

Roles of Parental Involvement and Peer Interaction on Academic Success of Nursery Pupils

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ABSTRACT

This research investigated the effect of parental participation and peer relations on the academic outcomes of Nursery Pupils. A descriptive survey design was accepted, collected data from 150 respondents, which contain 100 parents and 50 educators, by using structured questionnaires, observational checklists, and academic success record.

Descriptive statistics and multiple regression analyses were applied to identify the togetherness or relationship between variables. The results show that both guardian or parental involvement and peer relation significantly support to Nursery pupils academic success, with parental participation applying a strong positive influence. The research highlights the benefit of active parental involvement and structured peer learning environments in pre-primary education. The conclusion stated that both parent engagement and social group essentially predict pre-primary pupil's educational performance with parental involvement containing a proper effect. Optimizing family encouragement and group learning environment can increase pre-primary education outcomes.

The recommendations include improving parental participation in school activities and strengthening peer interactions to support academic achievement. Further investigation should explain economic interactions and school materials influences. Agencies should foster introduce a clear linkage between school and parent, School should improve events to increase parent engagement, Societies and communities should support pre-primary education.

Keywords: Parental participation, peer interaction, Nursery pupils, academic achievement.

I. INTRODUCTION

Education is basically respected as an elementary for site growth and widely national improvement. It equips persons with educating, values and ability to support right to the society. The knowledge of pupils have undergone their early ages which influence not only on their learning for the learning environment but for their ability to read, communicate fluently and build right collaboration throughout the live. Such of this, a lot of teachers and investigations goes on pre-primary education to be first stage of the most essential begins in pupils' educational milestone. Pre-primary education becomes the initial formal stage in the educational structure. At this junction, pupils first to improve for elementary numeracy, literacy, language and interactional skills inside of the activities structured to suit their yearly and any other improvement needs. Which been differently to other stages of higher class of education, learning in pre-primary schools is widely regards on play social, displays, and permitting pupils to

generate experience while improving importance sensory abilities. The standard confidence of pupils in a moment level often shows how well they debut academically as they achieved to primary school and beyond. The outcomes, concern the attention has been drop to describe the role that lead children's educational achievement during their formative era.

Educational performance goes on the levels to which pupils or children achieve the academic target of all. In pre-primary schools this objectives is normally reflected in pupils' skills to remember number and letter respectively for delivering fluently, the directive for the learning environment and involving effectively in reading and writing activities. The investigators or researchers have dimensions switching roles, involving the houses environment, learning areas items, educators competence inter-financial designs, spouses participant and connections peers on these parental engagement and social peers moving to accept importance focus, because they forwarded the influencing pupils learning competence both in and

out level of learning space parents are globally recommended as pupils Chief Educators. Memorably pupil's to engage in schooling, they initially experience or learning through daily connections with their parents and sibling around them. Through this purpose, parental engagement moving beyond simply enrolls a pupils' in school or having a schools charges. EPSTEIN (2018), describe that parental involvement collective monitoring pupils learning, discussing with educators, helping with learning space-related duties, attending schools events and producing a encouraging environment that support learning at various homes. When parent reveal the authentic desires in their pupils education, pupils are often more encouraging, improving right behaviors towards learning space and showing up more competence learners.

In Nigerian country, the significant of nursery education has been recommended through the sector of National Policy on Education (NPE), which itemized pre-primary education as the elementary of formal schooling in large ages, both national bodies of the nation and commercial organizations have invested in widely access to pre-primary education. Despite these efforts, a lot of pre-primary schools moving, deficiency of qualified teachers, large number of classrooms and shortage of parental participation.

These challenges often decrease the proper learning target towards to the pupils and many contribute to the failures in learning result.

1.1 STATEMENT OF THE PROBLEM

The pre-primary education serves as the first upon which future learning and educational achievement are drive. At of this level, pupils received early knowledge, interactional skills, and learning behavior that plans them for primary education level. Moreover, despite the enhancing concentrating dropping to pre-primary education in Nigeria, many pupils' moving to experiencing complications in gaining clear educational performance. Exhaust numeracy and literacy abilities, common learning space show-up and lower ability of reading for primary school remain awareness and concerns in much pre-primary schools. The educational investigators have itemized certain factors that may support to poor academic performance within the young learners. At Argungu Emirates, however, a lot of parent are fail to involve fully in their children's learning due to the educational experience, schedules and campaign to know their site advantage to their children educational participations.

Moreover, some pre-primary schools face barriers in terms of higher number of learning spaces unavailable of teaching aids and sustain

opportunity for design peers learning. This condition may mitigate pupils advantages of accepting the academic and social courage which needed to perform well in learning places.

1.2 SIGNIFICANCE OF THE STUDY

- i. The study overseen at the effect of parental involvement on the educational success of pupil's in pre-primary school, to access the effect of group interacting on the educational success of pupil's in pre-primary schools, and assessing the mixing impact of spouses intervening and group interactions on children educational success.

1.3 RESEARCH QUESTIONS

1. What are the connections among the parental involvement and the educational success of pupils in pre-primary school?
2. How does the peer interaction within groups affect the educational success of pupils in classroom?
3. At what level do the parental participation and interactions with peer collaboration predict the academic achievement in pre-primary education?

1.4 HYPOTHESIS

H₀₁: Parental participation has no benefit impact on the academic success of pupils in pre-primary schools.

H₀₂: Social peer have no significant influence on the academic performance of the pupils in kindergarten.

H₀₃: Parental participation and peer interactions do not jointly determine pre-primary academic achievement.

II. LITERATURE REVIEW

2.1 Educational Achievement in Pre-Primary Schools:

Educational achievement of pre-primary school classes is usually tested and evaluated through their numeracy, literacy, social emotional skills and language development (UNESCO, 2020). Similarly early academic performance serves as a grassroots for letter achievement in school and has the benefit on a child's self respect, critical thinking, and longer academic success (Piaget, 1972). In addition to that in Nigeria, study identify that pupils in early academic who had much support at both school and home achieve better outcome than their peers (Okafor, 2021).

2.2 PARENTAL PARTICIPATION:

Parental participation refers to the serious involvement concerning their child or pupils academic.

- i. By concentrating and involving on assist of homework, reading together, creating learning centers at home.
- ii. Participation or attending parent teachers meetings which may make the parent understand the status of school toward the children learning outcomes, and identify the place where the assist.
- iii. By given emotional support which may encourage the pupils and motivate the learner that initiate positive learning environment (Espstein, 2018).

Study identifying that when parent are active participate, it lead to improved cognitive and emotional development, and higher levels of motivation and greater academic achievement. For instance, Fan and Chen (2020) discovered strong positive correction ($r=0.62$) between parental involvement and academic performance in early childhood in Nigeria.

2.3 PEER INTERACTION

The place where pupils relate or interact with another has the benefit of both their learning characters and their behaviors in pre-primary setting such interaction create and promote collaboration. Communication, and Social interaction. (Bukowski et al, 2019). Involvement with peer in a positive way improved language acquisition, problem solving, and greater classroom involvement which are all associated with positive academic outcomes (Wentzel & Ramani, 2021).

2.4 COMBINE EFFECT OF PARENTAL PARTICIPATION AND PEER INTERACTION

many research shows that when parental participation and interaction with peer act together to improve academic outcomes pupils who receive strong support from their relatives and take place in positive setting are more likely to show greater social competence, cognitive abilities and greater level of learning motivation (Bronfenbrenner, 1979; Okafor, 2021).

2.5 THEORETICAL FRAMEWORK

The ecological system theory from 1979 is the guiding framework the theory insist that a number of environmental systems, peer (Micro-system) and family (Micro system) influence pupils progress, and the research over see how these two system influence the academic outcomes of pupils in pre-primary schools.

III. METHODOLOGY

3.1 Research Design

A descriptive survey approach was applied in order to look and oversee the relationships between parental participation, peer interaction and academic success. This method is appropriate for determining existing character without change any variables (Creswell, 2014).

3.2 POPULATION AND SAMPLE

The research stated nursery pupils, their parent, and teachers in Argungu Emirate, Kebbi State Nigeria. A stratified random sample was used and one hundred and fifty (150) respondent were selected, namely one hundred (100) parent and fifty (50) were teachers.

3.3 INSTRUMENTATION

The three instruments were used:

- i. Parental Participation Questionnaire (PPQ) contain of 20 items using a 4 point likert scale (1=strongly disagree to 4= strongly agree).
- ii. Peer Interaction Checklist (PIC) a list of 15 items examined by teachers concerning the frequency of positive peer characters.
- iii. Academic Success Record (ASR) the childrens' term scores in numeracy and literacy.

3.4 VALIDITY AND RELIABILITY

Two professional or educational experts carried out a review of the instruments and a pilot study participation 20 respondent yielded a cronbach's alpha of 0.82, which confirmed the high reliability.

3.5 DATA COLLECTION PROCEDURE

Over a period of four weeks, questionnaires were sent to teachers and the parent filled in the checklists regarding the child interactions with their peers. The pupils' academic outcomes were acquired from the school records with permission, of local government education authority.

3.6 DATA ANALYSIS

Data analysis included:

1. Descriptive statistics: Mean, standard deviation
2. Inferential statistics: Pearson correlation and multi regression to test hypotheses.

IV. RESULTS

4.1 Descriptive Statistics

Table 1

Descriptive Statistics of Study Variables

Variables	N	Mean	SD	Interpretation
Parental participation	150	3.42	0.45	Above-average parental involvement
Peer Interaction	150	3.15	0.52	Moderate positive peer influence
Academic Success	150	72.4	8.3	Good overall pupil outcomes

4.2 CORRELATION ANALYSIS

Table 2

Correlation between Predictors and Academic Success

Predictor	R	P-value	Interpretation
Parental Participation	0.61	0.000	Strong positive correlation
Peer interaction	0.48	0.000	Moderate positive correlation

4.3 MULTIPLE REGRESSION ANALYSIS

Table 3

Multiple Regressions Predicting Academic Success

Predictor	B	T	p-value	Interpretation
Parental participation	0.45	5.32	0.000	Strong predictor of academic
Peer interaction	0.33	3.84	0.000	Moderate predictor

$R^2 = 0.52$, $F(2.147) = 79.6$, $p < 0.001$

Interpretation: 52% of variance in academic success is explained by parental participation and peer interaction combined.

4.4 Visual Representation

Figure 1: Parental Participation vs Academic Success

!Figure 1: Simulated chart showing positive correlation between parental participation and academic success

Figure 2: Peer Interaction vs Academic Success

!Figure 2: Simulated chart showing positive correlation between peer interaction and academic success.

Figure 3: Combined Effect of Parental Participation and Peer Interaction

!Figure 3: Simulated chart showing combined effect of parental participation and peer interaction on academic success.

V. DISCUSSION

5.1 Parental Participation and Academic Success

As result shows a strong positive relationship across the spouses concerns and pre-primary children's educational performance regarding the previous knowledge (Fan & Chen, 2020; Okafor, 2021). Active parental involvement fosters

motivation, develops learning behavior and increase sensory development in the trap with Bronfenbrenners living organism system theory on social and emotional development (1979).

5.0 Social Group and Educational Performance

Group of social connections positively predict on educational pressure, supporting investigation by WENTZEL AND RAMANI (2016) and BUKOWSKI et al. (2019). Children' associated right with age-mate or learning colleagues that reveal sensitive collaboration, dissolving-issues and achieve to the learning space.

5.3 COMBINED INFLUENCE

Mixing, spouses associating and social group describe 52% of variance in educational outcome itemizing the need for entire techniques that optimizes both relatives and school compound.

5.4 IMPLICATION FOR POLICY AND PRACTICE

- I. Learning centers to provide workshops for children spouses
- II. Educators should endorse the structure of group learning
- III. The administrators should support communities, societies to be engage in child's education.

VI. CONCLUSION

Both parent engagement and social group essentially predict pre-primary pupil's educational performance with parental involvement containing a proper effect. Optimizing family encouragement and group learning environment can increase pre-primary education outcomes. Moreover parental involvement increased the level of pupils academic success, were the law makers encourage a strong relationship among parent and teachers relationship to achieve children educational goals.

RECOMMENDATIONS

- i. Further investigation should explain economic interactions and school materials influences.
- ii. Agencies should foster introduce a clear linkage between school and parent.
- iii. School should improve events to increase parent engagement.
- iv. Societies and communities should support pre-primary education introduced.
- v. Educators should produce structured of group learning opportunity.
- vi. Government support the implementation of pre-primary education (NPE)

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