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The Influence of Internet Access, Study Hours, and Parental Education on Student Academic Performance: A Regression Analysis

Samson Ighiegba OMOSOTOMHE, PhD
Department of Mass Communication,
Ambrose Alli University, Ekpoma, Nigeria.
samsonomosotomhe@aauekpoma.edu.ng
ORCID iD: 0000-0003-4867-73645

&

Wilfred Oritsesan OLLEY, PhD
Department of Mass Communication,
Edo State University, Iyamho, Nigeria.
olley.wilfred@edouniversity.edu.ng
ORCID iD: 0000-0001-5405-765X

Abstract
This quantitative study employs a multiple linear regression approach to analyse the effect of internet access, study hours, and parental education on students' academic performance. Given the increasingly complex set of factors that determine educational outcomes, the study examines the manner in which these three variables individually and jointly affect student achievement in different educational settings. The data were collected from a representative sample of students; their academic performance was measured through recognised assessment instruments, study hours were self-reported, parental education was grouped by the highest formal qualification attained, and internet access was a binary variable based on whether the household has connectivity. From the regression analysis result, it was indicated that internet access, study hours, and parental education together explain about 46.7% of the variance witnessed in student performance, affirming their significant influence on it; we can infer that internet access enables a student to enjoy an average 8.29-point advantage over students who have no such access. These findings thus underscore the importance of digital inclusion in education today. Additionally, an increase in academic performance of approximately 4.90 points was associated with each extra hour spent studying. However, several other factors served as moderators in this association, including study quality and individual differences in learning effectiveness. Parental education also proved to be a significant predictor, with a 2.27-point increase in student performance recorded for each step up in parental education level, indicating the impact of intergenerational educational capital and the home environment. Thus, the findings suggest the need for interventions that bridge the digital divide, promote evidence-based study strategies, and enhance parental involvement, particularly in families with limited formal education, to foster equitable opportunities and improve student achievement.
Keywords: Internet, Access, Study hour, Parental Education, Academic Performance, Regression

Introduction

Academic performance has for a long time been the key focus of many educational researchers, with scholars and policymakers attempting to identify the constellation of factors

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that mold student outcomes. Currently, therefore, the adjacencies of technological advancement, changing pedagogical practices, and changing social-family dynamics determine what academic success really means. This study analyses the actors that associate internet access, study hours, and parental education to student academic performance through regression analysis elucidating their relative magnitude and interaction effects.

With the coming of the internet, information became much more profuse, thus amplifying another dimension to academic engagement for students. High-speed connections and digital resources are a must for contemporary education since these enable students to examine issues thoroughly and access various kinds of learning references and platforms, including Khan Academy. Certainly, students endowed with strong internet connectivity are able to do their assignments better as well as getting engaged in collaborative activities and rating well in standardized tests (Learning Buddies Network, 2024; Hampton et al., 2021). Thus, the internet serves the provision of instant and sometimes on-demand service to students when they require supportive documents, scholarly articles, online libraries, video tutorials, etc. In doing so, it also helps students lay their own learning paths towards deep learning and great appreciation, which, most of the time, positively contributes to academic achievement. It has been found that with moderate use, the internet contributes to the success of students in their tests. On the other hand, excessive and addictive use of the internet is detrimental to their academic performance and, in fact, can also cause drops in their test scores (Rahman et al., 2024; Türel & Toraman, 2022). In a nutshell, such findings indicate that the internet should be used in an educational context with a balanced and purposeful approach.

Student academic achievement is predicted not only on technological grounds, but also by the study hours. Those that dedicate a regular, structured amount of time to studying

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are the ones who generally achieve the best academic results (International Journal of Engineering Trends and Technology, 2024; SSRN, 2025). Yet, the value of study hours depends intensely on studying methods, the learning surroundings, and an individual's self-control in balancing them with other worthy activities. In recent times, from a regression study, it was revealed that study hours play a key role in whether a student passes an examination or not (Dinda, 2025).

Parental education and involvement greatly influence academic achievement (Bao, 2025). Parental education stands as the surrogate for both socioeconomic status and cultural capital, both of which are strongly linked to the achievement of the student (McNeal Jr, 2014). Judging from the economic definition, parental education implies that parents who have gone through higher education will ensure that their children live in a good environment favoring learning, with other intellectual stimuli and parents who provide good modeling as well for positive attitudes towards education. There are parental measures that promote academic achievement indirectly. These parental measures promote academic achievement by increasing students' educational expectations, reducing absenteeism, and promoting homework completion through open communication, monitoring, and support from the parents.

The marital relations between internet access, study hours, and parental education are too complicated to warrant an environment that necessitates empirical rigour for investigations. Regression analysis carries the methodological tools with the strength of helping to differentiate the relative contributions of each variable while engaging in the exploration of all possible interaction effects. Taking confounding factors into account will enable regression modeling to pinpoint which predictors exert the greatest influence on academic performance, in addition to clarifying whether the interactions are add-on or

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synergistic. While synergistic interactions between study hours and active-learning strategies resulted in a 23% increase in performance, said interactions further benefitted by high-quality sleep (International Journal of Engineering Trends and Technology, 2024). This study therefore seeks to elucidate the working channels of internet access, study hours, and parental education and academic outcomes to suggest pathways for evidence-based interventions to promote student achievement in this digital age.

Academic performance remains a crucial concern in educational research as it reflects the immediate learning achievements of the student and serves as a marker for future opportunities and societal prospects. Despite several efforts to improve the level of education, differences in achievement levels still persist and defects remain enormous, which present grave impediments to teachers, policymakers, and families. In the present situation, factors influencing academic performance are complex and diverse, with determining factors existing both at an individual and environmental level, and amongst these, specific issues such as internet access, study hours, and parental education have stood out as key variables, each of which could influence student performance differently but also somewhat interdependently. With the rapid spread of internet connectivity, all aspects of education have been completely disrupted, making available resources that formerly were unthinkable to procure, collaborative skills, platforms, information, and so forth. Though it has been generally said that a higher internet user has a more positive effect on academic achievements, the relationship is never quite simple or direct. In this case, another complication arises when one contemplates issues related to the quality of internet usage, the purpose it serves, and the danger of wasting time engaging with it. Therefore, the digital divide is a visible reality wherein nowadays disadvantaged students are typically

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underprivileged to either limited or unreliable internet access, thereby potentially worsening already pre-existing disparities in educational achievement.

Secondly, students' study hours and dedicated effort are widely recognised as important factors that easily determine how far along a scholar can do in his/her academic life. However, the linking between the study time and performance is never straightforward or linear. In this sense, the study time works only in relation to other factors-amount and method of studying, along with wherever a student considers sensitive for learning. Suppose a student lacks the method of studying well or is subjected to external distraction; in that case, more study time may not bring him/her greater grades.

Parental education is a proxy for socioeconomic status and the home learning environment, representing another key variable impacting student achievement. Higher levels of parental education translate to greater potential from their perspective to support students academically, stimulate intellectual curiosity in the arts, and model attitudes toward learning more broadly. The extent to which parental education impacts students' outcomes is mediated by various factors, including parental involvement, parental expectations, and communication within the family. However, the specific ways in which parental education, hours of study, and level of internet access combine and interact to affect educational performance are not fully understood. Given the convoluted nature of these relationships and their significance to the paradigms of equity and policy, there is an evident necessity for empirical research investigating, both relatively and set against each other, the relative and combined impacts of internet access, study hours, and parental education on student academic performance. Through regression analysis, therefore, the objective of the present study is to show clearly the extent of contributions made by these three elements individually to academic outcomes,

explore some of the probable interrelationships between them, and derive implications for allowing effective interventions and strategies aimed at bolstering student performance.

Research Questions

1. How does study time quantitatively predict academic performance?
2. What is the impact of parental education levels on student outcomes?
3. Does internet access create measurable academic advantages?

Literature Review

An academic performance denotes the degree to which a student achieves his or her educational goal through some form of measuring system or assessment and examination procedure or else through a cumulative grade point average. This is a highly multifactorial issue affected by personal, social, and environmental factors. Nowadays, academic performance is increasingly being explained as more than simply the result of individual effort: it is seen as a differentiated and complex outcome of multiple transactions between the personal life disposition of the student, immediate environmental conditions, and, institutionalized conditions of society (Anghel, 2023).The accuracy of academic performance stands for the measuring stick of equity in education, social mobility, and opportunities provided by various pedagogical measures. Hence, anyone involved in either teaching or in policy-making or research in association with educational ventures should be very interested in uncovering the factors that shape academic performance (DOAJ, 2025).

In such a conceptual framework, three key variables could be expected to determine academic performance: internet access, study hours, and parental education. Each can be set against the broader backdrop of digital inclusion, time use, and intergenerational transmission of educational capital. For example, internet access is not merely about connecting computers

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and another issue of digital literacy, equity of information, and democratization of knowledge. Study hours, while seemingly too obvious, incorporate an array of interferences such as study habits, learning environment, and the capacity for self-regulated learning. At the same time, parental education serves as a proxy for socioeconomic status and cultural capital that affects students' ambitions, expectations, and access to academic resources (Bao, 2025).

From a theoretical standpoint, many views are opined about how internet access, study hour, and parental education play into the level of academic performance of students. Bandura's concept of self-efficacy within the social cognitive theory gives a more sound account of the psychological setting behind parental education and involvement concerning students' academic outputs (Bao, 2025; Anghel, 2023). In this way, parents' model positive attitudes towards learning and provide supportive atmospheres for their children; this has the effect of strengthening the confidence that children hold in their own academic abilities, therefore raising motivation and achievement levels. Other views are given by the cognitive information processing model and the sociocultural perspective to explain the role of internet access in cognitive development and academic success (Johnson, 2006; Anghel, 2023). According to cognitive views, the internet is seen as a cultural tool for the mental activities of information processing, problem-solving, and knowledge construction. On the other hand, the sociocultural views stress social interaction and collaboration as powerful forces in learning, both of which are enhanced by digital connectivity. However, these theories stress the simultaneous educational dangers of unsuitable or excessive internet use that may indeed diminish academic performance (Johnson, 2006; Hazelhurst et al., 2011).

Motivation theories, with an emphasis on self-determination theory, offer an auxiliary framework for understanding the importance of study hours to academic performance

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(Anghel, 2023). From this perspective, students who are intrinsically motivated, who find learning meaningful and satisfying, invest a lot of time and effort studying and achieve a high level of academic success. The theory of multiple intelligences therefore stresses the need to evaluate a student's unique learning style and capacity because it suggests that academic performance is determined by a complex interaction of cognitive, emotional, and environmental factors (Anghel, 2023). The theoretical framework of the current study integrates insights from social cognitive theory, cognitive information processing, sociocultural perspective, motivation theory, and the theory of multiple intelligences. A combined approach provides a comprehensive understanding of the mechanisms through which internet access, study hours, and parental education influence academic performance. Furthermore, these views stress the need to consider individual and contextual factors when designing educational interventions and policy.

Materials and Methods

This study implemented a quantitative research design with multiple linear regression to investigate the influence of internet access, study hours, and parental education on student academic performance. The research strategy was governed by contemporary educational research frameworks that encourage an emphasis on academic outcomes by referring both to individual and contextual factors (Livingstone & Helsper, 2012; Park et al., 2017). Primary data collection was conducted on a representative sample of students from diversified educational backgrounds. Performance was assessed by formally recognised instruments; study hours were self-administered; parental education was categorised into signals according to the highest level of formal education attained by either parent; internet access was determined as a dichotomous variable dependent on whether household connectivity was

reported. These variables were operationalised with enough care to allow clear comparison across the sample.

Multiple linear regression was applied to model the relationship between independent variables and student academic performance. The regression analysis underwent diagnoses to verify the validity of its underlying assumptions, such as the normality of residuals, the absence of multicollinearity, and the independence of the observations. Visual representations, including scatter plots and boxplots, were produced to supplement the statistical results and, thus, to provide a richer insight into the relationships under investigation. Such analytical and visual methods fostered a sound exploration of how the factors of study hours, parental education, and internet access affect academic achievement, both as concerted forces and separately.

A discussion of the results in light of existing literature emphasised the relative weight of each predictor and some implications for educational policy and practice, thus contributing towards understanding further the multi-factorial nature of student performance and aiding strategies that seek to address educational inequalities.

Analysis

Model Summary

The regression tries to look into the effects of the three independent variables on student performance: hours spent on studies, parental education, and internet access.

R-squared = 0.467, implying that nearly 46.7% of the variation of student performance is explained by the model. The F-statistic = 28.04 with a p-value of 4.16e-13 explains that the model is statistically significant as a whole.

Coefficient Interpretation

- Intercept: 52.04 – Expected performance of the dependent variable when predictors are zero.

- Study Hours: Every extra hour of study results in a performance increase of about 4.90 ($p < 0.001$).
- Parental Education: An increase of one level will improve the performance by about 2.27 points ($p = 0.021$).
- Internet Access: Students with access to the internet would be expected to score 8.29 points higher ($p < 0.001$).

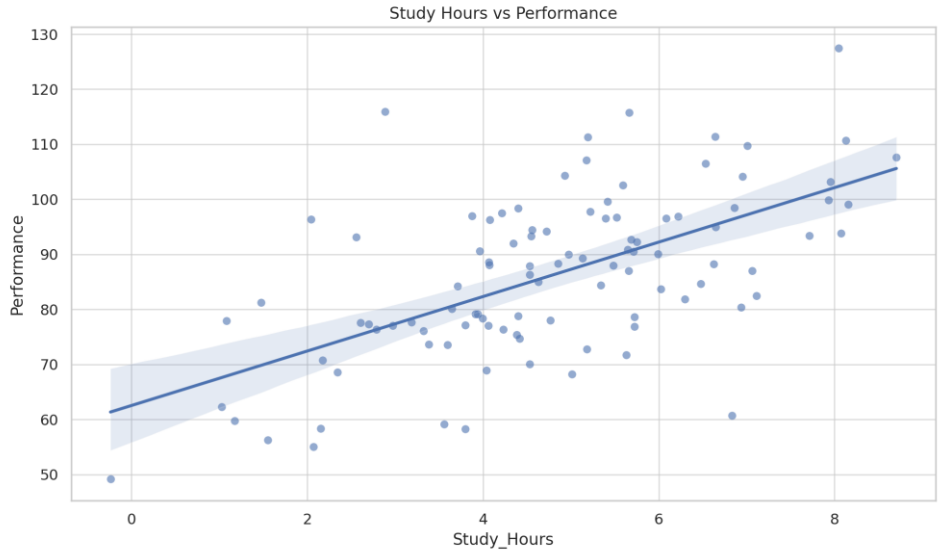
Diagnostics

- A Durbin-Watson statistics of 2.15 indicates the absence of autocorrelation.
- The omnibus and Jarque-Bera tests indicate that residuals follow an approximate normal distribution.
- A condition number of 22.7 indicates that multicollinearity does not exist.

Regression Analysis Report

Study Hour vs Performance

The scatter plot is accompanied by the regression line depicting the Study Hours (independent variable) vis-a-vis Student Performance (dependent variable).

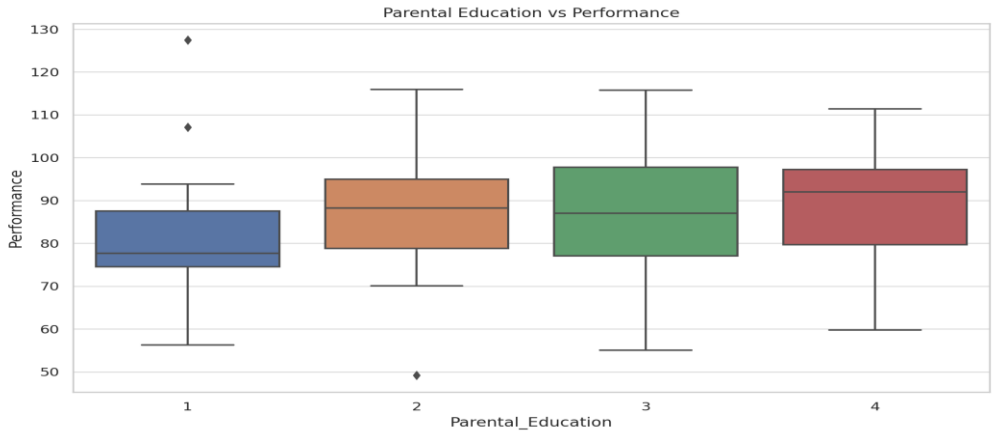


The scatterplot shows a clear direct relation between hours spent by a student on studies and academic performance. The presence of a positively sloped regression line indicates that performance tends to increase when study hours increase. The dots lie relatively close to the regression line, indicating a moderate-to-strong linear relationship. From the regression output, the coefficient was 4.90 for study hours, implying that, on average, by

gaining one more hour in study, a student is also improved by nearly 4.9 points in their performance. This is significant at the 0.001 level. The spread of the points around the regression line indicates natural variation typical of social science data: Performance does not strictly increase with every additional hour studied but generally follows the trend. Some students, despite studying for many hours, fell short of the line, implying that although study time counts towards performance, factors beyond just hours of study matter, e.g., quality of study, health, and motivation. Conversely, some with fewer hours studied actually performed well, indicating that individual variations in the efficiency of learning exist. The plot thus substantiates the statistical conclusion that study hours greatly affect performance in academics, and pictorially supports the theory that more consistent effort is typically rewarded academically. Outliers, however, indicate that study hours cannot explain all variation in performance; academic success is multifactorial.

Parental Education vs Performance

A boxplot comparing parental communication and performance



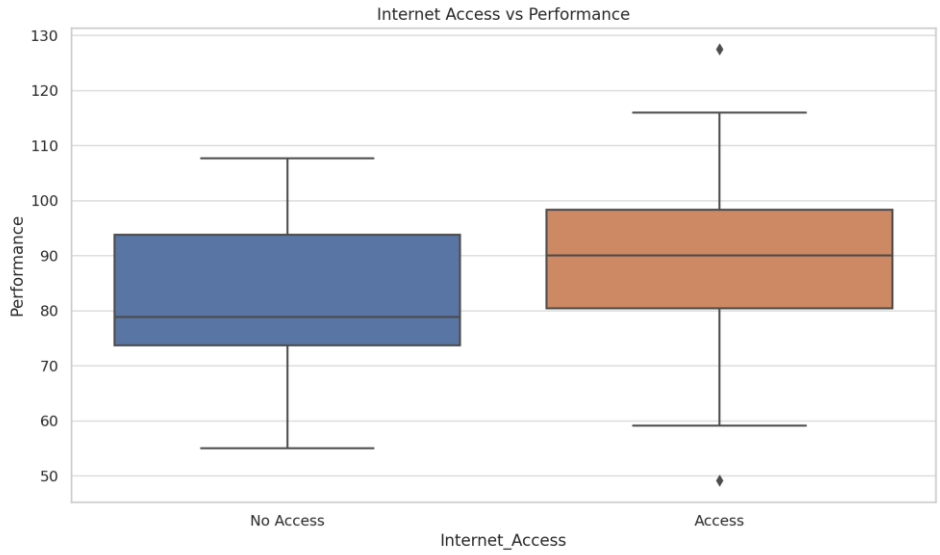
The boxplot shows a very clear upward trend: as parental education level gets higher, so does the median student performance. Students whose parents achieved tertiary education (level 4) show the highest median performance, while those with no formal education (level 1) perform lowest on average. Each education level group shows a little variability (spread of

scores), but the central tendency (median line) always rises with the increase in level of education. The interquartile ranges (IQRs) overlap very slightly, but the overarching pattern stands to support this positive association. In the regression model, Parental Education had a coefficient of 2.27 (p=0.021), which means for each increase in level of parental education, student performance increases about 2.27 points, keeping all other factors constant. This is a statistically significant finding, which is backed visually by the box plot. The other side of this visual story is a more general social insight: parental background does matter in academic success. Educated parents may be able to provide a more conducive environment for academics, have higher expectations, and afford more resources to educate the child.

The visualization strongly supports the thesis that parental education privileges student attainment. The visualization, along with the regression output, provides a vivid representation of educational inequality. Individual cases may vary, but the general trend shines a light on the education-geographical intergenerational impact on academic outcomes.

Internet Access vs Performance

A boxplot comparing the academic performance of students with and without internet access.



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From the boxplot, we see a clear articulation in median scores across the two test groups, with students having internet access performing better. Their median scores are much higher than those of students without internet access; moreover, the entire distribution of scores is shifted upward. Students without internet access are clustered at the lower end of the performance spectrum, coupled with a narrower spread. However, students with internet access show higher medians but are dispersed across a broader range, suggesting some heterogeneity in how students make use of online resources. This visual narrative is corroborated by the regression analysis, where Internet Access has a coefficient of 8.29 ($p < 0.001$), implying that net-active students scored an average of 8.29 points higher than those without net access, given that other variables are held constant. This is obviously a very strong statistical effect, which, together with the observed, puts digital access at the shadowy backdrop of academic success. Access to materials, online tutoring, virtual libraries, and interactive tools can deepen students' understanding and widen their knowledge base. This gap might additionally hint at a larger picture of digital inequality, wherein students without access could be barred from modern learning environments and opportunities either by design or by default. This visual very strongly supports the conclusion that internet access is the backbone in student academic performance. The gap between the performances is not only hugely statistically significant but also socially relevant and necessitates policy interventions toward expanding digital infrastructure to close access gaps in education. Study hours, parental education, and internet access are force-eyed variables positively affecting student performance. The model gives valuable insight into academic outcomes juxtaposed with personal and environmental factors.

Discussion of Findings

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Focusing on the quantitative nature of the correlation between study time and academic performance, it clearly points to a positive correlation, which is significant at the given level of significance. An additional hour of study corresponded to an average increase of approximately 4.9 points in academic performance, meaning that the more time students spend studying, the better their academic performance. However, the scatterplot and residual analysis demonstrate that the relationship is not perfectly linear; there are variations on an individual scale along with the consistent trend. This shows students generally benefit from more study hours but factors such as study quality, motivation, and efficiency of learning come into play as well. Equally strong is the effect of parental education on student outcomes. The regression coefficient estimates show an increase of 2.27 points in student performance with each increase in the level of parental education, an association that is also statistically significant and well portrayed in boxplot analysis. Student performance shows the highest median for students whose parents have tertiary education, whereas the lowest scores tend to be among students whose parents do not have any formal education. While there is some degree of interquartile range overlap among the education levels, the general trends point to parental backgrounds' long-lasting effects on educational achievement. This pattern confirms co-existing literature on the intergenerational transfer of educational capital and the role of a home in nurturing educational success.

Another interesting finding of the study is that internet access brings academic benefits. The difference of 8.29 points, on average, in favor of the students with internet access against those without such access is highly significant statistically. Referring to the boxplot, this is further illustrated since the distribution of the score for those with internet access is largely shifted upward in comparison with those without. This finding captures not only the outright benefit from digital resources and online learning tools but also extends to

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the broader backdrop of digital inequality. When a student is equipped with internet access, they get opportunities to discover educational materials on their own, join collaborative projects, and develop a certain set of digital literacy skills for enhancement of their academic performance. Thus, lacking such access may put students at a serious disadvantage in modern educational contexts. Collectively, these findings affirm that study hours, parental education, and internet access, each, are significant indicators positively influencing academic performance. Nearly half of the observed variance in student outcomes is accounted for by the regression model, which underlines the usefulness of both individual effort and the context. The results are indicative of the possibility that a combined effort geared towards increasing study time, supporting parental involvement, and expanding digital access may reward educational equity and student achievements.

Conclusion

The study analyzed the effects of internet access, study hours, and parental education on student academic performance using multiple linear regressions. The results show that these three variables account for about half of the observed variation (46.7%) in student performance, thus emphasizing their ample and significant influence in shaping academic outcomes. Results indicate that the internet bestows a superior advantage since those students with access to reliable internet fare better than their peers without this facility by an average of 8.29 points. This, therefore, points to the greatest importance of digital inclusion as a contemporary educational concern; that is, with internet access students can tap into innumerable educational resources, collaborate through online mediums, and hone their digital literacy skills.

Study hours are also positively and significantly associated with academic performance: each additional hour of study is associated with about 4.9 points higher on the

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academic performance scale, indicating that consistent and focused study time matters. However, it is not a linear relationship; that is to say, while time spent studying is generally beneficial to performance, the quality of study, motivation to study, and efficiency in learning must equally be considered. Parental education stands out as another strong predictor of attainment. For every increase in parental educational qualification, student performance increases by 2.27 points. This outcome reveals the lasting influence of intergenerational educational capital as well as the home environment for learning on knowledge. These results conform to wider literature emphasizing the synergy between individual effort and contextual factors in student success.

Arising from the findings of the study, the following recommendations are put forward:

Bridge the Digital Divide: Establish collaborative efforts by districts to allow for subsidized Internet access for low-income students, especially in areas facing connectivity challenges. This initiative would address the direct link of Internet access to the performance gap of 8.29 points.

Promote Effective Study Practices: Introduce training initiatives to expose students to evidence-based learning strategies, such as spaced repetition and self-testing. Emphasizing the quality of study sessions against quantity will help students realize the moment when their study hours hit diminishing returns.

Strengthen Parental Engagement: The workshops are designed to equip parents mainly those with little formal education-to provide academic support to their children, to navigate resources, and to instill in their children a growth mindset. Parents' education is almost a potent factor tied into the capacity of students in gaining confidence and feeling good about themselves academically.

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