

**EFFECTS OF LANGUAGE OF INSTRUCTION ON PERFORMANCE OF
REFUGEE CHILDREN IN PUBLIC PRIMARY SCHOOLS IN STAREHE
DISTRICT, KENYA**

Alice Moragwa Manguti

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the Award of Master of Education Degree in Education in Emergencies,**

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DECLARATION

This research project is my original work and has not been submitted for an award of degree in any other University.



Alice Moragwa Manguti
E55/62322/2011

This research project has been submitted with our approval as University Supervisors.



Dr. Rosemary Imonje
Lecturer

Department of Education Administration and Planning
University of Nairobi



Caroline Ndirangu
Lecturer
Department of Education Administration and Planning
University of Nairobi

DEDICATION

This work is in memory of my late father Laban Manguti and dedicated to my daughter Angeline Kwamboka, my sons Geoffrey Mandela and Felix Onkundi and to my mother Agnes Nyanhoka.

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LIST OF ABBREVIATIONS AND ACRONYMS

DRC	Democratic Republic of Congo
EiE	Education in Emergencies
ELL	English Language Learners
IDP	Internally Displaced Persons
KCPE	Kenya Certificate of Primary Education
NGO	Non-governmental Organizations
SGBV	Sexual and Gender Based Violence
UK	United Kingdom
UN	United Nations
UNESCO	United Nations Educational Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children’s Fund
UNDP	United Nations Development Programme
MDG	Millennium Development Goals

ABSTRACT

The purpose of this study was to investigate the effect of language of instruction on performance of refugee children in primary education in public primary schools in Starehe District. Specifically, the objectives of the study were to establish the extent to which refugee children are affected by language of instruction in education performance; to examine the extent to which remedial teaching in language of instruction affects education performance of refugee children; to establish barriers faced by teachers in using English language among refugee children and to determine the challenges of language of instruction on academic performance of refugee children.

This study adopted descriptive survey design where the population was 29 public primary schools, 29 headteachers 576 teachers and 2,500 refugees in Starehe district in Nairobi. Purposive sampling was used to select the schools which had refugee children. 18 public primary schools in Starehe district were selected. One headteacher was picked from each selected school giving a sample size of 18 headteachers. Purposive sampling was used to select 54 teachers, 3 from each school. According to Mugenda & Mugenda 10% of the refugees were selected giving rise to a total of 288 refugees. Questionnaires were used to collect data because they are much more efficient in that they permit collection of data from a much larger sample. Focus group discussions were also used to get information from children who could not express themselves by filling the questionnaires.

The findings of the study showed that majority (55.6%) of the schools as represented by headteachers, had between 16 and 20 teachers and the rest had above 25 teachers. Findings on the number of refugees in the respective schools showed that; in 2010 we had the highest number of refugees as represented by a mean of 5.2 and standard deviation of 1.1. Findings on the number of streams in each class showed that majority (61.1%) classes had 3 streams and the remaining (38.9%) had two streams. Regarding the teachers response on the number of lessons they teach per week, majority 80.8% revealed that they have over 30 lessons per week. Regarding origin of refugees majority were from Somalia followed by those from Congo.

From the study, the researcher concluded that, the performance of refugee pupils in public primary schools is adversely affected due to lack of adequate learning facilities like storybooks particularly those of English and Kiswahili. This can improve their language. As indicated by the findings, the refugee pupils showed that the commonly used language in their country was Somali and Arabic which is not official in Kenya as an instructional language. Therefore, the Ministry of Education should employ more learning resources in English and Kiswahili.

Teachers should also be employed to take care of the rising number of refugees to all public primary schools to enhance better performance in such schools.

Recommendation for further study include ;A study on other factors other than the language of instruction should be carried out to determine the extent to which they affect performance of refugee children in public primary schools in Starehe district. The same study should be done in other districts and in secondary schools to determine if the outcome will be the same.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Many countries use one or more languages in schools that are not local languages. The language of education is normally the official language or a foreign language considered important for people to learn. Some governments stipulate that one or more of these languages must be used in school. Others (such as south Africa and India have policies stating that primary schools should use the languages spoken by children at home – often called their mother tongue or first language. However, many government or private schools still use official or foreign languages for teaching, including at early grades. Large numbers of children do not know the school language when they start their education. People often believe that young children are good at picking up language, and that children need to be surrounded by a language for a long time if they are to succeed in learning it. Research however shows that this is not true. United Nations Educational Scientific and Cultural Organizations (UNESCO, 2007).

According to United Nations High Commissioner for Refugees (UNHCR,2009) only one –third of the world's 10.5 million refugees now live in the camps. Like 3.3 billion other people on earth, they have been steadily moving to cities and towns, a trend that has accelerated since 1950s. More than half the refugees UNHCR serves now live in urban areas, with the remainder outside camps living

in rural areas. Unlike a closed camp, cities present obvious opportunities to stay anonymous, make money and build a better future. But they also present dangers: refugees may not have legal documents that are respected, they may be vulnerable to exploitation, arrests and detention and they can be in competition with the poorest local workers for the worst jobs. In the past many refugees in cities were young men with the skills to survive on their own. These days they are increasingly women, older people and children in large cities they often have a hard time finding their way to refugee agency for its part cannot provide services as easily as in a camp.

Today, there are more than 60,000 registered refugees estimated to be staying in Nairobi alone (UNHCR 2002). This number is expected to rise since camp based refugees are fleeing the camp to cities. The majority of these refugees are children with proper documentation who seek admission in public primary schools. Inside classrooms, majority of refugee children find it difficult to learn due to language barriers. In Kenya, the medium of instruction is English and Kiswahili. The Kenyan children are exposed to these two languages right from home and from the lower classes. Once the refugee children are integrated in the same classes the teachers assume that refugee children will learn the two languages from their peers (Milner, 2006). The language the refugees learn from their peers is not adequate to enable them acquire the necessary knowledge, skills and attitudes to enable them, perform well in their primary education.

According to Bhattacharya (2000), it takes both the children and adults, at least five years of learning a second language to be able to understand an academic lesson in that language. To understand the whole curriculum in a second language particularly from upper primary level, children will need to have learned the language for between six to eight years. If the teachers are not enough and well trained to handle traumatized children with psychological stress of relocation, and if second language materials are not in good supply, the process is estimated to take at least two to three years longer. This is a clear indication that the refugees in the Kenyan system of education are not benefiting from education as they should.

In one classroom for example, there might be children from four to eight nationalities studying together the lack of a common language for them becomes an immense barrier to communication and learning (Bakari, 2009). For example, Somali children have a background of Arabic whereby they write and read from right to left. Ethiopia has a background of Amhara language Inter agency Network for Education in Emergencies (INEE Minimum Standards, 2004). For these children, having a child-centred and child-friendly education is recognized as extremely important in ensuring that they succeed in school. Children find it easiest to learn new concepts and information based on what is already familiar to them, working from simple to more complex knowledge. Therefore education needs to be delivered in a way that enables children to link new knowledge to familiar things using language that they already know (Save the Children, 2007).

In many countries, children say that they get frightened when they go to school and do not understand what the teacher is saying to them (UNESCO, 2007). Some children are turned away from school by teachers if they do not know the school language. Others say they are bored and confused at school (UNHCR, 2002). This might not be different in Kenya. The issue of language needs to be addressed by a lot of passion if Kenya wants to include the urban refugee children in education. Having an unfamiliar language of instruction has a strong negative effect on children's school attendance and achievement (Save the Children, 2007).

Gatawa (1990) argues that language models used in Africa fail the majority of children. Early change to English and Kiswahili as a medium of instruction among refugee children in urban areas is a primary cause of failure and drop out rate in Kenya. In Kenya, refugees come from diverse backgrounds. Once they are integrated in Kenyan schools with the Kenyan children they are not able to fit in due to the use of English and Kiswahili as a medium of instruction. Data from Asia: in Vietnam shows that minority ethnic children who speak minority languages at home are far behind in examinations achievement compared with children who speak Vietnamese, the language of education. In Bangladesh where indigenous people do not speak Bangla the language of instruction- the primary school dropout rate is 60% (Save the Children, 2007). It is clear from this evidence that education systems that use languages unfamiliar to children in school and simply hope that children will pick up that language are failing. On the same note urban refugee children in Nairobi are introduced to two new languages

of which they are expected to use for socialization and academic endeavours. This poses a big challenge especially in National examinations. The refugee children grasp very little during the teaching and learning process and consequently do not compete favorably in KCPE examinations (Save the Children, 2007).

1.2 Statement of the problem

Research conducted for (UNESCO, 2008) found that in 26 countries, the language of instruction was linked to more than 50% of school dropout among children who didn't speak the school language. The World Bank,(2008) backs this up estimating that half of the 75 million primary school aged children who were out of school are affected by not speaking the language used in school. Data from Africa where many countries use an unfamiliar school language from grade 1 or from grade 3-4, suggest that language is linked to poor achievement.

Once the urban refugee children are in the Kenyan schools, they are not able to socialize and integrate with Kenyan children (Save the Children, 2007). They are not even able to learn at the same pace with the nationals. The teachers in public primary schools who are already overwhelmed by overcrowded classrooms are not able to communicate to refugee children due to language barrier. No study has been done on the effect of language of instruction of performance of urban refugee children in public primary schools. This study was therefore to investigate the effect of language of instruction on performance of refugee children in primary education in public primary schools in Starehe District.

1.3 Purpose of the study

The purpose of this study was to investigate the effect of language of instruction on performance of refugee children in primary education in public primary schools in Starehe District.

1.4 Objectives of the study

The study was guided by the following objectives:

- i. To establish the extent to which refugee children are affected by language of instruction in education performance.
- ii. Examine the extent to which remedial teaching in language of instruction affects education performance of refugee children.
- iii. Establish barriers faced by teachers in using English language among refugee children.
- iv. To determine the challenges of language of instruction on academic performance of refugee children.

1.5 Research questions

The following were the research questions of the study:

- i. To what extent are refugee children affected by language of instruction in education performance?

- ii. To what extent does remedial teaching of language of instruction affect education performance among refugee children?
- iii. What barriers are faced by teachers in using English and Kiswahili as a language of instruction among refugee children?
- iv. What are the challenges of language of instructional on academic performance of refugee children?

1.6 Significance of the study

The urban refugee children can benefit from this study since they are empowered intellectually. They are able to fight for their rights to education. They are likely to get good jobs as a result of accessing quality education. They will be economically empowered as skilled workers in their country. They can repatriate their people and become leaders in their country. Knowledge from this study can be used by the Ministry and other donor agencies to seek and channel funds to help urban refugee children access education in urban areas without discrimination. UNCHR and the developed countries will use information from this study to plan for a better education system which will empower the refugees for repatriation and future development of their country. Both the refugee and the Kenyan citizens will see the need for peace education and subsequent political and economic stability of a country.

1.7 Limitations of the study

Some urban refugees were designated to live in the camps. They moved from the camps to urban centres without proper documentation. Some refugees were reluctant to give information. However the researcher assured them the confidentiality of their names since the mission was purely on academic research.

Another limitation was the over reliance on information from the internet regarding the numbers of refugees. It is never accurate because more and more refugees keep on coming in Nairobi from the camps. This was overcome by the researcher going to the ground to ascertain the exact figures.

1.8 Delimitations of the study

The study concentrated on public primary children who are refugees and not the private primary schools. Data was collected from Starehe District in Nairobi county and therefore it did not represent other districts where refugees are. The study concentrated on language of instruction and not other aspects like enrolment and retention among urban refugee children in Starehe district.

1.9 Basic assumptions of the study

- i) The main assumption of this study was that there were urban refugee children in public primary schools in Starehe District in Nairobi.

- ii) That the respondents were conversant with the language barriers to the education of refugees.

1.10 Definition of significant terms

Education in emergencies refers to a broad range of educational activities – formal and non-formal which are life saving and life sustaining and therefore critical for children, youth and families in times of crisis.

Language of instruction refers to the language used in teaching and general communication in the school.

Language refers to a set of signs, each of which expresses and contains an idea.

Non-refoulement refers to a state of not expelling or return a refugee in any matter whatsoever to where his life or freedom would be threatened.

Performance refers to successful accomplishment or achievement in the class work and hence the national examination

Refugees' refers to persons who have fled their home country due to war, famine, or natural disaster.

1.11 Organization of the study

This study is organized into five chapters. Chapter one consists of the introduction or background of the study, the statement of the problem, the purpose of the

study, objectives of the study, research questions, significance of the study, limitation, of the study, delimitations of the study, the basic assumptions of the study, and definition of the significant terms. Chapter two consists of the literature review, summary of reviewed literature, theoretical framework and conceptual framework. Chapter three consists of research methodology, introduction, research design, target population, sample size and sampling procedure, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques. Chapter four consists of data analysis, findings and discussions. Chapter five consists of summary of findings, conclusions and recommendations, suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

According to the INEE Minimum Standards (2004) Article 2 recognizes the right to education without discrimination of any kind as to race, religion or language. Language of instruction can be a divisive issue in multilingual countries and communities (UNESCO, 2004). To minimize marginalization, decisions about languages of instruction should be made on the basis of consensus, involving the community education authorities and other relevant stakeholders. Teachers should be able to teach in languages understood by learners and to communicate with parents and the broader community. Education authorities must ensure that education reaches all groups in an equitable manner. According to international law, refugees should have the same education entitlements as nationals at the elementary level. This study therefore presents a review of literature related to the study. It includes the influx of refugee children into public primary schools, the issue of language, remedial classes and the teachers' roles in performance.

2.2 Effect of language of instruction on education performance among refugee children

Language barriers are one of the most difficult obstacles to overcome in refugee education as well as one of the most important. As refugees leave their home

countries seeking asylum in others, they may travel to a country in which they do not speak the national language. In teaching refugee children, the problem is further exacerbated by the fact that children may not yet have mastered their own native language (Randard, 1995). While a good way to address language barriers is teaching both native languages and host country's language, this type of curriculum focus is not always realistic. There may be a lack of trained teachers and a lack of funding for a dual language program while understanding of other languages and cultures is another difficult issue in urban refugee education (Peterson, 2006).

Millions of children worldwide are still not attending school and language barriers are a significant reason for this. Many children especially those from ethnic minority groups and refugees use different languages at home from that used in the school. They may not be accepted, may struggle to make progress or drop out early (Save the Children, 2007).

Children need to learn in their own language for five to six years before they gradually begin using a second language as the main medium of instruction. They need to have received and kept receiving good quality teaching in that second language. Many urban refugee children have to learn subjects in their second language almost as soon as they start school in Kenya. Education authorities in Kenya often think it will be too expensive and time consuming to deliver quality education in multiple languages (UNESCO, 2007). They forget that current

language and education approaches are not working or helping to improve education quality. Children learn literacy and academic content best in the language they understand best. They cope better with learning a second language if they are educated in their own language first (Save the Children 2007).

2.3 Remedial teaching in language of instruction among refugee children

Remedial classes are often used to stress the basics in a subject such as English and Kiswahili. They are useful in helping children who are having problems with advanced concepts fully understand the basis of a subject. Remedial classes can in fact be useful tools to a more complete grasp of difficult ideas or rules (Bhattacharya, 2000).

If a child appears to be significantly behind the expected level for a class, a teacher may require him or her to take a remedial class. These classes act as a safety valve for struggling children allowing them to work at the level they are truly on, rather than fail because they are not on the level with the standards of the class. Remedial classes can be a positive environment for children suffering from a low self-esteem, as they are encouraged to ask as many questions as necessary to understand their subject, rather than feeling pressured to understand at once (UNESCO, 2001). Remedial classes have real improved the academic performance of some children in Starehe district. Other schools like Juja road primary school have an adult class where new refugee children are taught on how

to speak English and Kiswahili. These lessons are conducted when the rest of the pupils are on lunch break, in the morning, in the evening and during weekends.

2.4 Barriers faced by teachers in using English and Kiswahili as language of instruction among refugee children

Urban refugee children who are admitted in Kenyan schools find it difficult to communicate with both teachers and their peers due to language barrier. Most refugee children in Starehe district are from Somali. Somali children have a background of Arabic (UNESCO, 2006). They are fluent speakers of Arabic language but once they are integrated in the Kenyan school there is a disconnect. They are immediately introduced to English and Kiswahili. They are expected to communicate fluently in the two languages while in school because English and Kiswahili are the school languages. They are not allowed to use Arabic language in school even with their peers. This is applicable even in the lower classes. The teachers are not even aware that the Somali refugees use different lettering systems from the Kenyans. Once the Somali refugees are not able to catch up immediately, they are seen as weak pupils and the teachers are tempted to ignore them and move on with Kenyan children who are able to comprehend instructions from their teachers. Therefore language barrier excludes urban refugee children from obtaining quality education while in Kenyan schools (UNESCO 2007).

2.5 Scarcity of teachers in public primary schools

Scarcity of teachers is another significant problem with urban refugee education. First of all the shortage of teachers itself is a major problem (Makagianstas, 1989). The shortage of teachers applies to poor, overcrowded, urban schools where many teachers do not wish to teach. The rate at which the Kenyan government is employing teachers to teach in public primary schools is slow compared to the rate at which refugees are seeking admissions. This means that there are more refugee children who need specialized attention than the teachers who are expected to offer the specialized teaching. This means that the teachers are overwhelmed by the teaching workload and are not able to work effectively (UNHCR, 2007).

The teaching of languages and in particular mother languages is becoming increasingly important in a world that must be able to both communicate at the global level and also know how to preserve for every individual the option of speaking his or her own language as a unique form of expression. The urban refugee children are denied this right of using a familiar language in education (UNDP, 2005).

2.6 Challenges of language of instruction on academic performance among refugee children

The refugee parents are not able to communicate with the teachers. The teachers speak English and Kiswahili which is not known by refugee parents. Somali parents speak either Somali or Arabic language. The language barrier poses communication problem which makes parents shy to go to school to ask about their children academic progress. Most refugee parents are illiterate. Even if they could know how to communicate, with the teachers they are not able to assist their children at home to do their homework. This disadvantages the refugee children in terms of performance. Refugee children therefore are not able to perform well in education as their Kenyan counterparts (Save the Children, 2007).

Parents' involvement in the academic development of all children is particularly important for families from diverse cultural and linguistic backgrounds (INEE Minimum Standards, 2004). Parents of English language learners children who themselves do not speak English are less likely to be involved in activities at the school due to language barrier (Hooper, 2001) parents of English language learners who have recently immigrated to Kenya may face additional difficulties when attempting to assist their children at school, since in most cases both children and parents are attempting to learn English as additional medium of instruction (Keith, 1986).

Research has shown that English language learners parents communicate less frequently with the teachers perhaps because communication with an English speaking teacher is difficult for parents who are not fluent (Durnian, 2007). Cultural differences may also play a role in English language learners parents communications. Diverse cultural backgrounds among parents may lead to unique views about education and schooling including differences in expectations related to discussions with the teachers (Gutman, 2000). However, it is especially important for parents of children whose schooling is in a foreign language to communicate with their children's teachers to develop a sensitivity to these children's unique needs and to develop positive attitudes about second language education. Research has shown that immigrant parents value education and perceive it to be a tool to success. Therefore the issue of language needs to be addressed to offer these children quality education (Save the Children, 2007).

2.7 Summary of literature review

From the literature review, it is evident that a language of instruction is a barrier to performance in primary education among urban refugee children. The literature review illustrates the point that there is no one variable that determines primary education performance among urban refugee children. It is therefore the aim of this study to investigate how the various factors affect performance of primary education among urban refugee children in Starehe district in Nairobi Kenya.

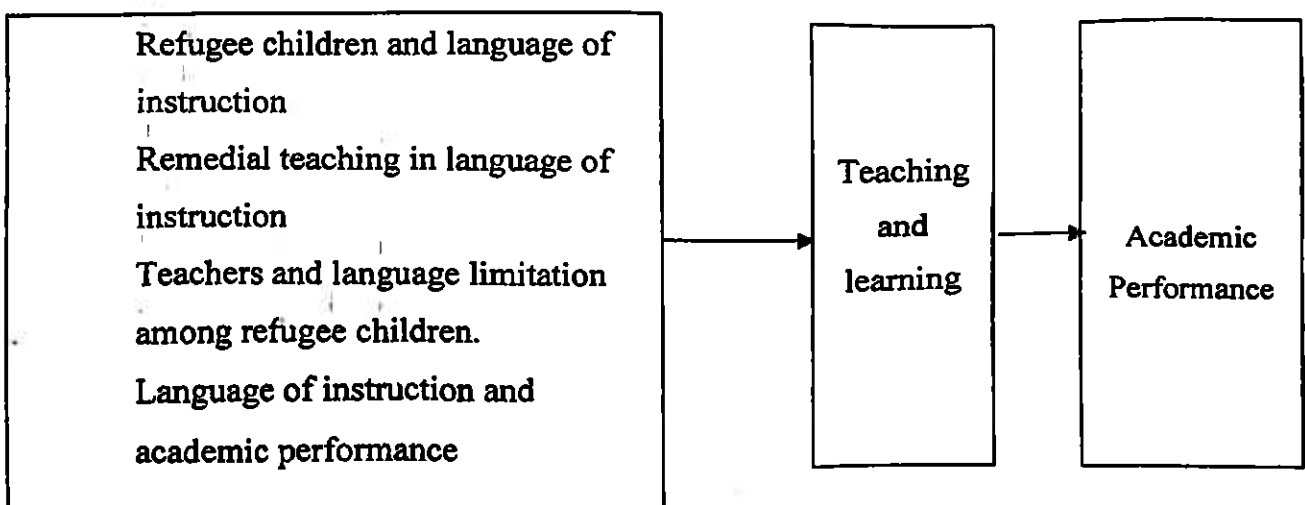
Some research has been done in Starehe but no study has been done on the effect of language of instruction on performance of refugee children in primary education in public primary schools. This study therefore tries to fill this gap.

2.8 Theoretical framework

This study is based on the emergentist theory. The proponents of this theory are Hollich and Whinney (2004). Followers of this theory view language as a product of the inside learning capabilities of the child and the outside language environment. They argue that learning language relies on the ability of young children to implicitly track regularities in the language they hear. They further indicate that children in natural settings use a range of clues to help them arrive at conclusions about language.

2.9 Conceptual Framework

Figure 2.1: Conceptual framework on effect of language on education performance



The conceptual framework illustrates the relationships between the independent variables and the dependent variables. The language barriers among urban refugee children, language of refugees and education, lack of enough qualified language teachers, remedial classes among urban refugee children and parents' involvement and support can influence performance as listed in the framework.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the procedures used in the study. It includes, research design, target population, sample size and sampling procedures, research instruments, reliability and validity of the instruments, data collection procedures and data analysis techniques.

3.2 Research design

This study adopted descriptive survey design. A survey is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. Survey collects data about variables or subjects as they are found in social systems or society. It deals with the incidence distribution and relationships of educational variables (Mugenda & Mugenda, 2003). The design was appropriate for this study in consideration of the varied and spread locality of the institutions.

The design was used to collect factual information concerning effect of language of instruction on performance of refugee children. Survey research design was suitable because it would seek to obtain information that described existing phenomena by asking respondents about their perceptions on the effects of language of instruction on performance of refugee children in primary education

in public primary schools. The descriptive survey research design enabled the exploration of the opinions of headteachers, teachers and refugee children on the effects of language of instruction on performance among refugee children in public primary schools in Starehe district in Nairobi County, Kenya.

3.3 Target population

Brinker (1988) states that target population is a large population from which a sample is to be selected for the purpose of research. There are 29 public primary schools in Starehe District in Nairobi therefore there are 29 headteachers 576 teachers and 2,500 refugee. The urban refugee children are of different ages and in different classes. The researcher targeted the refugee children in class 6-8 because these children have been assumed to be in school long enough to be able to fill the questionnaires. One headteacher was targeted from each selected school. A class teacher, English and a Kiswahili teacher were also targeted in each selected schools.

3.4 Sample size and sampling procedures

Mugenda and Mugenda (2003) states that a sample is a subject of a target population to which the researcher intends to generalize the findings. A sample should be large enough to serve as an adequate representation of the population about which the researcher wishes to generalize and small enough to be selected economically in terms of availability and experience in both time and finances.

Therefore purposive sampling was used to select the public primary schools which had refugee children. 18 out of 29 public primary schools in Starehe district were selected. The 18 headteachers of the schools selected were used in this study to obtain information regarding refugee children's performance. To sample the refugee children, stratified random sampling was used. According to Mugenda & Mugenda (2003), the goal of stratified random sampling is to achieve desired representation from various subgroups in the population. Stratified random sampling was appropriate to select the pupils because it allowed pupils from class 6-8 to be included in the sample. Therefore girls and boys were selected randomly from class 6-8 in each school. To select the teachers purposive sampling was again used. A class teacher in one of the selected classes was selected an English teacher and a Kiswahili teacher in the selected classes 6-8 were picked.

The participants of the focus group discussion were obtained randomly from class 6-8 in each school. Both boys and girls were represented in the sample. The refugee children who participated in filling the questionnaires were not allowed to participate in the focus group discussion. The refugee children who were not able to answer the questions in the questionnaires enjoyed participating in the discussion group because their peers were available to translate for them whatever was not clear.

3.5 Research instruments

Questionnaires were used for this study because they are much more efficient in that they permit collection of data from a much larger sample (Mugenda & Mugenda, 2003). Questionnaires were also preferred because all the teachers who participated in the study were literate and therefore capable of answering the items adequately. Questionnaires also allowed respondents to give frank answers to sensitive questions especially when they were not required to disclose their identity. Three categories of questionnaires were used. Focus groups discussions were also used.

The headteachers and teachers' questionnaires had two sections. Section I consisted of items intended to collect teachers' demographic information. Section II had items related to the effect of language on performance of refugee children, remedial teaching in the language of instruction, barriers faced by teachers by using English among refugee children and its effect on academic performance of refugee children. Focus group discussions were used to get information from refugee children.

3.6 Validity of the instruments

According to Mugenda & Mugenda, (2003) validity of the instruments is the accuracy, meaningfulness and technical soundness of the research. It is the degree to which a test measures what it purports to measure. It is the extent to which the

instrument is capable of extracting information desired by the researcher. Borg & Gall (1989) points out that there are four main types of validity namely; content validity, predictive validity, and concurrent validity and construct validity. For this study, content validity of the research instruments was used. Content validity is defined as the degree to which the sample of an instrument's item represents to measure.

A pilot study was carried out. This was undertaken before the main study. If the result of the pilot study shows the suitability, clarity and relevance of the research items, the instruments proved to be valid. The pilot study helped the researcher to identify the question items that were inappropriate in collecting data. The instruments were piloted in three public primary schools in Starehe district. 12 pupils and 3 headteachers and 3 teachers were requested to fill in the questionnaires twice at intervals of two weeks between the first and the second administration of the questionnaire. The researcher conducted the study in person in order to ensure systematic validity. Consequently some ambiguous questions were discarded and others re-adjusted to improve on the quality of the questions and eliminate ambiguity. Therefore the instruments were viable to collect the intended data. The inappropriate question items were discarded in order to improve the quality of research instruments.

3.6.1 Reliability of the instruments

Instrument reliability refers to the level of the internal consistency or the stability of the measuring device. Reliability focuses on whether the instruments used in research give the consistent results or data when used repeatedly on the same population. To test the reliability of the instruments, the researcher used the test-retest technique. The researcher administered questionnaires to the pilot group. The instruments were administered again after two weeks. Responses from the first and the second administration of the questionnaires were compared. The findings were found to be similar. The instruments were said to be reliable (Mugenda and Mugenda 2003).

The K-R 20 formula was used to handle the findings.

$$KR20 = \frac{(K)(S^2 - \sum s^2)}{(S^2)(K-1)}$$

Where;

KR20 = Reliability coefficient of internal consistency

K = Number of items used to measure the concept

S² = variables of all scores

s² = variance of individual items

Test-retest method was used to free the data collection tools from misinterpretation when administering the instruments in the main study. A coefficient of about 0.80 for pupils was obtained. Mugenda & Mugenda (1999) assert that a coefficient above 0.75 or more implies that there is a high degree of reliability of the instruments to collect data.

3.6.2 Data collection procedures

A research permit was obtained from the National Council for Science and Technology. Copies of the permit and an introduction letter were presented to the provincial director of education and the district education office in Starehe District. The researcher visited the sampled schools. These first visits were for familiarization distribution of questionnaires and conducting focus group discussions with the pupils. The researcher arranged for sessions with all the sampled refugee children and had them fill in the questionnaires the same day. This was necessary in order to clarify any issues on the questionnaires and prevent the pupils from discussing the questions. Follow up visits were also made to collect filled up questionnaires. All the respondents were assured of confidentiality and security of their names not to be disclosed to the public.

3.7 Data analysis techniques

Data analysis is the process of systematically searching, arranging, organizing, and breaking the data into manageable units. A framework was constructed from communicating the sense of what the data reveals. The researcher read through the data collected thoroughly and revisit the research questions and objectives of the study to see if the data collected is relevant and to answer the research questions and its relevance to the objectives. The researcher edited the data which was then coded and categorized. Descriptive statistics (frequencies and percentages) was used to analyze the data.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the research findings of the study. The results are presented, interpreted and discussed in relation to the research objectives. The objectives included; to establish the extent to which refugee children are affected by language of instruction in education performance; examine the extent to which remedial teaching in language of instruction affects education performance of refugee children; establish barriers faced by teachers in using English and Kiswahili among refugee children and to determine the challenges of language of instruction on education performance of refugee children in public primary schools in Starehe district.

The data collected from the field was analyzed using the descriptive statistics. The data is presented in the form of frequency distribution tables and percentages generated by use of social science statistical package (SPSS). This helped in describing patterns of data and drawing conclusions.

4.2 Questionnaire return rate

The questionnaires were given to 18 headteachers 54 teachers teaching refugee pupils and 288 refugee pupils in standard 6-8 in Starehe district. Responses were received from 18 headteachers, 50 teachers and 206 refugee children. In some of

the schools, teachers did not fill in the questionnaires and reported that they could not get time to do it, while the pupils said they could not fill the questionnaires because they were not able to fill them due to language barrier.

Table 4.1

Questionnaire return rate

	Sampled population	Returned questionnaires	Return rate (%)
Headteachers	18	18	100
Teachers	54	50	92
Pupils	288	206	71.5

This implies that the sample was a representation of the key people in the schools. A questionnaire return rate of 100% for the headteachers, 92% for the teachers and 71.5% for the pupils was realized which the researcher considered a good response.

4.3 Background information of the respondents

This section presents the characteristics of personal attributes of individuals' respondents. They include gender and age for pupils while for teachers it is gender teaching experience and highest academic qualification. The rationale behind inclusion of these attributes in the analysis is that they help expose the effect of language of instruction on performance of refugee children. The refugee

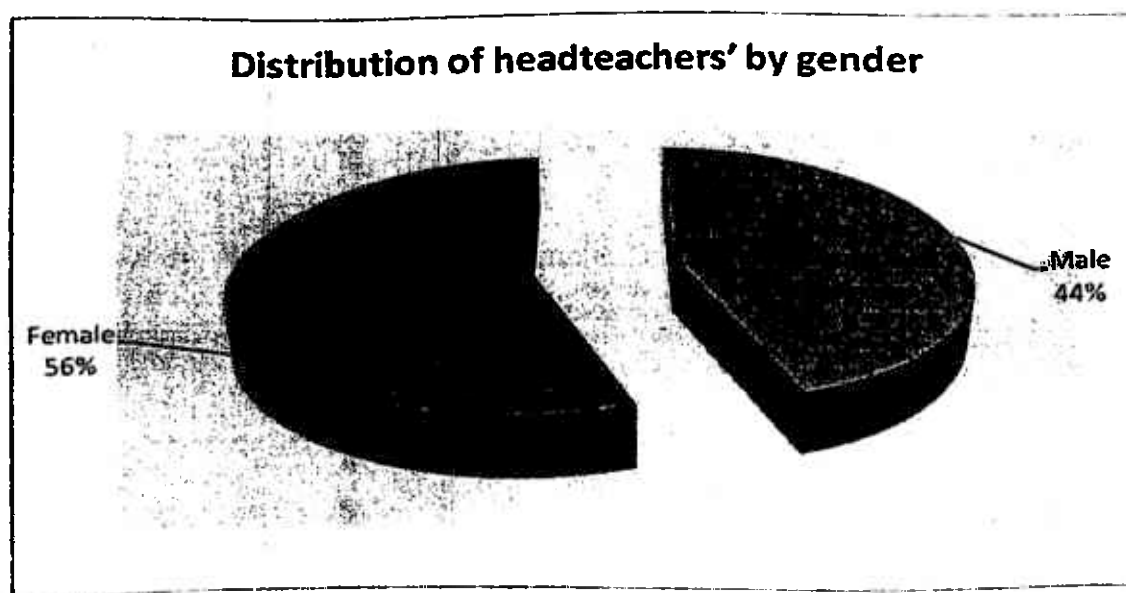
children learn in the schools headed by headteachers of different gender and different academic qualifications.

4.3.1 Gender of the headteachers

The respondents were asked to indicate their gender; the information is presented in the figure 4.2.

Figure 4.2

Headteachers by gender



From the above figure the majority of the headteachers (56%) were females. This shows that more females than males were administering public primary schools in Starehe district. The gender of teachers could assist to know how the refugee children could be assisted.

4.3.2 Headteachers experience in headship

This study also sought information on headteachers experience in headship as shown on table 4.2.

Table 4.2

Headteachers by their experience in headship

	Frequency	Percent
1-5 years	10	55.6
6-10 years	6	33.3
Over 10 years	2	11.1
Total	18	100.0

According to the findings on head teachers experience as a head teacher, majority (55.6%) had an experience of 1-5 years and the remaining 44.4% had an experience of 6-10 years and above. This implies that almost all head teachers in Starehe District have been head teachers for less than 10 years indicating that they have a low experience of leadership .This poses a challenge when dealing with individual problems of refugee children concerning the language of instruction.

4.3.3 Headteachers by their teaching experience

The respondents were asked to indicate their teaching experience in years as shown on table 4.3.

Table 4.3

Headteachers by their teaching experience

	Frequency	Percent
Less than 1 year	4	22.2
1-5 years	8	44.4
6-10 years	4	22.2
Over 10 years	2	7.7
Total	18	100.0

From the study, 44.4% of the teachers had teaching experience of 1-5 years while 22.2% had 6-10 years. Only 7.7% of the teachers interviewed had over 10 years in teaching. This indicates that majority of teachers in Starehe District have teaching experience of 5 years and below. According to Sidhu (1992) successful teaching experience is a valuable asset.

4.3.4 Distribution of headteachers by their academic qualification

The headteachers were asked to provide information regarding their academic qualification as indicated on table 4.4.

Table 4.4

Distribution of headteachers by their academic qualification

	Frequency	Percent
Bed and above	2	11.1
Diploma	6	33.3
P1	10	55.6
Total	18	100.0

Concerning the headteacher's academic qualification majority (55.6) holds a P1, 33.3% diploma and 11.1% Bachelors degree in education and above. This is an indication that majority of teachers had low qualification and therefore need to upgrade their education. The academic achievement of the headteachers is important especially since they are dealing with refugee children.

4.3.5 Headteachers' response on the number of teachers in their school

Headteachers were asked to respond on the number of teachers in their schools. They provided information as shown on table 4.5.

Table 4.5

Headteachers' response on the number of teachers in their school

	Frequency	Percent
Below 15 teachers	2	11.1
16-20 teachers	10	55.6
Above 25 teachers	6	33.3
Total	25	100.0

The study also sought to know the number of teachers in each school. Findings showed that majority (55.6%) schools, as represented by headteachers, had between 16 and 20 teachers and the rest had above 25 teachers. This indicates that most schools have very few teachers and therefore there is need of employing more teachers. When the teachers are enough they are likely to pay attention to refugee children and assist them overcome the problem of language of instruction and perform well in academic.

4.3.6 Headteachers' response on the number of streams in each class

Headteachers provided information regarding the number of streams in each class as shown on table 4.6.

Table 4.6

Headteachers' response on the number of streams in each class

	Frequency	Percent
2 streams	8	44.4
3 streams	10	55.6
Total	18	100.0

Findings on the number of streams in each class were also carried out where majority (55.6%) classes had 3 streams and the remaining 44.4% had two streams. This shows none of the school has one stream hence indication that there is a higher population of pupils in each class.

4.3.7 Headteachers' response on the average number of pupils per stream

Headteachers were asked to respond on the average number of pupils per stream. They provided information as shown on table 4.7.

Table 4.7

Headteachers' response on the average number of pupils per stream

	Frequency	Percent
30-40 pupils	6	33.3
50-60 Pupils	9	50
Above 90 pupils	3	16.7
Total	18	100.0

Findings on the average number of pupils per stream showed that 50% had 50-60 pupils. 33.3% had 30-40 pupils and 16.7% had 90 and above pupils. This shows that some streams are more congested with pupils as well as implying teacher to pupil ratio is high which may affect their academic performance.

4.3.8 Headteachers' response on the teacher-pupil ratio in their respective school

Headteachers provided information regarding teacher pupil ratio in their respective schools as shown on table 4.8.

Table 4.8

Headteachers' response on the teacher-pupil ratio in their respective school

Teacher/pupil ratio	Frequency	Percent
Below recommendation	3	16.7
Recommended	10	55.6
Above recommended	5	27.8
Total	18	100.0

Regarding teacher pupil ratio, majority (55.6%) of the head teachers said it is as recommended, 27.8% above recommendation and 16.7% below recommendation. This shows that only few schools have a teacher pupil ratio below recommendation. The teachers responses about the lessons they teacher per week showed that they all teach more than 30 lessons which is above recommendation. The researchers also sought to know whether the headteacher's school had refugees.

4.3.9 Headteachers' response on the number of refugee pupils in their respective schools

Headteachers provided information on the number of refugee pupils in their respective schools as shown on table 4.9.

Table 4.9**Headteachers' response on the number of refugee pupils in their respective schools**

	Below 200	200- 400	401- 600	601- 800	801- 1000	Above 1000	Me an	Std. Deviation
2012	50.0	-	38.9	0	0	11.1	4.7	1.6
2011	50.0	-	0	38.9	11.1	-	4.4	1.6
2010	50.0	38.9	0	0	11.1	-	5.2	1.1
2009	16.7	16.7	16.7	38.9	11.1	-	3.9	1.2
2008	33.3	-	0	16.7	50.0	0	3.5	1.5

Findings on the on the number of refugees in the respective schools showed that; in 2010 we had the highest number of refugee has represented by a mean of 5.2 and standard deviation of 1.1, followed by 2012 and 2011 were the mean was 4.7 and 4.4 respectively. In the three years half of the schools (50%) had a population of refugees of below 200 pupils. On the other had in 2008 and 2009 the number of refugees been few as represented by means of 3.5 and 3.9 respectively. This shows admission of refugees in the respective schools increase year after year expect that in 2010 it increased abruptly and the dropped in 2011 and increased again in 2012.

The head teachers and teachers were also asked the time when they admit refugee children where all of them responded at any time they seek admission which contracted with the pupils' responses were all of them joined the school January showing they are admitted at the beginning of the year.

4.3.10 Headteachers' response on the performance of refugees

The headteachers were asked to provide information on the performance of refugees as shown on table 4.10.

Table 4.10

Headteachers' response on the performance of refugees

	Frequency	Percent
Above average	2	11.1
Average	6	33.3
Below average	10	55.6
Total	18	100.0

The headteachers were asked how the refugees perform. 55.6% responded as below average, 33.3% average and 11.1% above average. This shows the refugees performance is not quite good. There is however a big room for improvement which can only be achieved if there will be more teachers and who understand the refugee pupils' needs adequately. Lack of enough qualified teachers is another significant problem with urban refugee education. First of all the shortage of teachers itself is a major problem.

The shortage of teachers applies to poor, overcrowded, urban schools where many teachers do not wish to teach (UNHCR, 2007). The teaching of languages and in particular mother languages is becoming increasingly important in a world that must be able to both communicate at the global level and also know how to preserve for every individual the option of speaking his or her own language as a unique form of expression. The urban refugee children are denied this right of using a familiar language in education

On whether the location of schools affects number of pupils admitted, they were equal responses from headteachers where half said it affects and the other half it does not affect the number of pupils admitted.

Objective on barriers faced by teachers in using English language among refugee children.

The findings from the study show that teachers are not able to communicate with refugee children due to language barrier. Once the refugee child has been admitted in a school the teacher assigns a Kenyan Somali child the responsibility of translating to the refugee what the teacher is saying. For example in racecourse primary one refugee child said that she used to observe what the other children were doing for her to do the same. Whenever she could see other pupils run out of class she could follow them without knowing where they were going. However the other pupils were real helpful to her by translating to her what the teacher was

saying. From continuous interactions she later learnt how to speak some English and some Kiswahili.

4.3.11 Challenges the school faces because of refugee children

Headteachers were asked to provide information on the challenges their schools face as a result of refugee children. They provided information as shown on table 4.11.

Table 4.11

Challenges the school faces because of refugee children

	Strongly agree	Agree	Disagree
Discipline issues	66.7	16.7	16.7
Lack of parental cooperation and guidance	83.3	16.7	-
Disorientations leading to poor performance	50.0	-	50.0
Overcrowded classrooms	25.0	66.7	8.3

The researcher also sought to know the challenges the school faces because of refugee children. Most headteachers (83.3% and 66.7%) strongly agreed that there is lack of parental cooperation and guidance as well as discipline issues respectively. Some 66.7% agreed that the classes are overcrowded and 50 strongly agreed as well as the other 50% strongly disagreed that refugee pupils are disorientation leading to poor performance. This implies that schools faces

challenges such as refugee pupils lacking parental cooperation and guidance as well discipline issues, because of refugee children.

Responses from teachers on the problems they encounter in improving KCPE performance included: language barrier, absenteeism and inadequate teaching resources and facilities. There was also the problem of age. Some of effects of teacher-pupil ratio on teacher efficiency given were that large classes become difficult to manage effectively because of pupils' diverse needs as well as making lessons objectives unachievable.

Teachers cope with continuous admission of pupils in their classes through; conducting interviews before enrolling them in the classes of their choice, using different teaching methods, conducting remedial classes and trying to adopt individualized instructions.

The language of instruction was found to have greatly affected education performance in that pupils encounter problems in comprehensive of questions hence difficult in answering questions effectively and thus negatively interfering with their academic performance. Some suggestions were given on how teachers cope with the language barrier among refugee pupils. These suggestions included; learning to understand the refugee pupils, encouraging the pupils to use English as a media of communication thus exposing them and encouraging them to interact with those pupil who already fluent in English for translation.

Concerning what the teachers has done to alleviate the challenge of language barrier among refugee children, they encourage pupils to speak in English so as to expose them, offer service of translation and also rewarding those who don't use vernacular with English story books.

Regarding how the refugee children are active in class, teachers responded that they were fairly good due to their much interest in learning the new language as well as participating well once conversant with the language of instruction.

The pupils were also asked on the change they would like to see in their school regarding learning facilities. They gave responses such as; text books, library and computer lab. They also said there is need of clean water and toilets. This shows the pupils are determined to learn although the schools lack inadequate learning facilities.

4.4 Teachers by gender

The teachers gender helped in the study to establish how the pupils are affected by language of instruction since they were able to indicate this in the findings as shown on table 4.12.

Table 4.12

Teachers by gender

Gender	Frequency	Percent
Male	20	40
Female	30	60
Total	50	100.0

As indicated by the findings, majority of the teachers were 60% females while the remaining 40% were males. This indicates that majority of teachers in public primary schools in Starehe District are females.

4.4.1 Teachers' academic qualifications

Many teachers having attained diploma and above they were able to judge how refugee children are affected by language of instruction and consequently affecting pupils performance as shown on table 4.13.

Table 4.13

Teachers by their academic qualifications

Teachers qualification	Frequency	Percent
B.ED and above	18	36
Diploma	26	52
P1	6	12
Total	50	100.0

Of the total sample of teachers the majority 52% had attained a diploma in education. Hence with many teachers having attained a diploma they are supposed to assist the pupils in the language of instruction to improve their performance. The study indicates that, 36% of the teachers have Bachelor in Education while 12% are P1 holders. This implies that, majority of teachers in Starehe District are at least diploma holders. They need capacity building to be able to handle refugee children on matters concerning language of instruction and performance.

4.4.2 Teachers' response on the number of lessons taught per week

Teachers were asked to indicate the number of lessons taught per week as shown on table 4.14.

Table 4.2

Teachers' response on the number of lessons taught per week

No. of lessons	Frequency	Percent
21-29 lessons	10	20
Above 30 lessons	40	80
Total	50	100

Regarding the teachers' response on the number of lessons they teach per week, majority (80%) revealed that they have over 30 lessons per week while 20% said they have 21 – 29 lessons per week. This implies that most teachers in Starehe

District are overworked and therefore not able to assist the refugee children in the language of instruction to improve their performance.

4.4.3 Teachers' response on the average number of refugees in each class

Teachers were asked to indicate on average the number of refugees in each class. They provided information as shown on table 4.15.

Table 4.3

Teachers' response on the average number of refugees in each class

Average No. of refugees	Frequency	Percent
1-5 pupils	2	4
6-10 pupils	6	12
Above 10 pupils	42	84
Total	50	100.0

Regarding the number of refugees in each class, 82% of teachers said it was above 10 pupils, 12% said above 6-10 pupils while 4% said the number of pupils per stream averages 1-5. This implies that, the number of refugee pupils in each class is above 10 pupils. Majority of classes had more than 10 refugee children. Therefore the teachers are not able to attend to the refugee children as required mz9. As witnessed in every country, millions of children worldwide are still not attending school and language barriers are a significant reason for this. Many

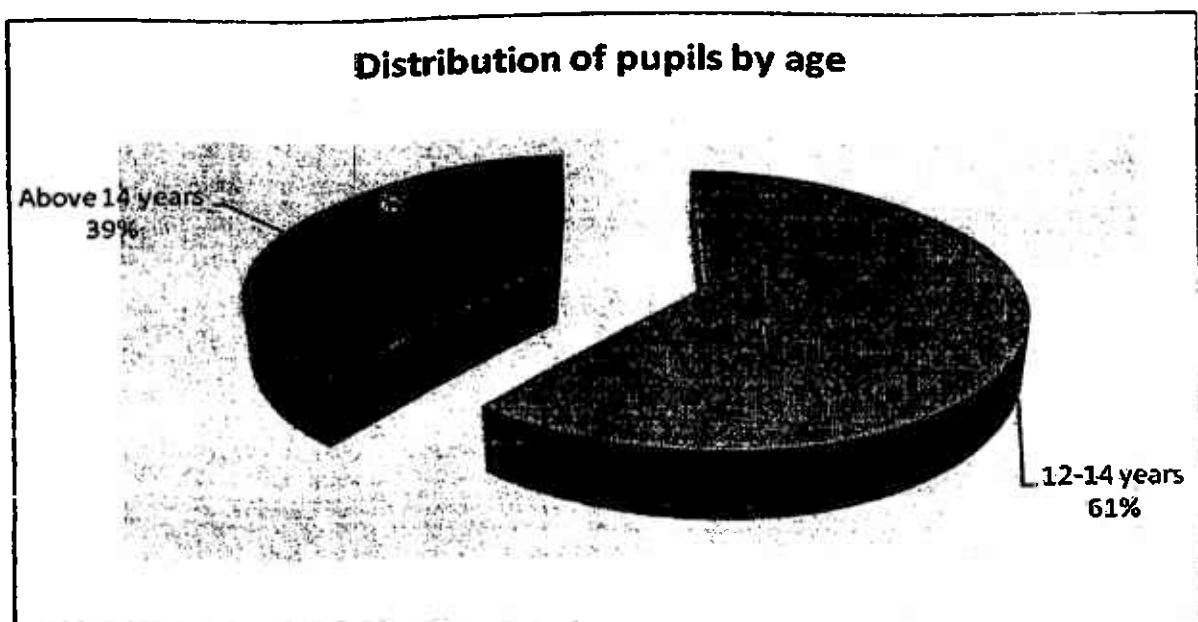
children especially those from ethnic minority groups and refugees use different languages at home from that used at the school (Save the Children 2007).

4.5 Pupils' age

In most cases pupils were found to be in their teen years hence needed teachers who could understand and communicate with them effectively. This may help them to learn effectively and improve on their performance.

Figure 4.3

Age pupils



Concerning the pupils' age majority of them 126 (61.2%) were aged between 12-14 years and 80 (38.8%) were aged above 14 years. This shows that majority of the pupils in Starehe District were aged above 12 years. None of the responded

was below 12 years. Therefore in most cases pupils were found to be in their teen years hence needed someone who could understand and communicate with them effectively. This may help them to learn effectively and improve on their performance. This showed that they were ready to learn and language barrier could bar them from realizing their dream. However majority were interested with learning English which they said could enable them perform better in their education.

4.5.1 Gender of pupils

Gender may determine who makes decisions and what roles individuals play in the society. The refugee pupils were asked about their gender. The researcher was able to get the targeted population of both boys and girls to give their views on the effect of language of instruction on their performance. The results are as shown in table 4.16

Table 4.16

Distribution of pupils by gender

	Frequency	Percent
Male	80	38.8
Female	126	61.2
Total	206	100

The findings show that there are more females than males. This is because more females are affected by crisis than males. Females are not able to adapt to life in the camps. Therefore majority of them move to urban centres.

Objective on the challenges of language of instruction on academic performance of refugee children.

From the study it was found out that the language learnt from interaction with other pupils by refugee children is not sufficient to enable them do better in their academic performance. The refugee children need to be exposed more to the language of instruction even from home for them to be able to acquire more in academic achievement. The Kenyan children who are exposed to the language of instruction earlier are far much a head of the refugees in terms of academic performance. For the refugees to be at the same level with Kenyan children more should be done especially on remedial teaching so that the refugees can perform better in their education

Table 4.4

Whether the admission criteria affects academic performance

	Frequency	Percent
Yes	13	72.2
No	5	27.8
Total	18	100.0

Study on whether the admission criteria used influence KCPE performance greater percentage (72.2) showed that it greatly influence while 27.8% said it does not. This implies the criteria used in administration greatly influence academic performance.

4.5.2 Origin of the refugees

The pupils were asked to provide information regarding their country of origin. They provided information as shown on table 4.18.

Table 4.5

Origin of the refugees

	None	Below 100	100-200	401-600	601-800	Mean	Std. Deviation
Somalia	0	33.3	16.7	38.9	11.1	2.7	0.6
Ethiopia	3.0	13.0	2.0	-	-	0.7	1.6
Eritrea	6.0	12.0	0	0	0	0.8	1.7
Congo (DRC)	15.0	3.0	0	0	0	0.9	1.9
Rwanda	11.0	7.0	0	0	0	0.8	1.8
South Sudan	11.0	-	0	7.0	0	0.7	1.6
Uganda	2.0	16.0	0	0	0	0.7	1.6

On where most refugees originated from majority as represented by a mean of 2.7 and standard deviation of 0.6, were from Somalia, followed by those from Congo (DRC) with a mean of 0.9 and standard deviation of 1.9 and those from Eritrea and Rwanda follows with a mean of 0.8 each and standard deviation of 1.7 and 1.8 respectively. The rest, Ethiopia, South Sudan and Uganda were native land of few refugees as represented by a mean of 0.7 and standard deviation of 1.6 each. This shows most refugees in Kenya have their native land as Somalia.

Findings in this study rhymes with the expectations that, most children especially those from the rural areas have problems in learning other languages since they were first introduced into their native language.

As indicated by UNESCO (2007), children need to learn in their own language for five to six years before they gradually begin using a second language as the main medium of instruction. They need to have received and kept receiving good quality teaching in that second language. Many urban refugee children have to learn subjects in their second language almost as soon as they start school in Kenya. Education authorities in Kenya countries often think it will be too expensive and time consuming to deliver quality education in multiple languages (UNESCO 2007). They forget that current language and education approaches aren't working or helping to improve education quality.

In addition, urban refugee children who are admitted in Kenyan schools find it difficult to communicate with both teachers and their peers due to language

barrier. Most refugee children in Starehe district are from Somali. Somali children have a background of Arabic whereby they read and write from right to left. They are fluent speakers of Arabic language but once they are integrated in the Kenyan school there is disconnect. They are immediately introduced to English and Kiswahili. They are expected to communicate fluently in the two languages while in school because English and Kiswahili are the school languages.

Objectives on the extent to which remedial teaching in language of instruction affects education performance of refugee children.

From the findings majority of the pupils indicated that remedial teaching in English and Kiswahili has real helped them a lot to catch up especially those who are admitted in the middle upper and in upper classes (4-8). Those refugees who start their education in Kenya right from pre-school have little problems regarding the language of instruction because they start at the same level with their Kenyan counterparts. Therefore the teachers are patient with the whole group and instruction is gradual. The most disadvantaged group of refugee children are those who join school in upper primary.

In some schools like Juja road primary school they are taken to the adult classes unit where they are taught how to speak English and Kiswahili. In other schools the pupils are advice to pay tuition fees so that the teachers spare sometime in the morning, lunch time and in the evening to teach them English and Kiswahili which are the languages of instruction.

The pupils who are not able to pay for tuition are left out which means they don't benefit from the remedial teaching. In most cases refugee parents are not able to afford the tuition fees especially those who are not supported by UNHCR. The tuition fees exclude the poor refugees from benefiting and therefore delays their language mastery.

4.5.3 The career pupils would like to be after school

The pupils were asked to give information on the career they would like to be after school. They provided information as shown on table 4.19.

Table 4.19

The career pupils would like to be after school

Careers	Frequency	Percent
Doctor	103	50.0
Surgeon	80	38.8
Clerk	12	5.8
Footballer	3	1.5
Others	8	3.9
Total	206	100.0

The study also sought to know the career the pupils would like to be after schools where majority (50%) said they aspire to be doctors, 38.8% aimed to be surgeon by profession, 5.8% and 1.5% would like to be clerks and footballers respectively. The remaining 3.9% aspired to be in other professions like teaching, accountants, police. This shows that the refugee children have dreams they want to realize just

like any other children. They should be assisted to realize their dream by making sure they are well equipped by the school language.

The pupils were also asked whether they are getting all the necessary help in preparation for their exam were they responded positively. This help they get from mostly remedial classes and monthly exams. Findings on the type of help they get from their teachers in their studies showed help in; revision, teaching, motivation and encouragement. They were also asked whether they get assistance from their classmate were they responded positively and the help is through revision and group discussion. On how often the pupils attend remedial classes all the responded said every evening/morning which assist in improving their academic performance.

Objective on the extent to which refugee children are affected by language of instruction in education performance

A vital requisite to effective teaching is establishing a climate of understanding and caring within the classroom (Teven 2001). The appropriate use of language of instruction length of time spent with the pupils, issues of cultural and cognitive diversity must be addressed with a lot of passion especially pupils who feel that teachers care for them tend to achieve more academically. Various behaviors have been identified that teachers communicate to pupils with a language problem. One factor is communicator style which is defined as the way in which one communicates verbally with others (Norton, 1997). This study wished to establish

the extent to which refugee children are affected by language of instruction in education performance.

4.5.4 Pupils' response on whether they face any challenge in using English as a medium of instruction

The pupils were asked to provide information concerning the challenges they face in using English as a medium of instruction. They provided information as shown on table 4.20

Table 4.20

Pupils' response on whether they face any challenge in using English as a medium of instruction

	Frequency	Percent
Yes	103	50
No	103	50
Total	206	100

On whether people face challenges in using English as medium of instruction showed that half face (50%) and the other (50%) half does not face challenges in using English as a medium of instruction. Those who do not have a problem of using English and Kiswahili started their education in Kenya. The new immigrants to urban centres are the ones facing the challenges of language of instruction. Refugee pupils are improving as far as the language of instruction is

concerned. The main challenge is particularly the fact that, the refugee parents are not able to communicate with the teachers. The teachers speak English and Kiswahili which is not known by refugee parents. Research has shown that English language learners parents communicate less frequently with the teachers perhaps because communication with an English speaking teacher is difficult for parents who are not fluent in English (Kioko 2008). Cultural differences may also play a role in English language learners' parents' communications.

Moreover, Somali parents speak either Somali or Arabic language. The language barrier poses communication problem which makes parents shy to go to school to ask about their children academic progress. Most refugee parents are illiterate. Even if they could know how to communicate, with the teachers they are not able to assist their children at home to do their homework. This disadvantages the refugee children in terms of performance. Refugee children therefore are not able to perform well in KCPE as their Kenyan counterparts (Save the Children 2007).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, findings of the study, conclusions and recommendations. The findings also present the suggestions for further study.

5.2 Summary of the study

The purpose of this study was to investigate the effect of language of instruction on performance of refugee children in primary education in public primary schools in Starehe District. Specifically, the objectives of the study were to establish the extent to which refugee children are affected by language of instruction in education, performance; to examine the extent to which remedial teaching in language of instruction affects education performance of refugee children; to establish barriers faced by teachers in using English language among refugee children and to determine the challenges of language of instruction on academic performance of refugee children.

This study adopted descriptive survey design where the population was the 29 public primary schools, 29 headteachers, 576 teachers and 2,500 refugees in Starehe District in Nairobi. Purposive sampling was used to select the schools and 18 out of 29 public primary schools were selected. A class teacher, an English teacher and a Kiswahili teacher were purposively selected. One headteachers were

randomly picked from each school giving a sample size of 20 teachers and twenty headteachers. 10% of the refugees were also selected giving 250 refugees. Questionnaires were used for this study because they are much more efficient in that they permit collection of data from a much larger sample. Focus groups discussions were also used.

A pilot study was carried out. This was undertaken before the main study. If the result of the pilot study shows the suitability, clarity and relevance of the research items, then the instruments are valid. To test the reliability of the instruments, the researcher used the test-retest technique. The researcher administered questionnaires to the pilot group. The instruments were administered again after two weeks. Responses from the first and the second were compared. Data collection instruments were administered to the respective respondents. A research permit was also obtained from the National Council for Science and Technology.

All the respondents were assured of confidentiality and security of their names not to be disclosed to the public. A framework was constructed from communicating the sense of what the data reveals. The researcher read through the data collected thoroughly and revisit the research questions and objectives of the study to see if the data collected is relevant and to answer the research questions and its relevance to the objectives. The researcher edited the data which was then coded

and categorized. Descriptive statistics (frequencies and percentages) was used to analyze the data.

5.3 Findings of the study

Findings showed that majority (55.6%) schools, as represented by headteachers, had between 16 and 20 years and the rest had above 25 teachers. findings on the number of streams in each class was also carried out where majority (61.1%) classes had 3 streams and the remaining 38.9% had two streams. Regarding the teachers' response on the number of lessons they teach per week, majority (80.8%) revealed that they have over 30 lessons per week.

Regarding teacher pupil ratio, majority (55.6%) of the head teachers said it is as recommended, 27.8% above recommendation and 16.7% below recommendation. The performance of the respondents' respective schools indicated that, in 2011 population in some schools had dropped and other increased were the population was distributed from 800-above 1400 pupils. In 2012 population of pupils increased were most schools had a higher population of between 1200- above 1400 pupils.

Findings on the on the number of refugees in the respective schools showed that; in 2010 we had the highest number of refugee has represented by a mean of 5.2 and standard deviation of 1.1, followed by 2012 and 2011 were the mean was 4.7 and 4.4 respectively. The study also sought to know the career the pupils would

like to be after schools where majority (50%) said they aspire to be doctors, 38.8% aimed to be surgeon by profession, 5.8% and 1.5% would like to be clerks and footballers respectively.

Findings on the type of help they get from their teachers in their studies showed help in; revision, teaching, motivation and encouragement. They were also asked whether they get assistance from their classmate were they responded positively and the help is through revision and group discussion. On how often the pupils attend remedial classes all the responded said every evening/morning which assist in improving their academic performance. On where most refugees originated from majority as represented by a mean of 2.7 and standard deviation of 0.6, were from Somalia, followed by those from Congo (DRC) with a mean of 0.9 and standard deviation of 1.9

Majority (73.1%) of the teachers claimed that the school does not have enough teaching resources and facilities. Study on whether the admission criteria used influence KCPE performance greater percentage (72.2) showed that it greatly influence while 27.8% said it doesn't. On the side of pupils on the extent to which the learning facilities available were adequate or inadequate, half of pupils said adequate and the other half inadequate. This contradicts with headteachers responses that the available resources were inadequate in all schools.

The researcher also sought to know the challenges the school faces because of refugee children. Most headteachers (83.3% and 66.7%) strongly agreed that there

is lack of parental cooperation and guidance as well as discipline issues respectively. Responses from teachers on the problems they encounter in improving KCPE performance included; language barrier, absenteeism and inadequate teaching resources and facilities. There was also the problem of age. Some of effects of teacher-pupil ratio on teacher efficiency given were that large classes become difficult to manage effectively because of pupils' diverse needs as well as making lessons objectives unachievable.

On whether the refugee children attend remedial classes on language of instruction showed that they all attend from the time they were admitted in the school. Pupils gave different responses on the assistance they get from their parents concerning language of instruction and academic performance. These responses include; through speaking English at home, home tuition as well as been bought text books and story books. Some said they do not get any assistance from their parents.

Regarding parents involvement, most pupils claimed that their parents always come to school to inquire about the progress of their children. It was found that some parents assist their children in doing their homework. Teachers care much when they realize that the refugee children do not understand the language of instruction implying that teachers are much more concerned in the well about of their pupils. Suggestions given on what is to be done to improve the pupils'

performance in relation to language of instruction included: working hard, having enough reading materials as well as committed teachers.

5.4 Conclusions

From the study, the researcher concludes that, the performance of refugee pupils in public primary schools is adversely affected due to lack of adequate learning facilities particularly use of instructional language that they do not understand. As indicated by the findings, the refugee pupils showed that the commonly used language was Somali and Arabic which is not official in Kenya as an instructional language. However, responses showed that majority of the refugee enjoy speaking English rather than their native language implying that the refugees have found the language of instruction more enjoyable. A few of them enjoy using Swahili and others Somali. The refugees nonetheless, face challenges before they are fully conversant with the languages used.

Findings on whether the refugee used English in their former school showed that majority of refugee pupils use English irrespective of very few who used it. On whether they were punished to use English almost all the groups said yes. Concerning whether the refugee used English the first time they came to the respective school they are in, all the pupils said they used. They were also asked about the response from teachers as well as other children were most groups responded that the response was friendly and good while a few said it was bad.

The refugees said they were not punished due to using their language showing that teachers and students had the expectation of them using their native language and thus they were ready to teach them the new language.

Pupils particularly the refugees agree that, they had heard English in Kenya for their first time and Kiswahili both in Kenya and Tanzania for those who had once been in Tanzania. The refugee said that at first they didn't understand what the teachers were speaking till when they were translated by their friends. They also said that they were able to play with Kenyan children where they used both English and Kiswahili implying that it was a must for them to learn either of the two languages.

The assistance given by teachers after realizing that the refugee children do not understand the language of instruction was through translation as well as encouraging them to interact more with those children who were conversant with English language. The pupils responded that in their language they use the same letters used in English and Kiswahili and that they write from left to write hence they had no problem in changing to the English letter and form of writing.

5.5 Recommendations

Given the findings and conclusions of the study, the following are the recommendations:

- The Ministry of Education should employ more learning resources into all public primary schools to enhance better performance in such schools. In particular, the Ministry should employ more teachers and improve on the physical infrastructure in such schools.
- Teachers service commission should ensure that the syllabus taught in education centres are user-friendly particularly on the instructional language used. This would ensure that less fortunate pupils and specifically the refugees understand in full the language used for instructions.
- The headteachers in public primary schools should distribute the resources available in their schools well to ensure that every pupil equitably gets the maximum of their performance.
- The school management committee should also deliberate on the best ways of handling challenges facing refugee pupils in their school to ensure that they perform well despite the problem in the language barrier.

5.6 Suggestions for further study

Given the limitations and the scope of this study, the following areas are suggested for further studies:

- i. A study on other factors other than the language of instruction should be established to determine the magnitude to which they affect performance of public primary schools in Starehe District

- ii. The same study should be carried out at secondary school level for comparative purpose
- iii. The study should also be carried out in other district to determine if the outcome will be similar

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

University of Nairobi
Department of Educational
Administration and Planning
P.O.BOX 30196
NAIROBI.

To the Head teacher

Primary School

Dear Sir/Madam,

I am a postgraduate student in the University of Nairobi pursuing a Master of Education Degree in Educational administration and planning. I am carrying out a research on **Effect of Language of Instruction on Performance of Refugee Children in Primary Education in Public Primary Schools in Starehe District.**

This research is purely academic and the information obtained in this research will not be used elsewhere beyond this research work. I am kindly requesting you to assist me fill the questionnaires. I humbly request that you allow me to gather data in your school. Your assistance will be of great value in conducting the study.

Hopefully you will assist me.

Yours faithfully,

Alice Moragwa Manguti

Appendix II

Questionnaire for Headteachers

Two types of questions have been given in this questionnaire, structured and unstructured questions. In the structured questions, several answers are given. In the unstructured questions, write your response in the blank spaces provided.

SECTION A: Background information

What is your gender?

Male []

Female []

For how long have you been a head teacher for refugee children?

Less than 1 year []

1-5 years []

6-10 years []

Over ten years []

What is your highest academic qualification?

Bed and above []

Diploma []

PI []

Untrained []

Section B: Information on effect of language

How many teachers do you have in your school?

What are their qualifications?

Qualification	No. of teachers
Bed and above	
Diploma in education	
P1	
Untrained teachers	

How many streams does your school have in each class?

1. [] 2. [] 3. []

What is the average number of pupils per stream?

Less than 20 []

30 – 40 []

50 – 60 []

70 – 80 []

Above 90 []

What would you say is the teacher pupil ratio in your school?

Below recommended []

Recommended []

Above recommended []

Do you have refugee children in your school?

1. Yes [] 2. No []

If yes kindly fill the table below

Year	Number of children in the school	Number of refugee children
2012		
2011		
2010		
2009		
2008		

When do you admit refugee children?

At the beginning of the year []

In the middle of the year []

Any time they seek admission []

Do the admission criteria influence their academic performance?

Yes [] No []

If yes, please explain

Where do most of the foreign/refugee pupils in your school come from?

Countries	Numbers
1. Somalia	
2. Ethiopia	
3. Eritrea	
4. Congo (DRC)	
5. Rwanda	
6. South Sudan	
7. Uganda	
8. Others	

How do refugee children perform in academic?

Do you think they are affected by the language of instruction?

Yes [] No []

What should be done to alleviate the problem?

What is the biggest challenge that your school faces because of the refugee children?

SA = Strongly agree, A=Agree, D= Disagree, SD=Strongly disagree

Challenges	SA	A	D	SD
1. Discipline issues				
2. Lack of parental cooperation and guidance				
3. Disorientation leading to poor performance				
4. Overcrowded classrooms				

Does the location of your school affect the number of pupils you admit?

1. Yes [] 2. No []

b) If yes please explain

Do you have enough language books?

1. Yes [] 2. No []

THANK YOU FOR YOUR RESPONSE

Appendix III

Questionnaire for Teachers

Two types of questions have been given in this questionnaire, structured and unstructured questions. In the structured questions, several answers are given. In the unstructured questions, write your response in the blank spaces provided.

Section A: Background information

What is your gender?

Male

Female

For how long have you been a teacher for refugee children?

Less than 1 year

1-5 years

6-10 years

Over ten years

What is your highest academic qualification

Bed and above

Diploma

PI

Untrained

Section B: Information on effect of language on performance

How many lessons do you teach per week below?

Below 20

21 – 29

Above 30

How many refugee children do you have in your class?

.....

When do those refugee children join the school?

Early in the year []

In the middle of the year []

Any time during the year []

How would you rate the academic performance of refugee children in your school?

Excellent []

Very good []

Fairly good []

Poor []

What is the reason for your answer above?

What problems do you encounter in improving academic performance for refugee children?

What effect does the teacher-pupil ratio have on teacher efficiency

As a teacher how do you cope with continuous admission of refugee pupils in your classes?

How has the language of instruction affected education performance of refugee children?

How do you cope with the language barrier among refugee pupils?

As a teacher what have you done to alleviate the challenge of language barrier among refugee children?

1. How active are the refugee children in class?

Appendix IV

Questionnaire for Refugees

Section A : Background information

What is your gender?

Male [] Female []

What is your age?

1. 6-8 [] 2. 9-11 [] 3. 12-14 [] 4. Above 14 []

In which country did you start your education?

Section B: Effects of language of instruction

When did you join the school?

January [] 3) May []

September [] 4) Any other specify

What career would you like to be after school?

Are you getting all necessary help in preparation for your examination concerning language?

Yes [] No []

Please explain

What type of help do you get from your teachers regarding language of instruction in your studies?

Do your classmates help you if you have a problem with language?

Yes [] No []

ii) Please explain your answer

To what extent do you consider learning resources textbooks to be adequate in your school

Adequate []

Inadequate []

How often do you attend remedial classes in language of instruction?

Every evening/morning []

Every weekend []

Every holiday []

All of the above []

What change would you like to see in your school regarding learning facilities

i) Do you face any challenges because of using English as a medium of instruction?

Yes [] No []

ii) If yes what are the challenges

iii) How do you deal with these challenges?

Did you know how to speak English the time you came in this school?

Yes [] No []

Did you know how to speak Kiswahili the time you came in this school?

Yes [] No []

Appendix V

Focus Group Discussion Guide for Children

You are kindly requested to participate in the focus group discussion on effect of language of instruction on performance of refugee children in primary education.

You are allowed to use any language to express yourself as long as we are able to understand what you are saying. Be it sheng, broken English or Kiswahili we are not strict with proper use of grammar. Gestures are equally recommended to bring out what you want to say.

All your names will be treated with a lot of confidentiality and will not be disclosed to the public.

1. Which language do you speak at home?

2. Which language were you using in the camp before coming to Starehe district?

3. Which language were you using in school before you came to Starehe?

4. Which language do you enjoy speaking?

5. Were you using English in your former school?

6. What was the response from teachers?

7. What was the response from the other children?

8. Were you punished to have used your language?

9. Where did you hear English first being spoken?

10. What about Kiswahili?

11. Did you understand what the teachers were speaking?

12. How did you come to understand what they were speaking?

13. Were you able to play with Kenyan children?

14. What language were you using during play?

15. When the teachers realized that you don't understand English and Kiswahili, how did they assist you?

16. In your language, do you use the same letters we are using in English and Kiswahili?
-
17. Do you attend remedial classes on language of instruction?
-
18. How far have you been assisted by attending remedial classes?
-
19. What assistance do you get from your parents concerning language of instruction and academic performance?
-
20. Do parents come to school to inquire about your progress in class work?
-
21. Are your parents able to assist you do your homework?
-
22. What do you think should be done to improve your language of instruction?
-
23. Do teachers care when they realize you do not understand the language of instruction?
-
24. What do you think should be done to improve your performance in relation to language of instruction?
-

Appendix VI

Lists of Schools Visited

- 1) Ainsworth Primary School
- 2) Dr. Aggrey Primary School
- 3) Race Course Primary School
- 4) Juja Road Primary School
- 5) Pangani Primary School
- 6) Muslims Primary School
- 7) Parkroad Primary School
- 8) Pumwani Primary School
- 9) St. Brigid Primary School
- 10) St Teresa Girls Primary School
- 11) Moi Avenue Primary School
- 12) CGHU Primary School
- 13) Daima Primary School
- 14) Khalsa Primary School
- 15) Kiboro Primary School
- 16) Parklands Primary School
- 17) City Primary School
- 18) Arya Primary School

Appendix VII

Authorization Letter

REPUBLIC OF KENYA



RECEIVED
25/6 12

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-310571, 2213123, 2219420
Fax: 254-020-318245, 318249
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/012/822**

Date: **22nd June 2012**

Alice Moragwa Manguti
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Effect of language of instruction on performance of refugee children in primary education in public primary schools in Starehe District,*" I am pleased to inform you that you have been authorized to undertake research in Nairobi Province for a period ending 31st July, 2012.

You are advised to report to the Provincial Commissioner and the Provincial Director of Education, Nairobi Province 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.

A handwritten signature in black ink, appearing to read 'M. K. Rugutt'.

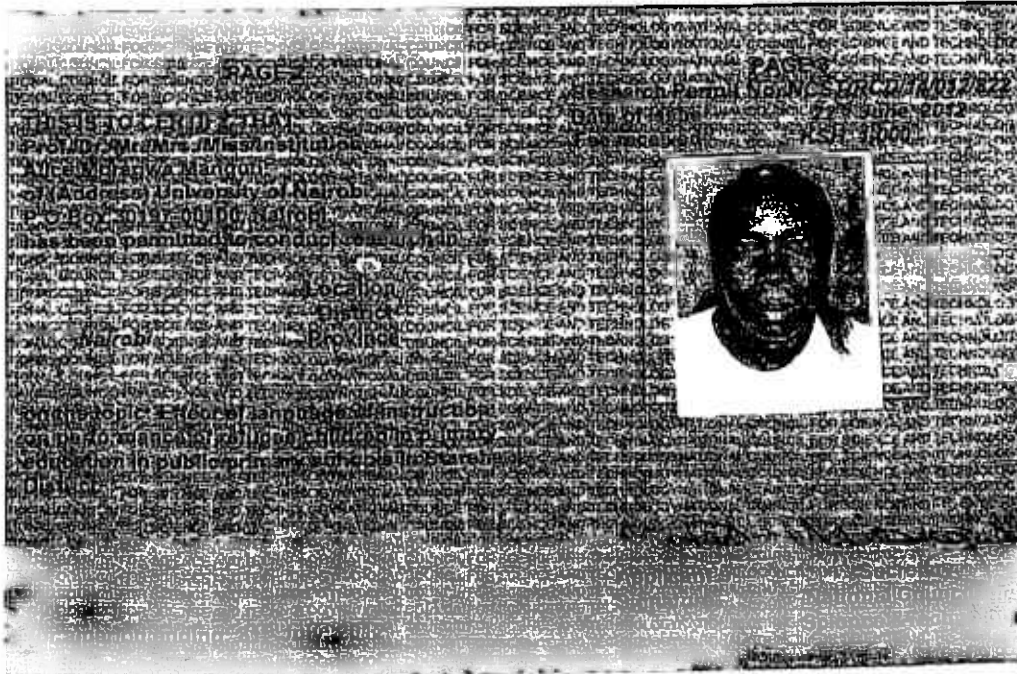
DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The Provincial Commissioner
The Provincial Director of Education
Nairobi Province.

Appendix VII

Research permit



CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do this may lead to the cancellation of your permit.

2. Government Officers will not be interviewed without prior appointment.

3. No questionnaire will be used unless it has been approved.

4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.

5. You are required to submit at least two (2) / four (4) bound copies of your final report for Kenyans and non-Kenyans respectively.

6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

CPK605513.mpl 02011