

## Factors influencing students' academic performance

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**Abstract:** The current study explores the role of involved parents, home environment, and peer influence on each other in influencing the students' performance in school. This study shows that when parents are involved in their children's education, it has a good effect on their motivation, performance, and success. The home environment, which would include aspects such as support from the family, available resources, and the overall atmosphere, is considered one of the most essential elements in determining academic success. It also looks at peer influence and shows how friendships can improve how students feel about and do their schoolwork. These factors are looked at in the study to help us understand what affects academic outcomes. The combined effects of the factors contributed to the student's educational outcomes and emotional well-being.

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## INTRODUCTION

Many factors determine how successful a student is at school, and these are related in ways that are almost impossible to understand. Significant factors include the level of parental involvement, the pressure coming from friends, and the setting at home. These factors do not occur independently; instead, the factors mainly influence motivation, participation, and, ultimately, success at school. One of the best predictors of a child's success in school is if their parents have significant involvement. Many studies have shown that their grades, attendance, and general attitudes toward school usually improve when the student's parents are involved with their education. Parents can assist their children with homework, attending school events, or talking freely with the teachers (Epstein, 2018). Parents' involvement in schools will make their children feel responsible and obligated, raising their chances of performing better at school (Jeynes, 2017).

The home environment is critical. It includes something as simple as the family's income, income status, emotional support from the family, and what resources the family can apply. A child can do well in school if given the right home life environment. Both physical and mental resources must be included. The researchers from existing data have discovered that children from more affluent backgrounds will likely do better at school because they can easily access learning tools such as books, computers, and after-school activities (Jeynes, 2017). A stable home life with ample emotional support and positive feedback is also essential for students to build the self-confidence and strength they need to succeed at school (Muller, 2009).

Peer influence is another factor significantly influencing how well an individual performs at school with their parents. Teenagers value their friend groups very much. For this reason, they are easily influenced by their friends. Studying together or urging each other to pay attention to schoolwork will improve the student's performance in school (Wentzel, 2016). However, peer influence may also be harmful. For instance, if your friends say you should not study or go to school events, this is terrible peer pressure; it might even make you perform worse at school or get out of school altogether (Baker, 2006). Thus, it would be significant to understand friendship's impact on a child's behavior and attitude toward learning.

This paper considers the influences of parental involvement, home environment, and peer influence on a student's academic outcome. The study aims to determine how the mentioned factors influence academic performance and their impact on the variables involved when interacting with one another.

#### *Statement of the problem*

This study will examine parental involvement, home environment, and peer influence on students' academic outcomes. Specifically, this study aims to answer the following objectives:

- 1) Determine the effects of parental involvement, home environment and peer influence on the student's academic achievement.
- 2) Analyze the combined effect of parental involvement, home environment and peer influence on students' overall development.
- 3) Assess the contribution of peer relationships to developing students' study habits.

## METHODOLOGY

#### *Research design*

The approach of using data mining synthesis was applied, and other studies and research were synthesized and analyzed within different nations. The research was also based on the meta-analysis research design, involving the careful analysis and data synthesis of already conducted research to analyze trends, patterns, and relationships between factors such as parental involvement, home environment and peer influence and students' achievement outcomes. The study reviewed systematically and integrated the obtained data to determine how parental involvement, home environment, and peer influence affect student academic outcomes.

#### *Locale of the study and respondents*

This research has synthesized data from studies conducted throughout the globe instead of a particular region or a group of fewer individuals. Therefore, it provides an international perspective on how parental involvement, home environment, and peer influence shape students' academic performance. The research subjects come from a diversified age and educational and cultural population, ensuring complete and unbiased coverage of the subject under question.

#### *Research instruments*

The study relies on data from previous studies. Data is applied using questionnaires, paper and pencil tests, surveys, observation notes, interviews, and case studies. All these tools help set the basis for what may impact the student's academic results. The variation in the tools used gives more reliability and usability in ascertaining a better understanding of the research

problem. This tool diversity validates that the study will provide solid and evidence-based results.

#### *Data analyses procedure*

The data for this study were analyzed through a combination of descriptive and inferential statistical methods. Descriptive statistics, including frequency counts, percentages, means, and standard deviations, were employed to summarize and present the data systematically. Inferential statistical techniques such as t-tests, one-way analysis of variance (ANOVA), and Pearson's Product-Moment Correlation were utilized to determine significant differences and relationships among the variables under investigation. These analyses provided insights into the effects of factors such as parental involvement, home environment, and peer influence on students' academic performance. The results were interpreted at a 0.05 level of significance, ensuring statistical reliability and validity in the findings.

## FINDINGS AND DISCUSSION

### *Parental Involvement*

Parental involvement is about how parents support their children in learning at home and school through homework help, attending school events, participating in decision-making, or maintaining communication with the child's teacher (Llego, 2022). According to the blog of the Annie E. Casey Foundation (2022), students whose parents stay involved in school have better attendance and behavior, get better grades, demonstrate better social skills, and adapt better to school. Having a better partnership between school and home, the better the school, and the higher the student achievement across the board. Involvement is the first step towards engagement. It includes participation in school events or activities, with teachers providing learning resources and information about their student's grades. With involvement, teachers hold the primary responsibility to set educational goals. However, while teachers can offer advice, families, and caregivers have important information about their children that teachers may not know. So, a student's learning experience is enriched when both bring their perspectives to the table.

Countries such as Pakistan, Australia, Turkey, Latin America, and West Africa shared a common finding that parental involvement influences students' academic outcomes. In Pakistan, how well someone does in college is strongly linked to their parents' participation. According to Taseer et al. (2023), kids who get more help from their families do better in school. In Australia, according to the Australian Government Department of Education 2022, parental involvement considers the cultural and social diversity of families and communities while embracing children's education at home, school, and community. There is a clear connection between increased parental involvement and children's academic success. In Turkey, parental involvement at home and school positively affects children's educational success. For example, parents read to their kids at home, support and encourage them to learn, set high goals and expectations for their education and academic success, communicate with them, and talk to them about school issues have all been shown to be beneficial (Şengönül, T. 2022). In Latin America, a family's health depends on their ability to spend quality time together, especially in light of the hectic pace of today's world. According to the Parents Advice Centre, Parenting NI, parental participation fosters positive behavior in kids, increases family relationships, boosts kids' self-esteem, promotes communication, and—most significantly for his study—can impact kids' academic success (Kantova, K., 2024).

Furthermore, in West Africa, it is also generally agreed that parental involvement in a child's schooling dramatically affects their overall health and success in school. Researchers

have found that kids whose parents are interested in school do better in school, go there more often, and have better feelings about it. A legal framework is essential because it makes parents' involvement in their children's education official and makes it easier for parents and schools to talk to each other (Akpuokwe et al., 2024).

### *Similar aspects and advantages*

Positive Action (2023) describes various strategies and benefits of parental involvement in schools and school systems. More engagement is needed to influence student performance. A child's educational achievement depends majorly on the extent of their parent's involvement. Family involvement in students' academic performance or achievement has been proven in countries like Pakistan, Australia, Turkey, Latin America, and West Africa. Learners are motivated to perform well in their learning and develop self-confidence whenever their parents show interest and involvement in their education.

### *Home Environment*

In education, the physical, emotional, and cognitive circumstances that affect a student's academic growth and achievement at home are called their "home environment." Parental support, habits that encourage learning, and availability of educational resources (such as computers, literature, and quiet study areas) are all components of a healthy home environment (Bradley et al., 2012). Poor environmental conditions affect psychological situations at home, which could cause stress for children and hence limit daily activities. Positive well-being and sound growth of the family's children follow from a clean and healthy home environment (Patel et al., 2024). A healthy and safe home environment is essential for promoting and protecting health and development during childhood. Children need stable, supportive social environments and access to resources within the home to enhance cognitive, emotional, and physical development (Bronfenbrenner, 2001).

A positive home environment impacts young people's academic achievement in New Zealand. A 2016 review found that educational achievement and emotional and psychological well-being were positively correlated. According to the report's findings, students who demonstrated greater psychological and emotional well-being also showed higher levels of academic accomplishment (Di Sano, 2019). In Pakistan, the home environment plays a significant role in the emotional and thoughtful competence or incompetence of parents and guardians and has confirmatory or hostile effects on teenagers. Children raised in loving, caring, secure, consistent, and stable home environments are more likely to develop well socially, psychologically, physically, emotionally, and morally (Younas et al., 202). In Kuala Lumpur, having a suitable home environment helps students to focus on their studies in a favourable climate. Research findings highlight how parents' economic situation, family involvement, home infrastructure, and parenting style closely shape students' academic results (Komlavathi & Yasin, 2022). In Kenya, Muola (2010) investigated the correlation between academic achievement motivation and the family environment among standard eight students. The investigation revealed a positive relationship between the two variables. The home environment is one of the elements of academic achievement motivation. A nurturing academic environment at home is likely to bolster a child's motivation to strive for academic success, consequently fostering positive performance outcomes in school.

### *Similar aspects and advantages*

The research on students' academic outcomes in schools located in countries like New Zealand, Pakistan, Kuala Lumpur, and Kenya showed that the home environment directly affects students' academic success. The data reflects that a healthy and supportive home environment is significant for succeeding in school. A good home environment may include factors such as active parents, emotional stability, available resources, such as books and technology, and living in a safe, clean area, which is crucial for helping a child's mental health. These things help reduce stress, which makes it difficult for a child to focus and do well in school. The research shows that children who grow up in safe and caring homes tend to have better thinking skills, feelings, and social skills, which connect to doing better in school. The collected data from New Zealand, Pakistan, Kuala Lumpur, and Kenya shows that a positive home environment helps children feel motivated and emotionally well. Such factors are significant in having a good academic performance. Such findings reveal that an encouraging home for learning offers children the appropriate foundation to grow in school, emotionally well, and develop altogether. A stable and supportive home environment is a strong sign of good academic results, showing how important it is in shaping a child's education.

### *Peer Influence*

Peer influence in academics means how friends who are part of a student's social group affect the student's schoolwork and results. This influence from friends supports learning, stimulates one another, and gives good studying examples, which could improve school results. The negative peer influence can take the form of acting out, for example, or an increased focus on the events around social life compared to schoolwork. It works through social learning, following the rules of a group, and providing social support. These can be helpful or hurtful to a student's academic success. Peer groups often set norms about how hard to work and how well to do in school. Students who hang out with students who do well in school are more likely to behave and think about their studies similarly, which can help them do better (Kinsella K. & Kinsella C., 2017). Peers can be good examples for each other by how they act and feel about schoolwork. Positive peer pressure can motivate people to do better in school, like studying with friends or participating in academic conversations.

Additionally, peer groups set shared expectations about what is "acceptable" regarding academic success. If most people in a group are good at school, those people will try to do well too to fit in. On the other hand, if students' peers value things outside or do not care about school, they might not be as motivated to do well in school (Baker, 2006).

China has a system where students' behavior at school is heavily affected by their peers. Watching how self-controlled and hardworking their peers are makes students want to imitate them, picking up similar study habits and methods. According to a new study, scholarly success is predicted by ties with peers (Shao et al., 2024). Another study in China found that the quality of friendship, the number of friends, and the academic achievement of friends are positively correlated with the educational performance of high school students. In other words, peer relationships significantly impact students' academic performance during high school. In critical periods of learning and development, high school students need not only help and support in learning but also a particular competition to stimulate their learning motivation (Liu, J. (2023).

In the Netherlands, results show that students exposed to more persistent peers achieve higher grades. Peers' risk tolerance, self-confidence, and anxiety do not significantly affect performance. It proved that these personality peer effects are distinct from achievement

(Golsteyn et al., 2021). In Canada, the retention of students is a multifaceted issue. However, positive peer interactions can foster a stimulating learning environment and increase students' motivation to remain in their program (Neiterman et al., 2023). In Sweden, exposure to highly desirable peers, in terms of socioeconomic background and beauty, improves grades. It is thought that having beautiful and wealthy friends will help to do better in school (Mehic, 2022).

Furthermore, students in Nigeria care about the people they hang out with. They are an essential part of the social life at school and help keep things different from how things are at home. Because peer groups are not a fad or trend, parents, teachers, and administrators should watch the kinds of peers their children hang out with at school and in the community. It is in their best interest to ensure that their children's friendships have a good effect on them and their schoolwork. To help undergraduate students become more aware of how their peers affect their academic success, counsellors should lead in planning events like lectures, seminars, career talks, and symposiums (Filade et al., 2019).

### *Similar aspects and advantages*

Peer influence determines how well students do in school in different countries and educational systems. In China, students often copy their friends' study habits and work ethics. It has been shown that having good peer relationships, for instance, having many friends and strong friendships, is positively related to doing well in school. In the Netherlands, students with hardworking friends usually get higher grades. It shows that having determined peers is crucial for doing well in school. In Canada, good friendships help create a lively learning space, which boosts motivation and makes it more likely that students will stay in their programs. It has been proved that for students in Sweden, the presence of good qualities like beauty and high social status in peers will improve their school performance. That means such peers will help them improve their academic success. Peer groups are essential in Nigerian students' lives and significantly impact school performance. It shows the importance of healthy and supportive friendships for students in facilitating their schoolwork. These findings show how friendships and behaviors affect students' motivation, school performance, and later success.

## CONCLUSIONS

Academic outcomes are sometimes defined by students' level of understanding and comprehension. The researcher seeks to understand the global effects of parental involvement, peer influence, and home environment on students' academic outcomes. The data collected has been synthesized and analyzed, and these factors affect the students' academic outcomes. It is found that when parents are involved in their children's education, it has a good effect on their motivation, performance, and success. The home environment, which would include aspects such as support from the family, available resources, and the overall atmosphere, is considered one of the most essential elements in determining academic success. It also looks at peer influence and shows how friendships can improve how students feel about and do their schoolwork. The combined effects of the factors not only contributed to the academic outcome of the students but also affected their emotional well-being.

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