

Influence of Parental Involvement and Peer groups of Nursery Pupils' Academic Performance in Argungu Emirate, Kebbi State, Nigeria

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ABSTRACT:

This research explored the Influence of parental involvement and Peer groups of nursery pupils in Argungu Emirate, Kebbi State, Nigeria. A descriptive survey research design was adopted. Data were collected using a structured, closed-ended questionnaire administered to 600 parents/guardians of nursery pupils. The instrument comprised of demographic items with Likert-scale statements (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree) measuring parental involvement, peer group influence, perceived academic performance, and related beliefs about parental education. Descriptive statistics (frequencies, percentages, means, and standard deviations) were used to answer RQ1 and RQ2, while Pearson product-moment correlation and multiple linear regression were used to test the hypothesized relationships underlying RQ3, RQ4, and RQ5. All percentages reported in this document are as recorded in the field data (Field Work, 2025) and may not always sum to exactly 100% due to rounding.

The study concluded that collaborative efforts among parents, teachers, school administrators, and government agencies are essential for improving learning outcomes in early childhood education. Recommendations include strengthening parental participation, continuous teacher training, provision of adequate learning facilities, and effective monitoring of nursery education programmes in Nigeria.

Keywords: Nursery Pupils, Academic Performance, Peer Groups, Parental Involvement, Argungu Emirate, Nigeria.

I. INTRODUCTION

Parent involvement in nursery pupils education is comparable found to be positively connected with a child's academic success. Specifically, children whose parents are more involved in their education have higher levels of academic achievement than children whose parents are participated to a lesser degree. The influence of parent involvement on academic performance has not only been noted among researchers, but also among policy makers who have integrated efforts aimed at increasing parent involvement into broader educational policy initiatives. Coupled with these findings of the importance of early academic success, a child's academic achievement has been found to be relatively stable after early elementary school. Therefore, it is very significance to evaluate factors that enhance to early academic success and that are amenable to change.

Parent-child relation, specifically stimulating and responsive parenting practices, are vital influences on a child's academic development. By evaluating specific parenting practices that are amenable to

change, such as parent involvement, and the mechanisms by which these practices influence academic performance, programs may be developed to increase a child's academic performance. While parent participation has been discovered to be related to increased academic outcomes, the specific mechanisms through which parent involvement exerts its influence on a child's academic success are not yet fully comprehended. Understanding these mechanisms would inform further study and policy initiatives and may lead to the development of more useful intervention programs designed to increase children's academic achievement.

Additionally Argungu Emirate, Nigeria, understanding the factors that influence nursery pupils' academic performance is significance for promoting educational outcomes. Parental involvement and peer group influence have been identified as a vital predictors of academic success among students. Parental involvement plays a importance role in shaping a child's educational performance, with studies showing a positive

correlation between parental support and academic performance Hill et al. (2004). Additionally, study has highlighted the importance of peer support for academic excellence, particularly among Argungu Emirate students, in northern Nigeria where peer interactions can offset the negative consequences of authoritarian parenting (Steinberg et al., 1992). Moreover, stated that the contribution of parental involvement on academic success has been studied across different ethnic groups, emphasizing the need to consider demographic variations in parental academic participation and aspirations (Kindermann, 2007). Understanding the pathways among parent academic involvement, school behavior problems, achievement, and aspirations across diverse ethnic groups is crucial for developing positive interventions to helpful nursery pupils academic success. Peer group influence also plays a significance role in predicting academic performance among nursery pupils. Studies have shown that peer interactions can significantly impact a child's academic engagement and achievement. By disentangling peer group selection from peer group influences and considering the simultaneous socialization influences from teachers and parents, scholars can gain insights into the complex dynamics of peer relationships in educational settings. In the context of Argungu Emirate, Nigeria, exploring the interplay between parental participation and peer group influence as predictors of nursery pupils' academic performance is essential. By explored how these factors interact and influence educational success in a specific cultural and social context, educators and policymakers can develop targeted techniques to support nursery pupils in achieving academic performance.

Research Questions

The analysis stated in this report is guided by the following five research questions, as specified in the study:

- RQ1: What is the level of parental involvement of nursery pupils in Argungu Emirate, Kebbi State, Nigeria?
- RQ2: What is the peer group influence of nursery pupils in Argungu Emirate, Kebbi State, Nigeria?
- RQ3: What is the relationship between parental involvement and nursery pupils' academic performance in Argungu Emirate, Kebbi State, Nigeria?
- RQ4: What is the relationship between peer group influence and nursery pupils' academic performance in Argungu Emirate, Kebbi State, Nigeria?
- RQ5: What is the relationship between parental involvement, peer group influence and

nursery performance in Argungu Emirate, Kebbi State, Nigeria?

Research Hypotheses:

H01: There is no significant relationship between parental involvement and nursery pupils' academic performance.

H02: There is no significant relationship between teacher quality and nursery pupils' academic performance.

H03: There is no significant relationship between instructional materials and nursery pupils' academic performance.

II. METHODOLOGY

Data were collected by using a structured, closed-ended questionnaire administered to 600 parents of nursery pupils. The instrument consolidated demographic items with Likert-scale statements (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree) measuring parental involvement, peer group influence, assessed academic outcomes, and related beliefs about parental education. Descriptive statistics (frequencies, percentages, means, and standard deviations) were used to answer research question, RQ1 and RQ2, while Pearson product-moment correlation and multiple linear regression were used to test the hypothesized relationships underlying RQ3, RQ4, and RQ5. All percentages stated in this document are as recorded in the field data (Field Work, 2026) and may not always sum to exactly 100% due to rounding.

Research Design

The research used primary and secondary source of data and also descriptive survey research design was adopted to retrieved data from the respondents in the field where the research conducted. The population consisted of teachers and parents from selected public and private nursery schools in Arugungu Emirate, Kebbi State, Nigeria.

III. RESULT DISCUSSION

This research presented the core survey findings organized by construct: parental involvement (addressing RQ1), peer group influences (addressing RQ2), academic performance indicators, and a set of supplementary items relating to parental knowledge and shared beliefs about schooling of their respective children. For each construct, responses are been summarized descriptively and illustrated using stacked bar charts showing the percentage distribution of responses across the five-point Likert- scale

(Strongly Disagree – SD, Disagree – D, Neutral – N, Agree – A, Strongly Agree – SA).

Level of Parental Involvement (RQ1)

Parental participation was measured using a 25-items Likert- scale of the original questionnaires) covering behaviors such as homework support, provide some schools equipment as their contribution to the system, attendance at school

meetings, provision of learning materials, monitoring of screen time, and communication with teachers. The composite parental involvement scale had a mean score of 104.37 (SD = 14.43) out of a maximum attainable score, computed across all 600 respondents, indicating a generally high level of self-reported parental involvement in the research setting.

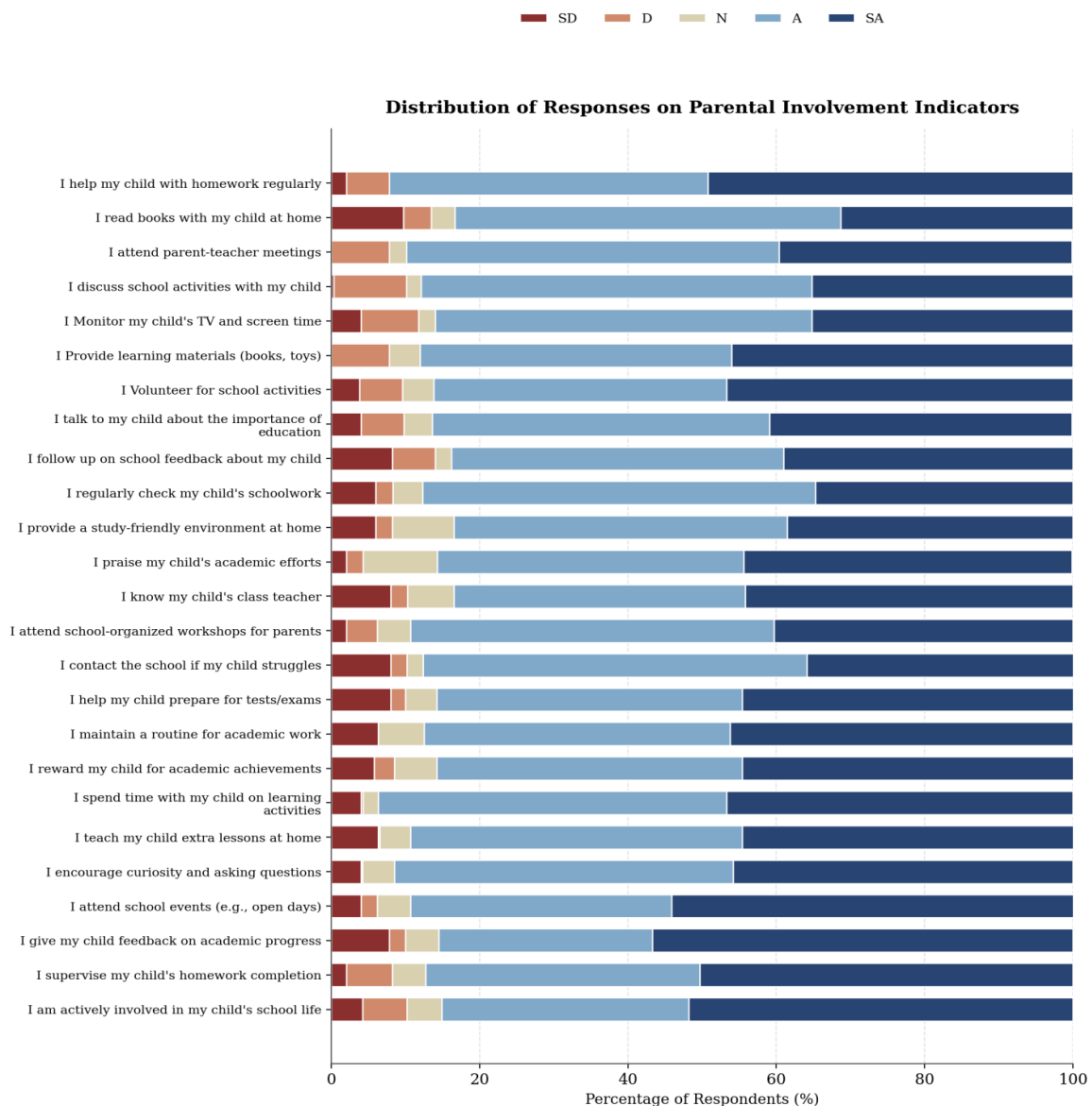


Figure 1: Percentage distribution of responses across all 25 parental-involvement indicators (N = 600)

The stacked bar chart above indicated that for nearly every parental-involvement indicator, the combined proportion of respondents selection Agree or Strongly Agree exceeds (75%), and in most cases exceeds 85%. The items with the highest combined agreement include given the child feedback on academic progress (85.5%), attending school events such as open days (89.4%),

and being actively involved in the child's school life (85.1%). Items with comparatively higher disagreement, though still minority responses, include following up on school feedback (14.0% Disagree/Strongly Disagree) and contacting the school when a child struggles (10.2% Disagree/Strongly Disagree). However, the pattern indicated that most of the parents in Argungu

Emirate perceived themselves as substantially engaged in their nursery-age children's schooling, spanning both in-school participation (meetings, workshops, volunteering) and at-home support (homework help, reading, provision of materials).

Peer group influences were assessed with 15-items Likert scale capturing the extent to which nursery pupils imitate peers' habits, study together, are motivated or distracted by friends, and experienced peer group pressure. The composite peer-influences scale recorded a mean of 63.41 (SD = 7.39) across the 600 respondents.

Level of Peer Group Influence (RQ2)

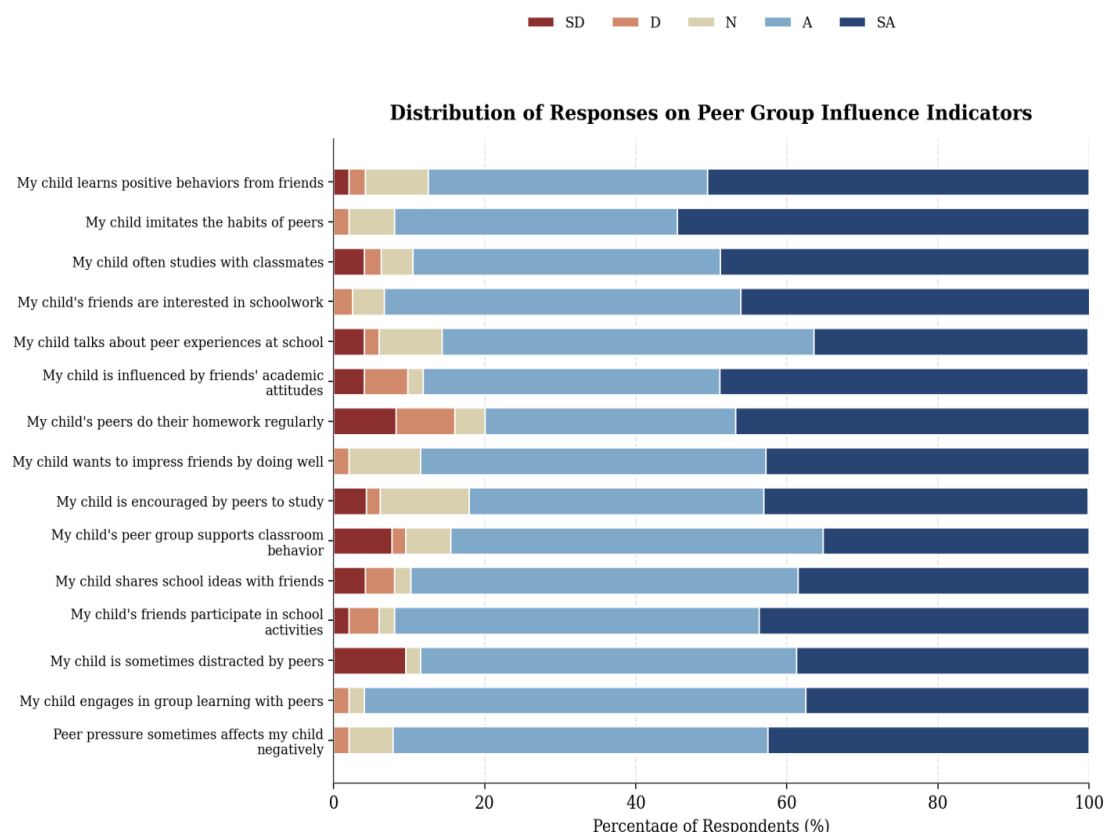


Figure 2: Percentage distribution of responses across all 15 peer-group-influence indicators (N = 600)

As illustrates above, agreement levels for peer group-influence items are consistently high, generally between 78% and 92% (Agree + Strongly Agree). Notably, 92.0% of parents agreed or strongly agreed that their child imitates the habits of peers, and 87.9% agreed their children engages in group learning with peers. At the same time, a meaningful minority of parents (around 9.5% to 11.5%) expressed neutrality or disagreement on items concerning peer group pressure and distraction, suggesting that while peer group influence is pervasive, its valence (positive versus negative) varies across households. This nuance is important: peer group influence at nursery level appears to operate both as a support mechanism for

learning (through shared study and encouragement) and, for a smaller subset of pupils, as a potential source of distraction.

Academic Performance Indicators

Ten items were captured parents' perceptions of their children academic performance, including classwork performance, attentiveness, independent homework completion, numeracy skills, and feedback received from teachers. The composite academic-performance scale had a mean of 42.00 (SD = 4.67 to 4.68 depending on the paired hypothesis test), reflecting generally favourable perceptions of pupils' classroom functioning.

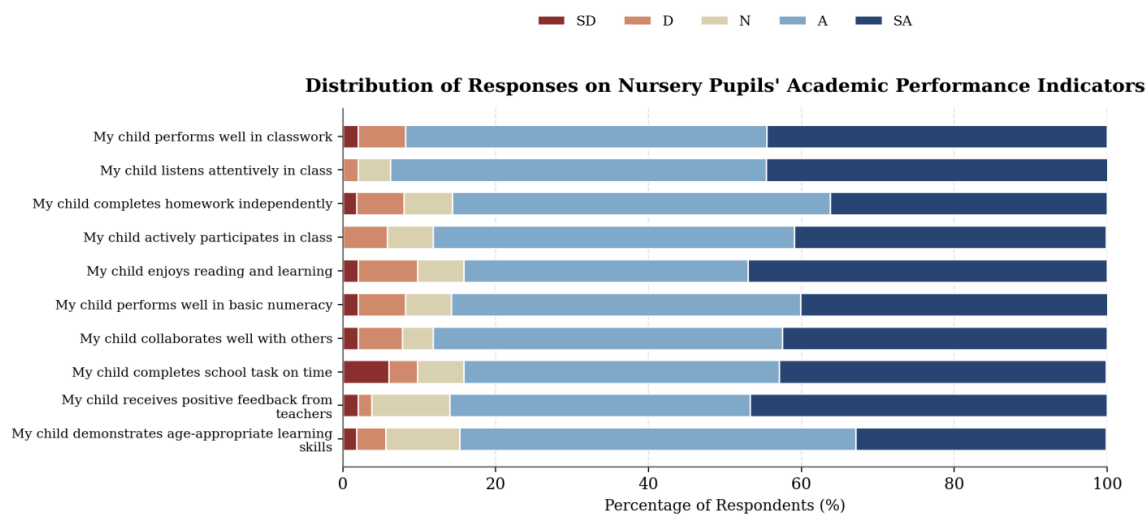


Figure 3: Percentage distribution of responses across the 10 academic-performance indicators (N = 600)

The chart shows that the majority of parents rate their children positively across all performance indicators, with combined Agree/Strongly Agree rates typically between 84% and 92%. The strongest ratings were recorded for the child performing well in classwork (91.8%) and receiving positive feedback from teachers (86.0%), while the comparatively lower (though still majority) agreement was observed for the child demonstrating age-appropriate learning skills (84.6%) and completing homework independently (85.7%). These self-reported perceptions of performance form the outcome variables against which parental involvement and peer group influences are subsequently tested for statistical relationship.

IV. CONCLUSION

The descriptive findings indicated that parents in Argungu Emirate reported higher levels of involvement in their nursery-age children's education, spanning both home-based support (homework assistance, provision of learning materials, reading together) and school-based participation (attending meetings, workshops, and open days). This pattern aligns with a substantial body of international literatures (e.g., Epstein's model of parental involvement) that identified multiple, complementary channels through which parents shape early learning outcomes.

Similarly, peer group influence was reported as pervasive, which most parents observing that, their children imitate peers' habits, study collaboratively, and are motivated by friends to perform well academically. A smaller but non-trivial subset of responses acknowledged the potential for peer group influences to manifest negatively, through distractions or peer group pressure. This dual character of peer group influence as both a

facilitator and, occasionally, an inhibitor of learning is consistent with developmental theories emphasizing the social nature of early learning environments.

The hypothesis-testing results reinforces and extend the descriptive picture. Both parental involvement ($r = .439$) and peer group influences ($r = .363$) shows statistically significant, moderate, positive correlations with academic performance, and both retained significant, independent predictive value when entered together in a multiple regression model. Parental involvement exerted the larger standardized effect ($\beta = .34$ versus $\beta = .18$), suggesting that, while peer dynamics matter, the home remains the more influential locus of academic support at the nursery level. The research shows parental level of education ($\beta = .46$) exerted an even more effects than parental involvement itself when entered jointly further underscores those the inter generational transmissions of educational advantage: better-educated parents may be more effective at translating their involvement into academic achievement, whether through much confidence, more effective help strategies, or better understanding of the school curriculum.

finally, this research support a multi-factor model of early academic performance in which parental involvement, parental education, and peer group influences operate as complementary, statistically significant predictors, rather than as competing or mutually exclusive explanations. This has direct implications for the design of early-childhood education interventions in Argungu Emirate and comparable settings, as discussed in the research.

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