INFLUENCE OF INCLUSIVE EDUCATION ON ACADEMIC PERFORMANCE OF REFUGEE CHILDREN IN PUBLIC PRIMARY SCHOOLS IN RUIRU SUB-COUNTY, KENYA

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DECLARATION

This research project is my original work and has not been presented for award of a degree in any other universities.

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This research project is submitted for examination with our approval as the University supervisors.

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DEDICATION

I dedicate this project to my husband Francis Kago and my entire family for standing by me throughout the preparation of this research project.

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I have a special appreciation to God for life and the good health he gave me throughout this Project writing. Through him all things are possible.

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ABBREVIATIONS AND ACRONYMS

KEMI	Kenya Education Management Institute
SCDEs	Sub County Directors of Education (SCDEs)
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commission for Refugee

ABSTRACT

The purpose for this study was to investigate the influence of inclusive education on academic performance of refugee children in public primary schools in Ruiru Sub-County. The study objectives were; to examine the influence of learning environment, socio-behavioural support, teachers' instructional skills and inclusive curriculum development on academic performance of refugees children in public primary schools. The study used exploratory research design. There are thirty (30) public primary schools with refugee children in Ruiru Sub County. Purposive sampling technique was used to select 28 public primary schools. The target population for this study was 536 teachers and 30 head teachers. Simple random sampling technique was used to select a sample of 221 teachers while purpose sampling was used to select 28 head teachers. The findings showed that learning environment, socio-behavioural support, teachers' instructional skills and inclusive curriculum development influence the academic performance of refugee children. Based on research findings, it can be concluded that learning environment influences academic performance of refugees' children in public primary schools. The school environment is of paramount importance in shaping and reshaping intellectual ability. Further, it can be concluded that socio-behavioural support influences academic performance of refugees' children in public primary schools. It is recommended that school management should ensure that a favourable learning environment is provided for refugee children. This will ensure that a supportive and favourable school environment free of abuse, name calling and discrimination is achieved. Teachers, parents and other pupils should help in promoting socio-behavioural and psychological support to refugee children. It is further recommended that training through seminars and workshop be introduced for both teachers and head teachers. These trainings should include skills on how to manage, handle and care for refugee children.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education for refugee children is a basic right, one that is vital in restoring hope and dignity to people driven from their countries or homelands because of civil wars, epidemics and natural disasters. It helps them to get back on their feet and build back a better future when they are repatriated (Kabui, 2016). The future security of individuals and societies is connected to the transferable skills, knowledge and capacities that are developed through education (UNHCR, 2012).

Inadequate humanitarian assistance and educational opportunities in refugee camps results to increased numbers of refugees leaving the camps and settling in Nairobi, Kenya's capital city. By moving to the city, these refugees hope to improve their livelihoods and find alternative educational settings where their children can have more access and improved quality education. Indeed, the refugees view education as a source of integration an avenue to rebuilding their dignity (Dryden-Peterson, 2004).

The fundamental principle of the inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have (UNESCO, 2001). Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of

learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, socio-behavioural support resource use and partnerships with their communities (Salamanca Framework for Action, 1994).

Because of this, there has been a growing emphasis on the right to and the benefits of education for refugee children (World Bank, 2004). In the process of providing better educational needs to refugee children, their academic performance is hindered by unfavourable learning environment characterized by abuse and name calling from fellow pupils, insufficient socio-behavioural support and inadequate instructional skills from tutors. Moreover, the same children are introduced to a curriculum totally different from what they are used to. The same curriculum does not also capture all aspects they require to rebuild their lives that include peace studies and reconciliations (Karanja, 2010).

Instructional practices have been proposed based on successful research projects and from observations of successful teachers to influence academic performance (Lemov, 2010). Educators struggle with the problem of overcoming the inertia of instructional practices in the traditional classroom (Trimble, 2003). Pupils are typically not provided with whole, dynamic learning experiences, but rather with limited, arbitrary activities. Schools frequently teach information from the various disciplines without providing adequate contextual support with opportunities for students to apply what they are taught to the current status of their lives. The

development of teachers' instructional skills enables teachers to protect refugee children in the school system by sensitizing them regarding the needs of the refugee children (Dryden-Peterson, 2011).

Further, the curriculum to be adopted for the refugees' programmes should be the curriculum of the country of origin (Tawil, Harley & Braslavsky, 2004). An appropriate curriculum emphasizes deeper understanding student thinking and development of cognitive skills. This is not always the case and so is bound to affect academic performance of the refugee children.

Academic achievement of a student is also associated with the many components of learning environment. Learning environment includes all the external condition and influences in the school that affect the academic achievement of the student such as laboratory equipment, library facilities, qualified teachers, teacher-pupil relationship and pupil-pupil relationship (Eze, 2010). Tsavga (2011) maintains that learning environment plays a vital role in determining how students perform or respond to circumstances and situations around them. The type of learning environment is expected to have two outcomes. A favourable learning environment will have a positive effect on educational performance (Kamaruddin, Zainal, Aminuddin & Jusoff, 2009). Unfavourable learning environment will lead to negative educational performance.

The school environment is of paramount importance in shaping and reshaping intellectual ability. This is because supportive and favourable school environment

enriched with enough learning facilities, and favourable climate makes students more comfortable, more concentrated on their academic activities that result in high academic performance (Usaini, Abubakar, & Bichi, 2015). The learning environment determines to a large extent how a student behaves and interacts, that is to say that the environment in which we find ourselves tend to mould our behaviour so as to meet the demands of life whether negatively or positively.

Socio-behavioural support facilitates the development of appropriate behaviour that reduces disruptive or interfering behaviour. The program emphasizes the ability of positive feelings, thoughts, and actions to reduce negative behaviours of pupils by encouraging significant growth in academic motivation and academic performance (Bavarian *et al.,* 2013). Socio-behavioural support is not only associated with improved academic achievement, but also to be linked to improvements in related behaviours known to influence academic success.

Tutors instructed to teach refugee children are expected to have acquired instructional skills to aid in guiding and counselling of children with diverse needs; promoting personality development, social, mental and physiological characteristics to primary school pupils; assessing children's progress in terms of behaviour and academic performance (Crone, Hawken & Horner, 2015). For instance, The Sudanese refugee children in Nairobi, Kenya, face xenophobia, discriminative practices and policies, which limit their chances of admission into public elementary schools in the city (Karanja, 2010). These negative

experiences, harassment, bullying and name calling act as salient stressors for refugee children to perform in schools because of psychological instability by affecting children's self-perception, motivation, and academic performance.

In Australia and other Western Nations, refugee learners are required to learn English for those with minimal or no knowledge of the language before engaging in formal education Miller, Mitchell, & Brown (2010). Education for refugee children is hindered by many problems that include inadequately trained teachers to guide children in search situations (traumatizing experiences), under-resourced host public schools that are unable to effectively accommodate the needs of refugee children. The experiences discourage refugee children in concentrating in classes which ultimately affects their academic performance (Field & Leicester, 2003). The student academic performance include good scores in national exams and school tests, good school attendance, low rates of disruptive classroom behaviour, a high rate of post-primary school transition and high self-esteem.

In Canada, more than two decades of Inclusive Education practice have significantly impacted countries of the North. At the centre of this inclusive vision is a belief in children and their capacities. This belief is manifested in several widely adopted best practices that began in Ontario schools: Person Centred Planning, Making Action Plans (MAPS), Circles of Friends, and PATH (Planning Alternative Tomorrow’s with Hope) (Stainback & Stainback, 1996). These educational programs are powerful tools for building connections between

schools, parents and communities, and for solving complex individual, family, and systems issues that may act as barriers to inclusive education. The Centre for Integrated Education and Community in Toronto, Canada initiates and supports path-breaking activities to advance inclusion in education and communities.

In the United States inclusive education (IE) programs have grown exponentially since the passage of PL94-142 in 1975. Between the years 1994 - 1995 the number of school districts reporting IE programs in the US tripled (Lipsky & Gardner, 1997). A 1994 report of National Centre on Educational Restructuring and Inclusion (NCERI) documented inclusion programs in every state, at all grade levels, involving students across the entire range of disabilities and social status (Peters, 2004).

In the African context given the global trend of urbanization around the world, increasingly large numbers of refugees have chosen to settle in centres rather than refugee camps, even when this leaves them without access to UNHCR support (UNHCR, 2009). Almost all UNHCR operations report that refugees technically have access to primary and secondary education provided by the host government and to primary health care at government clinics (CSIE, 2003). However, most operations also note practical barriers that complicate and limit refugees' ability to fully use those services that include unfavourable learning environment, inadequate socio-behavioural support, insufficient instructional skills from

teachers and new curriculum to adopt. The factors have been known to limit their access to inclusive education practices (UNESCO, 2001).

In Kenya, the New Constitution (2010) recognizes the rights of persons of concern to UNHCR; particularly refugees and stateless persons. As such, a majority of the refugees and asylum seekers in Kenya live in designated camps. However, the country has not fully developed educational policies to support refugee children. As of 2014, Kenya hosted approximately 600,000 refugees and asylum-seekers (URO, 2014). In January 2015, there were 56,000 asylum seekers and refugees registered with UNHCR in Nairobi spreading across Eastleigh, Satellite, Kawangware and Kangemi, Githurai, Ruiru and Eastleigh.

In order to achieve positive outcomes in refugee education the education system must inculcate inclusive education practices. Inclusive education in the context of refugee education implies a radical reform of the school in terms of curriculum, assessment, instructional development and grouping of pupils. It is based on a value system that welcomes and celebrates diversity arising from gender, nationality, race, language of origin, social background and level of educational achievement for disabled (Mitler, 2000). Inclusive education by definition from United Nations Relief and Works Agency (UNRWA, 2013) is a right-based approach to education, one which appreciates the diversity of all learners and caters for their needs placing particular emphasis on the needs of children vulnerable to exclusion and marginalization. From a data set selected from five

schools that include Mwiki, Gitothua, Githunguri Ranching, Kimbo and Matopeni of Ruiru Sub County the number of refugee pupils enrolled was 309 (County Education office, 2016).

1.2 Statement of the problem

Ruiru Sub County is an area that has continuously been a home for refugees especially from Sudan. The challenge of acquiring quality basic education for the refugee children is problematic due to lack of inclusive educational opportunities for these children (Thuo, 2014). These children are also vulnerable to marginalization and discrimination. Because of this, refugee children face varied learning difficulties that results to educational underperformance. In order to address these problems, governments and other international organizations like UNESCO and UNICEF emphases on the right to and the benefits of education for refugee children through inclusion criteria (UNESCO, 2001).

In the process of providing these educational needs to refugee children, educational performance is undermined by unfavourable learning environment, insufficient instructional skills from tutors to mentor and counsel refugee children and inappropriate curriculum that do not suit the needs of refugee child. The schools are also characterized by bullying; racial, ethnic, marginalization and tribal prejudice (Karanja, 2010). Because of these problems, pupils within these schools feel excluded and separated a situation that undermines their full

concentration in class. The outcome is poor academic performance among these pupils.

Tsavga (2011) maintains that the unfavourable learning environment characterized bullying, name calling and abuse plays a critical role in determining how students perform or respond to circumstances and situations around them. Psychological disturbance as a result of harassment from fellow pupils or even teachers undermines the psychological stability of refugee children hence cannot concentrate in class (Njeri, 2015). Poorly developed curricula, inadequate instructional methods, educational resources and unfavourable learning environment have been characterized in most public primary schools in Ruiru Sub County. This undermines the initiative to fully absorb the refugee children into the school system.

A number of studies have been advanced by various scholars relating to education for refugee children. Karanja (2010) conducted a study on Educational Pursuits and Obstacles for Refugee Students in Kenya. Wamungu (2013) conducted a study on school based factors influencing retention of refugee students in secondary schools in Ruiru District, Kiambu County, Kenya. This study presented a conceptual gap that this study wishes to address.

1.3 Purpose of the study

The purpose for this study was to investigate the influence of inclusive education on academic performance of refugee children in public primary schools in Ruiru Sub County.

1.4 Objectives of the study

The study sought to answer the following research questions:

i. To examine the influence of learning environment on academic performance of refugees children in public primary schools in Ruiru Sub County

ii. To establish the influence of socio-behavioural support on academic performance of refugees children in public primary schools in Ruiru Sub County

iii. To determine the influence of teachers' instructional skills on academic performance of refugees children in public primary schools in Ruiru Sub County

iv. To examine the influence of inclusive curriculum development on academic performance of refugees children in public primary schools in Ruiru Sub County

1.5 Research questions

i. What is the influence of learning environment on academic performance of refugees' children in public primary schools in Ruiru Sub County?

ii. How does socio-behavioural support influence the academic performance of refugees' children in public primary schools in Ruiru Sub County?

iii. What is the influence of teachers' instructional skills on academic performance of refugees' children in public primary schools in Ruiru Sub County?

iv. What is the influence of inclusive curriculum development on academic performance of refugees' children in public primary schools in Ruiru Sub County?

1.6 Significance of the study

The findings of the study shall be used by a number of Education stakeholders such as School heads to enable them to identify the factors that hinder refugee student education and good academic performance and come up with a school based policy to support inclusion of refugee children.

The study shall assist the teachers to know their roles on school's curriculum in implementation of inclusive education for refugees at the primary level. The study shall also help classroom teachers to cushion the impact and influence of inclusion practices on refugee students during content delivery.

The study shall also benefit refugee learners since their parents and the community will be able to support their psychological stability through socio-behavioural support and guiding in case of abuse, discrimination or exclusion in school.

Policy makers such as the Ministry of Education, County Office and Sub County Education Office may use these findings and recommendations to implement appropriate administrative strategies aimed at improving the academic outcomes of refugee children through strengthening and supervision of inclusive education for refugees in Kenya. More importantly, the biggest beneficiaries of this study may be the refugee children, who in the event of full implementation will get an opportunity to participate in learning and realize their right to quality education.

Finally, the study shall add to the growth of knowledge and theory on the role of inclusive education practices for refugees both locally, regionally and globally. In addition it shall assist the government's ministry of education to craft effective policies that address inclusive education for refugees at the primary level.

1.7 Limitations of the study

The respondents who were unwilling to answer the questions due to fear of disapproval from those in charge were assured of the confidentiality of their identity. Further, the research relied much on respondents' perceptions which could be influenced by their characteristics and bias which could affect the validity of the study. However the researcher asked the respondents to be truthful.

1.8. Delimitations of the study

The study focused on refugees children in public primary schools in Ruiru Sub County. Refugee children in private schools were excluded from the study. The respondents were head teachers and teachers.

1.9 Assumptions of the study

The following were the assumptions of this study:

i. That all respondents answered all survey questions honestly and to the best of their abilities.

ii. It was assumed that educational inclusive practices are the only factors influencing educational performance. Other factors were held constant.

1.10 Definitions of significant terms

Inclusive education refers to an approach to teaching that recognizes the diversity of students disregarding aspects of race, social status, enabling all students with or without disabilities access course content, participate and learn together in the same classes.

Refugee children refers to children who have who have moved from regions affected by armed conflicts, natural disasters and refugee camps to areas where they can go to school

Learning environment refers to the school learning environment that is favourable to all groups of pupils.

Teachers' instructional skills refers to teaching skills which recognizes different methodologies and approaches that sharpen the existing skills of the teacher

Curriculum development refers to planned, a purposeful, progressive, and systematic process of developing the educational syllabus to suit the needs of the pupils.

Socio behavioural support refers to the approach of improving student behaviour and academic achievement in schools through guiding and counselling. Schools use these tools to help students self-regulate their emotions and behaviours.

Academic performance refers to the extent to which a student, teacher or institution has achieved their short or long-term educational goals.

1.11 Organization of the study

This study is organized into five chapters. Chapter one includes the background of the study, statement of the problem, purpose of the research work, research objectives, research questions, significance of the study, limitations, delimitation, assumptions of the study and definition of terms. Chapter two includes: concept of inclusive practices; discussion of educational inclusive practices that include learning environment, pupils' socio-behavioural support, teachers' instructional skills and curriculum development; summary of the literature; theoretical review and conceptual framework.

Chapter three discusses the research design, the target population of the study, sample size and sampling procedure, research instruments, instrument validity instrument reliability, data collection procedures, data analysis method and ethical consideration. Chapter four focuses on data analysis, presentation of results and discussions of the findings. Lastly chapter five presents summary of the findings, conclusions, recommendations and suggestion for further areas of study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents review of literature related to inclusive education practices. The chapter is structured into the theoretical review and empirical review and conceptual framework.

2.2 Overview of inclusive education

Inclusion is a dynamic process of participation of people within a net of relationships. This process legitimizes people's interactions within social groups. Inclusion implies reciprocity. Thus, the perspective regarding special needs education is changing into a more democratic one; one that implies that special needs education is to be particularly of regular universal and inclusive education (UNESCO, 2001).

Inclusive education is rooted in the right to education as enshrined in Article 26 of the 1948 Universal Declaration of Human Rights. A number of treaties and normative instruments have since reaffirmed this right, three of which are mentioned here. UNESCO's 1960 Convention against Discrimination in Education stipulates that States have the obligation to expand educational opportunities for all who remain deprived of primary education (Govinda, 2009).

However, the right to education does not automatically imply inclusion. The right to inclusive education was initially stated in the Salamanca Statement and Framework for Action on Special Education in 1994 which emphasized that the schools need to change and adapt to the diverse needs of all learners (UNESCO, 1994).

The Salamanca recommendations emphasized the fundamental right to education for every child, unique characteristics, interests, abilities and learning needs, the need to structure educational systems and design the programmes to accommodate them within a child centred pedagogy capable of meeting these needs. The conclusion arrived here was that regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, conducive learning environment, inclusive curriculum, creating welcoming communities, building an inclusive society and achieving education for all (UNESCO, 2001). Inclusive education therefore involves all children learning together with the peers in the same physical environment thus extending the scope of the schools so that it can include a greater diversity of children.

2.3 Inclusive curriculum development and academic performance

A study by UNHCR (2012) observed that the nature of the refugee education context in Kenya requires support from the ministry of education (MoE) to establish a more sustainable and strengthened approach to education that can address the challenges facing the sector and bring benefits to the national system.

Curriculum is often a difficult and contentious undertaking as it is a process of defining and selecting legitimate knowledge (Tawil & Harley, 2004). Curriculum involves the teaching and learning that take place once children are enrolled in and in attendance at school.

As stated in INEE Guidance Notes on Teaching and Learning in times of emergencies never take place in a vacuum and there are reasons to make context specific. It recommends curriculum choices including following a curriculum from a country of origin from a host country and enriching the curriculum with specific priority areas such as life skills or peace education (INEE, 2010). The content that is included in the curricula shapes what children know and how they think about themselves, anticipating for a better future both for themselves and their society.

Kirk (2009) suggested three approaches to what curriculum should be used for the formal schooling of refugee children and youth. In the first approach, the home-country curriculum can be carried over for use in the refugee context; in the second approach, the curriculum of the host-country can be adopted and children can be educated in either separate schools or integrated into the host-country education system. Finally, the third approach called hybrid curriculum, typically addresses language problem between the home and host country and this approach may contain elements of both countries' curricula.

Mwangi (2014) conducted a study to investigate the school factors influencing refugee children access to primary education within Kasarani district, Nairobi, Kenya. The study employed a descriptive survey research design. Results of the study showed that curriculum development affected educational outcomes of refugee children.

Tawil, (2004) curriculum is often a difficult and contentious undertaking as it is a process of defining and selecting legitimate knowledge. Curriculum involves the teaching and learning that take place once children are enrolled in and in attendance at school. The majority (77%) of the refugee children indicated that they had to start all over again the education. 85.8% of the respondents indicated that the schools they attend didn't recognize the progress they had attained in their country of origin. The study further established that the majority (71.7%) of respondents indicated that there were some differences in the Kenyan education system as compared to that of their country.

2.4 Learning environment and academic performance

The protection role of education involves the ability of schools to provide a safe and secure space that promotes the wellbeing of learners, teachers and other education personnel. The education strategy points out that contrary to expectations schools are not always safe places for children (UNHCR, 2009). Schools can be spaces for bullying; racial, ethnic, linguistic and gender

discrimination; sexual exploitation; natural and environmental hazards; corporal punishment and attacks including abduction and recruitment in to armed forces.

Karanja (2010) conducted an empirical study to find out the Educational Pursuits and Obstacles for Refugee Students in Kenya. The study investigated the educational experiences of the Sudanese refugee children at the Sudanese community school, by probing the multifaceted factors that produce and shape those experiences. The study's findings show that the community school provides many Sudanese children in Nairobi with an opportunity to access education, and a welcoming and secure learning environment. However, poor school conditions and inadequate resources preclude the provision of high quality education.

Shamaki (2015) conducted a study on influence of learning environment on students' academic achievement in mathematics: a case study of some selected secondary schools in Yobe State – Nigeria. Thus the study investigated some components of learning environment and their possible influence on students' academic achievement in mathematics. The result showed that, there is significance difference between the mean performance of students taught in an ideal learning environment and that of students taught in a dull learning environment.

Ngiria (2013) conducted a study to investigate the school factors affecting inclusion of learners with disabilities among refugees in public primary schools of Ruiru District, Kiambu County, Kenya. The study employed a descriptive survey

design. The main findings of the study were that unfavourable environmental barriers affected learners, teacher and host pupils' negative attitudes as well as lack of efficient teacher competencies in teaching affected refugees learners with disabilities.

2.5 Teachers' instructional skills and academic performance

Mendenhal *et al.* (2015) observes that teachers are a central dimension of the policies and practices aimed at providing quality education for refugees. The focus on teachers is not unique to refugee contexts, but it does reflect broad trends in educational development. Within the policy realm, conceptualizations of the teachers of refugees have shifted dramatically over the past several years. The current UNHCR Education Strategy, in effect from 2012 to 2016, takes a different view of teachers, one that focuses on their instructional role and the kind of training they need in order to be effective in student learning processes (UNHCR 2012).

As noted in this UN strategy, teachers matter more than any other single factor to learning and to the on-going, formative assessment that is critical to improving learners' achievement. The Minimum Standards for Education, first developed by the Inter-Agency Network for Education in Emergencies (INEE 2010) in 2004, provide a robust technical framework for the field of education in conflict and the subfield of refugee education. The INEE states that teachers will be competent

and well trained and knowledgeable in the subject matter and pedagogy (UNESCO, 2014).

Njeri (2015) conducted a study to investigate the instructional factors influencing inclusive education for Refugees pupils in Public Primary Schools within Dagoretti Sub County Nairobi. The researcher used survey design. The findings indicated all teachers needed to develop instructional skills to effectively teach and handle refugee pupils.

Eze (2011) conducted a study to examine the relationship between instructional skills on student performance: student achievement in mathematics and student behaviour. Data was collected from ten schools and a total sample of 51 teachers participated in the survey. Findings showed that administrators' post observation conferences with teachers about the use of instruction strategy designed to include differentiated instruction, flexible grouping, and teaching for higher order thinking skills had the most significant relationship with student achievement.

Mumo and Kiboss (2015) conducted a study to investigate the relationship between instructional supervisory skills used by Head teachers and students' academic performance in KCSE in Machakos County. The research adopted a correlation study research design of the ex-post facto Findings on the relationship between supervisory skills and students' academic performance revealed that there was a significant relationship between supervisory skills used by Head teachers and students' academic performance.

2.6 Socio-behavioural support and academic performance

Armstrong, Armstrong and Barton (2016) conducted a study Policy Advisory the Law on Inclusive Education. Inclusion has been part of this requirement to provide equal educational opportunities Both the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act (Sec. 504) requires schools and agencies to provide equal educational opportunities for children with disabilities. . Another primary source for the inclusion requirement is the Individuals with Disabilities Education Act or IDEA. IDEA not only supports equal educational opportunities, it specifically requires schools to support inclusion of children with disabilities through the least restrictive and natural environment mandates. For preschool and school age children (ages 3-21), IDEA requires that children with disabilities be educated in the "least restrictive environment". For infants and toddlers (ages 0-3) with disabilities, IDEA promotes the use of "natural environments" for early intervention services.

There are two specific and relevant ways in which discrimination plays out in the educational experiences of refugee children in countries of first asylum: the content of the curriculum and direct personal discrimination by peers and teachers (Dryden-Peterson, 2015). These pre-resettlement experiences of discrimination in school settings may influence the ways in which refugee children perceive school and the relationships they have with peers and teachers and the instructional content to which refugee children are exposed to.

2.7 Summary of literature review

The study discusses the relationship between inclusive practices and academic performance. These practices are discussed in detail and how they influence academic performance of learners. Inclusive education in the context of refugee education implies a radical reform of the school in terms of curriculum, assessment, pedagogy and grouping of pupils. It is based on a value system that welcomes and celebrates diversity arising from gender, nationality, race, origin and social background.

A number of studies have been advanced by various scholars relating to education for refugee children. Karanja (2010) conducted a study on Educational Pursuits and Obstacles for Refugee Students in Kenya. Wamungu (2013) conducted a study on school based factors influencing retention of refugee students in secondary schools in Ruiru District, Kiambu County, Kenya. These studies presented knowledge gap that this study sought to address.

2.8 Theoretical framework

This study was guided by the social model of inclusive education. In this model, the problem that hinders inclusive education is located within the education system. Among the principles of social model are; collaboration between all stakeholders to develop strategy from birth throughout life, collaboration between all forms of education i.e. formal, non-formal and alternative, listen to and involve all learners and marginalized in planning and implementing, make environment

accessible, safe and welcoming, develop and implement policy to respond to diversity and combat discrimination. Therefore, the society needs to change in order to adjust to the diverse needs of learners. The education requires reform and restructuring of the school as a whole with the aim of ensuring that all pupils can have access to the whole range of educational and social opportunities offered by the school. It therefore calls for the removal of obstacles to the participation of learners and in changing institutions, regulations and attitudes that create and maintain exclusion (Campbell & Oliver, 1996).

The education system in Ruiru Sub County needs to be reviewed in order to incorporate all refugees' learners inclusively. This model encourages teachers to use 'curriculum differentiation' to modify content, activities and assessments in order to respond more flexibly to the diverse needs of all learners. This theory is therefore relevant to this study since it outlines the practices in the attainment of inclusive education in a society where some groups of persons are marginalized.

2.9 Conceptual framework

According to Robson, (2011), a conceptual framework is a visual or written product, one that explains, either graphically or in narrative form, the key factors, concepts, or variables and the presumed relationships among them. Figure 2.1 shows the conceptual framework that was used in this study.

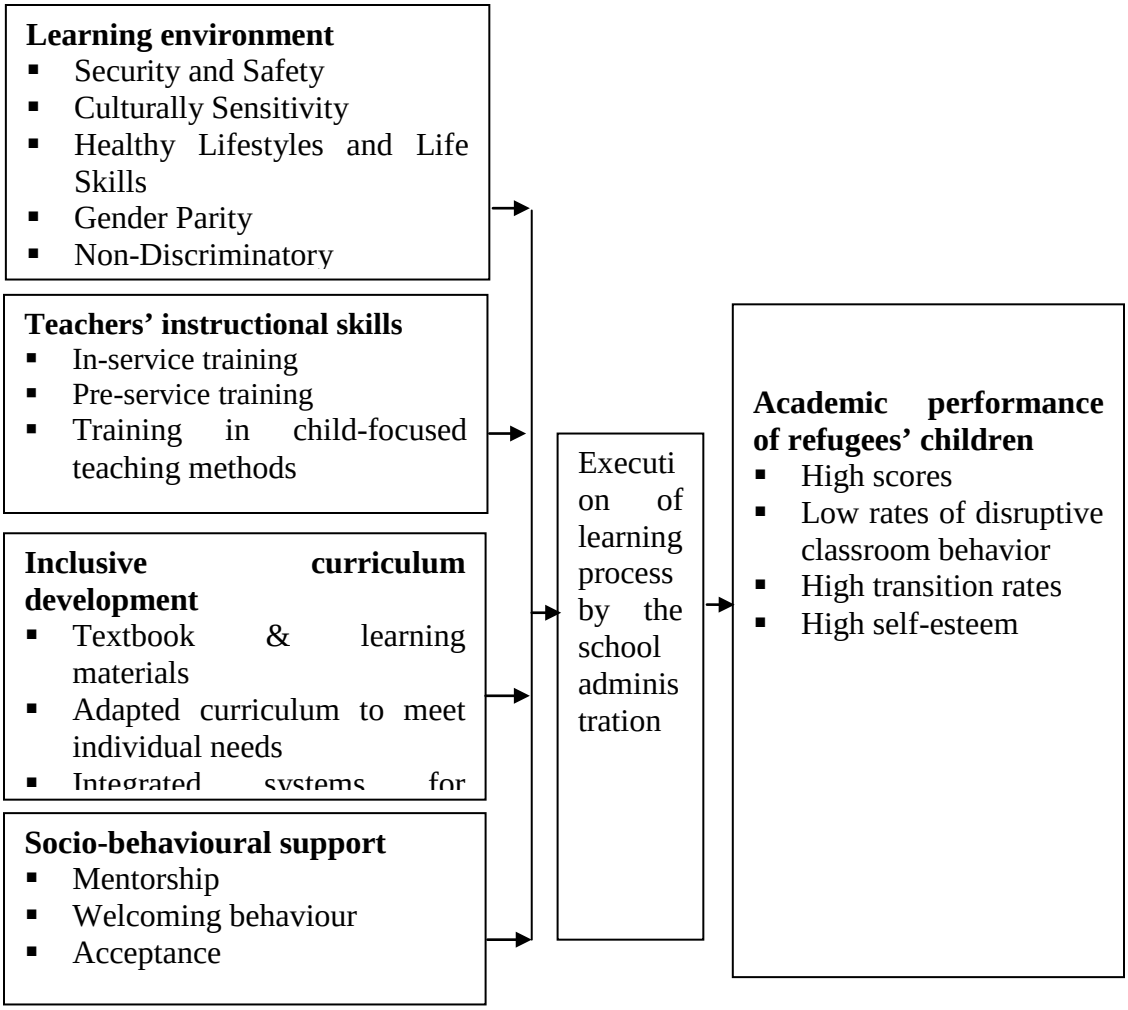

Figure 2.1: Relationship between inclusive education and academic performance

The conceptual framework presents the variables and how they interacted with each other. The independent variables (aspects of inclusive education) are presented as learning environment, teachers' instructional skills, inclusive curriculum development and socio behavioural support whose influence is expected to cause particular effect on the dependent variable which is the

academic performance of refugee children. These aspects of inclusive education are planned, coordinated and executed by the school administration to bring about improved academic achievements of refugee pupils.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents research methodology that was in conducting the research. It focused on research design, target population, sample size and sampling procedures, research instruments, reliability and validity of instruments, data collection procedures, and data analysis techniques.

3.2 Research design

The study used exploratory research design. According to Best and Kahn (2005), exploratory research design seeks to find answers to questions through analysis of variable relationships. The choice of the descriptive survey design is chosen based on the fact that in this study the researcher was interested in the state of affairs already existing in the field and that no variable would be manipulated. The research design was therefore suitable in explaining the relationship between educational inclusive practices and academic performance of refugee children in Ruiru Sub County.

3.3 Target population

The study targeted head teachers and teachers as respondents in public primary schools in Ruiru Sub County that host refugee children. In Ruiru Sub County there are thirty (30) public primary schools with refugee children. The target

population for this study was 536 teachers and 30 head teachers (Ruiru sub Sub County Education Office, 2016).

3.4 Sample size and sampling techniques

A sample is a small portion of a target population, while sampling refers to selecting a given number of subjects from a defined population to represent the entire population under study (Orodho, 2002). For this study, Sample-Population table was used to determine the sample sizes for the study (The Research Advisors, 2006). The Sample-Population table is attached on Appendix VI for reference purposes. A population of N=536 teachers lies between (N=500, n=217) and (N=550, n=226). Therefore a sample size for a population of N=536 is (217+226)/2=221.

Table 3.1: Target population and sample size for number of school, principals and BoMs

Table	Target population	Sample size	Percentage (%)
Head teachers	30	28	93.3%
Teachers	536	221	41.2%

There are thirty public primary schools (30) in Ruiru Sub-County. Purposive sampling technique was used to select 28 public primary schools from Ruiru Sub-County. For a population of N=30 head teachers, the sample size for this study was 28 (Refer Sample-Population table is attached on Appendix VI) (The Research Advisors, 2006). The units of analysis for this study were the school

head teachers and teachers. To select teachers' sample size simple random sampling was used. A sample size of 221 teachers was chosen. Simple random sampling technique was also used to select a sample size of 28 head teachers.

3.5 Research instruments

Bryman and Bell (2015) define research instrument as a tool to collect data precisely, systematically, using methods such as interviews, participant observations, focus group discussion, narratives and case histories. This study used primary data. Primary data were collected through the use of semi structured questionnaires and interview guide. Semi structured questionnaires were used to capture teachers' view regarding the influence of inclusive education on academic performance of refugee children. Interview guide was used to gather data from the school head teachers on the influence of inclusive education on academic performance of refugee children

3.6 Validity of instrument

Validity is a measure of how well a test measures what it is supposed to measure (Bryman, 2015). The study applied content validity to ascertain the validity of the research tool. This type of validity addresses how well the items developed to operationalize a construct provide an adequate and representative sample of all the items that might measure the construct of interest. The researcher sought appraisal of the instrument by the project supervisors and educational experts on educational emergencies from the University of Nairobi.

In this study, pilot test was conducted on 10% of the sample size. This is supported by De Vaus (2013) who states that the size of a sample to be used for piloting testing varies depending on time, costs and practicality, but the same would tend to be 5- 10 per cent of the main survey. Reliability was tested using questionnaire duly completed by twenty two (22) randomly selected teachers. These respondents were not included in the final study.

3.7 Reliability of the instrument

Reliability of research instrument refers to the measure of the degree to which a research instrument yields consistent results (Mertens, 2014). Reliability Testing was performed with the aid of Cronbach's Alpha. Cronbach's alpha can be written as a function of the number of test items and the average inter-correlation among the items. Below, for conceptual purposes, is the formula for the standardized Cronbach's alpha:

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N-1) \cdot \bar{c}}$$

(Source, Cronbach, 1951)

Where,

N= Number of items, c-bar= average inter-item covariance, v-bar= average variance

One can see from this formula that if you increase the number of items, you increase Cronbach's alpha.The reliability results are presented in Table 4.2.

Table 3.2: Reliability Test Results

Variable	Respondents	α=Alpha	Comment
Learning environment	22	0.702	Reliable
Socio-behavioural support	22	0.730	Reliable
Teachers' instructional skills	22	0.701	Reliable
Inclusive curriculum	22	0.706	Reliable
Academic performance	22	0.924	Reliable

(Source: Survey Data, 2017)

The findings on Table 4.2 indicated that learning environment, socio-behavioural support, teachers' instructional skills, inclusive curriculum and academic performance had Cronbach alpha of 0.702, 0.730, 0.701, 0.706 and 0.924 respectively. All variables depicted that the value of Cronbach's Alpha are above value of 0.7 thus the study was reliable (Kothari, 2004). This represented high level of reliability and on this basis it was supposed that scales used in this study was reliable to capture the variables.

3.8 Data collection procedures

Approval from the university was obtained to conduct the study and a research permit requested from the National Commission of Science Technology and Innovation (NACOSTI). The researcher visited these schools to arrange date on when to administer data collection questionnaires for teachers and interview guides for school head teachers. On agreed dates, questionnaires were distributed in person and collected immediately after filling to increase the return rate. The researcher interviewed school heads to gather more information on the influence of inclusive education on academic performance of refugee children. Data

collected was analysed using descriptive statistics and inferential statistics. Descriptive statistics used were frequency tables and pie charts. Inferential statistics used were chi square tests.

3.9 Data analysis techniques

According to Zikmund, Babin, Carr, and Griffin (2010), data analysis refers to the application of reasoning to understand the data that has been gathered with the aim of determining consistent patterns and summarizing the relevant details revealed in the investigation. This involves coding, editing, data entry, and monitoring the whole data processing procedure. The data was analyzed using Statistical Package for Social Sciences (SPSS). The researcher evaluated, analyzed and interpreted the data. The results were presented in frequency tables and pie charts. Chi square tests were used to check on the relationship between the variables.

3.10 Ethical considerations

Ethical considerations relate to the moral standards that the researcher should consider in all research methods in all stages of the research design. In this research three principles of ethics were used namely beneficence, respect for human dignity as well as justice (Polit *et al.,* 2003). The dignity of head teachers and teachers was protected by ensuring that the sensitive questions asked remain confidential. Anonymity was also assured. Further, the respondents were informed that the findings of this study will be used for academic purposes only.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter provides presentation of the findings and discussions. The findings are presented in line with the study objectives. Analysis of descriptive statistics and correlation was conducted and the results presented in form of tables and figures.

4.2 Instruments' response rate

The return rate provides a profile of respondents who participated in the study. The respondents of the study were Board of management members and principals. Response rate for the study is shown in Table 4.1.

Table 4.1: Response rate

Respondents category	Administered	Returned	Unreturned	Percentage returned
Teachers	221	161	60	72.9
Head teachers	28	25	3	89.3

The response rate for teachers was 72.9% while that for head teachers was 89.3%. According to Mugenda and Mugenda (2003); Kothari (2004) a response rate of above 50 percent is adequate for a descriptive study. Based on these assertions

from renowned scholars, a response rate of 72.9% for teachers and a response rate of 89.3% for head teachers were very good for the study.

4.3 Distribution of respondents by demographic characteristics

The study considered important to establish the background information of the respondents which included age, gender, levels education and period of service of the respondents. This was inspired by the need to establish whether there exists any close relationship among respondents' demographic characteristics and academic performance of refugee children. Data is presented according to gender, age, academic qualifications and duration of service.

4.3.1 Distribution of teachers by gender

The study sought to establish the gender composition of teachers. It was necessary to indicate the gender of the respondents so as to establish whether there was any significant relationship between gender composition of teachers and provision of inclusive education to refugee children. Gender is normally is defined as how the roles and relations between women and men have been socially constructed (Eldis, 2009). This was guided by the logic that many psychologists argue that males and females perceive and interpreted things differently even though they may be exposed to the same kind of environment (Eagly & Steffen, 1986). Gender of teachers was, therefore, considered important in this study because it would directly or indirectly enable the researcher to establish their perception

towards inclusive education and academic performance of refugee children. The results findings are presented in Table 4.2.

Table 4.2: Distribution of teachers by gender

Gender	Teachers Frequency	Percent (%)
Male	98	60.1
Female	63	39.9
Total	162	100

Findings in Table 4.2 show that we have more male teachers than female in Ruiru Sub-County. Acker (2006) observed that gender equality was a very important trait, as it can be used to improve performance of all staff involved. Since it is argued that females and males perceive and interpret things differently, a right gender mix for teachers was important in ensuring that inclusive education is attained. Acker argued that gender equality fosters teamwork and also creates a sense of unity and an aspect of working together for a common goal with every individual effort whether male or female being important to the attainment of the overall objectives. A gender sensitive institution provides a favourable environment where one employee interacts with other colleagues of the opposite gender in pursuit of excellence and achievement of set targets. The results also agree with the study by UNESCO (2001) carried out in India where Spastics Society Schools redefined their mission and desegregated their schools opening

up admission to ‘slum’ children, and children most disadvantaged in terms of ethnic, linguistic, and gender barriers.

Further, gender was considered important in the study distribution of teachers to ascertain their abilities in providing inclusive education to children across varied backgrounds. These results concurs with Shakeshaft study (1995) who indicated that we have low percentage of women in administration of educational institutions since women are tied by family issues hence less career progression. This is bound to affect provision of inclusive education to refugee children.

In addition, results show that females constituted most of the teachers’ respondents while males were minority. Normally the population of females in Kenya is higher than that of males hence consequently the situation may as well be the same for school teachers. This result contrasted that study by Ndogo (2013) who found out that majority of the teachers working in Kiambaa Division, Kiambu County were male while the least number of teachers were female. The results also contrast the study by Nelson (2003) that there were more female teachers and that male teacher were decreasing in the teaching profession.

However, there are still more male administrators in the refugee taking schools. Despite this, gender imbalance in the educational sector is being addressed by the ministry of education (Basic Education Act, 2013). Achieving gender equality in teacher development means that both male and female teachers will have equal

opportunities to realize their full human rights and contribute to education standards.

4.3.2 Respondents level of education

Academic qualification of teachers was important to establish whether the level of education of the respondents affect provision of inclusive education to refugee children. Educational programs are powerful tools for building connections between schools, parents and communities, and for solving complex individual, family, and systems issues that may act as barriers to inclusive education.

Table 4.3: Respondents' highest level of education

Education	Frequency	Teachers Percent (%)
P1	68	42.2
Diploma	49	30.4
Undergraduate degree	27	16.8
Post graduate	17	10.6
Total	**103**	**100**

Table 4.3, majority of teachers had P1 level of education. Results also show that most teachers had enrolled to diploma and undergraduate degrees. The level of education implies that instructional skills and pedagogical skills are acquired for handling children from different backgrounds. During an interview session with head teachers majority indicated their highest levels of education was diploma. A substantial number of the head teachers had pursued undergraduate degree and some were in the process of proceeding to post graduate degrees.

This implies that majority of head teachers were learned to understand the need for inclusive education. This is important in the quest of inclusive education. This is supported by The Centre for Integrated Education and Community in Canada that initiates and supports path-breaking activities to advance inclusion in education and communities (Lipsky & Gardner, 1997). The future security of individuals and societies is connected to the transferable skills, knowledge and capacities that are developed through education (UNHCR, 2012).

4.3.3 Period of service of the teachers

With respect to years of service, Sorensen (2008) reported that employees with higher tenure may have familiarity with their work role and have reached a higher level of career attainment than those employees with lower tenure. Long-time of service means enough experience in particular field. It is argued that teachers who have been longer in the field of education are able to handle pupils from varied backgrounds.

Table 4.4: Period of service of the teachers

Work Duration	**Frequency**	**Teachers Percent (%)**
Work Duration		
less than 1year	17	10.6
1 to 2 years	41	25.5
3 to 5 years	42	26.1
More than 5 years	62	37.9
Total	**103**	**100**

The results in Table 4.4 shows that majority of teachers had served for more than three years. In a study on teaching profession, Harris & sass (2011) found that teaching profession depends highly on the motivational practices and that the skills could be acquired through experience. The more years of experience for teachers' means understanding their professional skills needed to handle pupils from different social background.

4.3.4 Enrolment of pupils per class

The study sought to know the number of refugee children from pre-unit class to standard 8 across all the identified schools. It was necessary to establish the actual number of refugee children in those schools as to formulate better policies that can aid in promoting inclusive education for all. Results of the study are presented in Table 4.5.

Table 4.5: Enrolment of refugee pupils per class in 25 schools

Class	Minimum	Maximum	Mean	Std. Deviation
Pre-unit	1	13	7	3.6
std1	2	15	8	3.3
std2	1	14	7	3.6
std3	0	12	5	2.9
std4	0	11	5	2.6
std5	1	14	8	3.6
std6	1	7	4	2.1
std7	0	10	5	2.6
std8	1	9	6	2.3
Total			54	
Average			**6**	**2.9**

Source: (Ruiru Sub-County director of education, 2017)

Results in Table 4.5 shows that there is an average of 6 refugee children across all classes and a total of 54 refugee children in every school. This implies that the number of refugee children is on the rise. This agrees with UNHCR (2012) that Kenya is host to the largest refugee population in Africa, with numbers increasing due to instability in the neighbouring countries and other countries within central and horn of Africa.

During an interview session with head teachers, the head teachers were asked to indicate whether they had refugee children in their school. Majority said they had an approximated average 54 refugees in school. The percentage number of refugee across all the school was between 3-6 percent of the entire school population. This implies that there is an increasing number of refugee children hence need for an inclusive education.

4.4 Inclusive education and pperformance of refugee children

The study sought to establish the performance of refugee children. Results of the study are presented in Table 4.6.

Table 4.6: Academic performance of refugee children

Performance	Frequency	Percent (%)
Excellent performance	17	10.6
Average performance	45	28
Poor performance	99	61.4
Total	**161**	**100**

Results in Table 4.6 shows that majority of refugee children have been performing poorly. This is because refugee children are unable to concentrate in

class because of psychological instability, different curriculum of the country of asylum and unfavourable environment characterized by bullying and name calling.

The respondents were asked to respond on statements relating to the overall performance of refugee children. The pupils were drawn across all classes. The responses were rated on a five Likert scale and presented in Table 4.7.

Table 4.7: Academic performance of refugee pupils

Performance	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
Refugee pupils can read and write well	46.6%	27.3%	10.6%	9.3%	6.2%	2.0	1.2
Refugee pupils are doing well in co-curricular activities	47.8%	21.7%	8.1%	8.1%	14.3%	2.2	1.5
Refugee pupils of this school have been attaining good marks in KCPE	40.4%	26.1%	11.8%	10.6%	11.2%	2.3	1.4
The pupils are all-round learners	31.7%	29.2%	14.9%	13.0%	11.2%	2.4	1.3
Average						**2.2**	**1.4**

Results in Table 4.7 revealed that majority of the teachers who were 73.9 percent said that most refugee children could not read and write well. The results also showed that majority of the teachers 69.5 percent disagreed that refugee pupils are doing well in co-curricular activities. The results also showed that majority of the respondents who were 66.5 percent of the teachers disagreed that refugee pupils of this school have been attaining good marks in KCPE. Finally, 60.9 percent of the teachers denied that the pupils are all-round learners.

On a five point scale, the average mean of the responses was 2.2 which means that majority of the teachers were disagreeing to the statements in the questionnaire. The standard deviation was 1.4 meaning that the responses were clustered around the mean response. The results agree with the study by Kamau (2014), that some factors like language related factors affect academic performance among urban refugees in Kenya.

4.5 Learning environment and academic performance of refugee children

The school environment is of paramount importance in shaping and reshaping intellectual ability. This is because supportive and favourable school environment enriched with enough learning facilities, and favourable climate makes students more comfortable, more concentrated on their academic activities that result in high academic performance. The study sought to establish the influence of

learning environment on the performance of refugee children. Results of the study are presented in Table 4.8.

Table 4.8: Extent Learning environment influences academic performance of refugees

Extent	Frequency	Percent (%)
Great extent	97	60.2
Moderate extent	39	24.3
Low extent	25	15.5
Total	**161**	**100**

Results in Table 4.8 shows that majority teachers agreed that learning environment influences academic performance to a large extent. The results agree with the study by Byoung-suk (2012) who found that children need safe, healthy and stimulating environment in which to grow and learn. During the school year, children can spend 6 to 8 hours at the school where the environment plays a significant/critical role in child development. More of the time is spent in the school yard or travelling to and from school. This condition requires careful planning and designing to optimize experiences that support education, health and stewardship. Therefore, the school environment is of paramount importance in shaping and reshaping intellectual ability. However, supportive and favourable school environment enriched with enough learning facilities, respect and favourable climate makes students more comfortable, more concentrated on their academic activities that resulted in high academic performance.

Further, teachers were asked to indicate whether refugee children find it hard to cope with the new environment. Results of the study are presented in Table 4.9

Table 4.9: Teachers responses on refugee pupils coping up with the new learning environment

Coping up with new Environment	Frequency	Percent
no	46	28.6
yes	115	71.4
Total	**161**	**100**

Results in Table 4.9 shows that majority 71.4% of the teachers agreed that refugee children find it hard adapting the new learning environment. Learning environment includes all the external condition and influences in the school that affect the academic achievement of the student. Tsavga (2011) maintains that learning environment plays a vital role in determining how students perform or respond to circumstances and situations around them. A favourable learning environment will have a positive effect on educational performance (Kamaruddin, Zainal, Aminuddin & Jusoff, 2009). Unfavourable learning environment will lead to negative educational performance.

Teachers were further asked to respond on whether learning environment influenced academic performance of refugees' children. The responses were rated on a five Likert scale and presented in Table 4.10. The school environment is of paramount importance in shaping and reshaping intellectual ability. The learning environment determines to a large extent how a student behaves and interacts, that is to say that the environment in which we find ourselves tend to mould our

behaviour so as to meet the demands of life whether negatively or positively. The protection role of education involves the ability of schools to provide a safe and secure space that promotes the well-being of learners, teachers and other education personnel.

Table 4.10: Learning environment and performance of refugee children

Learning environment	SD	D	N	A	S A	Mean	SD
refugee pupils are oriented to the new environment	39.1%	28.0%	9.3%	13.7%	9.9%	2.3	1.4
Adapting to the new environment is a challenge to refugee pupils	9.9%	8.7%	8.7%	29.8%	42.9%	3.9	1.3
Learning environment affects refugee pupils psychological development	11.8%	8.1%	4.3%	36.0%	39.8%	3.8	1.3
Good learning environment is a challenge to most schools	7.5%	10.6%	5.6%	26.1%	50.3%	4.0	1.3

Results in Table 4.10 revealed that majority of the teachers who were 67.1 percent disagreed that refugee pupils are oriented to the new environment. The results also showed that majority of the teachers 72.7 percent agreed that adapting to the new environment is a challenge to refugee pupils. The results also showed that majority of the teachers who were 75.8 percent of the teachers agreed that learning environment affects refugee pupils' psychological development. The results also show that 76.4 percent of the teachers agreed that good learning environment is a challenge to most schools. The results agree with Samaki (2015) that there is significance difference between the mean performance of students taught in an ideal learning environment and that of students taught in a dull learning environment. They also agree with Ngiria (2013) that unfavourable environmental barriers affected learners, teacher and host pupils' negative attitudes as well as lack of efficient teacher competencies in teaching affected refugees learners with disabilities. The results contrast with that of Karanja (2010) that the community school provides many Sudanese children in Nairobi with an opportunity to access education, and a welcoming and secure learning environment.

Further, a cross tabulation table of learning environment and academic performance of refugee children was computed. Learning environment was categorized into unfavourable and favourable learning environment. This was tabulated against academic performance that was categorized into high academic

performance and low academic performance. Table 4.11 shows how academic performance was evaluated against learning environment.

Table 4.11: Cross tabulation of learning environment and academic performance

Learning environment	Academic performance Low academic performance	High academic performance	Chi-square (p value)
Unfavourable	108	3	
Favourable	5	45	125.545(0.000)

Schools where learning environment was unfavourable lead to poor academic performance than those schools with favourable learning. Result findings indicated that, academic performance was low when learning environment was rated unfavourable by 108 teachers as compared to 5 teachers who rated it favourable. Further, academic performance was high when learning environment was rated favourable by 45 teachers as compared to only 3 teachers who rated it unfavourable. The study findings were statistically significant supported by a chi square of (λ=125.545, p=0.000) and. Chi square test was meant to show whether there existed any significant association between learning environment and academic performance of refugee children.

During an interview session with head teachers on the influence of learning environment on academic performance of refugee children, it was established that learning environment affects performance of refugee pupils. The school environment is of paramount importance in shaping and reshaping intellectual ability. This is because supportive and favourable school environment enriched with enough learning facilities, and favourable climate makes students more comfortable, more concentrated on their academic activities that result in high academic performance.

4.7 Socio-behavioral support and academic performance of refugee children

The study sought to establish the influence of socio-behavioural support on the performance of refugee children. Socio-behavioural support facilitates the development of appropriate behaviour that reduces disruptive behaviour. The findings are presented in Table 4.12.

Table 4.12:Extent socio-behavioral support influences academic performance of refugees

Extent	Frequency	Percent
Great extent	98	60.9
Moderate extent	32	19.9
Low extent	31	19.2
Total	**161**	**100**

Results in Table 4.12 shows that majority of teachers agreed that socio-behavioural support influences academic performance to a large extent. Socio-behavioural support facilitates the development of appropriate behaviour that reduces disruptive or interfering behaviour. The program emphasizes the ability of positive feelings, thoughts, and actions to reduce negative behaviours of pupils by encouraging significant growth in academic motivation and academic performance (Bavarian *et al.*, 2013).

Teachers were further asked to respond on whether socio-behavioural support influenced academic performance of refugees' children. The responses were rated on a five Likert scale and presented in Table 4.13.

Table 4.13: Socio-behavioral support and performance of refugee children

Socio-behavioral support	S D	D	N	A	SA	Mean	SD
Guiding a refugee pupil stabilizes their minds	13.7%	12.4%	10.6%	21.1%	42.2%	3.7	1.5
Socio behavioral supports psychological growth of a pupil	3.7%	3.7%	5.0%	31.7%	55.9%	4.3	1.0
A refugee pupil accepted by fellow pupils tend to have high esteem	6.2%	7.5%	5.0%	34.8%	46.6%	4.1	1.2
Harassment of any form affects cause depression	7.5%	9.3%	6.8%	34.2%	42.2%	3.9	1.2
Average						**4.0**	**1.2**

Results in Table 4.13 revealed that majority of the teachers who were 63.3 percent agreed that guiding a refugee pupil stabilizes their minds. The results also showed that majority of the teachers 87.6 percent agreed socio behavioral supports psychological growth of a pupil. The results also showed that majority of the teachers who were 81.4 percent of the teachers agreed that refugee pupil accepted by fellow pupils tend to have high esteem.

The results also show that 80.6 percent of the teachers agreed that the board should motivate teachers through rewards. Results also showed that 76.4 percent of the teachers agreed that harassment of any form affects cause depression. On a five point scale, the average mean of the responses was 4.0 which means that majority of the teachers were agreeing to the statements in the questionnaire. The standard deviation was 1.2 meaning that the responses were clustered around the mean response. Therefore majority cited very often. This is in line with Wettstein, (2011) That Zimbabwe urban refugee secondary school students in South Africa had problems to with financing their education. The benefits include physical and cognitive protection as well as the promotion of a sense or of normally and feelings of hope (INEE, 2004).

This is because un-addressed emotional and psychosocial problems that may impede success in all aspects of their lives including schooling. Socio-behavioural support is not only associated with improved academic achievement, but also to be linked to improvements in related behaviours known to influence academic success. The results agree with those of Dryden-Peterson (2015) that pre-resettlement experiences of discrimination in school settings may influence the ways in which refugee children perceive school and the relationships they have with peers and teachers and the instructional content to which refugee children are exposed to.

Further, a cross tabulation table of socio behavioural support and academic performance of refugee children was computed. Socio behavioural support was categorized into low and high socio behavioural support. This was tabulated against academic performance that was categorized into high academic performance and low academic performance. Table 4.14 shows how academic performance was evaluated against socio behavioural support.

Table 4.14: Cross tabulation of socio behavioral support and academic performance

Socio-behavioural support	Academic performance		
	Low academic performance	High academic performance	Chi-square (p value)
Low Socio-behavioural support	107	6	
High Socio-behavioural support	6	42	105.189(0.000)

Schools where socio behavioural support was low lead to poor academic performance than those schools with high socio behavioural support. Result findings indicated that, academic performance was low when socio behavioural support was rated low by 107 teachers as compared to 6 teachers who rated it high. Further, academic performance was high when socio behavioural support was rated high by 42 teachers as compared to only 6 teachers who rated it low. The study findings were statistically significant supported by a chi square of

(λ=105.189, p=0.000). Chi square test was meant to show whether there existed any significant association between socio behavioural support and academic performance of refugee children.

During an interview session with head teachers on the influence of socio-behavioural support on academic performance, majority said that socio-behavioural support affects the psychological well-being of the refugee children. Socio-behavioural support facilitates the development of appropriate behaviour that reduces disruptive or interfering behaviour. The program emphasizes the ability of positive feelings, thoughts, and actions to reduce negative behaviours of pupils by encouraging significant growth in academic motivation and academic performance.

4.9 Teachers' instructional skills and academic performance of refugee children

The study sought to establish the influence of teachers' instructional skills on the performance of refugee children. Tutors instructed to teach refugee children are expected to have acquired instructional skills to aid in guiding and counselling of children with diverse needs. Results of the study are presented in Table 4.15.

Table 4.15: Teachers' instructional skills and academic performance

Extent	Frequency	Percent
Great extent	105	65.2
Moderate extent	37	23
Low extent	19	11.8
Total	**161**	**100**

Results in Table 4.15 shows that majority teachers agreed that teachers' instructional skills influences academic performance to a large extent. Pupils are typically not provided with whole, dynamic learning experiences, but rather with limited, arbitrary activities. Schools frequently teach information from the various disciplines without providing adequate contextual support with opportunities for students to apply what they are taught to the current status of their lives. The development of teachers' instructional skills enables teachers to protect refugee children in the school system by sensitizing them regarding the needs of the refugee children (Dryden-Peterson, 2011).

Further, respondents were asked to indicate whether the school had any programme to train teachers on issues related to education of refugee children. Results of the study are presented in Table 4.16

Table 4.16: Presence of training programme to sharpen teachers

Training	Frequency	Percent
No	100	62.1
Yes	61	37.9
Total	**161**	**100**

Results in Table 4.16 shows that majority 62.1% of the teachers said the school did not have any programme to train teachers on issues related to education of refugee children. The findings show that majority of teachers had not received any training on how to handle urban refugee students This concurs with Macbrien (2005) that , educators find it challenging to teach refugee students because they are poorly trained to handle or understand the difficulties and experiences of refugee students.

The respondents were further asked to respond on whether teachers' instructional skills influenced academic performance of refugees' children. Tutors instructed to teach refugee children are expected to have acquired instructional skills to aid in guiding and counselling of children with diverse needs. The responses were rated on a five Likert scale and presented in Table 4.17.

Table 4.17: Teachers' instructional skills and performance of refugee children

Teachers instructional skills	S D	D	N	A	SA	Mean	SD
Relevant instructional materials can help handle refugee pupils	10.6%	9.3%	7.5%	31.7%	41.0%	3.8	1.3
Teachers' pedagogical skills matters in developing refugee pupil	9.9%	8.7%	11.8%	27.3%	42.2%	3.8	1.3
I believe training teachers on how to handle refugee pupils can help improve their performance	8.7%	10.6%	6.8%	35.4%	38.5%	3.8	1.3
Applying different methods of teaching can help refugee pupils perform better in class	3.7%	9.9%	3.7%	37.3%	45.3%	4.1	1.1
In service training can help in building mentorship skills	5.6%	6.8%	6.8%	39.1%	41.6%	4.0	1.1
Average						**3.9**	**1.2**

Results in Table 4.17 revealed that majority of the teachers who were 72.7percent agreed that relevant instructional materials can help handle refugee pupils. The results also showed that majority of the teachers 69.5 percent agreed that teachers' pedagogical skills matters in developing refugee pupil. The results also showed that majority of the teachers who were 73.9 percent of the respondents agreed that training teachers on how to handle refugee pupils can help improve their performance. The results also show that 82.6 percent of the teachers agreed that the applying different methods of teaching can help refugee pupils perform better in class. Results also showed that 80.6 percent of the teachers agreed that in-service training can help in building mentorship skills.

On a five point scale, the average mean of the responses was 3.9 which means that majority of the teachers were agreeing to the statements in the questionnaire. The standard deviation was 1.2 meaning that the responses were clustered around the mean response. The results agree with that of Bigelow (2010) that there is limited professional training and support provided to secondary school teachers to meet the academic, psychosocial and social emotional needs of refugee secondary school students. The INEE states that teachers will be competent and well trained and knowledgeable in the subject matter and pedagogy (UNESCO, 2014). The study agrees also with that of Njeri (2015) that all teachers needed to develop instructional skills to effectively teach and handle refugee pupils. The results also agree with that of Eze (2011) that showed that administrators' post observation conferences with teachers about the use of instruction strategy designed to include

differentiated instruction, flexible grouping, and teaching for higher order thinking skills had the most significant relationship with student achievement. Mumo and Kibos (2015) agreed that the relationship between supervisory skills and students' academic performance showed a significant relationship between supervisory skills used by Head teachers and students' academic performance.

Further, a cross tabulation table of teachers' instructional skills and academic performance of refugee children was presented. Teachers' instructional skills were categorized into poor and better instructional skills. This was tabulated against academic performance that was categorized into high academic performance and low academic performance. Table 4.18 shows how academic performance was evaluated against teachers' instructional skills.

Table 4.18: Cross tabulation of instructional skills and academic performance

Instructional skills	Academic performance Low academic performance	High academic performance	Chi-square (p value)
Poor instructional skills	109	1	
Better instructional skills	4	47	138.648(0.000)

Schools where teachers' instructional skills were poor lead to poor academic performance than those schools with better teachers' instructional skills. Result findings indicated that, academic performance was low when teachers'

instructional skills were rated low by 109 teachers as compared to 4 teachers who rated it better. Further, academic performance was high when teachers' instructional skills were rated better by 47 teachers as compared to only 1 teacher who rated it poor. The study findings were statistically significant supported by a chi square of (λ=138.648, p=0.000).

During an interview session with head teachers regarding training, the head teachers agreed that it was necessary to train teachers/head teachers on how to handle refugee children. This will ensure that teachers and head teachers will be gain new instructional and pedagogical skills to handle refugee pupils.

4.11 Teachers' inclusive curriculum development and academic performance of refugee children

The study sought to establish the influence of inclusive curriculum development on the performance of refugee children. A curriculum to be adopted for the refugees' programmes should be the curriculum of the country of origin. An appropriate curriculum emphasizes deeper understanding student thinking and development of cognitive skills. Results of the study are presented in Table 4.19.

Table 4.19: extent inclusive curriculum development influences academic performance of refugees

Extent	Frequency	Percent
great extent	98	60.9
moderate extent	43	26.7
low extent	20	12.4
Total	**161**	**100**

Results in Table 4.19 shows that majority teachers agreed inclusive curriculum development influences academic performance to a large extent. The curriculum to be adopted for the refugees' programmes should be the curriculum of the country of origin (Tawil, Harley & Braslavsky, 2004). An appropriate curriculum emphasizes deeper understanding student thinking and development of cognitive skills. This is not always the case and so is bound to affect academic performance of the refugee children.

The teachers were further asked to respond on whether inclusive curriculum development influenced academic performance of refugees' children. The responses were rated on a five Likert scale and presented in Table 4.20.

Table 4.20: Inclusive curriculum development and performance of refugee children

Curriculum development	S D	D	N	A	SA	Mean	SD
Including guiding & counseling in curriculum is necessary for refugee pupils	11.2%	8.1%	8.7%	37.9%	34.2%	3.8	1.3
Suitable curriculum for refugee children is necessary for better educational outputs	9.9%	5.0%	5.6%	34.2%	45.3%	4.0	1.3
The type of curriculum in this school do not favour refugee pupils	10.6%	14.3%	9.3%	29.2%	36.6%	3.7	1.4
Incorporating guiding and counseling can help grow refugee pupils psychologicall y	11.8%	11.2%	6.2%	31.1%	39.8%	3.8	1.4
Incorporating conflict resolution in the curriculum can help heal refugee pupils which improves their academic outcomes	15.5%	12.4%	14.3%	19.9%	37.9%	3.5	1.5
Average						**3.7**	**1.4**

Results in Table 4.20 revealed that majority of the teachers who were 72.1 percent agreed that including guiding & counseling in curriculum is necessary for refugee pupils. The results also showed that majority of the teachers 79.5 percent agreed that suitable curriculum for refugee children are necessary for better educational outputs. The results also showed that majority of the teachers who were 65.8 percent of the teachers agreed that the type of curriculum in this school do not favour refugee pupils. The results also show that 70.9 percent of the teachers agreed that incorporating guiding and counseling can help grow refugee pupils psychologically. Results also showed that 57.8 percent of the teachers agreed that incorporating conflict resolution in the curriculum can help heal refugee pupils which improve their academic outcomes.

On a five point scale, the average mean of the responses was 3.9 which means that majority of the teachers were agreeing to the statements in the questionnaire. The standard deviation was 1.2 meaning that the responses were clustered around the mean response. The results agree with Karanja (2010) on teacher preparedness and inclusion, that teachers must be familiarized with the new curricula, methods of teaching and trained in addressing student performance. Without training and capacity building teachers cannot be able to handle refugee pupils effectively. Curriculum involves the teaching and learning that take place once children are enrolled in and in attendance at school. Kirk (2009) suggested three approaches to what curriculum should be used for the formal schooling of refugee children and youth. In the first approach, the home-country curriculum can be carried over for

use in the refugee context; in the second approach, the curriculum of the host-country can be adopted and children can be educated in either separate schools or integrated into the host-country education system. Finally, the third approach called hybrid curriculum, typically addresses language problem between the home and host country and this approach may contain elements of both countries' curricula.

Further, a cross tabulation table of curriculum development and academic performance of refugee children was presented. Curriculum development was categorized into non inclusive curriculum and inclusive curriculum. This was tabulated against academic performance that was categorized into high academic performance and low academic performance. Table 4.21 shows how academic performance was evaluated against curriculum development.

Table 4.21: curriculum development and academic performance

	Academic performance		
Curriculum development	**Low academic performance**	**High academic performance**	**Chi-square (p value)**
Non-inclusive curriculum	106	2	
Inclusive curriculum	7	46	122.585(0.000)

Schools where curriculum development was not inclusive lead to poor academic performance than those schools with inclusive curriculum. Result findings indicated that, academic performance was low when curriculum development was rated non-inclusive by 106 teachers as compared to 7 teachers who rated it

inclusive. Further, academic performance was high when curriculum development was rated inclusive by 46 teachers as compared to only 2 teachers who rated it non-inclusive. The study findings were statistically significant supported by a chi square of (λ=122.585, p=0.000).

During an interview session with head teachers, majority acknowledge that the type of curriculum influenced the performance of refugee children. The curriculum to be adopted for the refugees' programmes should be the curriculum of the country of origin. An appropriate curriculum emphasizes deeper understanding student thinking and development of cognitive skills. This is not always the case and so is bound to affect academic performance of the refugee children.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter addressed the summary of the findings, the conclusions and the recommendations. This was done in line with the objectives of the study.

5.2 Summary of the study

The purpose for this study was to investigate the influence of inclusive education on academic performance of refugee children in public primary schools in Ruiru Sub County. The study objectives were; to examine the influence of learning environment on academic performance of refugees' children in public primary schools in Ruiru Sub County, to establish the influence of socio-behavioural support on academic performance of refugees' children in public primary schools in Ruiru Sub County, to determine the influence of teachers' instructional skills on academic performance of refugees children in public primary schools in Ruiru Sub County and to examine the influence of inclusive curriculum development on academic performance of refugees children in public primary schools in Ruiru Sub County.

The study used exploratory research design. The target population for this study was 536 teachers and 30 head teachers in Ruiru Sub County. The units of analysis for this study were school head teachers and teachers. To select teachers' sample

size stratified random sampling was used. Teachers were grouped into strata to select a sample of 221 teachers. Simple random sampling technique was used to select a sample of 28 head teachers for inclusion in the study. This study used primary data. Primary data was collected through the use of semi structured questionnaires and interview guide. Content validity was used by the researcher to check whether the items in the interview guide answer the research objectives. The questionnaire was also subjected to pilot test to ensure that research instrument was reliable. Approval from the university was obtained to conduct the study; permission was obtained from the National Commission of Science Technology and Innovation (NACOSTI). The data collected was analyzed using Statistical Package for Social Sciences (SPSS). The results were presented in frequency tables and pie charts. Chi square tests were used to check on the relationship between the variables.

A cross tabulation table of learning environment and academic performance of refugee children was computed. Learning environment was categorized into unfavourable and favourable learning environment. This was tabulated against academic performance that was categorized into high academic performance and low academic performance. Schools where learning environment was unfavourable lead to poor academic performance than those schools with favourable learning. The study findings were statistically significant supported by a chi square of (λ=125.545, p=0.000).

Further, a cross tabulation table of socio behavioural support and academic performance of refugee children was presented. Socio behavioural support was categorized into low and high socio behavioural support. This was tabulated against academic performance that was categorized into high academic performance and low academic performance. Schools where socio behavioural support was low lead to poor academic performance than those schools with high socio behavioural support. The study findings were statistically significant supported by a chi square of (λ=105.189, p=0.000).

A cross tabulation table of teachers' instructional skills and academic performance of refugee children was presented. Teachers' instructional skills were categorized into poor and better instructional skills. This was tabulated against academic performance that was categorized into high academic performance and low academic performance. Schools where teachers' instructional skills were poor lead to poor academic performance than those schools with better teachers' instructional skills. The study findings were statistically significant supported by a chi square of (λ=138.648, p=0.000).

Finally, a cross tabulation table of curriculum development and academic performance of refugee children was presented. Curriculum development was categorized into non inclusive curriculum and inclusive curriculum. This was tabulated against academic performance that was categorized into high academic performance and low academic performance. Schools where curriculum

development was not inclusive lead to poor academic performance than those schools with inclusive curriculum. The study findings were statistically significant supported by a chi square of (λ=122.585, p=0.000).

5.3 Conclusions

Based on research finding it can be concluded that learning environment influences academic performance of refugees' children in public primary schools in Ruiru Sub County. The school environment is of paramount importance in shaping and reshaping intellectual ability. This is because supportive and favourable school environment enriched with enough learning facilities, and favourable climate makes students more comfortable, more concentrated on their academic activities that result in high academic performance.

Further, it can be concluded that socio-behavioural support influences academic performance of refugees' children in public primary schools in Ruiru Sub County. Socio-behavioural support facilitates the development of appropriate behaviour that reduces disruptive or interfering behaviour. The program emphasizes the ability of positive feelings, thoughts, and actions to reduce negative behaviours of pupils by encouraging significant growth in academic motivation and academic performance.

It is also concluded that teachers' instructional skills influences academic performance of refugees' children in public primary schools in Ruiru Sub County.

The development of teachers' instructional skills enables teachers to protect refugee children in the school system by sensitizing them regarding the needs of the refugee children.

Finally, it can be concluded that inclusive curriculum development influences academic performance of refugees' children in public primary schools in Ruiru Sub County.

5.4 Recommendations for study

The following recommendations were made;

(i) That Board of Managements provides a favourable learning environment for refugee children. This will ensure that a supportive and favourable school environment free of abuse, name calling and discrimination is achieved. Refugee children will feel free and accepted and in doing so can concentrate in class hence improved academic performance.

(ii) Teachers and parents need to provide socio-behavioural and psychological support to refugee children. Socio-behavioural support will help in facilitating the development of appropriate behaviour that reduces disruptive or interfering behaviour. The refugee children can now feel at home and in doing so can perform well in class.

(iii) Kenya Education Management Institute (KEMI) need to organize training programmes through seminars and workshop for both teachers and

head teachers. These training should include skills on how to manage, handle and care for refugee children. The development of teachers' instructional skills will enable teachers to protect refugee children in the school system by sensitizing them regarding the needs of the refugee children.

(iv) The Ministry of Education (MoE) are recommended to include conflict resolution studies in the curriculum. An appropriate curriculum emphasizes deeper understanding student thinking and development of cognitive skills. This will ensure that the refugee children are healed and get integrated to the home place and to the current society.

5.5 Suggestions for further study

Based on the study findings, the following were the suggestions for further research;

i. The role of parents in the psychological growth of refugee children.
ii. Factors affecting the government in the protection of refugee children.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Agnes Kago Njoki
Department of Educational Emergencies,
University of Nairobi,
P.O. BOX 30197-00100
Nairobi
The Head teacher,
Primary School……..

I am a postgraduate student at University of Nairobi pursuing a Master of Education Degree in Educational Emergencies. I am carrying out a research on the "**influence of inclusive education on academic performance of refugee children in public primary schools in Ruiru Sub County**."

The research is purely for academic purposes and the information obtained will not be used elsewhere beyond this research work. Kindly allow me to carry the study in your school. Identity of respondents will be treated with the highest confidentiality. Your co-operation will be highly appreciated.

Yours sincerely,
Agnes Kago Njoki

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

Kindly fill the questionnaire. Please don't put your name anywhere on the questionnaire. This information will be treated confidentially. Indicate response by ticking (√) appropriately in the box. **Key SD=strongly agree, D=Disagree, N=Neutral, A=Agree SA=Strongly Agree**

PART 1: Bio data of the respondent

1. Gender Male [ ] Female [ ]

2. Please indicate the highest level of education you have attained?

P1 [ ] Diploma [ ] University graduate [ ] Post graduate degree [ ]

3. For how long have you been a teacher in this school?

Less than a year [ ] 1-2 years [ ] 3-5 years [ ] More than 5 years [ ]

4. Please indicate enrolment of refugee pupils per class as shown in the table below:

Class/school	**Pre-Unit**	**Std 1**	**Std 2**	**Std 3**	**Std4**	**Std 5**	**Std 6**	**Std 7**	**Std 8**
No. of Students									

SECTION B: Academic performance of refugee children

This Section is concerned with assessing the academic performance of refugee children. Please tick (√) the answer that reflects your opinion in the following statements.

5. To what extent have refugee pupils been performing in this school?

Great extent [ ] Moderate extent [ ] Low extent [ ]

		SD	D	N	A	SA
	Statement	**1**	**2**	**3**	**4**	**5**
1	Refugee pupils can read and write well					
2	Refugee pupils are doing well in co-curricular activities					
3	Refugee pupils of this school have been attaining good marks in KCPE					
4	The pupils are all-round learners					

SECTION C: Learning environment and academic performance of refugee children in public primary schools

6. To what extent do you think learning environment influences academic performance of refugees'?

Great extent [ ] Moderate extent [ ] Low extent [ ]

7. Do refugee pupils find it difficult to cope with the new learning environment?

Yes [ ] No [ ]

8. This section seeks to examine the influence of learning environment on academic performance. Please tick (√) the answer that reflects your opinion in the following statements.

		SD	D	N	A	SA
	Statement	**1**	**2**	**3**	**4**	**5**
1	refugee pupils are oriented to the new environment					
2	Adapting to the new environment is a challenge to refugee pupils					
3	Learning environment affects refugee pupils psychological development					

	Statement	SD 1	D 2	N 3	A 4	SA 5
4	Good learning environment is a challenge to most schools					

SECTION D: Socio-behavioural support and academic performance of refugee children in public primary schools

9. To what extent do you think socio-behavioural support influences academic performance of refugee children in public primary schools in Ruiru Sub County?
Great extent [ ] Moderate extent [ ] Low extent [ ]

10. This section seeks to explore the influence of socio-behavioural support on academic performance. Please tick (√) the answer that reflects your opinion in the following statements.

	Statement	SD 1	D 2	N 3	A 4	SA 5
1	Guiding a refugee pupil stabilizes their minds					
2	Socio behavioural supports psychological growth of a pupil					
3	A refugee pupil accepted by fellow pupils tend to have high esteem					
4	Harassment of any form affects cause depression					

E: Instructional skills and academic performance of refugee children in public primary schools

11. To what extent do you think instructional skills influences academic performance of refugee children in public primary schools in Ruiru Sub County?
Great extent [ ] Moderate extent [ ] Low extent [ ]
12. Does your school have any programme to train teachers on issues related to education refugee children?
Yes [ ] No [ ]

13. This section seeks to investigate the influence of instructional skills on academic performance. Please tick (√) the answer that reflects your opinion in the following statements.

		SD	D	N	A	SA
	Statement	**1**	**2**	**3**	**4**	**5**
1	Relevant instructional materials can help handle refugee pupils					
2	Teachers' pedagogical skills matters in developing refugee pupil					
3	I believe training teachers on how to handle refugee pupils can help improve their performance					
4	Applying different methods of teaching can help refugee pupils perform better in class					
5	In service training can help in building mentorship skills					

SECTION F: Inclusive curriculum development and educational performance of refugee children in public primary schools

14. To what extent do you think curriculum development influences academic performance of refugee children in public primary schools in Ruiru Sub County?
Great extent [ ] Moderate extent [ ] Low extent [ ]

15. This section seeks to examine the influence of curriculum development on academic performance. Please tick (√) the answer that reflects your opinion in the following statements.

		SD	D	N	A	SA
	Statement	**1**	**2**	**3**	**4**	**5**
1	Including guiding & counselling in curriculum is necessary for refugee pupils					
2	Suitable curriculum for refugee children is necessary for better educational outputs					
3	The type of curriculum in this school do not favour refugee pupils					
4	Incorporating guiding and counselling can help grow refugee pupils psychologically					
5	Incorporating conflict resolution in the curriculum can help heal refugee pupils which improves their academic outcomes					

APPENDIX III: INTERVIEW GUIDE FOR HEAD TEACHERS

This interview guide is aimed at gathering information about on **the influence of inclusive education on academic performance of refugees' children in public primary schools in Ruiru Sub County.** The information will be held in total confidence and will be used for the purposes of this study. Please answer the question as honestly as possible.

1. What is your highest level of education?
2. Do you have refugee learners in your school?
3. What is the percentage of the refugee pupils in school?
4. Do you feel that you require training so as to handle refugee pupils?
5. How does the school learning environment affect refugee learning?
6. In what ways do you offer socio-behavioural support to refugee pupils?
7. Does the current curriculum favour particular groups at the expense of refugee children? If so, in which ways? Does this create obstacles to inclusion?

APPENDIX VI: SAMPLE-POPULATION TABLE

Required Sample Size†

Population Size	Confidence = 95% Margin of Error				Confidence = 99% Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

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APPENDIX V: RESEARCH AUTHORIZATION

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NAIROBI-KENYA

Ref: No. **NACOSTI/P/17/40733/17584**

Date: **19th June, 2017**

Agnes Njoki Kago
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Influence of inclusive education on academic performance of refugee children in public primary schools in Ruiru Sub County, Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for the period ending **19th June, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Kiambu County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

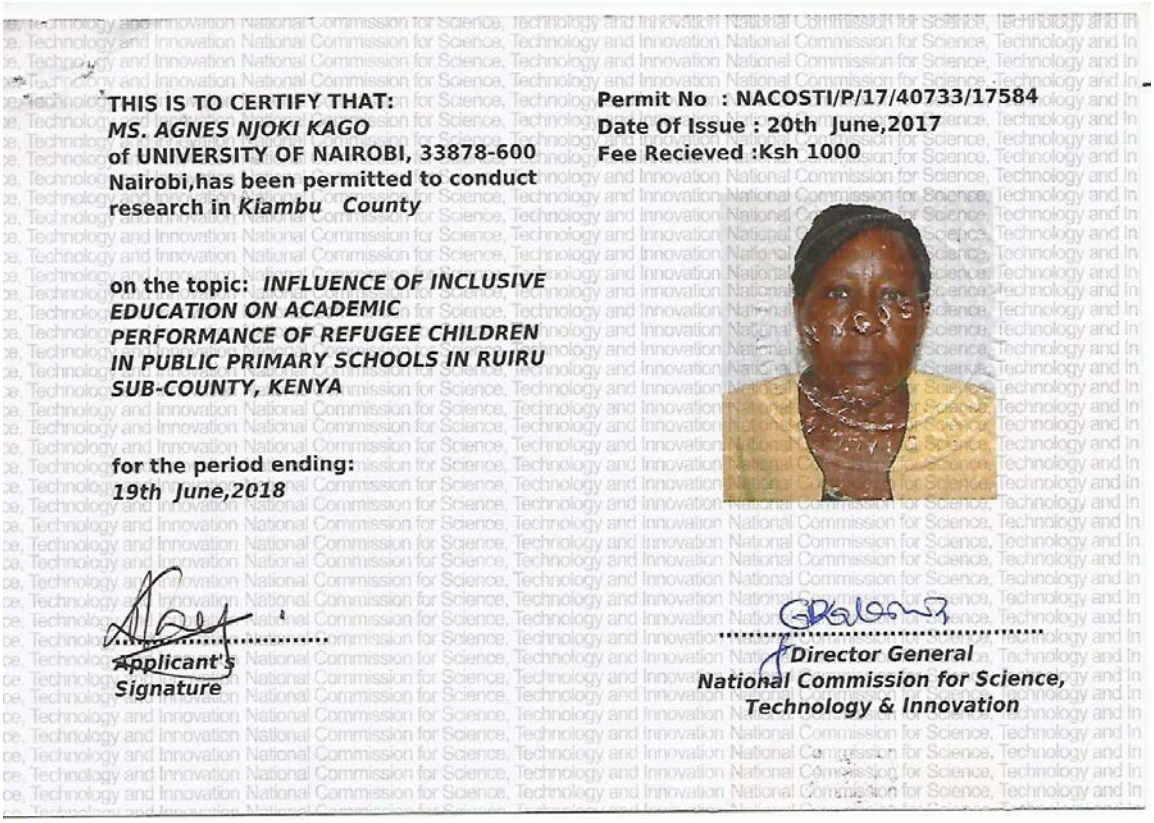
Copy to:

The County Commissioner
Kiambu County.

The County Director of Education
Kiambu County.

National Commission for Science, Technology and Innovation isISO9001:2008 Certified

APPENDIX VI: RESEARCH PERMIT



THIS IS TO CERTIFY THAT:
MS. AGNES NJOKI KAGO
of UNIVERSITY OF NAIROBI, 33878-600
Nairobi,has been permitted to conduct
research in *Kiambu County*

on the topic: *INFLUENCE OF INCLUSIVE EDUCATION ON ACADEMIC PERFORMANCE OF REFUGEE CHILDREN IN PUBLIC PRIMARY SCHOOLS IN RUIRU SUB-COUNTY, KENYA*

for the period ending:
19th June,2018

.....
Applicant's Signature

Permit No : NACOSTI/P/17/40733/17584
Date Of Issue : 20th June,2017
Fee Recieved :Ksh 1000

.....
Director General
National Commission for Science, Technology & Innovation

INFLUENCE OF INCLUSIVE EDUCATION ON ACADEMIC PERFORMANCE OF REFUGEE CHILDREN IN PUBLIC PRIMARY SCHOOLS IN RUIRU SUB-COUNTY, KENYA

by Agnes N. Kago

Submission date: 24-Nov-2017 02:35PM (UTC+0300)
Submission ID: 884658157
File name: Agnes_Kago_project-.docx (438.63K)
Word count: 9516
Character count: 55952

INFLUENCE OF INCLUSIVE EDUCATION ON ACADEMIC PERFORMANCE OF REFUGEE CHILDREN IN PUBLIC PRIMARY SCHOOLS IN RUIRU SUB-COUNTY, KENYA

ORIGINALITY REPORT

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