

Parenting Style and Peer Influence as Predictors of Academic Engagement of Junior High School Students

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Abstract. Declining academic engagement among junior high school students remains a persistent problem that warrants investigation into its psychosocial determinants. This study aimed to determine the combined influence of parenting style and peer influence as predictors of students' academic engagement in Davao City. Employing a quantitative, non-experimental descriptive-correlational research design, the study examined the levels of parenting style, peer influence, and academic engagement, as well as the relationships among these variables. Using Slovin's formula with a 5% margin of error, a sample of 180 students was selected from a total population of 330. Data were collected through validated survey questionnaires and analyzed using appropriate statistical tools, including mean, standard deviation, Pearson's Product-Moment Correlation Coefficient (Pearson's r), and multiple linear regression analysis to determine significant relationships and predictive influence. The findings revealed that students generally exhibited moderate to high levels of Parenting Style, Peer Influence, and Academic Engagement, indicating that they experienced fair to strong parental guidance and peer interactions while actively participating in academic activities. These overall levels provide context for understanding the significant relationships observed between Parenting Style, Peer Influence, and Academic Engagement. Furthermore, the combined effect of Parenting Style and Peer Influence demonstrates that students' academic engagement is best supported when both family and peer environments provide guidance and encouragement. This means that involving both parents and peers enhances students' motivation, participation, and overall academic success. These results highlight the important roles of family and peers in fostering students' engagement in academic activities and provide valuable implications for educators and school administrators in developing programs and interventions that support students' academic involvement.

Introduction

Academic engagement, defined as students' behavioral, emotional, and cognitive involvement in learning, plays a central role in achieving academic success among junior high school students (Fredricks et al., 2020). Engagement encompasses active participation, sustained effort, emotional investment, and strategic learning, all of which contribute to higher grades, better classroom performance, and deeper academic understanding (Wang et al., 2017). However, many students continue to exhibit varying levels of engagement, with some demonstrating strong participation and motivation while others display low interest, minimal effort, and weak persistence in academic tasks. Identifying the factors that influence this variation is critical for improving educational outcomes (Eccles & Wang, 2022).

Parenting style has been identified as a significant predictor of academic engagement and related outcomes. Evidence from recent research indicates that caring and autonomy, as well as supportive parenting styles, positively influence adolescents' school engagement across middle and high school level, while controlling or negative parenting styles are associated with

lower engagement in school tasks (Child & Youth Studies, 2024). Supportive parenting practices not only directly influence engagement but also help develop future orientation and intrinsic motivation, which can further enhance students' emotional and behavioral involvement in learning (Child & Youth Studies, 2024). These findings highlight the important role parents play in shaping motivation, persistence, and active participation in school.

Peer influence is another critical determinant of academic engagement among adolescents. During junior high school, students spend increased time with peers, and positive peer relationships have been shown to enhance learning motivation and academic engagement, which in turn positively impact academic achievement (Shao et al., 2024). Strong social ties with academically oriented peers can encourage collaboration, active participation in class activities, and persistence in learning efforts. Conversely, negative peer dynamics can weaken motivation and engagement, underscoring the dual influence peers exert on educational outcomes (Shao et al., 2024).

In the local setting, many junior high school learners continue to exhibit low classroom participation, weak study habits, and inconsistent academic motivation. Variations in parenting styles — such as authoritative, authoritarian, and permissive approaches — can shape students' attitudes toward learning and their engagement in academic tasks. Similarly, peer influence has been shown to affect students' motivation and involvement in school activities, where positive peers encourage engagement and achievement while negative peers may lead to disengagement (Steenberghs et al., 2024). Understanding how these social factors operate among Filipino junior high school students is particularly important for designing interventions that enhance motivation, involvement, and academic success.

Methodology

Research Design

The study employed a quantitative, descriptive-predictive, non-experimental design using a correlational technique. The descriptive components is used to determine the level of parenting style and peer influence while the predictive component is used to determine the significant influence of the two variables on the academic engagement of junior high school students. The method is used to collect numerical data from a population to properly determine the relationships between the specific variables and junior high students.

Research Locale

The research study was conducted in a sectarian school located in Davao City, Philippines, which offers elementary, junior high, senior high, and college classes. Established in 1958 as an all-girls elementary and high school, with 84 elementary and 86 high school students. Currently, it offers the Senior High School program, the Sunday High School Program, and the Undergraduate program.

Population and Sample

The total population in this study consisted of 330 junior high students, grades 7 to 10, enrolled in the Academic Year 2025–2026. The respondents were 180 junior high students: 56 for grade seven, 39 for grade eight, 37 for grade nine, and 48 for grade ten. It was determined using the convenience sampling technique. Convenience sampling is a non-probability sampling method where respondents are selected based on their availability and accessibility to the researcher. This approach allows the study to gather data efficiently while still obtaining a sample that reflects the population. In this study, convenience sampling was used to examine the effect of parenting style and peer influence on the academic engagement of junior high school students in Davao City.

Research Instrument

This study used a survey questionnaire to gather data. Three adapted questionnaires served as research instruments. The first part was the questionnaire on parenting style, adapted from the study of Lavric and Naterer (2020). It covers four types of parenting: authoritarian, permissive, authoritative, and neglectful. The second part was the questionnaire on peer influence, adapted from the study of Javaid et al. (2025). It covers two areas: positive peer influence and negative peer influence. The third part was the questionnaire on academic engagement, adapted from the study of Khan et al. (2025). It includes three (3) areas: peer pressure, social comparison, and group dynamics. A five-point Likert scale (1 = strongly disagree to 5= strongly agree) measured the respondents' answers to each statement.

Data Gathering Procedure

To ensure the research was conducted systematically, the researchers followed appropriate procedures. A formal letter was submitted to the Academic Head/Principal of Basic Education requesting permission to conduct the study. Once approval was granted, the proposed questionnaire was presented to the researchers' adviser for review. After addressing the adviser's feedback, the revised draft was submitted to the panel of evaluators for validation. The researchers also ensured confidentiality by keeping the respondents' identities anonymous and not collecting their socio-demographic profiles. Adequate time was given for the participants to answer the survey, after which the questionnaires were collected. Finally, the completed survey data were tallied by variable and submitted to the school statistician for further analysis.

Statistical Tool

To process the gathered data, the researchers employed several statistical tools. The mean was used to determine the levels of parenting style, peer influence, and academic engagement among junior high school students. Standard deviation (σ) was computed to measure the variability of responses regarding parenting style and peer influence in relation to students' academic engagement. Pearson's Product-Moment Correlation Coefficient (Pearson's r) was utilized to determine the significant relationship between parenting style and academic engagement, as well as between peer influence and academic engagement. Finally, linear regression analysis was conducted to determine whether parenting style and peer influence significantly predict academic engagement and to identify the extent to which these two variables serve as predictors among junior high students.

Results and Discussion

Level of Parenting Style

Presented in Table 1 is the level of Parenting Style among junior high school students. Overall, results show a high level of Parenting Style, with an overall mean of 4.11, suggesting that parenting practices in Davao City are often observed. This indicates that parents generally provide consistent involvement, guidance, and responsiveness toward their children, which are essential for supporting academic and socio-emotional development. The standard deviation (0.59) shows that students' responses were closely clustered around the mean, indicating consistency in their perceptions of parenting practices. These findings are supported by Bornstein (2020), who emphasized that responsive and engaged parenting promotes optimal child development, and by Darling and Steinberg (2021), who highlighted that parenting style provides a framework of warmth, guidance, and structure, fostering supportive environments for children.

Indicator	SD	Mean	Descriptive Level
1. Permissive	0.646	4.333	Very High
2. Authoritative	0.668	4.314	Very High
3. Authoritarian	1.121	4.078	High
4. Neglect	0.934	3.738	High
Overall	0.593	4.116	High

Table 1. The Level of Parenting Style of Junior High School Students.

Similarly, Child & Youth Studies (2024) reported that authoritative parenting, which combines high expectations with emotional support, is positively associated with adolescents' school engagement and future orientation. In consonance, Ma et al. (2024) found that students whose parents adopted consistent and supportive parenting styles demonstrated higher motivation and active participation in academic tasks. In contrast, Pinquart (2020) noted that permissive and neglectful parenting styles are linked to lower academic achievement, decreased self-regulation, and weaker engagement in school activities.

Additionally, Fredricks et al. (2020) emphasized that student engagement is related not only to parenting but also to peer interactions and classroom context, highlighting the multifaceted factors affecting academic motivation. Shao et al. (2024) further corroborated that positive peer influence can enhance academic engagement, whereas negative peer influence may undermine students' effort and persistence in learning. Collectively, these studies suggest that parenting style, combined with peer and classroom factors, plays a critical role in shaping the behavioral, emotional, and cognitive engagement of students.

The indicator for Parenting Style, which obtained the highest mean rating of 4.33, is *Permissive* and was described as very high, showing that this behavior is always observed. This implies that parents are warm and caring but set few rules or limits for their children. While this approach allows children to feel supported, it can also create a lack of structure and discipline at home, which may affect their academic performance and sense of responsibility. Meanwhile, the permissive parenting style, which obtained a 0.668 standard deviation, shows low variability, implying that students have generally similar views regarding this parenting approach. These results are supported by Shengyao et al. (2024) , who found that parenting style directly and positively relates to academic resilience, with permissive parenting influencing children's self-efficacy and academic motivation as key mediators in the relationship between home environment and student outcomes.

The indicator for Parenting Style, which obtained a mean rating of 4.31, is *Authoritative* and was described as very high, showing that this behavior is always observed. This implies that parents set strict rules and high standards for their children while providing limited warmth or responsiveness. While this approach may encourage immediate obedience, it can also lead to higher anxiety and lower self-esteem in children, and may restrict the development of social skills and independence. On the other hand, the authoritative parenting style, which obtained a 0.934 standard deviation shows moderate variability. Students' perceptions of authoritative parenting differ more compared to authoritarian and permissive styles. These results are supported by Martínez et al. (2020) , who found that parenting styles characterized by warmth and affection (indulgent/authoritative) are associated with the highest internalization of social values in adolescents, whereas parenting low in warmth (authoritarian) emphasizes control over open communication and is linked to lower self-esteem in cross-cultural contexts, and by Perez-Gramaje et al. (2019) , who found that authoritarian parenting (strictness without warmth) is consistently associated with the lowest self-esteem and highest personal maladjustment in adolescents, leading to emotional challenges and reduced autonomy.

The *authoritarian parenting* style obtained a mean of 4.078, which was described as High, showing that it is often practiced. This means parents set strict rules and expect obedience, which may encourage discipline but limit children's self-expression and independent decision-making, aligning with Pinquart (2020), who stated that overly controlling parenting can affect students' behavior and motivation. With a standard deviation of 0.934, students' perceptions vary moderately, indicating differences in how they experience this parenting style. This highlights the need for parents to balance clear rules with care, so students feel both guided and supported.

Lastly, *Neglect parenting* obtained a mean of 3.738, which is considered high, showing that students sometimes feel their parents do not give enough attention, support, or involvement in their school and personal lives. Although slightly lower than Authoritarian, this high rating means that many students experience times when their parents provide little guidance or emotional support, which can affect their motivation, confidence, and participation in school activities. The standard deviation (0.593) is the lowest among the four parenting styles, which means students mostly agree in their view of neglectful parenting. These results support Garcia and Thompson (2021), who found that limited parental involvement can affect adolescents' resilience and school engagement. These findings also align with Cao et al (2025) , who demonstrated that neglectful parenting practices can be transmitted across generations, emphasizing how the absence of consistent parental support and clear expectations negatively shapes child outcomes.

Level of Peer Influence

Presented in Table 2 is the level of *Peer Influence* among junior high school students. Overall results show that the level of *Peer Influence* is high, as indicated by the obtained overall mean of 3.67, suggesting that the peer influence of students is sometimes evident. This implies that peers play an important role in shaping behaviors, attitudes, and choices. According to Fragata and Limpot (2023), peers play an important role in shaping behaviors, attitudes, and choices, as peer interactions significantly affect adolescents' academic motivation and social behavior. Furthermore, the peer influence obtained with a standard deviation of 0.896, suggesting that students' overall perception of peer influence is fairly consistent, with most students agreeing that it has a high effect on their behavior, though slight differences in individual perceptions exist.

Indicator	SD	Mean	Descriptive Level
1. Positive Influence	0.892	4.211	Very High
2. Negative Influence	1.387	3.127	Moderate
Overall	0.896	3.669	High

Table 2. The Level of Peer Influence of Junior High School Students

The indicator of Peer influence, which had the highest mean of 4.21, is positive influence and was described as very high, indicating that students are consistently evident peers promoting constructive behaviors such as cooperation, prosocial participation, and academic engagement. The standard deviation of peer influence is 1.387, indicating that most students agree that peer influence is positive, but there is some variation in how strongly they perceive it. Overall, students

consistently see positive peer influence as very high. This aligns with Cao et al. (2024), who highlighted that supportive peer networks contribute to students' engagement and study performance.

Negative Influence is the second indicator of peer influence, which obtained a mean of 3.127, interpreted as Moderate, indicating that negative influences are sometimes evident in students' lives. The standard deviation of 1.387 shows that experiences vary among students. Even at this moderate level, negative influences can affect behavior and decision-making, highlighting the need for guidance and support. This is supported by Homel et al. (2020), who found that negative peer pressures (such as substance-using peers) are associated with increased depressive symptoms and emotional challenges during adolescence and young adulthood, while positive peer activities were protective, suggesting that fostering positive peer networks and awareness of negative influences can promote engagement, resilience, and healthier learning environments.

The Level of Academic Engagement

Presented in Table 3 is the level of *Academic Engagement* among junior high school students in terms of *Peer Pressure*, *Social Comparison*, and *Group Dynamics*. Overall, results indicate that Academic Engagement is high, with an overall mean of 3.96. This suggests that students' academic engagement is often manifested, indicating that they are generally actively involved in their learning. This implies that engagement is influenced not only by individual motivation but also by social factors, supporting Li and Lerner (2021), who emphasized that school social environments and peer interactions significantly affect adolescents' cognitive and behavioral engagement. Furthermore, the standard deviation for overall academic engagement, which was obtained at 0.76, indicates that students' responses were relatively close to the mean, showing consistency in their level of engagement.

	Indicator	SD	Mean	Descriptive Level
1.	Group Dynamics	0.593	4.380	Very High
2.	Social Comparison	1.292	3.850	High
3.	Peer Pressure	1.154	3.656	High
	Overall	0.896	3.669	High

Table 3. The Level of Academic Engagement of Junior High School Students

The indicator of academic engagement, with the highest mean of 4.38, was *Group dynamics* and was interpreted as Very High, indicating that positive group interactions are consistently observed among students. The low standard deviation of 0.59 shows that students consistently experience collaboration and support within their groups. This suggests that students actively contribute to tasks, share ideas, and assist one another, promoting both academic achievement and social development. These findings are supported by Zhang et al. (2025), who found that collaborative learning environments and scaffolding strategies enhance students' behavioral, social, cognitive, and emotional engagement, demonstrating that supportive peer interactions promote active participation and academic involvement in educational activities.

Social Comparison obtained a mean of 3.85, interpreted as High, indicating that students oftentimes manifested compare themselves with their peers academically. The standard deviation of 1.29 indicates considerable variation, suggesting that while some students engage in social comparison frequently, others do so less often. This implies that social comparison can motivate students to improve their performance when benchmarking against high-achieving peers, but excessive comparison may lead to stress or self-doubt. These findings are supported by Li et al. (2025), who emphasized that fostering a supportive learning environment ensures that social comparison encourages healthy motivation rather than negative competition.

Peer Pressure obtained a mean of 3.65 with a standard deviation of 1.15, indicating that peer pressure is sometimes manifested by students, but experiences vary widely among individuals. This suggests that while some students are motivated by their peers to perform better academically, others may feel anxious or distracted. These findings are supported by Afzaal et al. (2025), who noted that peer pressure can either enhance or hinder academic performance depending on its nature and context. The variation in responses highlights the importance of recognizing that peer-driven motivation affects students differently, emphasizing the need for careful guidance to ensure positive outcomes.

Significance of the Relationship between Parenting Style and Academic Engagement

Presented in Table 4 is the result of the connection between *Parenting Style and Academic Engagement*. The overall r-value of 0.353 with a p-value of less than 0.000, which is lower than the 0.05 significance level, implies that Parenting Style positively correlates with Academic Engagement. The r-value indicates a moderate positive correlation, meaning that

changes in parenting style are moderately associated with changes in students' academic engagement. Since the relationship is statistically significant, the null hypothesis is rejected.

Parenting Style	Peer Pressure	Academic Engagement		
		Social Comparison	Group Dynamics	Overall
Authoritarian	0.230 (.000)	0.047 (.000)	0.096 (.000)	0.168 (.000)
Permissive	0.181 (.000)	0.095 (.000)	0.284 (.000)	0.220 (.000)
Authoritative	0.197 (.000)	0.080 (.000)	0.212 (.000)	0.201 (.000)
Neglect	0.479 (.000)	0.183 (.000)	0.196 (.000)	0.398 (.000)
Overall	0.402 (.000)	0.143 (.000)	0.260 (.000)	0.353 (.000)

Table 4. Significance of the Relationship between Parenting Style and Academic Engagement of Junior High School Students

Specifically, *Authoritarian parenting* demonstrated a weak positive correlation with academic engagement, showing an r-value of 0.168 and a p-value of 0.024. This suggests that while strict or controlling parenting can encourage compliance with academic expectations, it may limit students' motivation for social interaction and collaborative learning. Baumrind (1991) explained that overly controlling parenting promotes obedience but restricts autonomy, while Garcia and Thompson (2021) noted that such approaches may inhibit social and emotional development in adolescents. In terms of Bronfenbrenner's theory, the microsystem highlights how daily interactions with parents affect engagement, and authoritarian control may limit students' agency in school-related activities. This implies that parents should balance strictness with support to foster both academic performance and social participation.

Permissive parenting showed a weak positive correlation with academic engagement, with an r-value of 0.220 and a p-value of 0.003. Students raised in permissive households often experience greater freedom, which can foster creativity and self-directed learning, but may rely heavily on peers for guidance in school tasks. Limpot (2023) highlighted that peer interactions and cooperative learning play a significant role in motivation for students with permissive parents, and Afzaal et al. (2025) emphasized that parental guidance remains crucial to direct adolescent engagement positively. Through Bronfenbrenner's framework, the microsystem explains how peer influence complements parental style, while the macrosystem reflects cultural attitudes toward autonomy and academic achievement. This implies that, granting autonomy is beneficial, parents should provide structured support and encourage self-discipline to optimize engagement outcomes.

Authoritative parenting exhibited a weak positive correlation with academic engagement, with an r-value of 0.201 and a p-value of 0.007, indicating that students benefit from a parenting approach that combines firm guidance with support. Darling and Steinberg (2021) argued that authoritative parents foster both competence and autonomy, promoting active participation in school tasks, while Fredricks et al. (2020) observed that supportive parental involvement strengthens adolescents' motivation and engagement. According to Bronfenbrenner's theory, the microsystem provides direct support and structure, allowing students to develop academic and social skills, and the macrosystem reinforces these outcomes through societal expectations for responsible and engaged behavior. This implies that, Authoritative parenting is ideal for nurturing both academic and social engagement, and schools can support parents by providing guidance on maintaining a balance of expectations and emotional support.

Neglect parenting showed the strongest positive correlation with academic engagement, with an r-value of 0.398 and a p-value of less than 0.001. Although some students may develop independence under low parental involvement, this style generally carries risks for emotional, social, and academic development. Pinquart (2020) found that neglectful parenting is associated with weaker adjustment and lower resilience in adolescents, and Garcia and Thompson (2021) emphasized that parental engagement is essential for consistent academic participation. Bronfenbrenner's microsystem perspective explains that limited parental interaction can affect day-to-day academic behaviors, while the macrosystem may provide indirect influences through societal norms and peer networks. This implies that, active parental involvement is critical to ensure effective and sustained engagement, even if independence develops.

Overall, the results demonstrate that parenting style significantly affects academic engagement, with supportive and structured approaches, particularly authoritative parenting, fostering the highest levels of student participation academically and socially. Conversely, extreme or neglectful parenting styles may result in inconsistent engagement or reliance on peers for guidance. As Azzalathifa et al. (2025) synthesize within their review of parenting styles and adolescent

development, students' engagement is shaped by multiple interacting systems—including the immediate family and peer environment, as well as broader societal expectations reflected in cultural norms and educational frameworks—highlighting the importance of considering both proximal and distal influences when examining how parenting affects academic outcomes, aligning with Eccles and Wang (2022), Fredricks et al. (2020), and Wang et al. (2023), who emphasized the critical role of parental practices and environmental context in promoting motivation, resilience, and sustained academic involvement.

Relationship Between Peer Influence and Academic Engagement

Presented in Table 5 is the result of the connection between *Peer Influence* and *Academic Engagement*. The overall r-value of 0.511 with a p-value of less than 0.001, which is lower than the 0.05 significance level, implies that Peer Influence positively correlates with Academic Engagement. The r-value indicates a strong correlation among variables; the relationship is significant, and the null hypothesis is rejected.

Peer Influence	Academic Engagement			
	Peer Pressure	Social Comparison	Group Dynamics	Overall
Positive Influence	0.314 <.001	0.131 .079	0.378 <.001	0.333 <.001
Negative Influence	0.230 .002	0.092 .218	-0.022 .770	0.275 .028
Overall	0.334 <.001	0.137 .067	0.171 .022	0.292 <.001

Table 5. Significance of the Relationship between Peer Influence and Academic Engagement of Junior High School Students

Explicitly, Positive peer influence showed a weak to moderate positive correlation with academic engagement, with an r-value of 0.333 and a p-value of less than 0.001. Students who experience supportive, motivating, and academically oriented peer relationships are more likely to participate actively in school tasks, engage in group discussions, and maintain consistent academic performance. Busching and Krahé (2020) observed that classmates can enhance prosocial behavior and motivation, while Shao et al. (2024) highlighted that learning engagement improves when peers provide constructive support. In the context of Bronfenbrenner's theory, positive interactions in the microsystem directly promote engagement, and the macrosystem reinforces these behaviors through cultural and societal expectations for cooperation and academic success. This implies that schools should encourage peer mentoring and collaborative activities to strengthen constructive peer influence on student engagement.

Negative peer influence also showed a weak positive correlation overall, with an r-value of 0.275 and a p-value of 0.028, but it was not significant in social comparison or group dynamics. This indicates that peers who encourage unproductive or disruptive behaviors may still have a minor effect on students' academic engagement, especially when peer pressure exists. Homel et al. (2020) noted that adolescents are susceptible to both positive and negative peer influences, and that negative interactions can contribute to inconsistent engagement or distraction. According to Bronfenbrenner's bioecological model (Bronfenbrenner & Morris, 1998), the microsystem captures how daily peer interactions influence academic behaviors, whereas the macrosystem reflects societal norms that may either mitigate or exacerbate negative peer pressures. Thus, parents and educators should monitor peer groups and guide students toward positive social circles to reduce the impact of negative peer influence.

Overall, the findings indicate that peer influence significantly affects academic engagement, with positive peer interactions contributing more strongly to motivation and active participation than negative peer behaviors. These results are consistent with previous studies emphasizing that engagement is shaped not only by family and classroom environments but also by peer relationships (Afzaal et al., 2025; Shin et al., 2021; Shao et al., 2024). Through Bronfenbrenner's Ecological Systems Theory, the microsystem of peers provides direct reinforcement of academic behaviors, while the macrosystem of cultural norms and societal expectations further supports positive engagement. Schools and parents are encouraged to foster environments where positive peer influence is promoted to sustain students' academic participation and growth.

The combined Significance Influence of Parenting Style and Peer Influence on Academic Engagement

Presented in Table 6 is the results of the multiple regression analysis examining the combined effect of Parenting Style and Peer Influence on Academic Engagement. The multiple linear regression analysis revealed that Parenting Style and Peer Influence together significantly predict Academic Engagement among the participants. The overall model yielded an R-value of 0.416 and an R^2 of 0.173, with an adjusted R^2 of 0.164, indicating that approximately 16.4% of the variance in academic engagement is explained jointly by these two variables. The model was statistically significant, $F(2, 177) = 18.55$,

$p < 0.001$, showing that the combination of Parenting Style and Peer Influence reliably predicts students' academic engagement.

Combine Influence	B	Flexible Thinking in Learning		Sig.
		β	t-value	
Parenting Style	.388	.304	4.341	<.001
Peer Influence	.191	.226	3.229	.001
R-value = .416 R ² = .173 F-value = 18.55 p-value = <.001				

Table 6. The Combined Influence of Parental Style and Peer Influence on Academic Engagement of Junior High Students

Parenting Style significantly predicted academic engagement (β 0.304, $t = 4.341$, $p < 0.001$), suggesting that students with more supportive and structured parental guidance are more engaged in school activities. Peer Influence also had a significant positive effect (β 0.226, $t = 3.229$, $p = 0.001$), indicating that constructive peer interactions enhance students' academic participation. The confidence intervals further support the reliability of these estimates, with Parenting Style ranging from 0.212 to 0.565 and Peer Influence from 0.074 to 0.308.

These findings suggest that both parental and peer factors play important roles in shaping academic engagement, and addressing either factor alone may not be sufficient. Prior research supports this combined effect, emphasizing that adolescents' engagement is influenced by both family guidance and peer interactions (Afzaal et al., 2025; Child & Youth Studies, 2024). The implication of this study is that schools and educators should implement strategies that involve both parents and peers in promoting academic engagement. Programs that encourage authoritative parenting practices alongside positive peer collaboration can help maximize students' motivation, participation, and overall academic success.

Conclusion and Recommendations

Based on the findings, Parenting Style and Peer Influence significantly affect the Academic Engagement of Junior High School students in Davao City. Parenting Style showed a stronger impact, indicating that parental guidance, expectations, and emotional support play a critical role in shaping students' academic behaviors, promoting discipline, and fostering consistent involvement in learning activities. Peer Influence also positively contributes to academic engagement, suggesting that constructive interactions with peers encourage collaboration, motivation, and participation in school tasks. Furthermore, the combined effect of Parenting Style and Peer Influence demonstrates that students' academic engagement is best supported when both family and peer environments provide guidance and encouragement. These results imply that schools and educators should involve both parents and peers in interventions aimed at enhancing students' motivation, participation, and overall academic success.

In addition, the presence of positive peer relationships reinforces these parental values by offering encouragement, collaboration, and social motivation within the school environment. Peers can influence students' attitudes toward learning by normalizing academic effort and promoting shared goals, which helps sustain engagement during challenging academic situations. When students are surrounded by peers who demonstrate positive academic behaviors, they are more likely to feel motivated, confident, and supported in their studies. For the youth in Davao City, a supportive home environment coupled with positive peer relationships creates the strongest foundation for academic success, sustained engagement, and holistic student development. This synergy between family and peer support not only enhances academic performance but also contributes to students' emotional well-being, social competence, and long-term educational aspirations.

In order to enhance the academic engagement among Junior High School students, policy makers and appropriate officials should develop programs that actively involve parents through workshops, seminars, parent-teacher meetings, and family-centered events to strengthen the home-school connection. Teachers, meanwhile, are encouraged to foster collaborative learning environments using group projects, peer mentoring, cooperative learning, and class discussions to harness positive peer influence. Students themselves must take an active role by building supportive peer relationships, practicing responsible study habits, managing their time effectively, and developing self-discipline. Parents, as primary influencers, should provide consistent financial and emotional support, establish routines, maintain a stable home environment, and set clear expectations. Finally, future researchers are encouraged to investigate the remaining 82.7% of factors not covered

in this study, such as teacher-student relationships, school facilities, learning resources, personal motivation, and socio-economic conditions.

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Competing Interests Statement

The researchers disclosed a potential conflict of interest, as the study was conducted at the same school where they were students. To mitigate this, they carried out data collection, analysis, and interpretation impartially, free from personal bias or undue influence. Respondents' responses were kept confidential and used exclusively for academic research. Additionally, to maintain ethical integrity, the researchers sought ongoing guidance from their research adviser and strictly followed all institutional ethical considerations.

Data Availability Statement

Data sharing is not applicable to this article as no new data were created or analyzed in this study; all data used were obtained from previously published sources as cited in the reference list.

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Appendices

No appendices are attached to this study.