

# Influence of Selected Home Environmental Factors on Pupils' Academic Performance in Public Primary Schools, Kenya

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**Abstract:** Home environment is important for learning and development of children. Despite the fact that home environment is critical to the academic performance of learners, little has been documented concerning the home environmental aspects that are under study. The purpose of the study was to explore the influence of selected home environmental factors on pupils' academic performance in Kisii South Sub- County, Kenya. Objectives of the study were to: determine the influence of home caregivers on pupils' academic performance; determine the influence of parental academic supervision on pupils' academic performance and to assess the influence of sleeping environment on pupils' in Kisii South Sub-County, Kenya. The study used Albert Bandura's social cognitive learning theory. A descriptive research design was employed in the study. The study population was 2204 parents, 2610 class eight pupils and 58 head teachers. Simple random sampling technique was used to get sample size. The sample constituted 331 parents, 338 class eight pupils and 52 head teachers. Data was collected using self-administered questionnaires. Validity of research instruments was ascertained through expert judgment of the University supervisors. Reliability of the instruments was ensured by test-retest method. Quantitative data was analyzed using descriptive statistics such as means, standard deviations and percentages with the aid of Statistical Package for Social Sciences (SPSS) version 22. The study found that some caregivers discussed with children on academic progress at school and talked of things that happen at school trying to find out what children liked doing while at school. Most of the parents had a great influence on children's study habits at home and could also discuss with their children on their academic progress. It was also found that sleeping environment encourages good academic performance based on the comfortability and security of the sleeping room. It was recommended that parents should engage educated caregivers at home to help them participate effectively on the academic activities of their children. A study on socio-demographic factors influencing parental participation in education of the learners would expound the understanding of the current study.

**Keywords:** Home caregivers, Home environment, Parental academic supervision.

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## 1. INTRODUCTION

### 1.1 Background to the study:

A home is a place where pupils live with their parents or guardians and it is the place where they are groomed (Collins, 2007). Obeta (2014) suggested that a home is a place where the pupils begin to learn the norms and values of the society in which they find themselves. The family is a social unit in any society and it is the source of early stimulation and experience in children (Collins, 2007). The home influences the child at the most vital time of life at a time when the mind is most receptive and it provides the first impression which may last through the whole of the child's life (Obeta, 2014). The child often sees the parents, siblings and things in their immediate environment to be most significant and they are capable of promoting or diminishing them in self-worth and academic performance (Ekanem, 2004).

According to Anene (2005) environment is aggregate of all internal and external conditions affecting the existence, growth and welfare of organisms', and it is an influence an individual came in contact with after heredity. The environment is the immediate surroundings in which the pupils find themselves. (Durojaiye, 1976).

Obeta (2014) pointed out that the children's home environment can either accelerate or hinder their academic performance; home environment has been recognized as having a lot of influence on academic performance of pupils. The family being the first and major agency of socialization has a great influence and bearing on the development of the child (Threlfale, Seay and Kohl, 2013). Adeyemo, (2006) cited in Ghana; and Chinyoka (2010) explained that the child's first place of contact with the world is the family. The child as a result acquires initial education and socialization from parents and others. Adell (2002) consider family background the most important and most weighty factor in determining the academic performance attained by the child. Among family factors of greatest influence are social class variables and the educational and family environment.

Emeke (1984) stressed that the environmental condition and the nature of social interaction that goes on in the family may be of some positive or negative influence on the academic performance of a child, also noted that one of the tasks of education is to train young people to become useful members of the society and this training begins at home in the informal way. Pungello et al (2010) ascertained that a child's early home environment has a profound effect on his well-being. Beginning in infancy, a problematic home environment can disrupt the brains stress response system, reduce the quality of care giving a child receives, and interfere with healthy development. In Thailand (Wanajak, 2011) conducted a study on the internet use and its impact on secondary school students in Chiang Mai. The study revealed that school problems, physical and mental health problems and relationship problems were the negative impacts of the internet use.

In Nigeria Igbokwe and Abidike (2012) carried out a research to find out the influence of Electronic Media on reading ability of school children. The study found out that 25.5% of the children play games on cell phones and engage themselves in internet activities while at home. Children respondents devoted more number of hours for playing games on cell phones than in their homework and reading. Rosempta (2013) conducted a study in Kenya, Makueni County on the influence of electronic media on behavior among secondary school students. The findings of the study showed that electronic media such as cell phones, radios, television and computers were available within student's environment at home and their content ranging from music, video gamed and various movies influenced students' behavior especially hindering them in violence and sexual habits.

A study was done in Pakistan by Azhar, Nadeem, Naz, Perveen and Sameen (2013) examined the ways in which academic achievements are effected by parental education and their socio- economic status. Analysis of data indicated that students belonging to strong financial status perform better than those who face problems in finance. Similarly, parental education boosts up their children's performance. A study done in Ghana by Azigwe, anyomse, Awuni and Adda (2016) to examine the effects of (SES) Socio-Economic Status on child performance in mathematics, as part of a longitudinal study on teaching effectiveness in Ghana. The study concluded that children are hardest hit by family economic condition during their early years. A study done in Kenya by Gabri, Muli, Muasya, Maonga and Mukhungulu(2016) sought to investigate critical parental socio-economic factors affecting the academic achievement of students in selected secondary schools in urban informal settlements in west lands district in Nairobi county. It was concluded that parents' low ability to finance education coupled with poor status of the physical and instructional resources were inhibiting factors to students' academic achievement.

A study carried out in India by Haryana (2016) on factors affecting the academic achievement; a study of elementary school students of NCR Delhi using 110 students drawn from three Kendryavidyalayas of Delhi with their ages ranging between 13 and 14 and a mean age of 13.6 years. The study revealed that the General mental ability, home environment interest and academic achievement are significantly and positively correlated. Further, the study showed that persistent academic achievement of elementary school students may be due to fairly good home environment and interest of the students in their studies. In Ghana a study by Acheaw (2014) Sought to assess the reading habits among students and their academic performance. The study confirmed that reading habit has influence on academic performance and there is a relationship between reading habit and academic performance. The study also suggested that home caregivers influence children's study habits. In Kenya a study carried out by Karanja (2015) to determine the extent to which reading difficulties affect academic performance of secondary school students using quantitative approaches for data collection

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and analysis for both teachers and learners with a descriptive survey design. Findings from the study showed that sixty percent of the teachers did not conduct library lessons at all due to lack of library resources and home caregivers did not provide enough library resources to schools.

Research suggests that pupils whose parents are actively involved in their education have a higher academic achievement than parents who are not actively involved in their children's education (cooper, 1994). The involvement of parents in their child's education is believed to be one of the most important aspects of academic achievement and is believed to improve the relationship between home and school (cooper 1994). Children can achieve better in and out of the classroom with reinforcement from parents and it will keep parents better informed about their children's learning ability. (La Rocquet et al, 2011).

In Canada parent's educational involvement has been linked to children's academic outcomes in a variety of ways, including higher academic achievements (Bogenschneider, 1997) and more positive attitudes towards school (Gonzalez-Deltas, Willems, and Holbeins, 2005). One way that parents can influence children's academic outcomes is through active participation in and management of learning in the home. This typically involves activities such as engaging in cognitively stimulating tasks, like reading together (Evans, 2000) and managing children's school-related behaviours, such as organizing and monitoring children's time (Finn, 1998). Such active management from parents in the home environment can support children's educational endeavors and provide motivation to learn (Seginer, 2006). A larger body of research has explored the influence of parental participation in children's homework (cooper, Lind's ay and Nye, 2000, X4 and Corno, 2000) but with inconsistent results (Hoover-Dempsey etal; 2001). Some studies have found parental involvement in homework to be positively associated with academic achievements (Callahan, Rademacher and Hildreth, 1998) whereas others have found it to be negatively associated (Muller, 1995).

In South Africa Mutodi and Ngirande (2014) proposed that there is a relationship between parental involvement (parenting, communication and home and family support and student's mathematics performance. According to <http://www.familyfacts.org/briefs/35/family-structure-and-childrens-education> (2016) family structure is related to educational attainment. Children who do not live in intact families tend to be less proficient in math and science. Compared to children raised by both parents, children raised in other families are likely to score lower levels in education (Parke, 2013). Foster youth such as those who live with guardian, state licensed homes perform worse in academics depending on where they are placed (Frey 2014).

In Namibia Erlendsdattir, (2010) Found out that parental involvement has a positive effect on students' academic achievement at Combretumtrust school. The contact between parents and children which is vital in child's early development has been lost; parents rely on schools to raise their children declares (Oriendo, 2011). It is anticipated that parents should play a role not only in promoting their children's achievements but more broadly in school improvement (Disgorges and Abauchaar, 2003). Onyango (2001) who did a study in Migori County on competencies needed by school heads found out that the parents efficiency for involvement and education goals for their children were stronger predictors of schools' success than parental level of education and ethnicity.

Research persuasively demonstrates the negative impact of reduced sleep on academic achievement, both in terms of learning and behavior (Psychol (2015) While Psychol (2015) reported an average of 7.08 hours of sleep, it was revealed that Total sleep time (TST) and bedtimes on weekdays were strongly associated with academic achievement Lowry, Dean and Menders (2010) in their study to find out the link between sleep quantity and academic performance among college students found a significant positive correlation between the amount of sleep and academic performance. Internal and external factors affect quantity and quality sleep. Among the external factors that affect sleep are what we eat and drink, the medications we take, and the environment in which we sleep. The bedroom environment can have a significant influence on sleep quality and quantity. Several variables combine to make up the sleep environment, including light, noise, and temperature. By being attuned to factors in your sleep environment that put you at ease, and eliminating those that may cause stress or distraction, you can set yourself up for the best possible sleep.

**1.2 Statement of the Problem:**

For many years in Kenya, examinations have been accepted as an important aspect of educational system. Examinations have always been used as the main basis for judging a pupil's ability and also as a means of selection for educational

advancement to secondary schools. Every year, thousands of Kenyan pupils sit for the Kenya Certificate of Primary Education (K.C.P.E). The examination is done at the end of 8<sup>th</sup> year in the 8.4.4 system. Over the years, discrepancies have been observed in the performance of pupils in internal mock examinations as well as K.C.P.E. in Kisii South Sub County, Kenya. Although pupils may be of comparable abilities, learn in the same environment and follow the same syllabuses as other pupils in Kenya, their performance still vary compared to other sub counties, even, despite the fact that the government of Kenya has been funding primary schools there is still poor performance among pupils. In Kisii South Sub County, 80% of primary schools and also individual pupils have had a mean standard score (M.S.S) that is below 250 marks which is an average mark. Most of the schools' M.S.S. is below average. (Nyakina, 2009). Among the factors are blamed for pupils poor performance include lack of facilities in schools, indiscipline, low intelligence and anxiety (Nyakina, 2009). While these factors have been identified as possible factors that contribute to the dismal performance of the sub county not much had been done in Kisii South Sub County to show the role played by pupils home environmental factors on their academic performance. This study therefore attempts examine the influence of selected home environmental factors on pupils' academic performance in primary schools in Kisii South Sub-County, Kenya.

### 1.3 Purpose of the Study:

The purpose of this study was explore the influence of selected home environmental factors on pupils' academic performance in primary schools in Kisii South Sub-County, Kenya.

### 1.4 Objectives of the study:

The study was guided by the following objectives:

- i. To find out influence of home use of Information Communication Technology on pupils' academic performance.
- ii. To assess the influence of parents' social economic status on pupils' academic performance in kisii south sub-county, Kenya.
- iii. To determine the influence of home caregivers on pupils' academic performance in Kisii South Sub-county, Kenya.
- iv. To establish the influence of parental academic supervision on pupils' academic performance in Kisii South Sub-County, Kenya.
- v. To assess the influence of sleeping environment on pupils' academic performance in Kisii South Sub-County, Kenya.

### 1.5 Research questions:

- i. What is the influence of home use of Information Communication Technology on pupils' academic performance?
- ii. How do parents' social economic status influence pupils' academic performance in Kisii South Sub-County, Kenya?
- iii. How do home caregivers and pupils influence pupils' academic performance in Kisii South Sub-County, Kenya?
- iv. How do parental academic supervision influence pupils' academic performance in Kisii South Sub-County, Kenya?
- v. What is the influence of sleeping environment on pupils' academic performance in Kisii South Sub-County, Kenya?

### 1.6 Significance of the study:

The findings of the study might be significant to a number of relevant stakeholders. They include the parents, pupils and the government of Kenya. The government, through the Ministry of Education, Science and Technology may use the results of the study to formulate and implement a policy that will factor in the effect of the environment of pupils' academic performance. Teachers and parents might use the findings of the study to improve their relationship with their children hence providing an improved environment for the benefit of the pupils. Pupils would gain from the study findings in that they will understand and appreciate the role parents play in contributing towards their studies and good academic performance. This study finding would enable parents to be active participants in the education of their Children since it will enable them to understand their roles. The study findings might be beneficial to teachers by helping them to collaborate more with parents in assisting the learners to improve their academic performance. The study findings would be important to school administrators in guiding them on school policies that regard parental participation in children's

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academic supervision, the study findings may enable them create opportunity for parents to help them in molding their learners wholly both in school and during school holidays. The study findings might enable the Kenya Institute of Curriculum Development (KICD) in putting in more emphasis on schools to ensure parents are actively participating in the education of their children. Finally the study findings might provide a scholarly contribution with information in regard to home environments' role in the education of children.

### 1.7 Assumptions of the study:

The study assumptions comprised the following:

- i. Home use of Computers and cell phones, Social economic status of parents, home caregivers and parental academic supervision influenced pupils' academic performance.
- ii. During the study the researcher expected that all the contacted informants agreed to participate in the study.
- iii. The researcher expected that the responses from the instruments of data collection were true and honest.

### 1.8 Scope of the study:

The study was carried out in Kisii South sub-county, Kisii County, Kenya. The study focused on the influence of selected home environment factors influencing academic performance among public primary school pupils in the above sub-county. The study further restricted itself to class eight pupils, parents having children in class eight and head teachers. The study also confined itself to the influence of home use of TV and computers on pupils' academic performance, Parents' social-economic status on pupils' academic performance, relationship of pupils' and home care givers and pupils' academic performance, parental academic supervision, pupils' academic performance and influence of sleeping environment on pupils' academic performance. The study adopted a descriptive survey design and used Albert Bandura's social cognitive theory.

### 1.9 Limitations of the study:

- i. Some respondents may not be willing to open up and provide the much needed information about their educational and financial status for the study due to embarrassment or exposing their educational and poverty level. The researcher will overcome this limitation by assuring respondents that the findings of the study would be used for the academic purposes only, therefore the information they will provide will be treated with utmost confidentiality.
- ii. Inaccurate data might be provided in the questionnaires as the researcher will not have control over the respondents. The researcher will request the respondents in the questionnaires to respond honestly and thoughtfully.
- iii. This study was limited to one Sub- County and therefore the findings of the study might not reflect the general views of all respondents. It may also not cover all the full perceptions of all parents because of time limit, However the researcher ensured that the sample size was made as representative as possible.

### 1.10 Theoretical Framework:

The study will be guided by Albert Bandura's social cognitive learning theory. Bandura (1986) developed and defined the social cognitive theory which proposes that people are neither driven by inner forces nor automatically shaped and controlled by external stimuli rather; human functioning is explained in terms of a model behavior, cognitive and other personal factors and environmental events all operate as interacting determinant of each other. The nature of persons is then defined within this triadic perspective. Bandura (1986) noted that because people possess self-directive capabilities they are able to exercise significant controls over their thoughts, feelings and actions. This self-regulatory function forms an important part of the social cognitive theory.

Observational learning is learning that occurs by observing the behavior of others, it is a form of social learning which takes various forms, based on various processes, in humans this kind of learning requires a social model such as a parent, sibling, friend or teacher. Particularly in childhood, a model is someone of authority or high status (Evan and Bandura 1989)

According to Bandura's social cognitive learning theory, observational learning can affect behavior in many ways, with both positive and negative consequences. It can teach completely new behaviors for one. It can also increase or decrease

the frequency of behavior that has previously been learned. Observation learning can even encourage behaviors that were forbidden for example, the violent behaviors towards the Bobo doll that children imitated in Albert Bandura's study (Hughes, 2011).

Tuckman (1992) suggested that Bandura's social cognitive learning theory has four stages involved in observational learning which include attention in which observers selectively give attention to specific social behavior depending on accessibility relevance and the functional value of the behavior or some observers personal attributes such as cognitive capability and value preference, retention In which observe a behavior and sub-sequent consequences then convert the observation to symbolic representation of the original behavior being translated into action through reproduction of the observed behavior in seemingly appropriate contexts and motivational process-reenacts a behavior depending on responses and consequences the observer received when reenacting that behavior.

Bandura's social learning theory stresses the importance of observational learning imitation and modeling of observation. His theory interacts with continuous interaction between behavior, personal factors-including cognition and environment (Bandura 1977).

Miller (2005) proposed that Bandura and other researchers have found out that self-efficacy plays a major role in how goals, tasks and challenges are more likely to believe they can master challenging problems and they can recover quickly from setbacks and disappointments. Individuals with low self-efficacy tend to be less confident and don't believe they can perform well, which leads them to avoid challenging tasks.

Therefore, self-efficacy plays a central role in behavior performance. Observers who have high level of self-efficacy are more likely to adopt observational learning behavior. Social cognitive theory is relevant to this study as it emphasizes on observational learning. Learning that occurs through observing the behavior of others. In learners this form of learning requires a social model such as a teacher, parent, sibling or a friend. A model should be someone of authority or higher status. The theory will enable teachers to understand organizational behavior, classroom motivation learning and achievement. The theory also enables teachers to teach their learners good social and behaviors skills.

## **2. LITERATURE REVIEW**

### **2.1 Influence of relationship of home caregivers and pupils on pupils' academic performance:**

A study carried out in India by Haryana (2016) on factors affecting the academic achievement; a study of elementary school students of NCR Delhi using 110 students drawn from three Kendryavidyalayas of Delhi with their ages ranging between 13 and 14 and a mean age of 13.6 years. The study used two validated instruments to elicit responses from the participants' general mental ability test and multiphase interest inventory and Home environment inventory. The annual examination grades of class VII were considered as academic achievement. The study revealed that the General mental ability, home environment interest and academic achievement are significantly and positively correlated. Further, the study showed that persistent academic achievement of elementary school students may be due to fairly good home environment and interest of the students in their studies. The reviewed study focused on factors affecting academic performance of elementary school students while the present study focused on influence of selected home environment factors on pupils' academic performance in public primary schools to fill the gap in literature.

In Cagayan, Tuguegarao city, Mendezabal, (2013) conducted a study to investigate the relationship of students' study habits and attitudes and their performance in licensure examinations. The participants were graduates in school year 2009-2010 from the different programs of the university which require licensure examination. The study habits and attitudes were assessed by administering the "Survey of Study Habits and Attitudes" (SSHA) during their final year in the university and their performance in the different examinations was generated from the records of the Philippine professional Regulation Commission. Results of the study showed that the participants do not have favorable study habits and attitudes. It was further revealed that their performance in licensure examinations was quite low. Significant relationship between study habits and attitudes and performance in licensure examination were clearly shown in this study. This connotes that students who have favorable study habits will likely pass the licensure examination. The reviewed study was done in the university level of education, while the present study was done using the primary school head teachers, the primary school pupils and parents as the major respondents to fill the gap in literature.

In Ghana a study by Acheaw (2014) Sought to assess the reading habits among students and their academic performance. The study was conducted in Koforidua polytechnic using a questionnaire to collect data. The data was analyzed quantitatively with the use of (SPSS). Figures and tables were used to present the results of findings. The findings showed that majority of the respondents acknowledge the importance of reading, 81.9% of the respondents neither read novel nor fiction, 62.0% of the respondents only read for the purpose of passing examination. The study confirmed that reading habit has influence on academic performance and there is a relationship between reading habit and academic performance. The study suggested that home caregivers influence children's study habits. The reviewed study was conducted in a polytechnic which is a higher level of learning and away from the home environment while the present study was carried out to investigate the influence of selected home environmental factors on pupils' academic performance in public primary schools to fill the gap in literature.

A qualitative study was done in Tanzania by Nyandwi (2014). The study was undertaken to assess the factors that influence the academic performance of students of selected secondary schools in sumbawanga district. Purposive sampling was used to select the district. Heads of schools and district secondary educational officers. Systematic random sampling procedures were used to select students while simple random sampling was employed in selecting teachers as well as parents. In this study the questionnaire, physical interviews and observation approach were used in data collection. The data were analyzed using descriptive analysis and Binary logistic model used for inferential analysis. Shortage of schools was found to have significant influence on the poor academic performance of students at  $p < 0.005$ . The reviewed study only employed qualitative approach; it lacked quantitative data which could have provided for generalization of findings. Hence the present study adopted a mixed method approach to fill the gap in literature.

In Kenya a study carried out by Karanja (2015) to determine the extent to which reading difficulties affect academic performance of secondary school students using quantitative approaches for data collection and analysis for both teachers and learners with a descriptive survey design. Data was collected using questionnaires and analyzed using SPSS. The sample population used was 10 teachers of English and 100m form three students from 5 purposively sampled schools. Findings from the study showed that sixty percent of the teachers did not conduct library lessons at all due to lack of library resources. The reviewed study was quantitative in nature, it lacked qualitative aspects which could have provided for generalization of findings. Hence the current study employed a mixed method approach to fill in the gap in literature.

Mutinda (2012) carried out a study to identify the attitudes held by primary school pupils from the slums of Nairobi towards some home environmental problems affecting them. The 120 pupils included in the sample, were from Kibera, Mathare, Kawangware, Riruta and Kangemi which were selected through simple random sampling. The researcher developed 24 items based on the likert type of scale to measure attitude. The instrument included open-ended questions in which the pupils were required to fill in the appropriate responses. The researcher administered the questionnaires personally. The pupils responses were tabulated and converted into percentages and means calculated. Tables were prepared for all items. The research findings were: most pupils expressed urgent need to have the slums improved in terms of water, proper sewage system and electricity and a fairly large group felt that housing and water are major problems which lower their academic performance. The reviewed study only used simple random sampling technique and lacked stratified sampling technique which ensures that all the sample size has been represented. Hence the current study used stratified and simple random sampling techniques which collected data from the entire required sample to fill in the gap in literature.

## **2.2 Influence of parental academic Supervision on Pupils' academic performance:**

Topor, Terri and Shelton (2014) investigated parent involvement in a child's education in America. The qualitative study examines two potential mechanisms of this association: the child's perception of cognitive competence and the quality of the student teacher relationship. This study used a sample of 158 seven-year old participants who were selected by simple random sampling, their mothers, and their teachers. Results indicated a statistically significant association between parent involvement and a child's academic performance, over and above the impact of the child's intelligence. A multiple mediation model indicated that the child's perception of cognitive competence fully mediated the relation between parent involvement and the child's performance on a standardized achievement test. The quality of the student-teacher relationship fully mediated the relation between parent involvement and teacher ratings of the child's classroom academic

performance. The reviewed study was qualitative in nature; it lacked a quantitative aspect which could have provided for generalization of findings. Hence the current study employed a mixed method approach to fill in the gap in literature.

A study conducted in Pakistan by Rafiq, Fatima, Sohail. Saleem and Khan (2013) to explore the effect of parental involvement in the academic achievement of their children using a total of 150 students (boys and girls) of 9<sup>th</sup> class of secondary schools (public and private) as respondents. Four schools were selected through simple random sampling which included one boy and one girl from each of the public and private schools categories for equal representation of both boy and girl students in the sample frame of the study. Survey questionnaire was used as a tool for data collection. After the analysis of data, it was found that parental involvement has significant effect in better academic performance of their children. The study proved that parental involvement enhanced the academic achievements of their children. The reviewed study only employed simple random sampling which lacked equal representation of respondents in the whole targeted population while the present study adopted both simple random sampling and stratified sampling techniques which provided for equal representation of the respondents in the whole targeted population to fill in the gap in literature.

Dangara (2015) conducted a study in Nigeria to examine the impact of instructional supervision on academic performance of secondary school students in Nasarawa state with reference to Senior Secondary Certificate Examination (SSCE). Descriptive survey method was adopted in which Instructional supervision and Student's Academic Performance Questionnaire (ISSAPQ) were used to obtain relevant data from 92 teachers in 37 selected senior secondary schools using the simple random sampling techniques person product moment correlational statistics (Person  $r$ ) and t-test at 0.05 level of significance was used to analyze the data. The study showed that regular instructional supervision using robust supervision strategies like checking of students' notebooks and classroom visitation/inspection by school administrators have a significant correlation with students' academic achievement. The reviewed study examined the impact of instructional supervision on academic performance of secondary school students in reference to Senior Secondary Certificate Examination while the current study investigated the influence of selected home environmental factors on pupils' academic performance in public primary schools.

In Ghana a study conducted by Akoto, Chawa and Ansong (2012) for the Youth Save Research Brief using cluster randomized design with 100 schools selected randomly from eight of Ghana's ten regions and 60 students selected randomly from each school for a total of 3,000 Youth in treatment condition and 3,000 in control condition. The total sample of Youth was therefore 6,252 who completed a baseline survey. The study concluded that the nature of parent's engagement in their children's education and socio-demographic factors like educational level affect involvement. The parents were somewhat in involved in their children's education but the extent of involvement was low overall hence it was used as predictor performance in exams. The reviewed study only employed simple random sampling which lacked equal representation of respondents in the whole targeted population while the present study adopted both simple random sampling and stratified sampling techniques which provided for equal representation of the respondents in the whole targeted population to fill in the gap in literature.

In Kenya Ntitika (2014) conducted a study to investigate the parental characteristics influencing students' academic performance in public secondary schools in Isinya District, Kenya. The study adopted a descriptive survey design. The sample of the study included; 42 PTA members, 150 students and 4 principals in Public Secondary schools in Isinya District. In total, the sample size was 189. Questionnaires and interview guides were used as the main instruments of data collection. The data was analyzed using both qualitative and quantitative approaches. Quantitative data analysis from questionnaires data was presented in tables and graphs. Qualitative approach was used to analyze data retrieved from the interview guides. From the analysis the following key findings were made: Positive attitude encourages as well as enables the students to know the role of education in their future. Additionally, parental attitude encouraged students to love their studies and perform well in school. Slightly less than a third of the students indicated that parental level of education affected their academic performance to some extent. The reviewed study focused on parental characteristics influencing students' academic performance in public secondary schools while the current study focused on influence of selected home environmental factors on pupils' academic performance in public primary schools.

In Kisii, Kenya a study to investigate the home based factors that influence pupils' academic performance in Public primary Schools in South Gucha by Akeri (2015) using descriptive survey design and purposive sampling techniques to select the schools and simple random sampling to select class teachers and pupils, leading to a total of 32 Public primary



schools, 64 class teachers and 40 pupils. The study used questionnaires for teachers and pupils. Test and re-test method was used to determine reliability of the instrument to 0.89. Data was analyzed using SPSS and presented in tables, frequencies, percentages and charts. The findings of the study were that most parents are poor and unemployed and hence cannot meet other required school levies. That, most of the parents have no formal education thus, can neither assist their children at home nor motivate them to work hard since they are ignorant of education. The reviewed study used only two research instruments; questionnaires for teachers and pupils while the current study employed three research instruments; primary school head teachers questionnaires, class eight pupils questionnaire and parents' questionnaire to fill in the gap in literature.

### 2.3 Influence of sleeping environment on pupils academic performance:

Chaput, Katzmarzyk, Tremblay et al (2015) investigated on the importance of a good night's sleep for healthy eating and activity behaviors, qualitative research was mainly conducted in high-income, developed countries with limited sociocultural variability. This study is the first to examine the associations between sleep patterns and lifestyle behaviors in children from 10 countries in five major geographic regions of the world. This observational, multinational cross-sectional study included 5777 children aged 9–11 years from sites in Australia, Brazil, Canada, China, Colombia, Finland, India, Portugal, the United Kingdom and the United States. Overall, participants averaged 8.8 (s.d. 0.9) hours of sleep with 96.2% (s.d. 1.4). Results showed that (i) sleep duration was negatively associated with MVPA, SED and UDP score; (ii) sleep efficiency was negatively associated with MVPA and UDP score, and positively associated with SED; and. Results also revealed that associations between sleep patterns and MVPA, SED and ST were significantly different between study sites, with stronger associations in high-income countries compared with low/middle-income countries. The reviewed study was qualitative in nature; it lacked a quantitative aspect which could have provided for generalization of findings. Hence the current study employed a mixed method approach to fill in the gap in literature.

Nihayah, Ismarulyusdam, Syarif (2011) carried out a study to determine the sleeping hours and their effect on the academic achievements among year 2 and year 3 Biomedical Science students of Faculty of Allied Health Sciences, University of Kebangsaan Malaysia for the session 2009/2010. A total of 104 subjects were involved in the study in which close-ended questionnaires were used. The result showed that there was no association ( $p > 0.05$ ) between sleeping hours and academic achievement. In conclusion, this report showed that sleeping hours did not affect students' academic achievements. The reviewed study only used close-ended questionnaires while the present study used both closed-ended and open ended questionnaires to fill in the gap in literature.

Sunshine . Alos, Caranto (2015) conducted a study to determine the factors that affect the academic performance of the nursing students in South Africa. A quantitative-descriptive design was utilized. Self-reporting questionnaire was the main method used for data gathering. Average weighted mean was used to determine the level of impact of the different factors affecting the respondents' academic performance. The first two (2) items in the personal conditions category are found to be of high impact. Meanwhile, the last three (3) items in the same subset fell in the low range. On the other hand, all indicators included in the category of study habits were considered highly impactful except for the last item which was ranked rather lower. Student nurses have been discovered to have rated home-related factors as low in impact. In school-related aspects, the first six (6) items are of high impact; conversely, the 7<sup>th</sup> indicator was rated low. Among the teacher-related-factors, only item 1 was established to be of very high impact and the rest posed to be highly impactful. In the subset of personal factors, feeling sleepy in class was rated to be of highest impact which affect students' academic performance. The above reviewed study only employed quantitative approach; it lacked qualitative aspect which could have provided for generalization of findings. Hence the present study adopted a mixed method approach to fill in the gap in literature.

Osa- Afiana (2014) carried out a study to investigate the effect of levels of sleep deprivation on performance of Nigerian military cadets in a selected mental task. This study was aimed at comparing the effects of varied levels of sleep deprivation on mental task performance of military students. This cross-sectional study was conducted over a 2-week period during the 2012–2013 academic session at the Nigerian Defence Academy. 68 participants were selected by simple random sampling. A series of mental tasks were administered to military students ( $n= 76$ ) of the Nigerian Defence Academy (NDA). Author's sleep questionnaire was used to assess the quantity of sleep received the previous night as well as in an average week and month. The four questions were open-ended questions with the expectation of whole

numerical values to measure cadets' level of sleep deprivation. Results showed sleep deprivation adversely affected mental task performance in the population but no significant difference was found between acute or chronic sleep deprivations on performance on a mental task. The reviewed study only used simple random sampling technique which lacked equal representation of respondents among the sample size. Hence the present study utilized both stratified and simple random sampling techniques which could have provided for equal presentation of respondents among the sample size that could have provided for good generalization of findings to fill in the gap in literature.

Kimani (2014) examined the levels of parental involvement in standard three pupils' reading at home and the influence of parental role construction. The study used a descriptive research design and was guided by Hoover-Dempsey and Sandler's model of parental involvement, complemented by Grolnick's theory of parental involvement. Independent variables included parents' role construction. The dependent variable was parental involvement in children's reading at home which was examined under the modelling, cognitive and behavioural dimensions of parental involvement. Structured interviews were used to collect data. Descriptive and inferential statistics were used to summarise and analyse the data. The Chi-square test was used to test the null hypotheses at a significance level of 0.05. Analysis of responses from 137 parents randomly selected from both public and private primary schools in Igembe South Constituency revealed very low parental involvement in the modeling, cognitive and behavioural dimensions of parental involvement. The study also found that most of the parents had low levels of role construction regarding their involvement in their children's reading at home and providing good sleeping environment. The study found significant relationships between parents' role construction and their involvement in the modeling, cognitive and behavioural dimensions. It was concluded that parental involvement in children's reading at home and provision of good sleeping environment in Igembe South Constituency was very low.

Otieno (2016) investigated the influence of home environment on English language performance in K.C.P.E in selected public primary schools in Alego– Usonga Sub-County, Siaya County. The specific objectives of the study were to: establish the influence of economic status of parents on performance in English language, determine the influence of the education level of parents on pupils' performance in English language and establish the influence of family size on performance in English language. The study population involved was one hundred and fifty pupils in class eight and forty English teachers. The study used stratified sampling technique to determine performing and non performing schools. The study further used lottery method of simple random sampling technique to select 10 schools, fifteen class eight pupils per school and four English teachers from each school. Questionnaires were used to collect data from the respondents. The reliability was determined through a delayed test retest technique where the researcher piloted the instrument to the respondents in the selected two schools that did not appear in the final study list of the sampled schools. Questionnaires were issued to the respondents by the researcher. Data collected were analyzed through SPSS. Data was presented in form of tables, pie-charts and verbatim reporting. The study reported that the home environment influence learners' academic performance either positively or negatively. The reviewed study used stratified sampling technique which never gave all sampled participants a chance to participate in the study there the current study used both stratified and simple random sampling technique to fill the gap in literature.

### 3. RESEARCH METHODOLOGY

#### 3.1 Research Design:

A research design refers to the arrangement of conditions for data collection and analysis in a manner to combine relevance to the research purpose with economy in procedure (Kothari, 2011). The study adopted the descriptive survey design; descriptive survey design was selected because the study entails asking a large number of people (questions in form of questionnaires) about their opinions and ideas, and even describes what the people say. This study also used descriptive survey design since the variables were not manipulated and there was an opportunity to explore and probe the respondents for more information. The major purpose of descriptive survey research design is a description of the state of affairs as it exists at present (Kothari, 2003). According to Kerlinger (1973) descriptive survey design is a branch of social scientific investigation which studies large and small populations or universe by selecting and studying sample chosen from the population to discover. Survey allows collection of large and small populations or universe by investigation which studies sample chosen from the population to discover the relative incidence, distribution and interactions. The

descriptive survey allowed collection of large amounts of data from the target population. The study was descriptive because it described what it was by use of quantitative and qualitative methods.

### 3.2 Location of the Study:

The study was conducted in Kisii South sub-county Kenya (Appendix I) Kisii south sub-county borders to the south, Gucha sub-county and Rongo sub-county. To the north east is Kitutu Chache sub-county. Services offered include teaching, health, security and transport among others. Although almost all tribes in Kenya are represented in the sub-county by at least a reasonable number of people, the main communities in the sub-county include Abagusii, Luo, Suba, Maasai and Kipsigis. The sub-county is made up of three Zones. Most households in the sub-county depend on agriculture as the main source of livelihood (Kisii County Development Profile, 2013). Among the main documented challenges the education sector in the county faces is the drop of academic standard and frequent indiscipline cases among adolescents, hereby leaving room for illiteracy to take its detrimental course (Kisii County Development Profile, 2013). The economic activities carried out are crop farming such as tea, maize, bananas. In addition, due to sub-county's poverty index, the cost of education is too high for many resident hence the level of literacy is quite low. Given that most residents are poor and depend on casual work and small business to support their families, they use most of their time outside their family circle leaving their children with little or no support and supervision. It is against this background information that Kisii South Sub-county was selected for this study. Educationally, there are 58 of early childhood development education centres, 58 public and 78 private primary schools, 33 public and private secondary schools. The sub-county has 3 village polytechnics and one private University.

### 3.3 Target Population:

A population refers to all elements and people who share some common quality in a special geographical scale, (Cooper and Schindler, 2009). Target population on the other hand refers to the population which the researcher wants to generalize the results of the study (Orodho, 2005). There are 58 Public primary schools in the three zones in Kisii South Sub-county (Kisii South Sub-county office, 2016). Therefore the study population consisted of 58 head teachers, 2204 parents of class eight and 2610 class eight pupils.

**Table 3:1 Total population and sample size**

<b>Respondents</b>	<b>Target Population</b>	<b>Sample size (n)</b>	<b>Percentage (%)</b>
Class eight Parents	2204	331	15.02
Class eight pupils	2610	338	12.95
Head teachers	58	52	89.66
<b>Total</b>	<b>4872</b>	<b>721</b>	<b>117.63</b>

#### 3.4.1 Sample sizes:

The sample consisted of 331 class eight parents, 338 class eight pupils and 52 head teachers (Krejcie and Morgan table, 1970). Parents were in the sample because they were directly involved in the home environment in matters to do with academic performance of the pupils. It is their input or lack of it that directly affects their learner's education. Apart from that they provided meaningful contribution on whether parental participation was of value to learners or otherwise. The standard eight pupils were picked into the sample because they comfortably filled in questionnaires. The head teachers were chosen in order to provide relevant information about the previous level of output regarding home environmental factors influencing performance of pupils.

### 3.4 Sample, sample size and Sampling Techniques:

Sampling refers to the selection of the research participants from the entire population, which involves decisions about which people, settings, events, behaviors, and/or social processes to observe (Blanche, 2006). Krejcie and Morgan table (1970) was used. In order to get the sample population the researcher used stratified and simple random sampling. The schools were put into three strata's according to zones to ensure equal participation by all zones. Simple random sampling was used to select 17 schools from each zone. That made 51 schools. One zone will be randomly selected from which one school will again be randomly selected to make 52 schools. 52 Head teachers, 338 class eight pupils and 331 class eight parents formed the sample.

### **3.5 Data collection instruments:**

Data collection instruments involve operationalizing the research design used into instruments of data collection with a view of collecting data in order to meet research objectives (Mugenda and Mugenda, 2003). Data was collected using interviews and Questionnaires. The researcher conducted interviews to the respondents during days and time organized with the school head teachers.

#### **3.5.1 Questionnaire:**

A questionnaire is a list of research questions usually printed, submitted to a statistically significant number of people for replies in order to collect data or facts that can be analyzed for usable information. The Questionnaire will be used because it gives the respondent adequate time to provide well thought out responses. It also provides an opportunity to gather information from a wider area and also a large sample. This will be covered in a shorter time (Mutai, 2000). Questionnaires enable the respondent to give very clear responses freely since they are not supposed to write names on them. They were administered by the researcher himself. These questionnaires were: Parents' Questionnaire (PQ), Head teachers' Questionnaires (HTQ), and Class Eight Pupils' Questionnaire (CEPQ).

#### **3.5.2 Head Teacher's Questionnaire (HTQ):**

The questionnaires were sub-divided into two sections A and B. Section A was to deal with the bio-data of the respondents while section B sought for information on objectives of the study. They were administered by the researcher on certain appointed dates between researcher and head teachers. Appointments with parents were made through the head teachers of schools. Meeting for purposes of data collection were done during days and time organized by the researcher and head teachers of schools.

#### **3.5.3 Parents' Questionnaire (PQ):**

The questionnaires were sub-divided into two sections A and B. Section A was to deal with the bio-data of the respondents while section B sought for information on objectives of the study (Appendix III). They were administered by the researcher on certain appointed dates between researcher and parents. Appointments with parents were made through the head teachers of schools. Meeting for purposes of data collection were done during days and time organized by the researcher and head teachers of schools.

#### **3.5.4 Class Eight Pupils' Questionnaires (CEPQ):**

The questionnaires were sub-divided into two sections A and B. Section A was to deal with the bio-data of the pupils while section B sought for information on objectives of the study. They were administered by the researcher on certain appointed dates between researcher and pupils through the head teachers (Appendix IV). They were administered during games time.

### **3.6 Validity of instruments:**

Babbie (2005) suggested that validity refers to the extent to which an empirical measure adequately reflects the real measuring of the concept under consideration. A research instrument is valid if it measures what it is supposed to measure. Data can only be valid if they provide a true picture of whatever is being studied. To ensure validity, a research instrument must measure what it is supposed to measure (Gray, 2006). To ensure validity of the instruments, content and construct validity was ensured by expert judgment by my supervisors where items in the questionnaire were checked against the research objectives. An expert opinion was sought from the supervisors to identify items in the questionnaire that needed to be restated or removed from the study.

### **3.7 Reliability of the Instruments:**

Reliability is a matter of what a particular technique, applied repeatedly to the same object, would yield the same results every time it is administered Creswell (2009). This means, using the same method, the same information will be collected each time in the repeated observation of the same event. The pre-testing of the questionnaire practically ensures its reliability as evidenced by consistence in the manner respondents answers the questions asked (Creswell, 2009). Reliability will be ascertained by use of a pilot study and a reliability level will be accepted accordingly (Corneal Alpha, 2003). The researcher carried out two tests of the pilot study one month before the actual collection of data for the study.

Test retest method of reliability was then employed to ascertain the reliability co-efficient of the instruments at 0.75. The pilot study was important as it assessed whether or not the instruments are relevant and the content is appropriate. Apart from that it enabled the researcher to detect and correct any problems with the research instruments.

### 3.8 Data Collection Procedure:

Data collection procedures refer to the systematic steps that the researcher follows in the correct way to obtain data from the field. The researcher obtained a letter of permission from the Directorate of Post Graduate Studies; JOOUST. The researcher will then obtain a research permit from the National Council of Science Technology and Innovation (NACOSTI) and consequently permission to do research from Kisii South Sub-County Education office. The researcher then made preliminary visits to the sampled schools. The visits were done for the purpose of establishing good rapport with the school administrators and head teachers. Apart from that the visits were to get informed consent from the respondents before interviewing them. Additionally the researcher clarified to the respondents other important ethical issues such as privacy and confidentiality of the information given by respondents, anonymity and respecting their right to withdraw from the study and treating them with dignity.

### 3.9 Data Analysis:

For the researcher to achieve the study objectives questionnaires were used to collect data from informants and were analyzed quantitatively. The study used head teachers' questionnaires, parents' questionnaire and standard eight learners' questionnaire. Quantitative analysis will involve descriptive statistics, means and percentages.

### 3.10 Ethical considerations:

According to Wolverton (2009), the researcher has to take caution not to cause physical or psychological harm to respondents by asking irrelevant questions and or making the informants nervous. Some key ethical issues that relate to the research process include; privacy of possible and actual participants, voluntary nature of participation, consent and absence of deception of participation and maintenance of data confidentiality (Wolverton, 2009). Therefore consent and confidentiality was a key factor in this study. In order to gain consent of the respondents, the researcher read, explained and showed a written letter of authority to the participants. The researcher also explained to the respondents the details of the study, the research objectives, the purpose and the procedure before administering the questionnaires. The researcher also assured the respondents that the data collected was specifically used for the purpose of the study which was academic in nature and any access to it was to be authorized by the researcher.

## 4. FINDINGS AND DISCUSSIONS

### 4.1 Influence of home caregivers on pupils on pupils' academic performance:

The first research objective was to find out the influence of home caregivers on pupils' academic performance. Head teachers, class eight and parents were all probed on this and the result shown in Table 4.1, Table, 4.2 and Table, 4.3

Head teachers were asked on their opinions and perceptions on the following statements related to the influence of the relationship between home caregivers and pupils on pupils' academic performance. Their responses were based on Strongly Agree (SA) = 5, Agree (A) = 4, Undecided (U) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1. Table 4.1 shows the response.

**Table 4.1 Influence of home caregivers on pupils' academic performance according head teachers (n=52)**

Statement	SA	A	N	D	SD
Children of parents who are available and ready to help them when need arises tend to perform well in academics.	33(63.5%)	11(21.2%)	4(7.7%)	3(5.8%)	1(1.9%)
Children who come from broken families perform poorly in academics	36(69.2%)	7(13.5%)	5(9.6%)	2(3.8%)	2(3.8%)
A positive relationship between home caregivers and pupils positively enhances performance.	30(57.7%)	9(17.3%)	7(13.5%)	2(3.8%)	4(7.7%)

Children who live without both parents (orphans) perform poorly in academics	40(76.9%)	6(11.55)	3(5.8%)	2(3.8%)	1(1.9%)
Children from single parent families tend to be low in performance as compared to those from homes with both father and mother	31(59.6%)	15(28.8%)	3(5.8%)	1(1.9%)	2(3.8%)
Children who live with relatives tend to be low in performance	19(36.5%)	12(23.1%)	8(15.4%)	7(13.5%)	6(11.5%)
Children who take care of themselves have low performance	37(71.2%)	9(17.3%)	3(5.8%)	2(3.8%)	1(1.9%)
Children who live with non-relatives have low academic performance	22(42.3%)	11(21.2%)	9(17.3%)	5(9.6%)	5(9.6%)

Table 4.1 reveals that children of parents who are available and ready to help them when need arises tend to perform well in academics as agreed by majority of head teacher at 84.7% cumulatively, while 7.7% disagreed with the statement. This shows that children who are brought by understanding and authoritative parents tend to perform well in academics that those brought by non-parents or caregivers. However, more than half of the respondents at 57.7% strongly agreed that a positive relationship between home caregivers and pupils positively enhances their performance, while 13.5% were neutral on this statement, as 11.5% refuted it.

The study also found that over two thirds of the respondents at 69.2% strongly agreed that children who come from broken families perform poorly in academics, 9.6% were neutral, while only 7.6% disputed the statement. This shows that broken families have harmful effect on child’s academic wellbeing. Majority of the head teachers at more than three quarters also strongly believed that children who live without both parents (orphans) perform poorly in academics, while only 5.7% indicated otherwise. In the same vein, slightly more than three quarters (71.2%) strongly agreed that children who take care of themselves have low performance. Another 42.3% strongly agreed that children who live with non-relatives had low academic performance, while significant number of the respondents at 26.9% refuted the statement. Similarly, more than half of the respondents at 59.6% believed that children from single parent families tend to be low in performance as compared to those from homes with both father and mother. Generally, children with full parental care tend to perform well in their academic than those staying with single parents, relatives or caregivers.

A representative qualitative statement from the head teachers also reiterated that children without parents (orphans) are likely to perform poorly in academics. He said;

*Orphans or pupils from single families are more likely not to perform well in class because they lack full parental care. Although some may be brought by understanding care givers, they may not get full and adequate care like they would have obtained from their parents. This may affect their concentration and psychological strength and hence negatively affect their academic performance.* [Interview: Head Teacher 8, 18/9/2016]

Parents were asked on their opinions and perceptions on the following statements related to the influence of the relationship between home caregivers and pupils on pupils’ academic performance. Their responses were based on Strongly Agree (SA) = 5, Agree (A) = 4, Undecided (U) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1. Table 4.2 details the responses

**Table 4.2 Influence of home caregivers on pupils’ academic performance according parents (n=331)**

Statement	SA	A	N	D	SD
Respect of children’s feelings positively influences academic performance.	177(55.1%)	87(27.1%)	44(13.7%)	5(1.6%)	8(2.5%)
When the family listens to what children have to say they boost their academic performance.	158(49.2%)	92(28.7%)	51(15.9%)	11(3.4%)	9(2.8%)
Increased understanding of children in the home improves performance.	163(50.8%)	76(23.7%)	62(19.3%)	13(4.0%)	7(2.2%)

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Caring family members enhance academic performance of children.	187(58.3%)	68(21.2%)	51(15.9%)	8(2.5%)	7(2.2%)
High levels of trust in the family improve academic performance of children.	172(53.6%)	93(29.0%)	53(16.5%)	1(0.3%)	2(0.6%)

Majority of the parents at 55.1% strongly agreed that respect of children’s feelings positively influenced academic performance, while only 4.1% disputed the statement. Moreover, over three quarters of the respondents at 77.9% agreed that when the family listens to what children have to say they boost their academic performance, given that the child would feel loved and his/her needs taken care of. Another 74.5% agreed that increased understanding of children in the home improves performance, while only 6.2% indicated otherwise. Most parents at 79.5% also believed that caring family members enhance academic performance of children, with over half at 53.6% supporting the statement that high levels of trust in the family improve academic performance of children. These sentiments by the parents generally points to the fact that peaceful, understanding and caring families promote pupils’ academic performance than broken, violent and authoritarian home environment. Qualitative statement from one of the parents also consonance with these statements when she said;

*Children need peaceful and conducive environment to study and we as parents and guardians ought to provide such environment to the children, we should listen to their needs, trust them and encourage them in their academic struggles. These in the long run will encourage their academic performance [Interview: Parent 6, 18/12/2016]*

**Table 4.3 Influence of home caregivers on pupils’ academic performance according pupils (n=284)**

Statement	SA	A	N	D	SD
Parents who abuse their children negatively influence their performance.	154(54.2%)	67(23.6%)	51(18.0%)	5(1.8%)	7(2.5%)
Parents who spend enough time with their children understand them better hence positively influence their performance.	121(42.6%)	92(32.4%)	51(18.0%)	11(3.9%)	9(3.2%)
Parents who provide the necessary basic needs for their children enhance their academic performance.	127(44.7%)	76(26.8%)	61(21.5%)	13(4.6%)	7(2.5%)
Parents who appreciate or are proud of their children positively influence their performance.	141(49.6%)	78(27.5%)	50(17.6%)	8(2.8%)	7(2.5%)
Parents who guide and counsel their children on different life challenges enhance their academic performance.	139(48.9%)	87(30.6%)	53(18.7%)	3(1.1%)	20.7%

The table reveals that over half of the respondents at 54.2% strongly agreed with the statement that parents who abuse their children negatively influence their performance, 18.0% were neutral while only 4.3% refuted the statement. Cumulatively, three quarters of the pupils at 75.0% supported the statement that parents who spend enough time with their children understand them better hence positively influence their performance, while only 7.1% indicated otherwise. It was also found that parents who provided the necessary basic needs for their children enhance their academic performance as indicated by 71.5% of the pupils cumulatively. Another 77.1% of the respondents agreed that parents who appreciated or were proud of their children positively influence their performance, with 79.5% confirming that parents who guide and counsel their children on different life challenges enhance their academic performance. These findings show that parenting style and care would influence to a greater extent the academic performance of the pupils, with authoritative parenting style characterized by care, trust, love and understanding the pupils promoting good academic achievements among the pupils.

**4.2 Parental academic supervision and pupils’ academic performance:**

The fourth research objective sought to find out the influence of parental academic supervision on pupils’ academic performance. Head teachers, class eight and parents were all probed on this and the result shown in Table 4.4, Table 4.5 and Table 4.6

**Table 4.4 Influence of parental academic supervision on pupils’ academic performance according parents (n=331)**

Statement	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
I discuss with my child on his/her academic school progress.	174	54.0	76	24.0	28	9.0	19	6.0	21	7.0
I talk to my child about activities he/she does at school	186	57.0	67	21.0	50	16.0	9	3.0	6	2.0
I talk to the child about other things that happen at school (for example: contact with classmates, incidents on the playground)	212	67.0	51	16.0	41	13.0	6	2.0	8	2.0
I try to find out what the child likes doing at school	184	58.0	54	17.0	56	17.0	11	3.0	13	4.0
I talk with the child about his/ her behaviours	218	68.0	56	17.61	20	6.0	10	3.0	14	4.0
I set rules about how long the child is allowed to play	199	62.0	68	21.0	34	11.0	8	2	9	3.0
There are rules about the television programs the child is allowed to watch	196	61.0	61	19.0	46	14.0	7	2.0	8	2.0
I Praise my child’s school achievements	231	73.0	41	13.0	33	10.0	9	3.0	4	1.0
I control the child’s behaviours at home	270	84.0	19	6.0	17	5.0	4	1.0	8	2.0
I guide and counsel my child	228	71.0	61	19.0	14	4.0	6	2.0	9	3.0

Results in Table 4.4 shows that over three quarters of the parents at 78.0% cumulatively discussed with their children on their academic school progress, 13.0 % disagreed, while only 9.0 were neutral on the question. The response from interview also indicated that most parents discuss academic progress with their children to check on their performance. A representation statement from one of parents said;

*Parent involvement in a child’s education is consistently and positively influences a child’s academic performance. When a parent discusses with the child on his/her academic performance, the parent is able to find out areas of weakness that needs adjustments [Interview: Parent 11, 18/12/2016]*

The findings were also echoed by the observations made by El Nokali, Bachman, and Votruba-Drzal (2010) in their study on the relationship between Parental involvement and children’s academic and social development. The study found that students’ cognitive skills were measured with the Woodcock-Johnson Psycho-Educational Battery-Revised, and socio-emotional development was measured by the Child Behaviour Checklist. The study also established a positive relationship between family involvement on students’ social skills and behaviours but no significant connections with the cognitive measure.

Moreover, when probed on whether they talked to their children on school matters, 78.0% cumulatively confirmed the statement, 16.0% were neutral on this question, while only 5.0% indicated otherwise. Similarly, response from one of the parents on open ended question also indicated that talking to a child on his or her academic welfare would boost his/her academic performance. For instance, a representation statement from one of parents said;



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*When talking to the child, the parents learn many things about the child, the child open up about his/her academic progress and this help the parent to know how to come in, when assisting the child for good academic performance. Therefore, there should be good rapport and relationship between the parent and the child to permit free talking between the two* [Interview: Parent 9, 18/12/2016]

This implies that providing favorable environment to allow talking between parents and children encourage good understanding between the parents and the child for good academic performance. Similarly, Jeynes (2005) in USA found a strong positive association between parental style defined as supportive, loving, helpful, and maintaining an adequate level of discipline and academic achievement. This positive association was due to the ability of parents with an authoritative parenting style to be loving and supportive and yet maintain an adequate level of discipline in the household. Parents with this parenting style also demonstrate qualities such as trust and approachability that motivate children to discuss academic problems and expectations with their parents.

The study also found that 83.0% of the parents agreed that they could talk to the child about other things that happen at school (for example: contact with classmates, incidents on the playground), 13.0% neither agreed nor disagreed with the statement, while only 4.0% disagreed. Another 75.0% of the parents agreed that they tried to find out what their children liked doing at school, 7.0% were neutral on this statement, while only 18.0% disagreed with the statement.

Qualitative data from the open ended questions for the parents also found that parents who felt concern about what their children do in school was likely to boost the academic performance of the learners. For instance, one of the parents said,

*Parents should be encouraged to provide peaceful home environment for their children, they should talk, discuss and deliberate on the school matters with their children. In doing this, they are able to find out how their children socialize in school including whom they interact with. This will also help the parent to know their children better* [Interview: Parent 11, 18/12/2016].

This shows that parents through talking to their children would also come to learn of their children's social welfare in school. This was also supported by El Nokali, Bachman, and Votruba-Drzal (2010) who found a positive relationship between family involvement on students' social skills and behaviours. However, the study did not find significant connections with the cognitive measure.

The study also found that as a way of providing good home environment for learners, they set rules to be followed. For example, 84.0% agreed that they set rules about how long the children were allowed to play, 5.0% indicated otherwise, while only 11.0% were neutral about the statement. Further, 81.0% agreed that there were rules about the television programs the child was allowed to watch, 14.0% were neither agreed nor disagreed with the statement, while 5.0% disagreed with the statement. This shows that homes that provided good learning environment for the learners were also under rules. A representative statement from the open ended questions from the parents also reiterated that children from homes guided by rules were more likely to perform better in academics than those from ungoverned homes. One of the parents during the discussions said;

*We as parents have the duty to set rules and provide good parenting style for our children. Notwithstanding strictness, children should always be guided by rules to keep their behavior and discipline in check. This will always make them be alert and concerned with their environment and in the long run, will have a positive influence on their academic performance* [Interview: Parent 7, 18/12/2016].

Similarly, Australian Council of State Schools' Organization, ACSSO (2006) observed that improving the home environment increased pupils' school achievement, parents' confidence to consult teachers and their understanding of their children, and it resulted in closer relationships between parents and teachers. Such improvements in the home environment have lasting effects on children's learning and personal development

Majority of the parents at 91.0% confirmed that they control their children's behaviours at home, 5.0% were neutral on this statement, while only 4.0% disagreed with the statement. Another 91.0% agreed that they guide and counsel their children while at home, 4.0% were neutral when asked on this question, while only 5.0% disagreed with the statement. This implies that most of the parents were controlling their children behaviour while at home for good behaviour development. Representative qualitative statement from the open ended question for the parents also reveal that most

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parents tend to monitor their children's while at home because they are also responsible for their children's growth and development. One of the parents said;

*Raising of the child to a responsible member of the society is not only a responsibility of the teacher but also for the parents, especially when the child is at home. To this, they are able to monitor the child's behaviour and provide correct punitive or corrective measure in case of child's indiscipline behaviour [Interview: Parent 7, 18/12/2016].*

This finding also concur with that of the observation made by Jeynes (2005) in USA who also found a strong positive association between parental style defined as supportive, loving, helpful, and maintaining an adequate level of discipline and academic achievement.

Head teachers were also probed on their level of responses on the following statements related to influence of parental academic supervision on pupils' academic performance. Table 4.5 shows the results.

**Table 4.5 Influence of parental academic supervision on pupils' academic performance according head teachers (n=52)**

Statement	SA		A		N		D		SD	
	F.	%	F.	%	F.	%	F.	%	F.	%
Parents discuss with you on their child academic school progress.	21	40.0	06	12.0	12	23.0	07	13.0	03	06.0
Parents talk to their child about activities he/she does at school.	18	35.0	07	13.0	16	31.0	04	08.0	04	08.0
Parents talk to the child about other things that happen at school (for example: contact with classmates, incidents on the playground).	19	37.0	06	12.0	17	33.0	05	10.0	02	04.0
Parents try to find out what the child likes doing at school	20	38.0	05	10.0	16	31.0	05	10.0	03	06.0
Parents talk with the child about his/ her behaviors	18	35.0	10	19.0	09	17.0	07	13.0	05	10.0
Parents set rules about how long the child is allowed to play	13	25.0	07	13.0	18	35.0	05	10.0	06	12.0
Parents set rules about the television programs the child is allowed to watch at home.	19	37.0	08	15.0	16	31.0	04	08.0	02	04.0
Parents Praise their child's school achievements	21	40.0	09	17.0	11	21.0	04	08.0	04	08.0
Parents control the child's behaviours at home	15	29.0	09	17.0	17	33.0	05	10.0	03	06.0
Parents guide and counsel their children.	18	35.0	10	19.0	14	27.0	05	10.0	02	04.0

Table 4.5 shows that cumulatively, over half of the head teachers at 52% confirmed that parents of the learners could discuss with them, their children's academic progress, 23% were neutral on this questions, while only 19% disagreed with the statement. Further, 48% of the respondents also revealed that parents of the learners could try to find out from them what their children liked doing at school, 31% neither agreed nor disagreed with the statement, while only 16% disagreed with the statement.

Another 48% of the head teachers revealed that parents could talk to their children about other things that happen at school (for example: contact with classmates, incidents on the playground, 33% were neutral on the statement, while only 14% disagreed with the statement. From these findings, it can be inferred that most of the head teachers were in agreement that parents of their learners provided good home parenting environment that encouraged good academic outcome of the pre-school learners. This supports the findings of Skwarchuk (2009) in conducting a study on the extended studies conducted in the United States. The study revealed a correlational evidence of positive associations of family

involvement in mathematic learning activities at home and young children’s mathematic skills. One study’s provocative finding indicated that parents’ interactions on more complex mathematic activities at home were more beneficial for children’s mathematic achievement.

Class eight pupils were also probed on their level of responses on the following statements related to influence of parental academic supervision on pupils’ academic performance. Table 4.6 shows the results.

**Table 4.6 Influence of parental academic supervision on pupils’ academic performance according pupils (n=284)**

Statement	SA	A	N	D	SD
Parental involvement in my learning activities positively influences my levels of achievement.	159(56.0%)	62(21.8%)	44(15.5%)	9(3.2%)	10(3.5%)
Parental supervision and monitoring of my progress influences my performance	141(49.6%)	77(27.1%)	45(15.8%)	10(3.5%)	11(3.9%)
A family which set rules to their children about academics, improves learners’ grades	136(47.9%)	71(25.0%)	53(18.7%)	12(4.2%)	12(4.2%)
Increased parent-school communications improves learners performance	148(52.1%)	61(21.5%)	56(19.7%)	9(3.2%)	10(3.5%)
High parental aspirations for their children tend to positively influence learners levels of performance	155(54.6%)	58(20.4%)	57(20.1%)	6(2.1%)	8(2.8%)

Over half of the respondents at 56.0% strongly agreed that parental involvement in their learning activities positively influences their levels of achievement, while only 6.7% of the respondents cumulatively disputed the statement. Over three quarters of the respondents at 78.7% supported the statement that parental supervision and monitoring of their progress influences their performance, while only 7.4% disagreed with the statement. Another 72.9% agreed that a family which set rules to their children about academics improves learners’ grades. Moreover, over half of the respondents at 52.1% agreed that increased parent-school communications improved learners performance, while another 54.6% strongly agreeing that high parental aspirations for their children tend to positively influence learners levels of performance.

**4.8 Sleeping environment and pupils’ academic performance:**

In the fifth research objective, the study sought to find out the influence of sleeping environment on pupils’ academic performance on pupils’ academic performance. Class eight were therefore asked to indicate their opinions and perceptions on the following statement related to influence of sleeping environment on pupils’ academic performance on their academic performance. Table 4.7 shows the response.

**Table 4.7 Influence of sleeping environment on pupils’ academic performance (n=284)**

Statement	SA	A	N	D	SD
Pupils who sleep in the same room with their parents are well protected for good academic performance	161(56.7%)	59(20.8%)	43(15.1%)	11(3.9%)	10(3.5%)
Sleeping room with leaning materials encourage private study among the learners	138(48.6%)	67(23.6%)	47(16.5%)	17(6.0%)	15(5.3%)
Sleeping away from the parents encourage stray behavior among the pupils	141(49.6%)	66(23.2%)	52(18.3%)	13(4.6%)	12(4.2%)
Adequate comfortable beddings encourage healthy sleep among the learners	147(51.8%)	62(21.8%)	50(17.6%)	15(5.3%)	10(3.5%)
Good sleep promote healthy brain for good academic performance	160(56.3%)	51(18.0%)	55(19.4%)	9(3.2%)	9(3.2%)

Majority of the pupils at 77.5% agreed with the statement that pupils who sleep in the same room with their parents are well protected for good academic performance, while only 7.4% indicated otherwise. This could be true because class eight pupils are believed to be starting their adolescent age which comes with different challenges, thereby, requires constant parental monitoring and supervision. On the other hand, 72.8% supported the statement that sleeping away from the parents encourages stray behavior among the pupils. More than three quarters at 72.2% of the pupils also agreed that sleeping room furnished with leaning materials encourage private study among the learners. Slightly over half of the respondents at 51.8% strongly agreed that adequate comfortable beddings encourage healthy sleep among the learners, with another 56.3% strongly supporting the statement that good sleep promotes healthy brain for good academic performance. From these findings, it can be deduced that sleeping environment encourage good academic performance based on the comfort ability and security of the sleeping room.

Similarly, during the interview session with the parents and head teachers, some of the themes that came up were security and protection and quality of sleeping

#### **4.8.1 Security and Protection:**

Qualitative statement from the parents and head teachers found that good sleeping environment should guarantee security and protect the student from any external threat and deviant behavior such as sneaking out at night. Student who sleeps under the care and monitoring of their parents were found to be recording good academic performance as indicated by most of the respondents who were interviewed. For instance, one of the head teachers said;

*Pupils who sleep under the protection of their parents do not go astray and would perform better in academic because of limited destruction from challenges that are associated with adolescence such as indulgence in immoral behavior such coetus attending discos or joining the bad companies [Interview: Head Teacher 4, 18/9/2016]*

These sentiments were also in agreement with that of one of the parents, when asked to comment on security and protection as a component of sleeping environment of the students. One of the parents offered that;

*I prefer sleeping close to my child because at her age I know that if not monitored or taken care of, she can deviate in behavior. It also help in improving the rise time of the child because I will always wake up the child incase he/she is forget to wake up early [Interview: Parent 14, 18/12/2016].*

Similarly, another parent offered that;

*I just don't feel great about having my children sleeping so far from me. I keep worrying about nightmares, fires, burglaries or them having funny behaviours like sneaking out for discos or clubs, and would feel better if I was close enough to hear and reach them [Interview: Parent 15, 18/12/2016].*

It can therefore be deduced that parents sleeping close to their children increases security and protection of these students, which would also provide good environment for improved academic performance. Similarly, Kimani, (2014) in his study found that although most of the parents had low levels of role construction regarding their involvement in their children's reading at home and providing good sleeping environment, there was a significant relationships between parents' role construction and their involvement in the modeling, cognitive and behavioural dimensions. Otieno (2016) also reported that the home environment influence learners' academic performance either positively or negatively but high level of parental involvement in a child's life while at home encouraged good academic performance.

#### **4.8.2 Quality of Sleeping:**

Qualitative data obtained from both the parents and the head teachers found that both sleep deprivation and poor sleep quality are prominent among the adolescence students. Sleep problems are often a primary disorder rather than secondary to depression. The main cause of insufficient sleep among students is stress which resulted from family problems, inadequate pocket money and broken relationships. Other causes of inadequate sleep included social media drug abuse, assignments and social relationships. A representative statement from one of the head teachers when probed on this offered that;

*Learners at adolescence age are associated with many activities which may interfere with the quality of their sleep. Lack of adequate sleep negatively affect the performance of students given that inadequate sleep make students unable to*

*actively participate in class activities; unable to stay focused on a task the following day, influenced short-term and long term retention of newly learned content, and result in daytime sleepiness that is also correlated with poor academic performance* [Interview: Head Teacher 6, 18/9/2016]

These sentiments were also in consonance with that of one of the parents, when asked to comment on quality of sleeping as a component of sleeping environment of the students. One of the parents offered that;

*Adolescents suffer from increasing school, family and social pressure and from an environmentally induced delay of sleep timing, taken together, these alter sleep patterns that can lead to increase in sleepiness that usually facilitates cognitive, emotional, behavioral and academic failure. For instance, majority of adolescent sleep between 5 and 6 hours every night during weekdays and 6 and 7 hours per night over weekends and therefore have irregular sleep-wake patterns* [Interview: Parent 10, 18/12/2016].

This shows that quality of sleeping significantly related with class concentration and ultimately academic performance. Asarnow, McGlinchey and Harvey (2014) also in their study on effects of bedtime and sleep duration on academic and emotional outcomes in a nationally representative sample of adolescents found that there is a high prevalence of insufficient sleep and irregular bedtime schedule in adolescent students in Bahrain which give an insight into promoting good sleep practices in adolescents. Parents, teachers and researchers should be also taught about the importance of sleep in adolescents and the health consequences with lack of sleep. Sleep deprivation affects cognitive and motor processes as well as emotional stability (Chaput, Katzmarzyk and Tremblay, 2015). Given that sleep affects cognitive functioning, sleep quantity should be a major concern for college students, for whom academic performance is a priority. Chaput, Katzmarzyk and Tremblay, (2015) performed a meta-analysis on existing studies dealing with sleep deprivation and its effects upon various daytime functions. They define partial sleep deprivation as getting less than 5 hours of sleep in a night, short-term total sleep deprivation as a period of no sleep lasting less than or equal to 45 hours, and long-term total sleep deprivation as a period of no sleep lasting longer than 45 hours. Partial sleep deprivation is linked with decreased cognitive functioning, while long-term sleep deprivation is associated with mood disorders (Chaput, Katzmarzyk and Tremblay, 2015). There have been many studies that link “unhealthy sleep habits’ with decreased cognitive functioning and academic performance.

## 5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

### 5.1 Summary of the Findings of the study:

#### 5.1.1 Influence of home caregivers on pupils on pupils’ academic performance:

In investigating the influence of home caregivers on pupils’ academic performance, the study revealed that children of parents who are available and ready to help them when need arises tend to perform well in academics as agreed by majority of head teacher at 84.7% cumulatively, while 7.7% disagreed with the statement. This shows that children who are brought by understanding and authoritative parents tend to perform well in academics that those brought by non-parents or caregivers. However, more than half of the respondents at 57.7% strongly agreed that a positive relationship between home caregivers and pupils positively enhances their performance, while 13.5% were neutral on this statement, as 11.5% refuted it.

The study also found that over two thirds of the respondents at 69.2% strongly agreed that children who come from broken families perform poorly in academics, 9.6% were neutral, while only 7.6% disputed the statement. This shows that broken families have harmful effect on child’s academic wellbeing. Majority of the head teachers at more than three quarters also strongly believed that children who live without both parents (orphans) perform poorly in academics, while only 5.7% indicated otherwise. In the same vein, slightly more than three quarters (71.2%) strongly agreed that children who take care of themselves have low performance. Another 42.3% strongly agreed that children who live with non-relatives had low academic performance, while significant number of the respondents at 26.9% refuted the statement. Similarly, more than half of the respondents at 59.6% believed that children from single parent families tend to be low in performance as compared to those from homes with both father and mother.

Majority of the parents at 55.1% also strongly agreed that respect of children’s feelings positively influenced academic performance, while only 4.1% disputed the statement. Moreover, over three quarters of the respondents at 77.9% agreed

that when the family listens to what children have to say they boost their academic performance, given that the child would feel loved and his/her needs taken care of. Another 74.5% agreed that increased understanding of children in the home improves performance, while only 6.2% indicated otherwise. Most parents at 79.5% also believed that caring family members enhance academic performance of children, with over half at 53.6% supporting the statement that high levels of trust in the family improve academic performance of children

Based on pupil' response, the study reveals that over half of the respondents at 54.2% strongly agreed with the statement that parents who abuse their children negatively influence their performance, 18.0% were neutral while only 4.3% refuted the statement. Cumulatively, three quarters of the pupils at 75.0% supported the statement that parents who spend enough time with their children understand them better hence positively influence their performance, while only 7.1% indicated otherwise. It was also found that parents who provided the necessary basic needs for their children enhance their academic performance as indicated by 71.5% of the pupils cumulatively. Another 77.1% of the respondents agreed that parents who appreciated or were proud of their children positively influence their performance, with 79.5% confirming that parents who guide and counsel their children on different life challenges enhance their academic performance. These findings show that parenting style and care would influence to a greater extent the academic performance of the pupils, with authoritative parenting style characterized by care, trust, love and understanding the pupils promoting good academic achievements among the pupils.

#### ***5.1.2 Influence of parental academic supervision on pupils' academic performance:***

The study found that over three quarters of the parents at 78.0% cumulatively discussed with their children on their academic school progress, 13.0% disagreed, while only 9.0% were neutral on the question. Moreover, when probed on whether they talked to their children on school matters, 78.0% cumulatively confirmed the statement, 16.0% were neutral on this question, while only 5.0% indicated otherwise. Similarly, response from one of the parents on open ended question also indicated that talking to a child on his or her academic welfare would boost his/her academic performance. The study also found that 83.0% of the parents agreed that they could talk to the child about other things that happen at school (for example: contact with classmates, incidents on the playground), 13.0% neither agreed nor disagreed with the statement, while only 4.0% disagreed. Another 75.0% of the parents agreed that they tried to find out what their children liked doing at school, 7.0% were neutral on this statement, while only 18.0% disagreed with the statement. The study also found that as a way of providing good home environment for learners, they set rules to be followed. For example, 84.0% agreed that they set rules about how long the children were allowed to play, 5.0% indicated otherwise, while only 11.0% were neutral about the statement. Further, 81.0% agreed that there were rules about the television programs the child was allowed to watch, 14.0% were neither agreed nor disagreed with the statement, while 5.0% disagreed with the statement. Majority of the parents at 91.0% confirmed that they control their children's behaviours at home, 5.0% were neutral on this statement, while only 4.0% disagreed with the statement. Another 91.0% agreed that they guide and counsel their children while at home, 4.0% were neutral when asked on this question, while only 5.0% disagreed with the statement

Over half of the head teachers at 52% also confirmed that parents of the learners could discuss with them, their children's academic progress, 23% were neutral on this questions, while only 19% disagreed with the statement. Further, 48% of the respondents also revealed that parents of the learners could try to find out from them what their children liked doing at school, 31% neither agreed nor disagreed with the statement, while only 16% disagreed with the statement. Another 48% of the head teachers revealed that parents could talk to their children about other things that happen at school (for example: contact with classmates, incidents on the playground, 33% were neutral on the statement, while only 14% disagreed with the statement. From these findings, it can be inferred that most of the head teachers were in agreement that parents of their learners provided good home parenting environment that encouraged good academic outcome of the pre-school learners

Over half of the class eight pupils at 56.0% also strongly agreed that parental involvement in their learning activities positively influences their levels of achievement, while only 6.7% of the respondents cumulatively disputed the statement. Over three quarters of the respondents at 78.7% supported the statement that parental supervision and monitoring of their progress influences their performance, while only 7.4% disagreed with the statement. Another 72.9% agreed that a family which set rules to their children about academics, improves learners' grades. Moreover, over half of the respondents at

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52.1% agreed that increased parent-school communications improved learner's performance, while another 54.6% strongly agreeing that high parental aspirations for their children tend to positively influence learner's levels of performance.

### 5.2 Conclusion of the study findings:

#### 5.2.1 Influence relationship of home caregivers and pupils on pupils' academic performance:

In investigating the influence of home caregivers on pupils' academic performance, the study concluded that children of parents who are available and ready to help them when need arises tend to perform well in academics. This shows that children who are brought by understanding and authoritative parents tend to perform well in academics that those brought by non-parents or caregivers. It could be concluded that parenting style and care would influence to a greater extent the academic performance of the pupils, with authoritative parenting style characterized by care, trust, love and understanding the pupils promoting good academic achievements among the pupils.

#### 5.2.2 Influence of parental academic supervision on pupils' academic performance:

The study concluded that over three quarters of the parents discussed with their children on their academic school progress. The study also concluded that most of the parents talk to their child about other things that happen at school (for example: contact with classmates, incidents on the playground), trying to find out what their children liked doing at school. The study also concluded that as a way of providing good home environment for learners, they set rules to be followed. Most of the parents could also discuss with their children on their academic progress and generally, most of the head teachers were in agreement that parents of their learners provided good home parenting environment that encouraged good academic outcome of the pre-school learners.

#### 5.2.3 Influence of sleeping environment on pupils' academic performance:

In the fifth research objective, the study sought to find out the influence of sleeping environment on pupils' academic performance on pupils' academic performance. The study therefore concluded that most of the pupils agreed with the statement that pupils who sleep in the same room with their parents are well protected for good academic performance. This could be true because class eight pupils are believed to be starting their adolescent age which comes with different challenges, thereby, requires constant parental monitoring and supervision. On the other hand, sleeping away from the parents encourage stray behavior among the pupils. More than three quarters of the pupils also agreed that sleeping room furnished with leaning materials encourage private study among the learners. Slightly over half of the respondents strongly agreed that adequate comfortable beddings encourage healthy sleep among the learners and that good sleep promote healthy brain for good academic performance. From these findings, it can be concluded that sleeping environment encourage good academic performance based on the comfort ability and security of the sleeping room.

### 5.3. Recommendations of the study findings:

In light of the findings on the relationship of home caregivers and pupils on pupils' academic performance, the study recommends that home caregivers and guardians should adopt good parenting style characterized with love and trust and understanding of their children to promote their children academic performance.

In light of the findings on parental academic supervision on pupils' academic performance, the study recommends that:

Parents should provide a conducive environment for children to learn at home. They are expected to provide proper lighting to enable them see properly as they do their homework. They also have to ensure that the environment is quite and that nothing or no one distracts children while doing their school work.

The school stakeholders such as parents, head teacher and preschool teachers should provide work in collaboration to provide learners with best learning environment that encourage good academic outcome.

In light of the findings on sleeping environment on pupils' academic performance, the study recommends that Parents should provide good sleeping environment to their children and always provide protection as the study revealed that unconducive sleeping environment discourage good academic performance among the learners.

### 5.5. Suggestion for further study:

The following areas have been suggested for further studies;

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- i. Socio-demographic factors influencing parental participation in education welfare of the learners
- ii. Perception of parents on parental participation in education welfare of the learners
- iii. Institutional factors influencing parental participation in education welfare of the learners

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