

Effects of Parent Involvement on Students Self-Confidence and Academic Performance Studying in Primary Classes in Indian Schools in Oman

Sonal Sibal^{1*}, Popoola Kareem Hamed², Lubna Ali Mohammed¹

¹ Faculty of Social Science, Arts and Humanities, Lincoln University College, Kota Bharu, Malaysia

² Al Madinah International University, Kuala Lumpur, Malaysia

*Corresponding Author: sonal-facilitator021@isboman.com

Received: 21 June 2025 | Accepted: 25 July 2025 | Published: 1 September 2025

DOI: <https://doi.org/10.55057/ijares.2025.7.4.27>

Abstract: *This study is conducted to investigate the effects of parent involvement on the child's self-confidence and academic performance specifically in classes between (grade 1-5) studying in Indian schools in Oman. The research aims to target primarily five major Indian school in the capital city of Oman. It encourages a systemic, integrated, and sustainable parent involvement which has a positive impact on children's schooling. It also investigates how a better parent-child communication and a positive home environment can boost the child's confidence and has a direct impact on the student's academic performance. The research question aims to determine the active involvement of parents in student's studies and in tune with what is happening in their child's classroom in order to establish a connection between what is learned at school and what takes place in the home. It also investigates how parent's education and their open communication with their child helps them to understand the challenges what their child is facing and helps them to support emotionally. This study also determines any significant relationship between the self-confidence and the academic performance. A quantitative research is conducted with parents of the children studying in primary classes of Indian schools in Oman through an electronic questioner as a google form in a link. The research questions aim to show how Parent involvement (PI) has a direct impact on the academic performance (Ap) and self-confidence (Sc).*

Keywords: Parent involvement (PI), Academic performance (Ap), Self-confidence (SC)

1. Introduction

Parents are considered to be the most important primary role models in their young children's immediate surroundings. Parents are the prime care givers to their children. Their influence on their child cannot be denied. Parent involvement signifies the ongoing and active participation in their child's education and therefore it is rightly said that having a child is a 21 years project where a child needs its parents in all phases of their life. The parents influence has a great impact on the child academics which in long run brings social and economic benefits to their child.

The study focusses that there are number of ways the student will be affected by parent involvement. A Positive environment, people around them to encourage and growth in their education. It highlights the benefits of parental involvement as it gives a right direction to the

student and boosts their confidence to move after high school (Lagrange & Thompson, 2022) The parent's acceptance of the child and their focus on his strengths as against his weaknesses helps the child develop into a healthy individual with positive self-concept and confidence. conversely, rejection of the child or over protection or both cause harm to the child's personality and motivation. Realistic parental expectation is important, as these are the goals, which the child adopts for himself. If the goals are too high to achieve, the child gets frustrated as he is unable to achieve them. Therefore, there should be adequate and realistic expectation from the child which help him to maintain a high level of motivation and a feeling of success.

Self-confidence has many impacts on students learning and performance inside and outside the school. High levels of self- confidence help student to improve better participation, enjoying the learning, less anxiety during the test, growth of comfort with the teachers and their classmates. The researchers emphasize the academic staff to take necessary actions and pay attention to the students with low confidence (Akbari & Sahibzada, 2020). The study suggested that the various factors like parent warmth, parent monitoring, economic security, low maternal depression effects the child's self-esteem irrespective of their gender or age. Improving the family environment definitely has positive consequences on many domains of children and adolescents like their health, overall well-being and education (Krauss et al., 2020) Parents warmth (like affection, care, encouragement and praise) and monitoring are the key parenting behaviours that effectively improves the child's self-esteem. Good monitoring is also one of the ways the parent can stay connected which forms the basis of child's protection (Krauss et al., 2020).

Early childhood, kindergarten programs to work with their children at home have a significant positive impact on their child learnings. The weekly home assignments which involve child and parents are linked to improved grades for elementary and middle school students. One study shows that if schools fully adopt well-designed practices to engage families, their students' test scores tend to rise and attendance improves (Henderson & Mapp, 2002).

Background of the study

In Oman There are 21 Indian schools which follow CBSE (central board of secondary education) curriculum. These schools are run by Indian community under the Board of directors and by school management committee where the people from eminent members of parent's community who are well experienced in different professional fields render their services voluntary to ensure best development of future generation. The primary objective of Board of Directors is to ensure that no Indian expatriate child in the Sultanate of Oman is denied the opportunity of qualitative primary and secondary education at par with the national standards in India.

Currently, there are two types of schools in Oman – public schools and private schools. In public schools about 1,130 public schools cater to 600,000 students, and 640 private schools, including international schools, cater to 148,464 students. There are Foreign schools which cater different expatriate students from different countries like US, Uk, France, India, Pakistan, Sri Lanka and follow different curriculums different curricula (e.g., American, British, French, International Baccalaureate, and Indian – CBSE curriculum Oman) Indian Schools are the highest serving community where in Oman caters to the educational needs of more than 45,000 students. The Board of Directors of Indian Schools who are the eminent members of the parent's community ensure that every child from India residing in Oman should is given admission, with good quality education at affordable fees. These schools offer education from kindergarten to grade 12, with a focus on academic excellence, character building, and holistic

development. Parent community play a major role in the education system in Oman, as all these Indian schools are community schools run by the fees paid by the parents. The Board of Directors of Indian schools understand the importance of parent involvement and their participation in educational decisions, hence they invite the parents to be a part of educational system by their active participation, involvement and sharing of their expertise (Al-Barwani & Albeely, 2013). One of the studies highlighted that Oman's philosophy of education combines openness to the world values and preservation of Arab-Muslim National culture and values.

1.1 Problem Statement

Parent involvement is an essential component which can impact the child's academic and social success. However today the Parent interaction is just limited to provide necessary resources. The parent involvement has shown a progressive decline in elementary school and furthermore in secondary schools. This has come up as the biggest challenge which schools are facing now days. Parents are not able to understand the emotional and mental wellbeing of the child and hardly able to spend quality time with them, this creates distance between them and brings an emotional insecurity among the children. The parents try to replace their time with other materialistic things. They lack in the parental supervision or warmth which the child needs the most. This greatly effects the child overall performance and effects his confidence and academic performance.

There is no Effective and sustainable parent involvement in children's schooling. Either the parents are not educated so they hesitate to get socially involved in school programs or they are too busy in their workplace, but in both scenarios, students are getting effected. Children at the elementary stage of their school need parental guidance and support for their overall development. The parents limit their responsibilities to paying school fees, attending parent teacher meetings or providing private tuition as an external support to enhance their studies. Being emotionally available and responsive to their children is somewhere missing in their work commitments. They need to show empathy, listen carefully and validate their feelings to build a strong emotional bond with the child. When the child is supported at home and at school, they develop positive attitude and built their self-confidence and place higher priority to academic achievement.

Another issue which is griping in today's world is the Parents high expectations and comparisons with their peers. In today's competitive world they want their child to excel in all fields and ignore their child's strengths and weaknesses. This breaks the child self-esteem creates pressure on their children which brings in too much anxiety and stress which directly effects their academic performance.

1.2 Research Objectives

This study aims

- 1) To Investigate the level of parent involvement with their children education in Indian Primary schools in Oman.
- 2) To determine whether parental involvement predicts the primary school student academics performance.
- 3) To determine whether the parental involvement impact the primary school student self-confidence.
- 4) To investigate whether the demographic factor like parent qualification has influence on parent's involvement.

1.3 Research Questions

- 1) What is the level of parent involvement with their child in primary classes in Indian schools in Oman?
- 2) Does the parental involvement predict the primary school student academics performance?
- 3) Does the parental involvement impact the primary school student’s self-confidence?
- 4) Is there any significant relationship between the primary school student’s academic performance and self-confidence?
- 5) Does demographic factor like parent qualification effect parent’s involvement?

1.4 Theoretical and Conceptual Framework of the Study

Researchers have theorized that parental involvement can positively impact children's academic achievement. Parent involvement can be defined as the collaborative and interactive process between parents, schools, and children's educational organizations, working towards the same goal.

Every parent looks forward to their child’s academic achievement and success in school. The study was conducted to understand the parent involvement in young children’s education so that all stake holders like parents, teachers, policy makers, educators, researchers can comprehend and understand its multi- dimensional applications and outcomes. There is a need to understand the theories of parent involvement as it is the major component of the study. According to Manz (2014), parental involvement is considered a positive aspect that is directly related to life achievement both, inside and outside the children's classroom.

According to Vygotsky, the Sociocultural Theory (SCT) is an approach to learning and mental development through the potential interaction between individuals and their surrounding environment. The learning of students is influenced not only by adults and their peers but also cultural beliefs and attitudes affects the learning (Ameri, 2020). Socio-cultural theory is an emerging theory in psychology that looks at the important contributions that society makes to individual development. This theory stresses the interaction between developing people and the culture in which they live (Lantolf et al., 2020).

Vygotsky's theory focuses that child’s social interaction with any individual more advanced than the child helps them to reach internalization of cognitive processes. which means that child can on its own use their cognitive skills once they are mastered through social interactions. The theory explained the zone of Proximal distance (ZPD) which means the distance between the current developmental level of the child and the level of their potential development.as shown in figure 1.

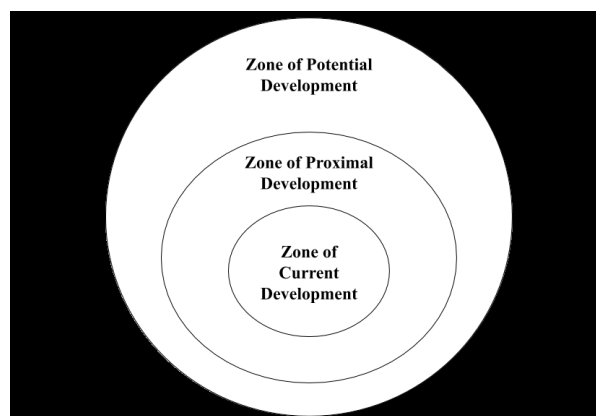


Figure 1: Zone of proximal development

In one of the studies the researcher has highlighted that the parents consider themselves as an appropriate social partner for their young children, even the elder sibling or peer are majorly an important part in the child's play (Vandermaas-Peeler, 2002). child's play activities are their way of social interaction. Even if the parents are not directly involved in the child's play but they provide the guidance and support which helps in the child's skill development, However the nature of parent involvement or parent child interaction may differ widely by culture or socialization. Parental support is extremely important however the support by means of time, material, space or through social partner may differs depending upon the culture.

Wairimu et al. (2016) study clearly highlights that parents support is the key element in child's progress. when parents fulfil the basic psychological needs of their children it brings in a positive outcome in them, whereas when they lack to fulfil their basic duties children are likely to face the consequences. This research further emphasized that the students who lack parental involvement have rare chance of graduating from high school.

Social cognitive theory (SCT) also developed as social learning theory in 1986 by Albert Bandura. This theory laid down that the person learning happens through interaction of person, environment and behaviour. Parents are also a part of social environment which impact the child greatly. The child always observes their parent actions and learns from them, similarly if a parent performs any challenging task with confidence the child learns and makes a mental note of the same and easily handle the similar situations in life. The central concept of this theory is Reciprocal determinism. This refers to the dynamic and reciprocal interaction of person (individual with a set of learned experiences), environment (external social context), and behaviour (responses to stimuli to achieve goals).

Conceptual Framework

The given study investigates the Relationship and effects of Parent Involvement has on the child's well-being and emotional health which directly impact its self-confidence and academic performance. This study is specifically conducted for Indian students studying in primary classes in Oman.

Independent variable

Parent involvement (PI) Parent involvement refers to the parent involvement in the child's education and school activities (Almawaali, & Noronh, 2020). The earlier the parent involves in their child education the more powerful effects it has on the child. There are different indicators to the Parents involvement like homework help, attending school events, communication with the teachers.

Dependent variable

Self-confidence (SC) is the child's belief in one own self. His positive outlook towards doing new things. Self-confidence mediates between the parent involvement and academic performance of the child. A positive parent involvement brings in the higher levels of confidence in child and that directly reflects in his academic performance. It is indicated through the confidence in abilities, self-belief and Positive attitude to try new things.

Academic Performance (AP) is the dependent variable. It refers to the child performance in exams and the overall learning habits in the class. The parent who are actively involved in their child's education makes the child more focused and shows great results. The parent's guidance and support at the early years of child's education makes a vast difference as these are the foundational classes where the concept building happens which later effects the child's

academic performance. Academic performance is measured through the test scores and the continuous class assessments grades.

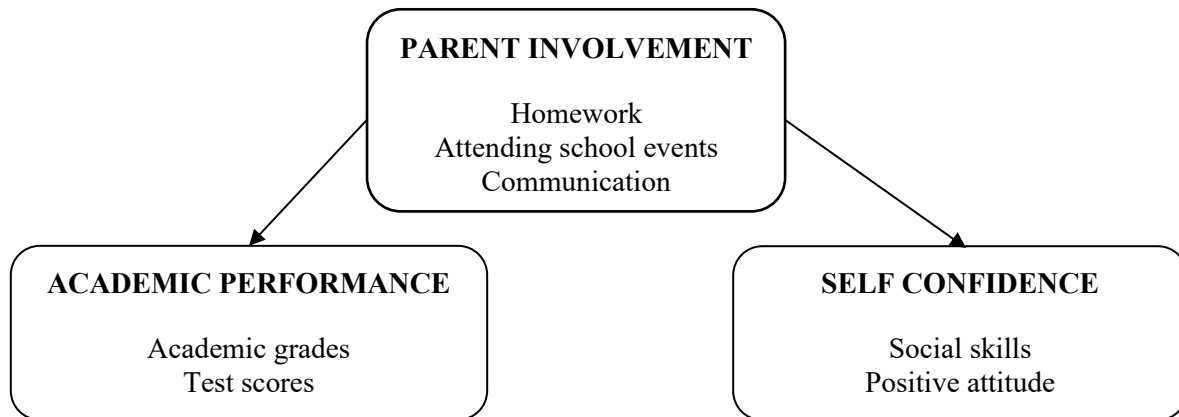


Figure 2: Conceptual Framework

Significance of the study

The significance of this study is to understand the importance of parent involvement to build in the child's mental and emotional wellbeing. In today's busy life active Parent involvement is challenging but its impact cannot be negated as it makes a significant difference in the child's academic and personal growth. The study emphasis the importance of parent involvement and how it can directly affect the child's self-confidence and academic performance. There are many factors which lead to student's success but the key factor which researchers point apart from the others like socioeconomic status, student background or the kind of school a student attends is the Parent Involvement, this study also brings about the relationship and importance of parent's involvement in the child's personal and academic growth.

The study is conducted specifically for students studying in Primary classes in Indian schools in Oman where parent community plays a major role.

Research Gaps:

- The study may lack diversity as it is limited to primary students only in Indian schools also known as Foreign schools in Oman.
- Sample size is limiting the generalizability of the findings as it may not represent the larger group of population.
- The validity and reliability of the tools to measure Parent involvement (PI), self-confidence and academic performance can affect the study's accuracy.

2. Literature Review

This part of the study gives a detail review of different studies conducted related to how parent involvement has a great impact on the child self-confidence and academic performance which brings in a holistic development for them in future. The paper highlights the relationship between the parent involvement on child's self-confidence and academic performance specifically the Indian students of primary classes in Oman following CBSE curriculum.

2.1 Importance of parent involvement

Lagrange and Thompson (2022) have clearly stated in his study that there is a direct relationship between the parent involvement and the child's performance. Parent involvement

gives a right direction to the student and effects their grades and bring in them the sense of self confidence. It was clearly stated that the 27% of the students drop out of school due to the lack of parent involvement.

According to Manan et al. (2020), parent involvement has a positive influence on the child's learning at home during pandemic. The child interest in learning will decrease if there is no parent involvement. As parent support and assist their child in the difficulties they face in performing the task. In parents program they guide, assist and supervise their children. Integration between Parents, teachers and students are the key to students learning. This research clearly stated parent involvement as the role of parenting, communication, volunteer, learning at home, decision making and collaboration with society program.

Khaleel and Mohammed's (2023) research has stated numerous benefits of parent involvement in the child's education not only in academic performance but also in their self-esteem and social skills. It also stated that schools also play in a major role in parent involvement as they provide them with the support like workshops, educational resources, parent teacher sessions. This collaborative environment brings in a positive learning environment for the child and makes the parent feel valued and received in their child's education. It also highlighted the major challenges faced by the expatriates' parents of the primary students studying in Dubai. The long working hours, commuting time, looking after the younger siblings, other household commitments they were not able to give quality time and support to their children. This makes the parents feel guilty, frustrated and a feeling of disconnect with their child's academic progress.

Parents who regularly collaborate with the teachers and their schoolwork motivates the learner, they don't give up any task easily as they feel secured that their parents are there to guide and support. The students who are lazy, disinterested also start showing interest in learning as parents at home communicate, read with them and help them in their tasks. Seeing the benefits of parent involvement on student's academics and overall well-being the school management has also taken varied steps and strategies to encourage parent involvement and work collaboratively.

Krauss et al. (2020) reported significant positive effects of parenting behaviour and family environment on the child's self-esteem and academic results. They have focused that family environment is a crucial factor in early childhood years for the development of self. The different characteristics of family environment has effects on the child's self-confidence like parental relationship, family values, economic condition, maternal and paternal depression, economic conditions and presence of father. The research suggests that the parental behaviour (love, affection, accepting the child, praise) and monitoring are the key factors that develops the child's self-esteem. In the research study the models used like Cross-lagged panel model stated that the child who is in high parenting environment is likely to have high self-esteem then the children brought up in a less warm parenting environment.

2.2 Parenting, Parent involvement and academic performance

According to the Epstein's theory of parenting, there are majorly six components of Parent involvement. As this research focusses on the parent involvement, it's important to understand it from all the dimensions. This majorly includes the activities that create a home environment for the child which is necessary for optimal physical, emotional and intellectual development, e.g. reading stories, playing sports together, going out for trips, sitting and discussing. These activities strengths the bond and creates a loving parent and child relationship.

Lanjekar et al. (2022) highlighted the importance of a good parenting. It states that a good parenting is one where the parents are able to meet the needs of their child. The cognitive development of the child starts from the early stage of their lives where parents play a major role. A child needs a positive parenting at difficult and painful situations in life where the parents are the pillars of support and can give their child the confidence to face challenging problems. The research stated that a positive parenting is needed both for cognitive development and emotional balance of the child which reduces the chances of depression. However, in today's world where parents are working parent- child communication is the biggest challenge. Parents want to know and participate in their child's academics but due to busy schedule and time constraints this becomes impossible.

2.3 Role of parents on child's self-confidence and cognitive development

Rohmalimna et al. (2022) concluded that the parents play an important role in forming the child's self-concept. Self-concept means the individuals view or impression about himself. Parent's direct the child, advise them so that they can understand their mistakes and take actions appropriately. The child who gets a pleasant positive treatment from their parents have a positive self-concept and vice versa. Positive self-concept means inculcating good qualities, power to take decisions, belief in oneself and confidence to try something new without fear. A negative self-concept makes the child focus only on negative, he will never be confident or believe in himself that he can do it. This directly impacts the child self-esteem and confidence.

Zhang (2020) emphasized that it's not the quantity but the quality of parent- child communication that is positively associated with the child's academic performance. Efforts to improve the quality of parent-child communication greatly benefited the adolescent's academic performance. If parents show trust and understanding and collaborate with their children's decision- making process it boosts their confidence and the built a sense of responsibility.

2.4 Relationship between self-confidence and learning process

Akbari and Sahibzada (2020) clearly stated the relationship of a student's self-confidence and the learning process. The findings showed the benefits that high self- confidence have on the students learning process. A child with high levels of self-confidence perform better, they enjoy learning, have less anxiety and have good mental health, they maintain a good rapport with their teachers and are more focused in relation to their careers.

Compte and Postlewaite (2001) stated lot of evidence which proofs that positive emotions enhances one's performance whereas the negative diminishes them. For Example, like lack of concentration, fears can impair the performance in sports, on stage and in school. confidence is like a quality which one can develop with time and support.

Moneva and Tribunalo (2020) found an association between the self-confidence and performance task. Students with high levels of self-confidence are able to accomplish their task with high efficiency and do not hesitate in participating in any activity in the school, whereas the students with low levels of confidence showed low performance task. The level of the attitude of the students depends to their confidence and how they interact to the surroundings. Students with high self-confidence have positive attitude towards performing a particular task whereas when the confidence is low the attitude is affected. Briñol et al. (2023) demonstrated that mental thoughts significantly guide performance, with individual confidence influencing thoughts, goals, and beliefs, thereby affecting performance. The study assessed academic performance using a battery that included a knowledge test and a visual task involving the rotation of geometrical figures. Results revealed that positive thoughts enhanced validation and

performance, while negative thoughts led to a decline in performance. These findings validate that self-confidence directly impacts individual performance. Parental trust and support foster a positive atmosphere that enhances mental well-being, enabling individuals to perform at their best.

3. Research Methodology

Introduction Research methodology is a systematic procedure which emphasizes how a researcher conducted the research to get valid and reliable results that addresses the aims and the objectives. The main purpose of the study is to investigate the impact of parent involvement on the child's confidence and academic performance. The study also measures that is there a significant relationship between the self-confidence and the academic performance of the students. This chapter will give a detail view of research design, Population of the study, sample size of the study, data collection method and data/ statistical Analysis.

3.1 Research design

In this research the researcher is measuring the impact of parent involvement on the child's self-confidence and academic performance on the Indian students studying in Oman in primary classes. The quantitative approach is used in this research where an electronic questionnaire is used in the form of google form link which is shared with the parents of students from classes grade 1 to grade 5 studying in primarily five different Indian schools in the capital city of Oman.

3.2 Population of the study

The target population in this study is the parents of the students specifically studying in primary classes in Indian schools in Oman. There are 21 Indian schools in the entire Oman region offering CBSE curriculum catering to the needs of 40,000 students. The study is focusing on Indian schools located in the capital city of Muscat in Oman.

3.3 Research sample size

In the given study the students of primary classes of grade 1 to 5 studying in Indian schools in Muscat are taken. The sample size for this study is taken through Rao Soft sample size calculator. A systematic random sampling method is used to choose the sample size of approx. 234 parents. The data base of students is collected from the school administration of primarily five different Indian schools located in the capital city of Muscat and a link of the questionnaire is shared through parent's phone numbers.

3.4 Research instrument

In this study a structured electronic questionnaire in the form of google form is used to collect the primary data which is shared with the parents, and teachers in the form of link. The questionnaire will consist of four parts:

- Part A - Demographic information: parents age, education, job profile, class in which studying and the school name.
- Part B - Parent Involvement: Time spent with their kids, participation in school activities, assisting in studies. This will help us get to know the level of parent involvement with their child.
- Part C - Students confidence: social interaction, active participation in school activities, ability to learn new subjects, belief in oneself.

- Part D - Academic Performance: Grade in last semester, Timely submission of assignments, regular study habits.

4. Data Collection Procedure

In this study, an electronic questionnaire was distributed via email and phone to the parents of selected students, serving as the sample for the research. The questionnaire targeted parents of primary school students (Grades 1 to 5) enrolled in various Indian schools in Oman. The study aimed to examine the impact of parental involvement on children's academic performance and self-confidence. Data was collected from approximately 234 parents whose children attend different Indian schools across Muscat, the capital city. The questionnaire comprised four main sections: demographic information, parental involvement (PI) assessed through eight questions, academic performance (AP) evaluated with five items, and self-confidence (SC) measured using six items.

5. Data Analysis

Data collected by using the survey method among parents is analyzed using the SPSS software. The descriptive statistical analysis explained how the parent involvement (PI) effects the child's academic performance and self-confidence. This analysis also helps to determine if gender plays a significant role in influencing parental involvement.

6. Findings

Problem 1-What is the level of parent involvement with their child in primary classes in Indian schools in Oman?

Level of Parents Involvement

Parents were asked in the questionnaire eight questions covering different ways in which parents involve themselves in child's academics. Parents were required to answer the question in ordinal scale with 0 standing for "Never", 1 for "Rarely", 2 for "Sometimes" and 3 for "Always". Based on the results of survey, the mean score of parent's involvements was found to be 2.30 indicating that parents are actively involved in child's academics and his/her other school activities as illustrated in figure 3.

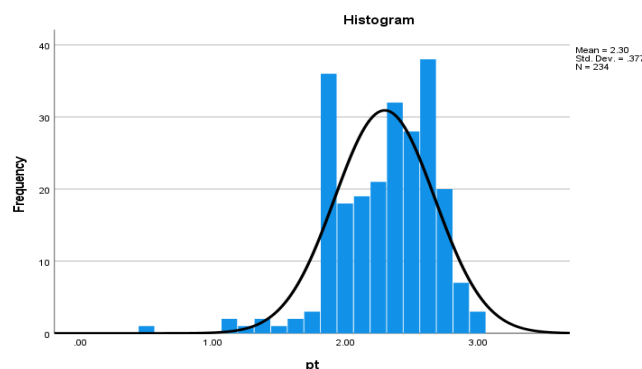


Figure 3: Level of Parent Involvement

Note: pt = Mean score of parent's involvements

Problem 2: To investigate if there is a significant impact of parents' involvement in the academic performance of a child

Hypothesis H2: Parent’s involvement significantly affects the academic performance of a child. The hypothesis tests that if the independent variable parents’ involvement (PI) significantly impacts the dependent variable academic performance of a child (AP) by using bivariate regression. PI significantly predicted AP, $F(1,232) = 203.539$, $p < 0.001$, which indicates that PI can play a significant role in shaping AP ($b = 0.875$, $p < 0.001$). These results indicate a positive effect of PI. Moreover, $R^2 = 0.467$ depicts that the model explains 46.7% of the variance in AP as shown in table 1.

Table 1: Regression Analysis PI vs AP

Hypothesis	Regression Weights	Beta Coefficient	R ²	F	p-Value	Hypothesis Supported
H2	PI → AP	0.875	0.467	203.539	<0.001	Yes

Correlation matrix is attached as Appendix 1

Pearson product correlation of different dimensions of parent’s involvement with academic performance was found to be moderately positive and statistically significant for dimension “Spend time discuss schoolwork” ($r = 0.612$, $p < 0.001$). Also, dimension “Help Child in project work” correlation was found to be moderately positive but statistically significant ($r = 0.602$, $p < 0.001$) with academic performance. Similarly, dimension “Engage with child in educational activities” was found to be very moderately positively correlated but statistically significant ($r = 0.561$, $p < 0.001$) with academic performance of a child. This shows that if the parents help child in their schoolwork, project work as well as other educational activities, it can boost their child’s academic performance.

Problem 3: To investigate if there is a significant impact of parents’ involvement in self-confidence of a child.

Hypothesis H3: Parent’s involvement significantly affects the self-confidence of a child

The hypothesis tests that if the independent variable parents’ involvement (PI) significantly impacts the dependent variable self- confidence of a child (SC) by using bivariate regression. PI significantly predicted SC, $F(1,232) = 98.176$, $p < 0.001$, which indicates that PI does play a significant role in shaping SC ($b = 0.55$, $p < 0.001$). These results indicate significant effect of PI. Moreover, $R^2 = 0.297$ depicts that the model explains 29.7% of the variance in SC. Table 2 shows the summary of the findings:

Table 2: Regression Analysis PI vs SC

Hypothesis	Regression Weights	Beta Coefficient	R ²	F	p-Value	Hypothesis Supported
H3	PI → SC	0.261	0.297	98.176	<0.001	Yes

Note: Correlation matrix is attached as Appendix 2

Pearson product correlation of different dimensions of parent’s involvement with child’s self- confidence was found to be low positive and statistically significant for dimension “Spend time discuss schoolwork” ($r = 0.445$, $p < 0.001$). Also, dimension “Help Child in project work” correlation was found to be low positive but statistically significant ($r = 0.417$, $p < 0.001$) with self- confidence. Similarly, dimension “Engage with child in educational activities” was found to be very low positively correlated but statistically significant ($r = 0.394$, $p < 0.001$) with self- confidence a child. This shows that if the parents help child in their schoolwork, project work as well as other educational activities, it can boost their child’s self- confidence.

Problem 4: Investigate the correlation between academic performance and self-confidence of a child

Hypothesis (H4): There is a significant correlation between self-confidence and academic performance of a child.

Pearson product correlation test was run between academic performance and child confidence, and the relationship was found to be moderately positive and statistically significant ($r=0.633$, $p<0.001$) as shown in table 3. Hence H4 was supported. This shows that a child's good academic performance also positively relationship with his/her self-confidence and vice versa.

Table 3: Correlations Matrix AP vs SC

	AP	Child's SC
A P	1	.633**
Child's SC	.633**	1

Note **. Correlation is significant at the 0.01 level (2-tailed).

7. Conclusion

The research clearly indicates that parent play a vital role in child's academics and their emotional well-being. It is a cornerstone of a child's academic and personal growth. It fosters a nurturing environment that enhances learning outcomes and builds the confidence that children need to thrive both in and out of school. Parental support helps reinforce the value of education and provides motivation to succeed which in turn develops stronger self-esteem and confidence.

This study highlights that, even amidst the fast-paced and busy nature of modern life, a qualitative parent-child communication fosters trust, understanding, and collaboration, boosting self-confidence, responsibility, and academic performance. Positive parenting supports cognitive and emotional development, providing children with the confidence to face challenges. It can be concluded through this study that parent involvement is crucial for the students success, leading to improved academic outcomes, enhanced motivation and a better behaviour.

Acknowledgement

The author would like to thank Lincoln University College for providing the support for this study.

Conflict of Interest Statement

The authors declare that there is no conflict of interest regarding the publication of this study.

References

- Akbari, O., & Sahibzada, J. (2020). Students' Self-Confidence and Its Impacts on Their Learning Process. *American International Journal of Social Science Research*, 5(1).
- Al-Barwani, T. A., & Albeely, T. S. (2013). *The Omani family: Strengths and challenges*. In Taylor and Francis Ltd 5 (Vol. 41, Issues 1–2, pp. 119–142). Taylor and Francis. https://doi.org/10.1300/J002v41n01_07

- Almawaali, S. R., & Noronh, H. (2020). Parental Involvement in children's education: A Proof of Concept Study at Elementary Schools. *Journal of Student Research*. <https://doi.org/10.47611/jsr.vi.939>.
- Petty, R. E., Moreno, L., & Gandarillas, B. (2023). Self-Validation Theory: Confidence can Increase but also Decrease Performance in Applied Settings. *Spanish Journal of Psychology*, 26(2). <https://doi.org/10.1017/SJP.2023.5>
- Gonzalez-Dehass, A. R., Willems, P. P., & Holbein, M. F. D. (2005). Examining the relationship between parental involvement and student motivation. *Educational Psychology Review*, 17(2), 99–123. <https://doi.org/10.1007/s10648-005-3949-7>
- Grolnick, W. S., & Slowiaczek, M. L. (1994). Parents' Involvement in Children's Schooling: A Multidimensional Conceptualization and Motivational Model. *Child Development*, 65(1), 237.
- Henderson, A. T., & Mapp, K. L. (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement.
- Hornby, G., & Lafaele, R. (2011). Barriers to parental involvement in education: An explanatory model. *Educational Review*, 63(1), 37–52. <https://doi.org/10.1080/00131911.2010.488049>
- Khaleel, A. S., & Mohammed, L. A. (2023). The impact of parental involvement on the academic performance of primary education of children in CBSE schools in Dubai. *Journal Research of Social Science, Economics, and Management*, 3(04). <https://doi.org/10.59141/jrssem.v3i04.577>
- Krauss, S., Orth, U., & Robins, R. W. (2020). Family environment and self-esteem development: A longitudinal study from age 10 to 16. *Journal of Personality and Social Psychology*, 119(2), 457–478. <https://doi.org/10.1037/pspp0000263>
- Lagrange, J., & Thompson, M. (2022). The Importance of Parent Involvement.
- Lanjekar, P. D., Joshi, S. H., Lanjekar, P. D., & Wagh, V. (2022). The effect of parenting and the parent-child relationship on a child's cognitive development: A literature review. *Cureus*, 14(10).
- Lantolf, J. P., Poehner, M. E., & Thorne, S. L. (2020). Sociocultural theory and L2 development. In *Theories in second language acquisition* (pp. 223-247). Routledge.
- Manan, M., Jeti, L., & Adnan, A. (2021). Influence of Parent Involvement to Children's Learning Interest During Corona Virus Pandemic. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(2), 2050–2058. <https://doi.org/10.31004/obsesi.v5i2.1145>
- Moneva, J., & Tribunalo, S. M. (2020). Students' level of self-confidence and performance tasks. *Asia Pacific Journal of Academic Research in Social Sciences*, 5(1), 42-48.
- Rohmalimna, A., Yeau, O., & Sie, P. (2022). The Role of Parental Parenting in the Formation of the Child's Self-Concept. *World Psychology*, 1(2), 36–45. <https://doi.org/10.55849/wp.v1i2.99>
- Rohmalimna, A., Yeau, O., & Sie, P. (2022). The role of parental parenting in the formation of the child's self-concept. *World Psychology*, 1(2), 36-45.
- Sharma, D., & Sharma, S. (2018). International Journal of Advances in Scientific Research Relationship between motivation and academic achievement. *International Journal of Advances in Scientific Research*, 4(1). <https://doi.org/10.7439/ijasr>
- Tan, C. Y., Lyu, M., & Peng, B. (2020). Academic benefits from parental involvement are stratified by parental socioeconomic status: A meta-analysis. *Parenting*, 20(4), 241-287.
- Vandermaas-Peeler, M. (2002). Cultural Variations in Parental Support of Children's Play. *Online Readings in Psychology and Culture*, 6(1). <https://doi.org/10.9707/2307-0919.1054>

Zhang, Y. (2020). Quality Matters More Than Quantity: Parent–Child Communication and Adolescents’ Academic Performance. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.01203>

Appendix 1: Correlations Matrix between Academic Performance and Parent’s Involvement

	AP	PI1	PI2	PI3	PI4	PI5	PI6	PI7	PI8
AP	1								
PI1	.612**	1							
PI2	.516**	.532**	1						
PI3	.602**	.572**	.603**	1					
PI4	.453**	.480**	.490**	.501**	1				
PI5	.430**	.493**	.401**	.414**	.550**	1			
PI6	.561**	.582**	.535**	.554** ^F	.462**	.491**	1		
PI7	-.063	-.073	-.175**	-.107	-.227**	-.178**	-.096	1	
PI8	.384**	.370**	.374**	.411**	.347**	.298**	.365**	-.064	1

Appendix 2: Correlations Matrix between Self Confidence and Parent’s Involvement

	SC	PI1	PI2	PI3	PI4	PI5	PI6	PI7	PI8
SC	1								
PI1	.445**	1							
PI2	.375**	.532**	1						
PI3	.417**	.572**	.603**	1					
PI4	.281**	.480**	.490**	.501**	1				
PI5	.308**	.493**	.401**	.414**	.550**	1			
PI6	.394**	.582**	.535**	.554**	.462**	.491**	1		
PI7	.185**	-.073	-.175**	-.107	-.227**	-.178**	-.096	1	
PI8	.334**	.370**	.374**	.411**	.347**	.298**	.365**	-.064	1

Note for Appendix 1 and 2: ** Correlation is significant at the 0.01 level (2 tailed)

AP= Academic Performance of child, PI1= Spend time discuss school work, PI2= Help child in studies, PI3= Help child in project work, PI4= Attend child parent teacher meeting, PI5= Communicate with child on academic progress, PI6: Engage with child on educational activities, PI7= Face challenges with child education, PI8= Child talks to me when faced with schoolwork challenges.