents’ emotion regulation independently and simultaneously. The argument is that stronger attachment should provide emotional security that helps adolescents interpret and manage emotional experiences, while greater paternal involvement should create opportunities for communication, guidance, modeling, and constructive emotional coping. When both conditions are present, their complementary functions may strengthen adolescents’ regulation capacity more than either condition alone. Accordingly, this study examines the levels of father–child attachment, father involvement, and emotion regulation and tests their individual and combined effects among Grade IX students at SMP Alam Al-Hakim Lembang. The contribution is twofold: theoretically, it integrates attachment and paternal involvement into one adolescent-focused framework; practically, it provides evidence that can guide fathers, families, and schools in designing relational and parenting strategies that support emotionally adaptive, socially competent, and healthy adolescents.

RESEARCH METHODS

This study employed a quantitative explanatory-associative survey design to examine the contribution of father–child emotional attachment and paternal caregiving involvement to adolescents’ emotion regulation. This design was selected because the study aimed to statistically estimate relationships between defined predictor and outcome variables. Previous research indicates that paternal attachment, emotional socialization, and father involvement are associated with children’s and adolescents’ emotion regulation (Islamiah et al., 2023). The study was conducted at SMP Alam Al-Hakim Lembang, West Bandung Regency, an educational setting emphasizing cognitive, social, emotional, and spiritual development. The location was selected because its holistic educational orientation provided a relevant context for examining paternal relationships and adolescent emotional development.

The population comprised 50 Grade IX students at SMP Alam Al-Hakim Lembang who met the research criteria. Because the accessible population was small and clearly defined, total sampling was employed, meaning that all 50 students participated. Participants were early adolescents who lived with their fathers or maintained active interaction with them and agreed to participate

through appropriate consent procedures. Grade IX was selected because adolescence represents a developmental period in which attachment relationships remain relevant while emotional regulation becomes increasingly autonomous. Previous studies similarly demonstrate the continuing importance of father–adolescent attachment and supportive parent–adolescent relationships during adolescence (Stern et al., 2024; Ratliff et al., 2023). Students assessed father–child attachment and their own emotion regulation, whereas fathers assessed paternal caregiving involvement.

Data were collected using closed-ended questionnaires with a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Father–child emotional attachment was measured through trust, communication, emotional closeness, and alienation, reflecting contemporary conceptualizations of adolescent attachment relationships (Brumariu et al., 2026). Paternal caregiving involvement comprised engagement, accessibility, responsibility, warmth and responsiveness, and positive control, consistent with contemporary research on father involvement (Puglisi et al., 2024). Emotion regulation included emotion control, impulse control, adaptive responses, and maladaptive responses, reflecting adolescents’ capacity to manage emotional experiences and reactions (Brandão et al., 2025). The constructs, dimensions, indicators, and conceptual sources are presented in Table 1. Instruments were reviewed for construct relevance and language clarity before administration and subsequently tested for validity and reliability. Confidentiality, anonymity, voluntary participation, and appropriate consent procedures were maintained throughout the data collection process.

Table 1. Constructs and Measurement Indicators

Variable	Dimension	Main Indicators	Conceptual Source
Father–Child Emotional Attachment (X1)	Trust	Sense of security and trust in the father	Brumariu et al. (2026); Stern et al. (2024)
	Communication	Openness in expressing thoughts and feelings	Chiang et al. (2024); Xu et al. (2025)
	Emotional closeness	Emotional closeness and comfort with the father	Ferreira et al. (2024); Stern et al. (2024)
	Alienation	Feelings of being alienated or poorly understood by the father	Chiang et al. (2024); Ratliff et al. (2023)
Paternal Caregiving Involvement (X2)	Engagement	Interaction, communication, and shared activities with the child	Puglisi et al. (2024); Sari et al. (2025)
	Accessibility	Availability when the child needs the father	Puglisi et al. (2024); Mirza et al. (2025)

	Responsibility	Attention to education, needs, and development	Sari et al. (2025); Kristianto & Kusumiati (2026)
	Warmth & responsiveness	Affection, attention, understanding, and emotional support	Puglisi et al. (2024); Mirza et al. (2025)
	Positive control	Rules, guidance, supervision, and constructive discipline	Kristianto & Kusumiati (2026); Sari et al. (2025)
	Emotion Regulation (Y)	Emotion control	Ability to control and calm emotions
	Impulse control	Ability to control impulsive responses under stress	Xu et al. (2025); Smorti et al. (2024)
	Adaptive response	Ability to remain calm and deal with problems adaptively	Brandão et al. (2025); Özaydın & Soyyiğit (2024)
	Maladaptive response	Anger, anxiety, withdrawal, and overthinking	Smorti et al. (2024); Xu et al. (2025)

Data were edited, coded, scored, including reverse scoring for negatively worded items, and tabulated before analysis. Item validity was assessed using corrected item–total correlations, while internal consistency was evaluated using Cronbach’s alpha. Descriptive statistics summarized the distribution of each construct. Multiple linear regression was then applied to examine the contribution of father–child emotional attachment (X1) and paternal caregiving involvement (X2) to emotion regulation (Y), using $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \varepsilon$. Regression assumptions included residual normality, multicollinearity, heteroscedasticity, and linearity. Partial *t*-tests assessed individual predictors, the *F*-test assessed their simultaneous contribution, and R^2 determined the proportion of variance explained by the model. Statistical significance was set at $\alpha = 0.05$. This approach enabled assessment of both independent and joint paternal contributions to adolescent emotion regulation (Puglisi et al., 2024).

RESULTS AND DISCUSSION

Results

Descriptive Statistics

Descriptive statistics were used to describe the distribution and general characteristics of the three study variables: father–child emotional attachment, paternal caregiving involvement, and students’ emotion regulation. The analysis included the minimum, maximum, mean, and standard deviation scores. The mean scores were subsequently classified according to the five-point Likert scale categories established in the study.

Table 2. Descriptive Statistics of the Study Variables

Variable	N	Minimum	Maximum	Mean	Std. Deviation	Category
Father–Child Emotional Attachment	50	36	98	71.92	15.715	High
Paternal Caregiving Involvement	50	44	99	70.70	15.874	High
Students’ Emotion Regulation	50	46	93	71.46	10.328	High

Note: Categories were determined according to the five-point Likert scale classification established in the study.

As shown in Table 2, all three study variables were classified as high. Father–child emotional attachment had the highest mean score ($M = 71.92$, $SD = 15.715$), followed by students’ emotion regulation ($M = 71.46$, $SD = 10.328$) and paternal caregiving involvement ($M = 70.70$, $SD = 15.874$). The relatively similar mean scores suggest that the respondents generally reported comparable levels across the three constructs.

The standard deviation values indicate differences in response variability. Students’ emotion regulation showed the lowest variability ($SD = 10.328$), suggesting that responses were relatively more homogeneous. In contrast, paternal caregiving involvement ($SD = 15.874$) and father–child emotional attachment ($SD = 15.715$) showed greater dispersion in respondents’ scores. Overall, the descriptive results indicate that respondents reported relatively high levels of father–child emotional attachment, paternal caregiving involvement, and emotion regulation.

Instrument Quality Testing

Validity Test

The validity of the research instruments was assessed using Pearson product–moment correlations between each item and the corresponding total score. With 50 respondents, the critical r -value was 0.279 at the 5% significance level. The validity results are summarized in Table 3.

Table 3. Validity Test of Research Instruments

Instrument	Number of Items	r-count Range	r-table	Sig. Range	Decision
Father–Child Emotional Attachment	20	0.734–0.870	0.279	0.000	Valid
Paternal Caregiving Involvement	20	0.711–0.861	0.279	0.000	Valid
Students’ Emotion Regulation	20	0.351–0.641	0.279	0.000–0.012	Valid

As shown in Table 3, all 60 items across the three instruments demonstrated correlation coefficients exceeding the critical r -value of 0.279 and statistically significant relationships ($p < 0.05$). The father–child emotional attachment instrument showed the highest correlation range (0.734–0.870), followed by the paternal caregiving involvement instrument (0.711–0.861) and the students’ emotion regulation instrument (0.351–0.641). Therefore, all items met the established validity criteria, and no items were excluded from subsequent analysis.

Reliability Test

The reliability of the three research instruments was assessed using Cronbach’s alpha. The results are presented in Table 8.

Table 4. Reliability Test of the Research Instruments

Instrument	Number of Items	Cronbach’s Alpha	Decision
Father–Child Emotional Attachment	20	0.971	Reliable
Paternal Caregiving Involvement	20	0.968	Reliable
Students’ Emotion Regulation	20	0.847	Reliable

As shown in Table 4, all three instruments demonstrated satisfactory internal consistency, with Cronbach’s alpha coefficients ranging from 0.847 to 0.971, exceeding the commonly accepted threshold of 0.70. The father–child emotional attachment instrument showed the highest reliability ($\alpha = 0.971$), followed by paternal caregiving involvement ($\alpha = 0.968$) and students’ emotion regulation ($\alpha = 0.847$). Thus, all 60 items were considered reliable and retained for subsequent regression analysis.

Normality Test

Histogram

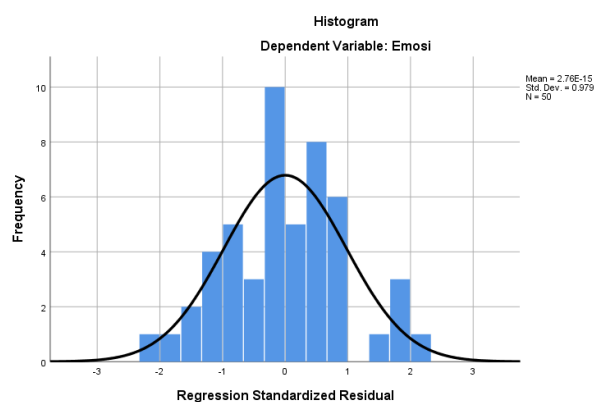


Figure 1. Histogram of Regression Residuals

The histogram in Figure 1 shows that the standardized residuals form an approximately bell-shaped distribution. The observations are concentrated around the center, with progressively fewer observations toward both tails. No substantial deviation from the expected normal pattern is apparent.

Normal P-P Plot

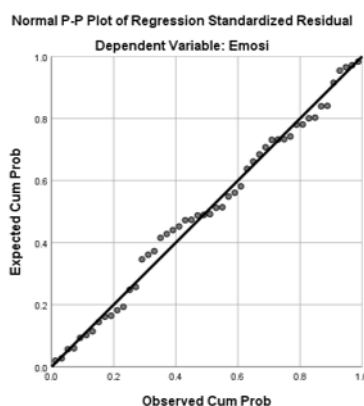


Figure 2. Normal P-P Plot of Regression Residuals

Figure 2 shows that the residual points generally follow the diagonal reference line. Although minor deviations are visible at several points, the overall pattern remains sufficiently close to the diagonal. This visual evidence supports the assumption of approximate normality.

Kolmogorov-Smirnov Test

Table 5. One-Sample Kolmogorov-Smirnov Test

Statistic	Unstandardized Residual
N	50
Mean	0.0000000
Std. Deviation	4.22359750
Absolute Difference	0.074
Positive Difference	0.054
Negative Difference	-0.074
Test Statistic	0.074
Asymp. Sig. (2-tailed)	0.200

Note: Test distribution = Normal; Lilliefors Significance Correction.

As shown in Table 5, the Kolmogorov-Smirnov test produced a test statistic of 0.074 with an asymptotic significance value of 0.200. Because the significance value exceeds 0.05, the null hypothesis of normally distributed residuals is not rejected. Therefore, the residuals satisfy the normality assumption. This finding is also consistent with the histogram and P-P plot presented in Figures 1 and 2.

Multicollinearity Test

Multicollinearity was assessed using the Tolerance and Variance Inflation Factor (VIF) statistics. The results are presented in Table 6.

Table 6. Multicollinearity Test

Predictor	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
Constant	11.299	3.980	—	2.839	0.007	—	—
Father–Child Emotional Attachment	0.430	0.039	0.654	10.956	0.000	1.000	1.000
Paternal Caregiving Involvement	0.414	0.039	0.636	10.667	0.000	1.000	1.000

Note: Dependent variable = Students' Emotion Regulation.

As presented in Table 6, both predictors had Tolerance values of 1.000 and VIF values of 1.000, which are within the acceptable criteria (Tolerance > 0.10 and VIF < 10). Therefore, the regression model showed no evidence of multicollinearity between father–child emotional attachment and paternal caregiving involvement.

Heteroscedasticity Test

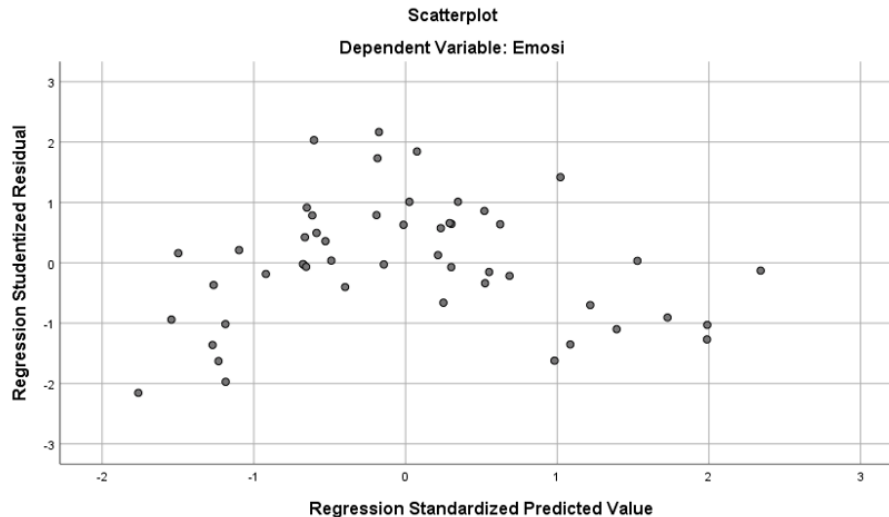


Figure 3. Scatterplot of Regression Residuals

The scatterplot in Figure 3 shows that the residual points are distributed on both sides of the zero line without a discernible systematic pattern. The points do not display a funnel-shaped, wave-like, or otherwise structured distribution. The absence of a clear pattern indicates that the residual variance is reasonably constant. Thus, the regression model satisfies the homoscedasticity assumption.

Hypothesis Testing

Hypothesis testing was conducted using multiple linear regression to examine the partial and simultaneous effects of father–child emotional attachment and paternal caregiving involvement on students’ emotion regulation. The regression results are summarized in Table 7.

Table 7. Multiple Linear Regression and Hypothesis Testing Results

Analysis	Predictor/Model	B	β	t/F	Sig.	R	R ²	Adj. R ²
Partial test	Father–Child Emotional Attachment	0.430	0.654	10.956	<0.001	—	—	—
	Paternal Caregiving Involvement	0.414	0.636	10.667	<0.001	—	—	—
Simultaneous test	Both predictors	—	—	117.011	<0.001	0.913	0.833	0.826

Note: Dependent variable = Students’ Emotion Regulation; F(2,47) = 117.011.

As presented in Table 7, father–child emotional attachment had a positive and significant relationship with students’ emotion regulation ($B = 0.430$, $\beta = 0.654$, $t = 10.956$, $p < 0.001$), supporting the first hypothesis. Paternal caregiving involvement also showed a positive and significant relationship ($B = 0.414$, $\beta = 0.636$, $t = 10.667$, $p < 0.001$), supporting the second hypothesis. The simultaneous test confirmed that both predictors significantly contributed to students’ emotion regulation ($F(2,47) = 117.011$, $p < 0.001$). The model produced $R = 0.913$, $R^2 = 0.833$, and Adjusted $R^2 = 0.826$, indicating that father–child emotional attachment and paternal caregiving involvement jointly explained 83.3% of the variance in students’ emotion regulation, while the remaining 16.7% was attributable to other factors outside the model. Overall, the findings support the proposed hypotheses.

Summary of Hypothesis Testing

The results of hypothesis testing are summarized in Table 8. The findings indicate that all three proposed hypotheses were statistically supported. The partial tests showed significant positive relationships between each predictor and students’ emotion regulation, while the simultaneous test confirmed the significant joint contribution of both predictors.

Table 8. Summary of Hypothesis Testing

Hypothesis	Relationship	β	Test Statistic	p-value	Decision
H1	Father–Child Emotional Attachment → Emotion Regulation	0.654	$t = 10.956$	< 0.001	Supported

H2	Paternal Caregiving Involvement → Emotion Regulation	0.636	$t = 10.667$	< 0.001	Supported
H3	Father–Child Emotional Attachment + Paternal Caregiving Involvement → Emotion Regulation	—	$F(2, 47) = 117.011$	< 0.001	Supported

Note: H1 and H2 were tested using partial t-tests, whereas H3 was tested using a simultaneous F-test.

Overall, the findings support all proposed hypotheses. Father–child emotional attachment demonstrated a slightly stronger standardized effect ($\beta = 0.654$) than paternal caregiving involvement ($\beta = 0.636$), while both predictors jointly contributed significantly to students' emotion regulation.

Overall Results

The empirical results demonstrate three principal findings. First, the respondents reported relatively high levels of emotional attachment, paternal caregiving involvement, and emotion regulation. Second, all measurement items demonstrated acceptable item validity, while the three instruments showed satisfactory to excellent internal consistency, with Cronbach's alpha coefficients ranging from 0.847 to 0.971. Third, the regression analysis provided statistically significant evidence that both emotional attachment and paternal caregiving involvement were positively associated with students' emotion regulation. The two predictors jointly explained 83.3% of the variance in emotion regulation, with emotional attachment showing a slightly larger standardized coefficient than paternal caregiving involvement. The regression diagnostics further indicated that the model met the normality, multicollinearity, and homoscedasticity assumptions.

Discussion

The findings indicate that father–child emotional attachment, paternal caregiving involvement, and students' emotion regulation were all relatively high, suggesting generally favorable paternal relationships and emotional functioning among the respondents. This pattern is consistent with research showing that supportive parent–adolescent relationships provide an important foundation for emotion regulation and adjustment (Ratliff et al., 2023; Chiang et al., 2024). The present findings also complement Stern et al. (2024), who demonstrated that fathers contribute meaningfully to attachment during adolescence. However, the relatively large variability in attachment and paternal involvement indicates that adolescents do not experience paternal relationships uniformly. This variation is important because it suggests that the quality of fathering may be more consequential than simply the presence of a father. Thus,

the descriptive findings establish a relevant context for examining paternal relational and behavioral characteristics as predictors of adolescent emotional functioning.

The first hypothesis was supported: father–child emotional attachment positively predicted students’ emotion regulation ($\beta = 0.654$, $t = 10.956$, $p < .001$). This finding is consistent with Ferreira et al. (2024), who found that parent–child attachment is associated with children’s emotion regulation, and with Brumariu et al. (2026), who highlighted the relationship between attachment security, parental emotion socialization, and adolescent emotion regulation. It also extends Islamiah et al. (2023), whose systematic review specifically emphasized fathers’ roles in children’s emotion-regulation development. The relatively strong coefficient in the present study suggests that emotional security within the father–child relationship may be particularly salient during adolescence. Compared with studies examining parental attachment more broadly, the present research contributes by isolating father–child emotional attachment as a distinct relational predictor rather than subsuming paternal attachment within a general parental construct.

The strength of the attachment finding also supports the proposition that emotional availability provides an interpersonal context for developing regulatory capacities. Ratliff et al. (2023) demonstrated that supportive parent–adolescent relationships function as a foundation for emotion regulation and adjustment, while Özaydın and Soyuyğit (2024) showed that parental emotional availability is associated with adolescent resilience through emotion regulation. The present result is therefore broadly consistent with existing evidence, but adds a father-specific perspective. Importantly, the finding does not imply that attachment alone determines adolescents’ regulation. Rather, secure emotional relationships may facilitate adolescents’ confidence in expressing emotions, receiving guidance, and gradually internalizing adaptive regulatory strategies. From an Islamic psychology perspective, this pattern can be interpreted through *sakinah*, *maḥabbah*, and *uswah hasanah*, whereby emotional security and exemplary paternal conduct may provide a relational foundation for self-control and responsible emotional responses.

The second hypothesis was also supported, with paternal caregiving involvement positively predicting emotion regulation ($\beta = 0.636$, $t = 10.667$, $p < .001$). This finding agrees with Puglisi et al. (2024), whose systematic review identified father involvement as relevant to emotion regulation, although much of their evidence focused on early childhood. It also complements Mirza et al. (2025) and Kristianto and Kusumati (2026), who reported associations between paternal involvement and adolescents’ emotional development or regulation. The present finding extends this literature by demonstrating that paternal

caregiving involvement remains relevant during adolescence, when parental influence increasingly interacts with peers and other social contexts. Rather than merely reflecting time spent together, involvement may provide repeated opportunities for communication, guidance, emotional support, and behavioral modeling. Thus, paternal involvement appears to function as a developmental resource through which adolescents can practice adaptive emotional responses in everyday situations.

The simultaneous regression model provides an important contribution because father–child attachment and paternal caregiving involvement jointly explained 83.3% of the variance in students' emotion regulation ($R^2 = .833$; adjusted $R^2 = .826$; $F(2,47) = 117.011$, $p < .001$). This substantial explanatory proportion should be interpreted cautiously because the sample was small and cross-sectional. Nevertheless, the finding demonstrates that relational and behavioral dimensions of fathering can provide complementary explanatory value. The slightly larger coefficient for attachment ($\beta = .654$) than involvement ($\beta = .636$) suggests that emotional security may have a somewhat stronger association with regulation than observable caregiving participation. This complements Wilson et al. (2024), who emphasized the importance of both interparental and parent–teen relationships for later emotion regulation. The novelty of the present study lies in integrating these two dimensions of paternal influence within one adolescent-focused predictive model.

The findings further clarify the conceptual distinction between attachment and involvement. The absence of multicollinearity (Tolerance = 1.000; VIF = 1.000) indicates that the two predictors were statistically distinguishable in the regression model. This distinction is theoretically meaningful because emotional attachment represents the perceived quality of the father–child bond, whereas caregiving involvement reflects fathers' behavioral participation in adolescents' lives. Similar distinctions are implied by Ferreira et al. (2024) and Puglisi et al. (2024), although the two dimensions are not always examined simultaneously. The present study therefore contributes a more integrated conceptualization of fathering: adolescents may benefit most when fathers are both emotionally available and actively involved. Within Islamic psychology, this integration can be associated with *amanah*, *tarbiyah*, *maḥabbah*, and *uswah hasanah*, positioning fatherhood as emotional companionship and active developmental guidance rather than material provision alone.

Despite these contributions, the findings should be interpreted alongside several limitations. The sample comprised only 50 ninth-grade students from one school, and the cross-sectional design prevents causal conclusions. Reciprocal processes are possible because adolescents with stronger emotion-regulation abilities may also experience or perceive their paternal relationships more

positively. In addition, maternal parenting, peer relationships, school climate, temperament, and socioeconomic factors were not included. These limitations distinguish the present findings from longitudinal research such as Xu et al. (2025), which examined father presence and emotion regulation over time. Future studies should therefore employ larger, more diverse, longitudinal samples and multiple informants. The principal novelty of this study remains its integration of father–child emotional attachment and paternal caregiving involvement as complementary predictors, while situating paternal emotional support and active guidance within an Islamic psychology framework for understanding adolescent emotion regulation.

CONCLUSION

The most important finding of this study is that father–child emotional attachment and paternal caregiving involvement are significant and complementary predictors of adolescents' emotion regulation, demonstrating that emotional security and active paternal engagement are both important for supporting adolescents' capacity to manage emotions adaptively. The central lesson is that effective fatherhood extends beyond material provision to include emotional availability, communication, guidance, companionship, and positive behavioral modeling. Scientifically, this study contributes by integrating the relational dimension of father–child attachment with the behavioral dimension of paternal involvement within a single predictive framework, while interpreting paternal roles through developmental and Islamic psychology. This integrated perspective strengthens the understanding of fathers as active developmental agents and provides a more comprehensive view of how paternal relationships may support adolescent emotional development. However, the findings should be interpreted cautiously because of the small sample of 50 students from one school, cross-sectional design, potential self-report and social-desirability bias, and the exclusion of maternal, peer, co-parenting, and explicitly Islamic psychological factors. Future research should employ larger and more diverse samples, longitudinal or mixed-method designs, multiple informants, and mediation or moderation analyses, while developing culturally and Islamically grounded measures of constructs such as *sabr*, *dhikr*, and *tazkiyat al-naafs*.

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