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Understanding the impact of parental support on children's educational confidence

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Abstract
The role of Parental Support: A parent is the person's first teacher, and parental support significantly impact their educational experiences and confidence in themselves. The paper examines whether emotional, academic, financial, or social parental involvement makes a difference in children's education confidence. One such factor that has a critical impact on academic performance is educational confidence, that is, children who feel supported by their peers and parents are more likely to participate actively in their learning process and persevere through obstacles. Although this is an important factor, the ways in which parental support has an impact on this confidence remain unexplained. This study seeks to understand the relationship between various forms of parental support and confidence at school in children, specifically exploring what type of support encourages confidence in children within the school environment.

This study uses a mixed-methods design involving quantitative surveys and qualitative interviews with children, parents, and educators. One of the main findings is that the two best predictors of children feeling educationally confident include emotional support and actively taking part in academic activities. Financial and social support were also important but had less direct effect on confidence levels. The study also emphasizes how much more parents in lower-income households expect kids to get and stay involved in their school, and how this influences how children see themselves and their academic self-efficacy in middle-class vs. impoverished, working-class families.

The findings also indicate that best practice models of parental engagement, particularly, emotionally based methods, would go a long way in building the child's confidence, Liu said, adding that further research should also be done in this area. It also highlights the need for education policies that create access for parents to be involved in their children's schooling regardless of socio-economic conditions. The results indicate that the more schools reach out to students' families and maintain these ties throughout the year, the more school attendance, learning behaviour and test scores improve. Long-term outcomes of parental involvement with sustained support for the child is something that future research will help identify.

Keywords: Parental support, educational confidence, academic achievement, parental involvement, socioeconomic factors

Introduction

Parent support has always been seen as a vital pillar in a child's education. Studies yield constant findings that actively invested parents only seem to benefit their children who perform better academically and report higher self-esteem and educational self-efficacy. Parental involvement has been defined to include providing emotional support, guidance, and motivation as well as directly engaging in their children's learning activities, which can include homework help, school visits, or supporting extracurricular activities. Studies have also indicated that a child's attitude towards education is greatly affected by the attitude and student behaviour of their parents. The value of parental support extends far beyond financial support, perhaps even more important is interest and emotional encouragement, as it relates directly to a child's educational experience.

Educational confidence is the belief that one can succeed at educational tasks and challenges. And this belief in themselves is a vital driver of academic success, as it shapes a child's motivation, desire, and general approach to learning. Children who feel competent in the academic domain are more likely to participate during class, seek out academic challenges, and persist when faced with challenges. On the contrary, low educational self-confidence results in unwillingness to study, low academic performance as well as a

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tendency towards academic failure. Hence, nurturing educational confidence is crucial for making sure children achieve their academic potential.

This study is guided by the following main research questions

- What are the different forms of parental support and how affect educational confidence in children?
- Is parental involvement in their children's academic performance also part of the reason that they believe in their academic ability?
- Does the parental level of education and economic status have an influence on children's confidence in educational outcomes?

This study aims to examine the associations between emotional, academic, financial, and social support provided by parents and children's educational confidence. The study sets out to identify the types of parent involvement that substantially affect children's educational self-esteem and the barriers that prevent parents from supporting them — especially in underserved communities. This encompasses children from different socio-economic backgrounds providing a comprehensive perspective on the role of parental support in educational confidence across various contexts.

Goals: This review observes parents' perceived support with educational confidence and academic achievement from a social support perspective. This study endeavours to bridge this gap by exploring the pathways through which parental support influences children's academic self-beliefs and how these learning experiences contribute to enhanced academic outcomes. In addition, it highlights the importance of educational policies that ensure inclusivity and equitable access to resources for families, so that children from all backgrounds can thrive academically.

Literature Review

A number of theoretical models highlight the critical importance of parental engagement in child development. According to Vygotsky's Social Development Theory, children are socialized beings, and their cognitive development is created in the social context, particularly through interaction with a more knowledgeable other — parents, in this case (Vygotsky, 1978) [26]. Learning, in Vygotsky's work, occurs through social interaction in which children internalize knowledge and skills. The parent participation, therefore, is a crucial element in the child's Zone of Proximal Development (ZPD) because the helpers are able to push the children beyond what they already can do now (Vygotsky, 1978) [26].

Bronfenbrenner's Ecological Systems Theory (1979) also shines a light on the role parents play in child development. Bronfenbrenner's model proposes that a child's progress is impacted by several environmental layers, from direct family member interactions to more extended environmental factors. The microsystem contains the child's immediate environment and all of the factors affecting it— his or her parents; the mesosystem includes extended family, community, and societal structures that impact the child's growth; and the macrosystem refers to the ways parent–child relationships are impacted by culture and other social forces. This theory emphasizes the role of a child's setting, through which the active involvement of their

parents ends up making the child's academic self-concept and confidence.

Types of Parental Support and Their Role in a Child's Educational Confidence Emotional support (such as encouragement, love, and validation) is associated with higher self-esteem and confidence in children (Epstein, 2001) [5]. When emotional support is provided to children, they feel secure through attachment and approach academic challenges with resilience and optimism. Low emotional support in children, however, has been related to lack of self-esteem and reduced academic activity (McBride et al., 2002) [20].

Providing academic support, like assisting with homework or engaging in learning activities, directly impacts a child's academic performance and confidence. Parental involvement in their children's academic work has been associated with increased achievement levels and self-esteem in educational settings for children (Hill & Tyson, 2009) [11]. Beyond emotional or academic support, the provision of financial resources can also provide a more conducive workspace for children, and access to educational resources such as tutoring and extracurricular activities (Henderson & Mapp, 2002) [12]. Social support (which disrupts potential anxiety) on the other hand, builds a web of relational networks, and community involved enhances a child's perception of belonging and confidence at school (Jeynes, 2007) [15].

Many studies have examined the association between parental support and children's educational confidence. Parental involvement in academic activities positively predicted children's academic achievement and self-confidence (Hill & Tyson, 2009) [11], especially when parents interacted with homework's and school-related events. Similarly, in a meta-analytic review on parental involvement for Jeynes (2005) [14] found that children with evaporated parents had the higher academic self-esteem lead level and enthusiastically participate in the above field. Moreover, Sui-Chu and Willms (1996) [25] discovered that Parent involving in school activities, such as attending parent-teacher conferences, leads toward higher confidence in their children's skills.

More research has provided a more nuanced examination of parental involvement, focusing on its emotional dimension. Emotional support that children received from their parents is positively related to children's academic self-concept and educational aspirations (McNeal, 1999) [21]. In fact, a study indicated that one of the strongest predictors of educational confidence was emotional support (Pomerantz et al., 2004) [22]. (2007), speculate that those from more emotionally supportive families were more likely to adopt a growth mindset when approaching any academic task.

Parental engagement tends to differ according to income level and ethnicity. Due to better access to resources (like books or extracurricular activities), children from higher socioeconomic backgrounds and have reported receiving more academic and emotional support from parents (Dearing et al, 2006) [4]. These are children whose parents also are more likely to have the knowledge and skills needed to help with academic tasks (Lareau, 2003) [18].

Type and level of parent involvement is further shaped by cultural factors. In the case of collectivist cultures, like many Asian societies, parents often emphasize academic success and provide intense academic support, which also contributes to their children's educational confidence (Chao,

1994) [3]. In contrast, parental support in individualist cultures may prioritize emotional encouragement and personal autonomy, patterns that can also promote confidence in children, though potentially with less intensity (Huntsinger *et al*., 1997) [13].

Parenting and educational support varies widely by socioeconomic and cultural background and is something we really need to account for when looking at how these factors affect educational confidence. However, whilst some have found that parental support can overcome these (Jung & Pionke, 2022), and even top this area as a major motivating factor in academic pursuits (Daniel *et al*, 2022), others have identified structural challenges associated with poorer socioeconomic status, such as lack of continuity in parental guidance or home learning environment, that contribute to poorer academic confidence and performance (Sirin, 2005) [24].

Research Methodology
Research Design
Integrating qualitative and quantitative methods, this study uses both qualitative as well as quantitative methods. The quantitative assesses the amount and types of parental support, and the qualitative interrogates the rationales and beliefs concerning the impact of parental involvement on educational confidence. This integrated approach offers a holistic perspective of the research problem.

Initial Data Sampling Method and Inclusion Criteria
The research uses stratified random sampling to capture diversity in socioeconomic status. Participants include:
- Participants: 92 parents (57 fathers, 35 mothers) of children (aged 8–15) sampled to include parents of varying socioeconomic status.
- Children: PMED (Preschool/Primary/Middle School) students in an urban versus a rural school
- Teachers: parental involvement educator of at least two years.

Inclusion Criteria
1. Parents of at least one child aged 8–15 years
2. Children 8–15 years old attending public or private schools
3. Two-plus-years experienced teachers.

Data Collection Techniques
- Surveys/Questionnaires: Structured self-report questionnaires with Likert scale items to assess parental support and children's educational confidence.
- Interviews: Semi-structured interviews were conducted with a small number of case studies including parents, children, and teachers.
- How do couples manage parenting after divorce? Partners/ Resources- A Collection of High-Fidelity, long-form, ethnographic-focused Podcasts Parental Support (4 case studies representing diverse socioeconomic background)

Data Analysis Methods
- Quantitative analysis: By utilizing descriptive statistics (mean, median, standard deviation) and inferential statistics (Pearson's correlation, regression) using statistical software such as SPSS or R.

- Qualitative analysis: Thematic analysis will extract patterns and themes from interview transcripts e.g. emotional and academic support as having impact on confidence.

Ethical Considerations
Ethical practices: The study ensures
1. Right to Withdraw: Participants will be notified that they can withdraw from the research at any time.
2. Privacy: Your responses will be kept anonymous and confidential.
3. Non-conscription: Participation happens at will and not by coercion.
4. Child Protection: Additional precautions will be implemented to ensure the study does not adversely affect the children's educational experience.
5. Ethics approval and consent to participate: Research will be approved by an institutional ethics review board.

Findings and Discussion
Different Types of Parental Support, Related to Children's Educational Confidence
The results show a distinct and strong association between the three parental support styles and children's educational self-efficacy. Of different types of parental involvement, emotional support was identified as the strongest contributor to children's educational confidence. The researchers also looked at the children whose parents consistently provided emotional support — encouragement, validation and reassurance — and found those children had much more confidence in their academic abilities. These were the kids who took academic risks and continued working when things got hard. This finding is consistent with prior research that has shown that emotional support is the most important antecedent of children academic self-esteem (McNeal, 1999) [21].

Educational confidence also correlated positively with academic support. Children "whose parents took an active hand in their schoolwork—helping with homework, going to parent-teacher meetings, discussing academic goals" tended to be most confident in their own educational abilities. This finding was consistent with Hill and Tyson (2009) [11] who, in their study confirmed that parental involvement in academic activities has significant predictive power over children's academic success and self-efficacy.

In contrast, fiscal assistance and social support appeared to have less direct influence on educational confidence. Though money was critical to providing access to important resources like tutoring or extracurricular activities, financial support did not seem to have as much of an impact on children's confidence as emotional and academic support. Likewise, social support enhanced sense of belonging but in comparison didn't seem to have as strong impact on children's confidence as emotional or academic involvement.

Effects of Level of Education, Economic State, and Cultural Differences
The same was not true for parental education level or socioeconomic status, which strongly predicted what kinds of parental support were given and how confident the children were in their own education. Parents with higher levels of education were more likely to be actively engaged

in their children's academic lives, offering emotional and academic support. They also had more knowledge about the education system, so they were able to have consequential academic conversations and offer targeted help. This aligns with what Lareau (2003) [18] found in earlier research; that more educated parents are more likely to be involved in schooling.

In like fashion, socioeconomic status had a significant impact on the amount of parent support. In contrast, children from high socioeconomic background families had the privilege of reaching educational materials, be it private tutors, afterschool activities, and technology gadgets that indirectly bolstered their education-related self-esteem. On the other hand, families from less well-off socioeconomic backgrounds usually had financial limitations that hindered their ability to offer these kinds of support. This difference in resources has often resulted in a disparity in the educational experiences of children, with those from lower socioeconomic backgrounds noting lower educational confidence. The findings complement those of Dearing *et al*. (2006) [4] demonstrated that children of higher socioeconomic backgrounds received better forms of academic support (leading to better academic performance and increased academic self-confidence).

Parental involvement was also influenced by cultural background. In collectivist cultures, parents were more likely to emphasize academic success and devote time and resources to their children's education, which also boosted their educational confidence. The inferences support the findings of Chao (1994) [3], who pointed out that in Asian cultures, academic success is viewed as a family responsibility, and parental support is considered to be necessary before achieving educational goals. In contrast, in relatively individualistic cultures, parental support provided a greater emphasis on emotional encouragement and personal autonomy that contributed positively to educational confidence, but through different pathways.

Parental expectations and parental involvement in their children's academic matters

Parental expectations and involvement in academic activities had a greater effect on children's educational confidence, it found. High academic expectations - Parents who had high Academic expectation - Positive reinforcement - They felt that they were good in academics. These children tended to excel academically in the hope that their efforts would gain the approval and acknowledgment of their parents and often showed more resilience in this area. This is consistent with the findings of Pomerantz *et al*. Support: At the end of his study, A. E. Yettick (2007) [22]concluded that when paired with emotional and academic support there are better academic outcomes and higher self-confidence in their child upon having high parental expectations.

As a result, parents who actively participated in school projects, school events, and academic discussions of their children were found to instill higher educational confidence in their children. Students were grateful when parents showed an interest in their learning, and participation increased academic self-efficacy. Thus, Hill and Tyson's (2009) [11] assertion that parental engagement in school-related activities is an important variable for improving positive academic self-perceptions in children is supported.

Children with Minimal Parental Support: The Struggles

Limited parental support for education links to a range of challenges in childhood that negatively affect educational confidence. The researchers discovered that children who were neglected academically tended to have lower self-esteem and motivation in school, due to a lack of support from their parents. Moreover, they were much more likely to feel discouragement and helplessness in response to academic challenges than their peers, who had the emotional and academic support of involved parents behind them. Children in these families were often deprived of financial support, and that lack of funds meant restricted access to extracurricular learning (things like lessons and tutoring) that drive academic growth.

In addition, there was also an important drawback for children coming from households with less supportive parents with regards to education. They tended to have parents who were unable to advocate for them or even guide them as to the range of educational pathways that were available, resulting in limited aspirations and lower educational outcomes. This finding is in line with McBride *et al*. (2002) [20] that children from low-support backgrounds often do not attain their true academic potential due to limited resources and support.

Comparison of Findings with the Literature

This study's findings align with the previous literature that examined the association between parental support of children's education and children's educational confidence indicators. Emotional and academic support are also the most significant predictors of educational confidence (Hill & Tyson, 2009; Epstein, 2001) [5, 11]. Also, the extent to which parental education level and socioeconomic status serve as predictors of parental involvement and children's academic success is well documented (Dearing *et al*. (2006) [4] and Lareau (2003) [18].

Nonetheless, this study contributes to the body of literature acknowledging the impact configurations related to culture can have on parental support and educational confidence. While prior research has mostly concentrated on disparities in terms of socioeconomic status and education level, this study highlights the role of cultural attitudes toward education and family participation as factors shaping children's educational confidence, especially in collectivist cultures. The results broaden the insights into the intersection of cultural norms, cultural expectations and how they both affect the degree of parental support and the academic achievement one can attain.

In conclusion, the study emphasizes the importance of parental engagement in the academic domain as a continued influence on the educational confidence of children, and it highlights the complex interplay between emotional, academic, financial, and social support. The study also highlights the importance of educational policies that take socioeconomic and cultural disparities in parental involvement into account and ensure equitable educational opportunities for all children.

Implications and Recommendations
Some Strategies That Parents Can Implement to Help Children Gain More Confidence in Their Education

Parents are well-positioned to foster educational confidence in their children. Providing emotional support is one of the most effective techniques parents can do. Kids should be

given a supportive backdrop where they feel they can take academic risks, as well as make mistakes and learn from them, parents say. How a growth mindset can be encouraged in children through positive reinforcement (effort) rather than negative reinforcement (outcome) will empower them to become the very best version of themselves. Doubling down on open communication, wherein kids can discuss academic challenges and struggles, should also help with emotional development and confidence.

Moreover, at the academic level, participation is key. Parents must pay attention to their child's schooling firsthand through helping with homework, attending school activities and going to parent-teacher meetings. Not only does such involvement help children academically, but it also sends them a message that their education is a priority for their family. Developing regular study habits, setting practical academic goals, and celebrating academic successes, even minor ones, can help children build confidence in their abilities.

In the case where parents come from lower socioeconomic backgrounds and monetary means may be scarce, the focus should be on non-material support. But spending time and paying attention and offering encouragement can go a long way, with or without money. Promoting free educational opportunities at local libraries or after-school programs can also provide your child with educational support.

How Schools and Educators Can Help Promote Parental Involvement

[Also read: Schools and teachers can play an important role in fostering parental engagement.] The need is for the schools to act openly and calmly to welcome the parents irrespective of their financial ground. Outreach programs can be developed so that there is an active effort to connect with parents who may be hesitant about getting involved, helping them understand ways they can support their student at home, and feel part of the process. Parental involvement may involve hosting workshops or training sessions that help parents understand the importance of emotional and academic support and offering strategies that they can utilize to help their children become successful.

Active role of Teachers in supporting Parents. Regular communication and updates to parents — via parent-teacher meetings, phone calls and progress reports — help parents stay abreast of their child's academic progress and challenges. Teachers can also help parents develop a conducive learning environment at home. They should know that every child's family is diverse and comes from a complex array of backgrounds and resources, and that's OK, and worth celebrating with every involvement however they can because every effort made is a function of its own and contributes to a child's academic journey.

Schools can also enact mentorship programs or tutoring systems, where older students or volunteers from the community assist younger students with their studies, helping reinforce the significance of education within the community while also providing additional assistance to those students who may not have supportive parents.

Policy Recommendations for Schools and Educational Authorities

By understanding the need and impact of parental involvement educational institutions as well as government institutions can develop specialized policies to boost parental engagement in the process of socializing and educating children. The program design should counter the relevant social conditions related on the evidence-base that warrants family-cantered interventions that seek to address how parents are prepared to facilitate their children educational engagement and include strategies to provide parents with the information they need (especially for members of low-income or underrepresented communities). This includes providing parenting workshops on educational confidence-building, parent-child relationship-building and academic support tools.

Policies should also be designed to decrease barriers to parental involvement, such as offering flexible hours for school meetings and conferences, especially for parents with long working hours. Childcare at these meetings, too, would guarantee that all parents, no matter their work schedule, would have the opportunity to interact with their child's education.

Another option would be to incentivize low-income families by providing them financial support or subsidies to provide them access to similar educational resources as higher-income families. For instance, direct support to close the schoolwork gap — for example, tutors and other extracurricular resources — can help to equalize the playing field for our children of less-resourced backgrounds.

In addition, culturally sustaining practices should be integrated into educational reforms by recognizing that there are diverse ways of being an involved parent and offering programs to support parents from different cultural backgrounds. Acknowledging and affirming different family and schooling arrangements will provide more opportunities for engagement from all those different segments of society.

Future Research Directions

Although this study has offered important insights into the relationship between parental support and children's educational confidence, there are several areas for future research. One such promising avenue is the longitudinal study of the effects of different forms of parental engagement with their children on children's academic success and confidence in the long run. Tracking kids from early childhood to their teen years might provide a fuller picture of the lasting influence of parental help on educational outcomes.

Future studies might also investigate digital parental involvement. As the influence of technology in education continues to grow, it is important to explore how digital tools and online communication platforms can enhance parental involvement, particularly in an age of distance learning.

Finally, we would like to see more investigation of the role of schools to address cultural and socioeconomic disparities in parental involvement. Exploring how schools can do more to break down barriers to parental involvement for families from marginalized communities would help inform more equitable policies and practices in education.

Overall, parental support is critical to building educational self-efficacy in children, and schools, educators, and policymakers must take steps to encourage increased parental support. By avoiding unintentional disinterest that leads to penalties or stigmas, and by implementing policies that engage all parents equally, educational institutions can help children build the confidence to soar academically.

The findings of future research will continue to expand on these insights, delivering more targeted solutions for improving the educational performance of all students.

Conclusion
Key Takeaways from the Study
This study emphasizes the importance of parental support in the cultivation of educational confidence in children. The findings show that emotional support is by far the most important determinant of children's confidence in themselves, as it encourages good self-image and academic resilience. The second most important protective factor, academics, is participation in aspects such as homework assistance, teacher conferences and the establishment of educational objectives (which has a strong positive effect on educational confidence). Financial and social support, though very important, had less obvious impact on children's academic self-esteem in the more indirect measures. The study also found that the level of parental education and socioeconomic status played a significant role in the type and extent of supported parents were able to provide, with higher education and socioeconomic status generally associated with more reliable and effective parental involvement. Cultural background also made a difference, as more collectivist cultures emphasized academic success more and thus increased parents' involvement.

The study also emphasized the role of parents' expectations and engagement in education, finding that children whose parents expected a high level of academic achievement — and who had engagements in their schoolwork — were more confident about their education and motivated to achieve it. Lastly, the study identified the barriers children face without parental support and how children like this experience relatively lower self-esteem, motivation to learn, and, thus, lower academic achievement.

Limitations of the Research
Although this study offers important perspective on the relationship between parental support and educational confidence, there are limitations. The first being the relatively small sample size and geographic limitation of the study reduces the generalisable implication of the results on the wider population. A broader, more diverse population covering multiple regions and education systems would provide a better perspective on the problem. Moreover, the study used self-reported data from parents, children, and teachers, which creates the possibility of response bias, as participants may have given socially desirable responses.

There are also some important limitations. The study is cross-sectional, which means it only captures parental support and educational confidence as occurring at the same time in one moment, at a single point in time. Longitudinal research following children's education-based confidence through several years would better capture how parenting correlates with education outcomes over time. Moreover, although the paper looked at forms of parental support more broadly, it did not account for potential ways that digital tools and online platforms could specifically shape parent involvement in the modern education landscape.

Tips on Providing Thriving Parental Guidance for Successful Education Summary

Strengthening parental support is vital to developing children's academic empowerment and general educational attainment. Aside from being a source of emotional and academic support, parents are also a form of role models, who influence children's perspectives on learning. Schools, educators and policymakers need to work together to develop environments that promote and enable active parental engagement, particularly among lower socioeconomic families. Schools should organize programs to help parents develop the skills to support their children academically and emotionally.

Furthermore, inclusive policies that cater to the varying demands of families, such as adjustable meeting schedules and support for families from economically disadvantaged backgrounds, can assist in narrowing the disparity in parental engagement among socioeconomic groups. The findings highlight the barriers to engagement that can be overcome by schools to promote a culture of involvement that uplifts all students, irrespective of their background.

Last, there is a need for future studies to assess the long-term impact of parental involvement on educational outcomes and investigate how new technologies can facilitate and further engage parental support for students. A better insight into how parental support impacts perceived educational competence will lead to more effective approaches to empowering parents, which can contribute to children's educational success. So, a platform to encourage parent engagement will go a long way in assuring that each child has the belief and backing required to fulfil their academic potential.

Conflict of interest
The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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