

**SCHOOL BASED FACTORS INFLUENCING RETENTION OF URBAN  
REFUGEE STUDENTS IN SECONDARY SCHOOLS IN RUIRU  
DISTRICT, KIAMBU COUNTY, KENYA**

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

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**DECLARATION**

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

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## **DEDICATION**

I would like to specially dedicate this project work to my mother Mwalimu Beth Wambui for her inspiration and prayers. Secondly to my husband Mwangi Kibathi for his overall support and lastly my two sons Ngure and Wamungu for their perseverance. May God shower you with His grace.

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## TABLE OF CONTENTS

<b>Content</b>	<b>Page</b>
Title page.....	i
Declaration.....	ii
Abstract.....	xvi
Acknowledgement.....	iii
Dedication.....	v
List of tables.....	x
Abbreviations & Acronyms.....	xv

## CHAPTER ONE

### INTRODUCTION

1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	6
1.3 Purpose of the study.....	6
1.4 Objectives of the study.....	6
1.5 Research Questions.....	7
1.6 Significance of the study.....	8

1.7 Limitations of the study.....	8
1.8 Delimitation of study.....	9
1.9 Assumptions of the study.....	9
1.10 Definition of significant terms.....	9
1.11 Organization of the study.....	10

## **CHAPTER TWO**

### **LITERATURE REVIEW**

2.1 Introduction.....	12
2.2 Teachers’ Attitude and Retention of Urban Refugee Students.....	12
2.3 Host Students’ Attitude and Retention of Urban Refugee Students.....	13
2.4 Curriculum and Retention of Urban Refugee Students.....	14
2.5 Education Cost and Retention of Urban Refugee Secondary School Students.....	19
2.6 Summary of Literature Review.....	20
2.7 Theoretical Framework.....	21
2.8 Conceptual Framework.....	22

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

3.1 Introduction.....	24
3.2 Research Design.....	24
3.3 Target Population.....	24
3.4 Sample size and sampling Techniques.....	25
3.5 Research Instruments.....	26
3.6 Validity of research instruments.....	27
3.7 Instrument Reliability.....	28
3.8 Data collection procedures.....	29
3.9 Data Analysis Techniques.....	30

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND DISCUSSIONS**

4.1 Introduction.....	31
4.5.2:Age Bracket of host student respondents.....	48
4.5.3: Education level among host student respondents.....	49

4.7.3 Group Perceived to be Given More Attention.....	61
4.7.4 Frequency of urban refugee students being sent home for school fees.....	62
4.7.5 School Environment Safety for Urban Refugee students.....	71

## **CHAPTER FIVE**

### **SUMMARY OF STUDY, CONCLUSIONS AND RECOMMENDATIONS**

5.1 Introduction.....	66
5.2 Summary of the study .....	66
5.3 Conclusions.....	69
5.2Recommendations.....	71
5.3 Suggestions for Further research.....	81
<b>References.....</b>	<b>81</b>



## APPENDICES

<b>Appendix I;</b> Letter of introduction.....	85
<b>Appendix II;</b> Questionnaire for school principals.....	87
<b>Appendix III;</b> Questionnaire for host teachers.....	89
<b>Appendix IV;</b> Questionnaire for host students.....	91
<b>Appendix V;</b> Questionnaire for urban refugee students .....	92
<b>Appendix VI;</b> Focus group discussion for urban refugee students.....	94
<b>Appendix VII;</b> Research authorization.....	96
<b>Appendix VII;</b> Research clearance permit.....	97

## LIST OF TABLES

<b>Table</b>	<b>Page</b>
Table 1.1 Retention Rates of urban Refugee Secondary School Students in Kenya .....	<b>Error! Bookmark not defined.</b>
Table 1.2 Retention rates of Urban refugee Secondary school students in Ruiru District.....	6
Table 3.1 Sample Frame .....	26
Table 4.1 Questionnaire return rate .....	31
Table 4.2 Disribution of principals by gender .....	33
Table 4.3 Distribution of principals by professional qualificatons.....	33
Table 4.4 Distribution of principals by level of experience.....	35
Table 4.5 Principals description of urban refugee students retention levels.....	36
Table 4.6 Responses from principals on curriculum challenges facing urban refugee students .....	37
Table 4.7 Responses from principals on the extent to which these challenges influence retention .....	40
Table 4.8 Responses from principals on frequency of sending refugee students home for school fees .....	40

Table 4.9 Responses from principals on the extent to which school fees payment influences retention.....	40
Table 4.10 Principals responses on the education level most affected .....	41
Table 4.11 Distribution of teachers by gender.....	42
Table 4.12 Distribution of teachers by professional qualification.....	43
Table 4.13 Distribution of teachers by level of experience .....	44
Table 4.14 Teachers response on social problems facing urban refugee students.....	45
Table 4.15 Teachers response on urban refugee participation in class.....	46
Table 4.16 Teachers response on problems posing a challenge to urban refugee students during the teaching learning process .....	47
Table 4.17 Distribution of host students by gender .....	49
Table 4.18 Distribution of host students by age .....	51
Table 4.19 Distribution of host students by education level.....	52
Table 4.20 Responses from host students on number of urban refugee students in school .....	53
Table 4.21 Host students responses on why Urban Refugee students Dropped out of School .....	55

Table 4.22 Distriburion of urban refugee students by gender .....	57
Table 4.23 Distribution of urban refugee sudents by age .....	58
Table 4.24 Distribution of urban refugee students by level of education.....	59
Table 4.25 Distribution of urban refugee students by nationality .....	60
Table 4.26 Responses from urban refugee students on why they drop out of school.....	61
Table 4.27 Responses from urban refugee students on challenging subjects to them.....	63
Table 4.28 Responses from urban refugee students on recognition of K.C.S.E certificate by home country governments .....	64
Table 4.29 Responses from urban refugee sudents on social problems facing the in school .....	65
Table 4.30 Focus group responses on urban refugee students by education level .....	66
Table 4.31 Focus group responses on whether school rules and regulations are friendly .....	67
Table 4.32 Focus group resonses on group perceived to be given more attention .....	68
Table 4.33 Focus group responses on urban refugee stuudents being sent home for schol fees.....	69

Table 4.34 Focus group responses on school environment safety for urban  
refugee students ..... 71

Table 4.35 Focus group responses on reasons for dropping out of school..... 72.

## LIST OF FIGURES

Figure	Page
Figure 3.1; Conceptual framework on school based factors influencing retention of urban refugee students in secondary schools.....	22

## **ABBREVIATIONS & ACRONYMS**

DRC	Democratic Republic of Congo
IIEP	International Institute for Educational Planning
INEE	Inter Agency Network for Education in Emergencies
RI	Refugee International
IRC	International Rescue Committee
OECD	Organization for Economic Co-operation and Development
PLE	Primary School Education
UNHCR	United Nations High Commissioner for Refugees

## ABSTRACT

Secondary school for urban refugee students is a basic right, one that is vital in restoring hope and dignity to people driven from their countries. It helps them to get back on their feet and build back a better future. However a review of related literature shows that secondary education for urban refugee students is marred with retention issues. This has been attributed to such factors as limited professional training and support to secondary school teachers to meet the academic, psychosocial and emotional needs of urban refugee students, poor sense of belonging and unaddressed emotional and psychosocial problems among urban refugee students. This study attempts to investigate school based factors influencing retention of urban refugee students in secondary schools in Ruiru District, Kiambu County, Kenya. The objectives of the study were: First, to examine the extent to which teacher attitude influences retention of urban refugee students in secondary schools, secondly, to establish the extent to which host students attitude influences retention of urban refugee students, thirdly, to determine the extent to which the Kenyan secondary school curriculum influences retention of urban refugee students and finally to establish the extent to which the cost of secondary education influences retention of urban refugee students. The study adopted descriptive survey design. Participants were selected using purposive and simple random sampling. The study sampled 7 principals, 80 teachers, 100 urban refugee students and 576 host students. The study employed open and closed questionnaires as well as focus group discussions with urban refugee students. To ensure reliability of the research instruments, a pilot study carried out in one school with 1 principal, 4 teachers, 5 urban refugee students and 5 host students. The research instruments were administered twice to cater for pretesting ahead of the main data collection. The pilot study data were computed using the Pearson product moment correlation coefficient. Data was analyzed qualitatively and quantitatively. It was presented using frequency tables and percentages. The major research findings were that the school based factors influencing retention of urban refugee students in secondary are discrimination, lack of school fees bullying, extortion, low achievement levels, language problems rigid teaching methods and curriculum and lack of training for teachers and principals on how to handle urban refugee students

The major research conclusions are that lack of school fees, discrimination extortion, rigid curriculum and teaching methods and lack of training for teachers and principals on how to handle urban refugee students to a great extent influenced retention. The major recommendation for this study is that teacher and school principals should be trained on how to handle urban refugee students. Also, teachers should adopt to the needs of urban refugee students through inclusive and flexible curriculum and teaching methods. The major suggestions for further studies are studies on the influence of curriculum on academic achievement of urban refugee students as well as non school related factors influencing the dropout rates of urban refugee students



## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Education for refugee students is a basic right, one that is vital in restoring hope and dignity to people driven from their countries. It helps them to get back on their feet and build back a better future when they are repatriated. It's the refugees, above all who provide leadership during displacement and in rebuilding communities recovering from conflict. The future security of individuals and societies is inextricably connected to the transferable skills, knowledge and capacities that are developed through education (UNHCR, 2012). Education is increasingly recognized as the forth pillar of humanitarian aid in crises alongside with food, water shelter and healthcare (Machel, 2001).

There is a growing emphasis on the right to and the benefits of education for refugee youth. The benefits include physical and cognitive protection as well as the promotion of a sense of normalcy and feelings of hope (INEE, 2004). Secondary schools also stabilize the lives of refugees. Secondary school provides opportunities for safe encounters and teaches (Mathews, 2008). Secondary schools are also the primary setting for refugee students to learn about life in the host country and can be viewed as a major source of security for students when teachers are willing and well trained to detect refugee student's needs (MacBrien, 2005). The benefits of secondary education are particularly important for young refugees in developing leadership skills and capacity to contribute positively to

their communities both in protracted settings and in post-conflict reconstruction (UNHCR, 2012). Formal secondary education for refugee youth is critical for the following reasons: First, the existence of secondary opportunities acts as a motivation to enroll in and complete primary school (Chaffin, 2010; Robinson, 2011). Without the possibility to pursue education beyond the primary level, many families and children decide that the investment of family resources in primary education is not justified. Second, individual economic returns to secondary education are large. Each additional year of formal education on average adds about 10% to an individual's earnings and secondary education adds 20% for low income individuals.

The rates of return for secondary education are particularly high in sub-Saharan Africa at 25% and in non-OECD Asia at 16% (Psacharopoulos & Patrinos, 2002). Third, the economic returns to secondary education for societies are critical for the economic reconstruction and development of countries of origin and host countries. While private returns are often inequitably distributed, the economic growth generated by the skills cultivated through secondary education can also have widespread societal benefits. The social returns to secondary education in sub-Saharan, Africa, for example are 18% and to non-OECD Asia are 11% (Psacharopoulos & Patrinos, 2002). Fourth, Secondary school education affords greater opportunities for civic participation and quality of life and in these ways, its protective both for individuals and for societies (IIEP, 2011). These opportunities provide refugee students with the ability to think about the future

(Winthrop & Kirk, 2008) and to imagine what is possible (Martone & Neighbor, 2006), particularly in situations where entry into the labour market is limited for young people. They therefore need the stimulus and challenge of education to absorb their energies and lessen their frustrations and anxiety about the future (IIEP, 2006). Finally, without continued investment in secondary education, the cadres of high quality future teachers for both primary and secondary education are limited which poses a major challenge to post-conflict reconstruction (Buddand, 2005).

Refugee students often enter the secondary education system in their resettlement countries with hope and determination. According to Gunderson (2007), they seek better opportunities for themselves and their families in a land without war, persecution and suffering. According to the UNHCR (2010) report, once refugee youth have met their basic need for food, water and shelter, the primary concern among their parents and guardians is to ensure that their refugee adolescents proceed with school. However, the international community has tended to place less value on education than refugees themselves (UNHCR, 2011). Additionally with humanitarian needs growing in many parts of the world, the funding available for refugee assistance has declined yet education for refugees is an important but neglected humanitarian issue. Due to this education for secondary school going refugees is marred with retention issues. Numerous factors have been explored to explain what might contribute to secondary school refugee students' high drop-out rates. These factors include limited professional training

and support provided to secondary school teachers to meet the academic, psychosocial and social emotional needs of refugee secondary school students (Bigelow, 2010; Decapua & Marshall, 2010; Author; 2009); unaddressed emotional and psychosocial problems that may impede success in all aspects of their lives including schooling (Belser, 1999), and poor sense of school belonging (Kia-Keating & Ellis, 2007). A student's poor sense of belonging is in fact a direct cause of dropping out of secondary school (Fine, 1991).

In Kenya, the New Constitution (2010) recognizes the rights of persons of concern to UNHCR; particularly refugees and stateless persons. As such, a majority of the refugees and asylum seekers in Kenya live in designated camps. The total number of refugees as per 2010 in Kenya is 480,871 whose origin is Sudan, Ethiopia, Burundi, Rwanda, Eretria, Somalia and Democratic Republic of Congo (UNHCR, 2010). However, the Kenyan government has not to date developed very clear policies on how to deal with refugees unlike Ethiopia Uganda and Ssudan. Consequently many refugees with sufficient resources have been forced to leave Nairobi for other areas, countries of origin or to flee to neighboring countries (Refugee International, 2012). As a result many refugee youth and children have since been withdrawn from school by their parents or guardians. This has adversely affected their retention in schools as shown by the table below.

**Table 1.1 Retention Rates of urban Refugee Secondary School Students in Kenya.**

<b>Year</b>	<b>Level</b>	<b>Enrollment</b>	<b>Drop outs</b>	<b>Completion</b>	<b>Retention Rates</b>
<b>2007</b>	Form 1	126	60	76	64.5%
<b>2008</b>	Form 2	68	8	60	34.0%
<b>2009</b>	Form 3	37	23	14	18.5%
<b>2010</b>	Form 4	13	1	12	18%

**Source: UNHCR Fact sheet (2010)**

The numbers of refugee students was high at form one level .As the students preceded to higher levels the number went down. The worst affected levels were form 3 and form 4.

**Table 1.2 Retention rates of Urban refugee Secondary school students in Ruiru District.**

<b>Year</b>	<b>Level</b>	<b>Enrollment</b>	<b>Drop outs</b>	<b>Completion</b>	<b>Retention Rates</b>
<b>2009</b>	Form 1	68	33	35	51.4%
<b>2010</b>	Form 2	35	7	28	41.1%
<b>2011</b>	Form 3	28	18	10	14%
<b>2012</b>	Form 4	5	-	5	10%

**Source: Ruiru District Education Office ;2013**

The number of urban refugee students in Ruiru District diminished gradually as they progressed to higher grades. The worst affected levels were form 3 and 4.

### **1.2 Statement of the Problem**

From the foregoing it is evident that the number of urban refugee students that manage to complete secondary school is smaller than the number that enrolls in Form One. Therefore the main problem towards the retention of urban refugee students in secondary schools is high dropout rates among them. This is due to such factors as host teacher and students attitude on urban refugee secondary school students, as well as the secondary school curriculum and the cost of secondary school education. Although there are numerous studies that have highlighted the factors that influence the retention of secondary schools among refugee students, they seem to neglect the refugee secondary school students in Ruiru district and therefore the need for the study.

### **1.3 Purpose of the study**

The purpose of this study was to investigate the school based factors that influence the retention of urban refugee secondary school students in secondary schools in Ruiru District, Kiambu County, Kenya.

### **1.4 Objectives of the study**

This study aimed to achieve the following objectives:

- i. To examine the extent to which the host teacher attitude influences the retention of urban refugee students in secondary school in Ruiru District, Kiambu County, Kenya.
- ii. To establish the extent to which the host student's attitude influences the retention of urban refugee students in secondary school in Ruiru District, Kiambu County, Kenya.
- iii. To determine the extent to which the Kenyan secondary school curriculum influences the retention of urban refugee students in Ruiru District, Kiambu County, Kenya.
- iv. To establish the extent to which the cost of secondary school education influences urban refugee students' retention in secondary schools in Ruiru District, Kiambu County, Kenya.

### **1.5 Research Questions**

The following were the research questions of the study.

- i. To what extent does host teachers attitude influence the retention of urban refugee secondary school students in Ruiru District, Kiambu County, Kenya?
- ii. To what extent does host secondary school students attitude influence the retention of urban refugee secondary school students in Ruiru District, Kiambu County, Kenya?

- iii. To what extent does the Kenyan secondary school curriculum influence the retention of urban refugee secondary school students in Ruiru District, Kiambu County, Kenya?
- iv. To what extent does the cost of secondary school education influence the retention of urban refugees in secondary schools in Ruiru District, Kiambu County, Kenya?

### **1.6 Significance of the study**

The study seeks to show the plight of urban refugee secondary school students in Ruiru District. The resultant findings will be beneficial to the government, education stakeholders and policy makers should they need to review their policies so as to accommodate the special needs and circumstances of refugee students in secondary school in Ruiru District. The same findings will also benefit the host country students, school principals, and teachers on the need to change their attitude and expectations towards urban refugee students thereby creating a conducive environment for optimizing the retention levels of urban refugee secondary school students in the district. The mentioned findings will also be beneficial to future researchers should they need to determine non-school related factors that influence the retention of urban refugee students in secondary schools in Ruiru District.

### **1.7 Limitations of the study**

The study was limited by the fact that some of the respondents are urban refugee secondary school students who were not fluent in spoken and written



English. Therefore they failed to clearly understand the items of the questionnaire. To overcome this challenge, the researcher used focus group discussion.

### **1.8 Delimitation of study**

The study was on the school based factors influencing the retention of urban refugees in secondary schools in Ruiru District. Kiambu, County. Kenya. Ruiru District has 25 schools. However, only 18 secondary schools with urban refugee students were involved in the study. These comprised both private and public secondary schools. The participants included host school principals, teachers, host students and urban refugee students.

### **1.9 Assumptions of the study**

The study made the following assumptions;

- i. There were refugee students in secondary schools in Ruiru District, Kiambu County, Kenya.
- ii. The respondents would be free, knowledgeable and fair to provide the required information.
- iii. The records will be available and accessible for the research..

### **1.10 Definition of significant terms**

**Attitude** refers to the way that someone thinks and feels about someone else or something especially in the way that the said person behaves

**Completion** refers to enrolling in and finishing secondary education

**Curriculum** encompasses all the subjects taught in an institution of learning as well as the language of instruction examinations and certification.

**Drop-out** refers to someone who has left secondary school before they have finished their studies.

**Retention** refers to the students remaining within the secondary school and completing their secondary school course within the given time frame.

**Refugee** refers to a person who is outside their country of origin or habitual residence because they have suffered or fear persecution on account of religion, race, nationality, political opinion or because they are a member of a persecuted “social group.

**Urban refugee student** refers to a person who is outside their country of origin or habitual residence because they have suffered or fear persecution on account of religion, race, nationality, political opinion or because they are a member of a persecuted “social group and has enrolled in secondary school in the host country to acquire relevant skills, attitudes and knowledge.

**School-based factors** in this study are attitude of teachers, host students attitude, curriculum and cost of education.

### **1.11 Organization of the study**

The study is organized into five chapters. The first chapter highlights the background and the statement of the problem under study, purpose, objectives,

research questions, significance, delimitations and limitations, basic assumptions of the study and definition of significant terms. Chapter two explores the literature review and the related literature which has been reviewed under the subtopics. This chapter also presents a theoretical and a conceptual framework of the study. The third chapter will cover research methodology to be employed. This is organized under research design, target population; sample size and sampling techniques research instruments, instrument validity and reliability of instruments, data collection and data analysis techniques. Chapter four presents the data analysis, presentation and discussion of research findings while chapter five focuses on the summary of the findings, conclusions and recommendations for further studies

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1. Introduction**

This chapter presents reviewed literature on factors that influence the retention of urban refugee students in secondary schools in Ruiru district. Such factors are host teacher attitude, host students attitude, Kenyan secondary school curriculum and the cost of secondary school education. The theoretical and conceptual frameworks are also discussed.

#### **2.2 Teachers' Attitude and Retention of Urban Refugee Students in school**

Students from refugee may backgrounds lack an understanding of school expectation and norms. (Brown, Miller & Mitchell, 2006, Burgoyne & Hull , 2007. Ma (2003) noted that if students perceive school disciplinary rules as unfair, they were more likely to develop a negative sense of belonging at school and eventually drop-out. According to Macbrien (2005), cultural misunderstanding can cause prejudice and discrimination, which in turn may complicate matters for refugee students who are already struggling with language barriers and cultural changes in a new environment. Furthermore, educators find it challenging to teach refugee students because they are poorly trained to handle or understand the difficulties and experiences of refugee students. They may therefore misinterpret the students and their families thus causing other problems.

Students who grow up in an environment where there is racial discrimination and hostility may have a long lasting effect on the way they perceive themselves and

socialize with others. According to Ogby (1994), Latino refugee students in Australia reported that teachers ignored them even if they were the first to raise their hands to answer questions and they thought that the teachers believed in white people more than in them and the refugee students lost hope with their teachers. This may decrease their motivation to complete their school work along with other negative consequences such as dropping out of school (Portes & Rumbaul, 2001). According to the Canadian Journal of Education (2008), refugee secondary school students in Manitoba reported that teachers taught too fast for them to understand anything. Fear and distrust of authority figures like teachers resulted to consulting other refugee students. Also, teachers did not adopt their curricula instruction, assessment and interaction patterns to the changing student population. Regardless of the subjects they taught, teachers who believed in the high capability of student saw their subject matter as vehicles for enhancing students' personal and academic growth.

Recently arrived students from refugee background aged 16 years and above with minimal prior education do not have the skills to cope with senior curriculum and without intensive support often disengage and leave school without pursuing alternative appropriate education ( Victoria, 2005).

### **2.3 Host Students' Attitude and Retention of Urban Refugee Students in school**

According to (UNESCO ;2011),secondary school is the cornerstone of education for youth. Therefore refugee students and parents place a very high value on

education. However National systems of secondary education in urban areas do not address discrimination, harassment and bullying from teachers and peers (UNHCR, 2003).

Protection in education is related to retention for refugee students in secondary schools in that among other things if they perceive or experience lack of safety and security, they will eventually dropout of school. In schools, refugee students are targets of anti- immigrant views (Bigelow, 2010, Stewart, 2010). Students from these studies reported that their peers would often respond to overt forms of discrimination by fighting back. They also reported to form social cliques with peers from the same and other similar ethnic background for protection from being harassed at school for wearing non western clothes, speaking accented English and or simply being newcomers to Canada. This often drove them out of secondary school prematurely. Also, fellow host students laughed at them when they attended school. Therefore racism, low English proficiency and difficult with their homework resulted into low retention rates.

#### **2.4 Curriculum and Retention of Urban Refugee Students in school**

In refugee situations, UNHCR's policy is one of "education for repatriation" which means that refugees should study the curriculum of their home country in their own language (UNHCR; 2011). According to the Global Survey on Education in Emergencies (2004), there are many situations however where this policy is not fully implemented. The negative consequences is that when these secondary school refugees repatriate, they may be at a disadvantage if they have

not studied in their own language , as in the case of many Angolan refugee secondary school youth who studied in French instead of Portuguese during their years as refugees in the Democratic Republic of Congo ( DRC) . Even when refugee secondary school students study the curriculum from their own country, their achievements may not be recognized by their home government as in the case of Burundian refugees in Tanzania. The Burundian government does not recognize exams results because the exams are administered outside Burundi.

In some instances the curriculum of the home country may be contested by the refugees, for example, in Thailand, (Global Survey on Education in Emergencies ;2004). In Thailand and Burma many of the ethnic communities do not accept the curriculum of the military government in Burma. Consequently, the education department of each minority ethnic group outside Burma determines its own curriculum. In the event of displacement refugee secondary school Burmese students cannot take national exams at the end of their secondary school course for entrance to higher education or continue with secondary school education This discourages those with hopes for higher education to continue with secondary school education In the case of Guinea which was hosting English speaking Sierra Leone and Liberian refugees ,the local francophone education system would not meet refugee secondary school student's needs. For some Sierra Leone refugee secondary school students, the Ministry of Education did not recognize the education they had received in the host country. These returnees were therefore sent back to the first grade. This highly discouraged some of those refugee

secondary school students in Guinea to continue with their education (Walter, 2006).

According to the Women's Refugee Committee (2010) findings on refugee protection and livelihood, very few refugee youth enroll in secondary school due to various challenges. Also very few are able to complete their education. During Education in Emergencies in situations language issues become complicated when refugees and host community do not speak the same language. In Thailand the language situation for refugees from Burma is incredibly complicated. At the secondary level, the language of instruction is officially English. However, in general, neither the students nor the teacher have sufficient mastery of language to conduct classes in English.

When school is conducted in a language that is unfamiliar to students some will choose not to complete school. Angolan refugees in Zaire in the mid 1980s did not find what they were learning in school sufficiently motivating and showed drop-out rates. Guatemalan refugee students in Mexico did not develop the necessary skills to compete for jobs or to facilitate self employment and self support (Kassay, 1987 cited in Retamal). The retention rate of Afghan refugee secondary school students in Pakistan after five years of schooling was 18-26% between 1985 and 1989 ( Retamal; 1987). In 1999 two Guinean secondary school refugees were found dead in the landing gear of an airplane that had flown from Conakry to Brussels. With them was a letter that they had addressed to the



“Excellencies and officials of Europe In this letter they wrote”, we have schools but we lack education”. This is clear articulation of the necessity of not only the “ Hardware “ of schools but the “ software “ of high quality education “ Notes such as students going to school and facing violence or bullying are included in reports on education operations ( UNHCR, 2009).

Protection in education is related to retention in that refugee students will dropout if they perceive or experience lack of safety and security or any of these dimensions. During displacement’ refugee secondary school Burmese students cannot take national exams at the end of their secondary school course for entrance to higher education or continue with secondary school education. Zimbabwe refugee secondary school students in South Africa had problems with the language of instruction. Sinclai (2001) argues that the issue of language of instruction is a human right issue and advocates for the use of mother tongue medium of instruction among refugee students. However school officials agreed that the medium of instruction and communication is English. Given refugee students have very poor English skills, some would get frustrated and opt out of school system particularly in Form 2 and Form 3 (Setati, 2005).

While many Curricula are moving towards participatory methods of teaching and learning, the math’s classroom in secondary school with refugee students from Zimbabwe, in South Africa form two were characterized by authoritative teacher

centered teaching practices that inhibited learner participation thus depriving them of Math discussion and engagement

In North America, studies show that refugee students generally speaking, show lower rates of integration and secondary school completion when compared to non-refugee students (Author, 2010). Those refugees who are learners of English have higher drop-out rates than non-refugee students (Radwanski, 1987). Refugee secondary school students have the highest drop-out altogether (Gunderson, 2007). Adolescent secondary school refugee students are most at risk of marginalization if they demonstrate signs of disengagement and perform poorly academically (Gunderson, 2007). Additionally, adolescent refugee secondary school students' ability to learn English is further limited because most of them are faced with poverty, poor health, high drop-out rates and low rates of participation in high school (Portes and Rumbat, 1996). According to the 1992 Census Bureau, roughly 50% Hispanics ages 16-24 dropped out of high school. Therefore the increase in secondary school drop-out rates among refugee students is a cause of growing concern. Canada according to research is one of the top five resettlement countries of forcibly displaced people in the world (UNHCR, 2010). Of these urban refugees, 6.7% are between 15 to 24 and in secondary schools (Citizenship and Immigration Canada, 2009). However, administrators and teachers are largely underprepared to adequately address the various needs of secondary school refugee students, particularly those who immigrate in their adolescent years. These groups have significant gaps in their formal education and

have limited literacy abilities in their first language (Bigelow, 2010; Steward, 2010). This may lead to their dropping out of high school. Acculturation difficulties have led to many of the secondary school refugee students to feel less motivated to study, lose interest in education and eventually drop-out of the secondary school system (Baffoe; 2007). In Lebanon, there are several reasons for Palestinian secondary school refugees dropping out of school. (Fafu, 2005, Side & Mad, 1993 cited in Sirhan, 1996, Sirhan, 1996). Bilagher (2006) found three main reasons for dropping out of secondary school which were confirmed by Ghosn (2007) These are; the need to seek employment, low achievement and engagement or early marriage.

### **2.5 Education Cost and Retention of Urban Refugee students in school**

According to the UNHCR Education Report 2011, lack of financial resources, and other inconsistencies may limit progress in refugee secondary school education... Also, with increasing lack of financial resources refugee youth are often withdrawn from school by parents in order to work and support family. Therefore high drop-out rates, non-attendance and low completion rates are often as result of the financial constrains. In Uganda's Kwangwali refugee settlement, the extent of financial constrains is evident in the practices of secondary school students from Democratic Republic of Congo (DRC) returning to primary school in order to sit Primary School Leaving Exams (PLE) that would allow them to qualify for Free Universal Secondary Education (Wettstein, 2011). Zimbabwe refugee

secondary school students in South Africa had problems to with financing their education (Sinclair, 2001).

## **2.6 Summary of Literature Review**

Reviewed literature has shown that education for urban refugee secondary school students is faced by many problems. Various factors have been identified at host teacher attitude level, host student level Kenyan secondary school curriculum level and the cost of secondary school education level .Research has shown that host teacher attitude greatly influences retention of urban refugee students majorly because of lack of training on how to handle them These teachers cannot therefore guide the host students on how to coexist harmoniously with the refugee students .As a result, issues of harassment ,bullying, discrimination and isolation have been reported in various studies .Urban refugee student also have language issues which affect their performance eventually. Additionally, financing their education is an uphill task. All these school based factors adversely influence the retention of refugee students in secondary schools Data on retention of these students in a number of countries is not available. Refugee students retention and completion is not monitored (UNHCR, 2011), and therefore the need for this study. Also it has been widely recognized that counting refugees is an inexact or often controversial effort that is filled with uncertainty (Jeff, 1999). Therefore a number of sources were used by this study to collect information about refugee students in secondary schools in Ruiru District at this specific point in time.

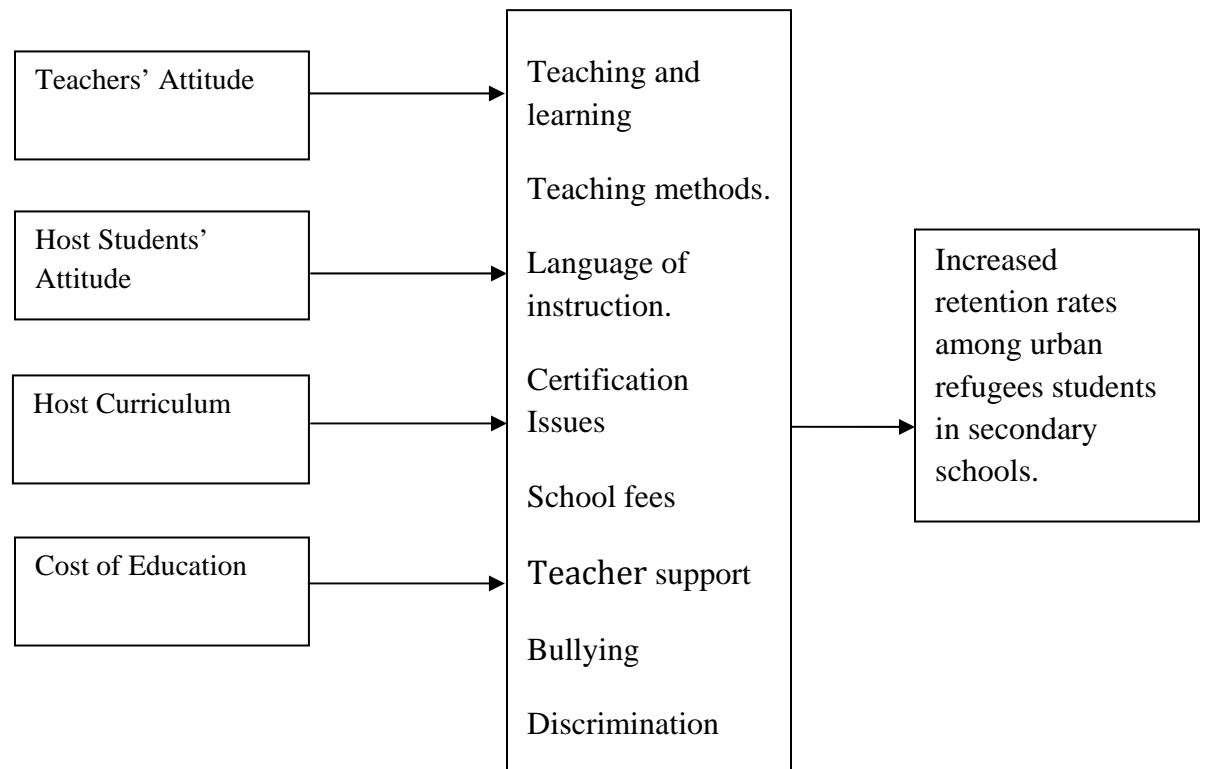
## **2.7 Theoretical Framework**

Brofenbrenner's (2005) Ecological Systems theory of human development informed this study. Brofenbrenner (2005) theory states that human development is a consequence of an individual's personal attributes, for example biological, cognitive, emotional and behavioral characteristics and the environments or contexts in which an individual. It's recognized that refugee students success in school will increase by identifying "risk factors" and minimizing them and identifying "protective factors" and optimizing them. (Rutter, 1987) A qualitative measure of the combined effects of risk factors and protective factors is often referred to as "resiliency". Risk factors are processes in the urban refugee students environment for example poor classroom instruction and teacher centered instruction that contribute to reduced resiliency and by extension retention levels in secondary school for the mentioned group due to among other factors, negative trajectories in performance.. Protective factors are process in an urban refugee student, for example supportive teachers that contribute to increased resiliency as well as retention levels in school leading to positive outcomes in performance. On the contrary this can impede their ability to adjust quickly and learn. This is both at the ecosystem and Microsystems levels. Brofenbrenner, therefore conceives of learning and development as a complex reciprocal interaction between an active, Bio- Psychological individual and the immediate environment.

## 2.8 Conceptual Framework

This study sought to establish the school-based factors that influence the retention of urban refugee students in secondary schools in Ruiru District. The factors included host teacher attitude factors, host students factors and the Kenyan secondary school curriculum factors and the cost of secondary education. The interrelationship between variables is as shown in figure 2.1 below.

**Figure1.1; School Based factors influencing the retention of urban refugee students in secondary school in Ruiru District, Kiambu County, Kenya.**



The school based factors formed the independent variables while retention among refugee students in secondary schools formed the dependent variables. The independent variables directly influenced the retention of refugee students which in turn influenced the completion rates among the mentioned students.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter explains the various methods that were used by the researcher in carrying out the study. It contains research design, target population, sampling techniques and sample size, validity and reliability of the research instruments to be used and data collection and techniques.

#### **3.2 Research design**

In this study the researcher used descriptive survey research design. According to Mugenda and Mugenda (2003), a survey is an attempt to collect data from members of population in order to determine the current status of the population with respect to one or more variables. Descriptive survey research is therefore a self report which requires the collection of quantifiable information from a sample thereby providing accurate description of teacher attitude, host students attitude, the Kenyan secondary school curriculum and the cost of secondary school education factors that may influence the retention of urban refugee secondary school refugees in Ruiru District.

#### **3.3 Target Population**

The target population for this study included all the secondary schools, both private and public, with refugee students in Ruiru District as well as the refugee students, their teachers and principals in Ruiru District, Kiambu County, Kenya. According to the District Education Office (2013) there are 18 secondary schools



with refugee students 200 teachers, 18 principals' 100 urban refugee students and 1440 host students.

### **3.4 Sample size and sampling techniques**

According to Mugenda and Mugenda (2003), sampling is the procedure selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected. This study used two sampling techniques namely purposive and random sampling. Purposive sampling was used in selecting only 18 secondary schools in Ruiru District with refugee student. The same type of sampling was used among refugee students to ensure that only those students who could easily fill questionnaires when guided would be selected. Simple random sampling was used to ensure that a majority of teachers and host students would have equal chances of participation. It was also be used to ensure that a majority of refugee students who can easily fill questionnaires when guided would have equal chances of participation.

According to Mugenda and Mugenda (2003) a representative sample should be at least 30% of the total population to be considered adequate to represent the population for a small population.

**Table 3.1 Sample Frame**

<b>Group</b>	<b>Population size</b>	<b>Sample size</b>	<b>Sample percentage</b>
Host students	1440	576	40
Refugee students	100	100	100
Teachers	200	80	40
Principals	18	7	40
<b>Total</b>	<b>1828</b>	<b>757</b>	<b>41</b>

The sample in this study was at 40% in order to minimize errors due to non-representation as well to non-response as well as increase participation. The 40% however only applied to the school principals, host teachers and students. All the 100 urban refugee students were included in the study due to their small number.

### **3.5 Research Instruments.**

Research instruments consisted of questionnaires and focus group discussion questions developed by the researcher. According to Mugenda and Mugenda (2003), questionnaires allow a researcher to measure for or against a particular view point and emphasizes that a questionnaire has the ability to collect a large amount of information in a reasonably quick space of time. Therefore, the questionnaire used to collect data from urban refugee students, host students,

school principals and teachers. The focus group discussion questions were used to collect information from urban refugee students.

The Principals questionnaire was divided into three parts. Section A sought demographic information of principals. Section B comprised Kenyan secondary school curriculum. Section C sought information on the cost of secondary education. The teachers questionnaire was divided into three parts. Section A sought teachers demographic information. Section B sought information on host students attitude towards urban refugee students. Section C sought information about the Kenyan secondary school curriculum and its influence on the retention of urban refugee students.

### **3.6 Validity of research instruments**

Validity, according to Mugenda and Mugenda (2003), is the degree to which a test measures what it purports to measure. This study employed content validity to compute data. To test the validity of the research instruments, the researcher conducted a pilot study in one school in the district neighbouring Ruiru district. 5 urban refugee students, 5 host students, 4 teachers and 1 principal, were randomly selected. Only 10% of the pilot population was involved in the study. The pilot study data was analyzed, interpreted and the instruments reviewed in readiness to the main data collection study. After scrutiny, the researcher amended the instruments according to the supervisors' comments.

### 3.7 Instrument reliability

This study used the test retest method to establish the reliability of the instruments. The researcher administered the questionnaires to the pilot group after one week. Correlation of scores was computed using the Pearson's product moment correlation coefficient as shown in table 3.2 below

**Table 3.2; Correlation coefficient analysis for the questionnaire**

<b>Group</b>	<b>Frequency</b>	<b>Correlation coefficient</b>	<b>Deviation</b>
<b>Principal</b>	1	0.76	+0.26
<b>Teachers</b>	4	0.72	+0.24
<b>Host students</b>	5	0.68	+0.18
<b>Urban refugee students</b>	5	0.68	+0.18

A correlation coefficient of 0.70 for teachers, 0.68 for urban refugee students, 0.72 for host students and 0.76 for principals was achieved compared to the acceptable number of 0.5 and was therefore considered high enough to judge that the instruments were reliable. The purpose of pre-testing the instruments was to ensure that they would provide the data needed for the study, ensure respondents would not encounter any challenges and also ensure there was clarity of the questionnaire to the respondents.

### **3.8 Data collection procedures**

To conduct this study, the researcher obtained authority from the National Council for Science and Technology. Further, the researcher sought permission from the area District Education Officer and the school Principals of the specific schools before commencing the data collection. The study required data that is sensitive to the refugee students, host students and teachers in secondary schools in Ruiru District. Therefore, to conceal the information from the mentioned groups, the researcher collected information from them ensuring that anonymity prevailed all through. Respondents were advised not to reveal their personal details such as their names and names of the school. The administration of questionnaires to the refugee students and host student was through the consent of their teachers and in a pool so as to conceal their identity. Self administered questionnaires were presented to the teachers and students during organized visits in which the questionnaire were filled and collected. This was found fit so as to reduce the rate of non-response. In case the refugee students did not understand the English questionnaires, the researcher interpreted for them by giving clear instructions on how to fill the questionnaires.

### **3.9 Data Analysis Techniques**

Data was analyzed using both qualitatively and quantitatively. Quantitative data was analyzed by use of descriptive statistics such as frequency distribution and percentages with the aid of computer software (SPSS). Qualitative data was analyzed by the use of content analysis which involved categorizing and indexing of responses and other field notes into common themes as per the objectives. Frequency and percentage tables were be used to present data.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND DISCUSSIONS

#### 4.1 Introduction

This chapter comprises the findings of the research, data analysis interpretation discussions and summary of major findings

#### 4.2 Questionnaire return rate

The researcher sought to determine the questionnaire return rate from the principals, teachers, host students and urban refugee students. The findings are as shown in table 4.1 below.

**Table 4.1 Questionnaire return rate**

<b>Respondent Category</b>	<b>Sampled</b>	<b>Returned</b>	<b>Percent return rate</b>
<b>Teachers</b>	80	70	88
<b>Principals</b>	7	7	100
<b>Host Students</b>	576	384	67
<b>Urban Refugee Students</b>	100	100	100
<b>Total</b>	<b>773</b>	<b>561</b>	<b>72.5</b>

The returned questionnaires were coded and analyzed using SPSS. Data was presented using frequency tables. Focus group discussion for urban refugee students and their questionnaires as well as questionnaires for principals had a return rate of 100%. Questionnaires for teachers and host students had a return rate which was above 65% and therefore deemed to be sufficient for data analysis according to Mugenda and Mugenda (2003).

#### **4.3 Demographic information of respondents**

The refers to the personal characteristics of the respondents. The principals and teachers were required to indicate their gender, level of experience their professional qualifications and training on how to handle urban refugee students. The purpose of this information was to establish if the principals and teachers were professionally trained both as teachers and as psychosocial experts. Host students were required to indicate their gender, age and level of education. Urban refugee students were required to indicate their gender, age, level of education and nationality. The demographic information findings were as presented below.



#### **4.3 .1 Demographic information for principals**

The researcher sought to establish the gender among principals. The findings are presented in table 4.2 below

**Table 4.2 Distribution of Principals by gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	4	57.1
Female	3	42.9
<b>Total</b>	<b>7</b>	<b>100.0</b>

The sample size for principals comprised 57.1% male and 42.9% female showing that gender representation was good because it was nearly at per.

#### **4.3.2 Distribution of principals by professional qualifications**

The researcher sought to establish the distribution of principals by professional qualifications.

Their academic levels were found to be satisfactory with all of the at least being Bachelor of Education Degree holders at University Level. The findings are as presented in table 4.3 below:

**Table 4.3 Distribution of principals by professional qualifications**

<b>Professional qualification</b>	<b>Frequency</b>	<b>Percent</b>
B/ED	5	71.4
M/ED	2	28.6
<b>Total</b>	<b>7</b>	<b>100</b>

The findings show that none of the 7 principals had received any training on how to handle urban refugee students. This concurs with Macbrien (2005) that , educators find it challenging to teach refugee students because they are poorly trained to handle or understand the difficulties and experiences of refugee students. They may therefore misinterpret the students and their families thus causing other problems. They all looked forward to receiving such training which was a positive observation.

That the principals were well informed on academic matters and also well equipped to head their respective schools. All these are positive attributes.

### 4.3.3 Distribution of principals by Level of experience

The researcher further sought the experience levels among principals. The findings are presented in the table below

**Table 4.4 Level of experience among principals**

<b>Length of stay</b>	<b>Frequency</b>	<b>Percentages (%)</b>
<b>7</b>	<b>3</b>	<b>42.8</b>
<b>5</b>	<b>1</b>	<b>14.2</b>
<b>2</b>	<b>4</b>	<b>44.0</b>
<b>Total</b>	<b>8</b>	<b>100</b>

Their experience levels were also found to be satisfactory with all of the at least all of them having headed their respective stations for two years. The findings show that they had enough encounter with the challenges facing urban refugee students. This explains why all of them responded adequately to the questionnaires

#### **4.3.4 Principals responses on the retention levels of urban refugee students**

Based on each individual school, the researcher sought to establish the status of urban refugees in terms of whether they were increasing, decreasing or static. The findings are presented in table 4.5 below

<b>Description</b>	<b>Frequency</b>	<b>Percent</b>
Declining	5	71
Static	1	14
Increasing	1	14
<b>Total</b>	<b>7</b>	<b>100.0</b>

The findings show that generally in all the schools the number of the said group of students was declining. According to an interview with the principals a majority of the urban refugees have relocated to their home countries, gone to join their sponsors in Australia and America or gone back to the camps when living condition worsen in urban areas.

#### **4.3.5 Responses from principals on curriculum challenges among urban refugee students**

The researcher further sought to find out the curriculum challenges facing urban refugee students from the principals. The findings are presented in table 4.6 below

**Table 4.6 Curriculum challenges among urban refugee students**

<b>Challenges</b>	<b>Frequency</b>	<b>Percentage</b>
Unfamiliar Language of Instruction	4	57
Low Academic Achievement	2	28
All the above	1	14
<b>Total</b>	<b>7</b>	<b>100</b>

It emerged from the findings that majority of the urban refugee students were challenged by an unfamiliar language of instruction. This is in line with Sinclair (2001) who argues that the issue of language of instruction is a human right issue and advocates for the use of mother tongue medium of instruction among refugee students. However school officials agreed that the medium of instruction and communication is English. Given refugee students have very poor English skills, some would get frustrated and opt out of school system particularly in Form 2 and Form 3

#### 4.3.6 Extent of the challenges on retention.

Based on the above findings, the researcher sought to find out the extent of the mentioned challenges on the retention of urban refugee students in secondary school. The findings are presented in table 4.7 below

**Table 4.7 Principals responses on the extent to which the stated challenges influence retention of Urban Refugee students**

<b>Extent</b>	<b>Frequency</b>	<b>Percent</b>
Large Extent	1	14.3
Moderate Extent	6	85.7
<b>Total</b>	<b>7</b>	<b>100.0</b>

The findings show that majority of the principals (85.7%). indicated that the challenges influenced the retention of urban refugee students in school to a moderate extent. This can be attributed to the fact that according to Gunderson (2007), urban refugee students enter secondary school in their resettlement countries with hope and determination to seek better opportunities for themselves and their families.

#### **4.3.7 Principals responses on the frequency of sending urban refugee students home for school fees**

The researcher further sought to establish the number of times urban refugee students were sent home for school fees. The findings are presented in table 4.8 below

**Table 4.8 Frequency of Sending Urban Refugee students home for school**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Very Often	4	57.1
Less Often	3	42.9
<b>Total</b>	<b>7</b>	<b>100.0</b>

From the findings, it is clear that urban refugee students (57.1%), were very often sent home for school fees. Therefore majority cited very often. This is in line with Wettstein, (2011) That Zimbabwe urban refugee secondary school students in South Africa had problems to with financing their education

#### **4.3.8 Principals responses on the extent of school fees payment on retention**

Based on the above findings, the researcher sought to find out the extent to which school fees payment influenced retention of urban refugee students.

The findings are presented in table 4.9 below

**Table 4.9 Extent to which school fees payment influence retention of urban refugee students**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Yes	5	71.4
No	2	28.6
<b>Total</b>	<b>7</b>	<b>100.0</b>

From the findings above (71%) of the principals reported that school fees payment was a major problem that kept urban refugee students out of school.

#### **4.3.9 Principals responses on the level of education most affected by lack of school fees**

The researcher further sought to establish the education level worst hit by school fees crisis. The findings are presented in table 4.10 below

**Table 4.10 Education Level of urban Refugee students most Affected by school fees problems**

<b>Education level</b>	<b>Frequency</b>	<b>Percent</b>
Form 1	1	14.3
Form 2	3	42.9
Form 3	2	28.6
Form 4	1	14.3
<b>Total</b>	<b>7</b>	<b>100.0</b>



The findings showed that majority of the principals (42.9%), noted that form 2 levels of urban refugees students was the most affected by lack of school fees. This can be attributed to the fact that most of these students depend on sponsors who live outside Kenya who take a lot of time to send the school fees. As such, some of these students get frustrated to a point of opting out of school.

#### **4.4 .1 Distribution of teachers by gender**

The researcher sought to establish the gender among teachers. The findings are as displayed in table 4.10 below:-

**Table 4.11 Distribution of teachers by gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	<b>35</b>	<b>50</b>
Female	<b>35</b>	<b>50</b>
<b>Total</b>	<b>70</b>	<b>100</b>

The findings reveal that gender representation was very good .This is a positive attribute to both male and female urban refugee students who had enough role models to encourage them to remain in and complete school.

#### 4.4.2 Professional qualifications among teachers

For effective learning to take place in schools, the availability of professionally trained teachers is key. The researcher sought to find out the educational levels among teachers. Their academic levels were also satisfactory since all of them were professionally trained teachers as shown in table 4.11 below:

**Table 4.12 Distribution of teachers by professional qualification**

<b>Professional qualification</b>	<b>Frequency</b>	<b>Percent</b>
<b>Diploma</b>	10	14.3
<b>BED</b>	50	71.4
<b>MED</b>	10	14.3
<b>Total</b>	<b>70</b>	<b>100.0</b>

The above educational achievements among teachers can be attributed to the proximity of the schools to Kenyatta University which offers degree programs in education. This is a positive attribute since all the teachers are well informed and equipped to execute their professional duties.

#### 4.4.3 Distribution of teachers by level of experience

The researcher sought to find out the level of experience among teachers in their respective schools. The findings are presented in table 4.13 below

**Table 4.13 Distribution of teachers by level of experience**

<b>Experience level</b>	<b>Frequency</b>	<b>Percent</b>
< 1 year	9	12.9
1-2 years	11	15.7
2-3 years	34	48.6
3-4 years	5	7.1
4-5	1	1.4
>5	10	14.3
<b>Total</b>	<b>70</b>	<b>100.0</b>

The findings showed that a majority of the teachers (34%) had a teaching experience of two years and above. This was found to be satisfactory since they could easily identify the urban refugee students and what influences their retention levels in their respective schools.

#### 4.4.4 Response from teachers on social problems faced by urban refugee students

The researcher sought to find out the kind of social problems that face urban refugee students in school. The findings are presented in table 4.14 below

**Table 4.14 Social problems faced by urban refugee students in school**

<b>Social problems</b>	<b>Frequency</b>	<b>Percent</b>
Discrimination	28	40.0
Harassment	8	11.4
Bullying	5	7.1
Teasing	6	8.6
Others	20	28.6
All the Above	3	4.3
<b>Total</b>	<b>70</b>	<b>100.0</b>

It emerged from the findings that majority (40%) of the teachers cited discrimination as the biggest social problem faced by urban refugee students. According to Portes & Rambaul (2001), students who grow up in an environment where there is racial discrimination may have a long lasting effect on the way they perceive themselves and socialize with others This may decrease their motivation to complete work alongside other negative consequences such as dropping out of school.

#### **4.4.5 Responses from teachers on urban refugee students' participation in class**

The researcher further sought to establish the classroom participation among urban refugee students. The findings are presented in table 4.15 below

**Table 4.15 Urban Refugee students Participation in Class**

<b>Participation</b>	<b>Frequency</b>	<b>Percent</b>
Very Active	4	5.7
Lively	47	67.1
Inactive	9	12.9
Dull	10	14.3
<b>Total</b>	<b>70</b>	<b>100.0</b>

The findings show that a majority (67%) of urban refugee students were lively in class. This could be attributed to the fact that according to Gunderson (2007), urban refugee students enter secondary school with hope and determination. They seek better opportunities and for themselves through education in a land without war, persecution and suffering.

#### **4.4.6 Responses from teachers on challenges facing urban refugee students during teaching and learning**

It has been confirmed that urban refugee students participated actively in class. The researcher as a result sought to establish whether this group of students faced any challenges in the process of teaching and learning. The findings are presented in table 4.16 below

**Table 4.16 Problems that pose challenge to Urban Refugees during Teaching/Learning process**

<b>Problems</b>	<b>Frequency</b>	<b>Percent</b>
Negative attitude towards some subjects	7	10.0
Language Problems	27	38.6
General lack of interest in learning	5	7.1
Low achievement levels	5	7.1
All the above	26	37.1
<b>Total</b>	<b>70</b>	<b>100.0</b>

The findings show that a majority (38%) of the urban refugee students faced language problems where most of the urban refugee students have problems in English and Kiswahili both in the written and spoken form. According to the Women Refugee Committee on refugee protection and livelihood (2010), language issues become complicated when urban refugees and host community do not speak the same language. When school is conducted in unfamiliar to urban refugee students, some will choose not to complete school. Also, all the Ethiopian urban refugee students complained that the Kenyan curriculum is too complicated for them. This can be attributed to the comprehensive Kenyan secondary system of examination as opposed to the Ethiopian multiple choice secondary school system of examination.

#### **4.5 Demographic information of host students**

##### **4.5.1 Host students by gender**

The researcher sought to establish gender among host students. The findings are presented in table 4.17 below

**Table 4.17 Distribution of host Students by gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	205	53.4
Female	179	46.6
<b>Total</b>	<b>384</b>	<b>100.0</b>

The findings showed that majority of the host students' respondents were male. This can be attributed to the fact that most of the urban refugee students were also male.

#### **4.5.2: Age Bracket of host student respondents**

The researcher further sought to establish the age bracket among urban refugee students. The findings are presented in table 4.18 below

**Table 4.18 Distribution of host students by age**

<b>Age</b>	<b>Frequency</b>	<b>Percent</b>
13-14 years	5	1.3
15-16 years	46	12.0
17 and beyond	333	86.7
<b>Total</b>	<b>384</b>	<b>100.0</b>

From the findings, it is evident that majority of the host student respondents were 17 years and above. This is a positive attribute since this group was at least mature, serious and had interacted at length with a majority of urban refugee



students who coincidentally fall in this group. This group could also easily respond to the questionnaires.

#### **4.5.3: Education level among host student respondents**

The researcher further sought to establish the education levels among host students. The findings are as displayed in table 4.19 below

**Table 4.19**Distribution of host students by education levels

<b>Level</b>	<b>Frequency</b>	<b>Percent</b>
Form 1	38	9.9
Form 2	37	9.6
Form 3	91	23.7
Form 4	218	56.8
<b>Total</b>	<b>384</b>	<b>100.0</b>

The findings showed that a majority of the host students’ respondents (56.8%) are in form four. This is a positive attribute since this group of respondents could easily respond to the questionnaires. Also they had had interacted most with urban refugee student including those who had dropped out and therefore were best equipped with information about challenges.

#### **4.5.4 Responses from host students on urban refugees in their schools**

Having established the demographic information of host students, the researcher then sought to whether there were urban refugees in the same classes with urban

refugees .The purpose was to establish whether host students could identify who urban refugees are. The findings are presented in table 4.20 below

**Table 4.20 Responses from host students on number of urban Refugee students in schools**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
	26	6.8
	215	56.0
	103	26.8
	24	6.3
	9	2.3
	3	.8
	380	99.0
	4	1.0
<b>Total</b>	<b>384</b>	<b>100.0</b>

The findings showed that host students are aware of who urban refugees are because they gave the exact number for all the urban refugee students as used in this study.

#### **4.5.5 Responses from host students as to why urban refugee students dropped out of School**

The researcher enquired from the host students whether urban refugee students dropped out of school and for what reasons .The reasons are presented in table 4.21 below

**Table 4.21 Responses from host students on reasons for dropping out of school among urban refugee students**

<b>Reasons</b>	<b>Frequency</b>	<b>Percent</b>
Bullying	18	4.7
Discrimination	174	45.3
Harassment	6	1.6
Lack of School Fees	103	26.8
Indiscipline	15	3.9
Others	10	2.6
All the above and others	5	1.3
	331	86.2
<b>Total</b>	<b>384</b>	<b>100</b>

The findings show that majority of host students' respondents cited Discrimination at 45% .This means discrimination is high in host secondary schools and it scares away urban refugee students

This concurs with Bigelow, (2010) and Stewart (2010). Where Students from their studies reported that their peers would often respond to overt forms of discrimination by fighting back. They also reported to form social cliques with peers from the same and other similar ethnic background for protection from being harassed at school for wearing non western clothes, speaking accented English and or simply being newcomers

#### **4.6 Demographic information for urban refugee students**

##### **4.6.1 Urban refugee students by gender**

The urban refugee students are the focus for this study. As such, the researcher sought to establish their gender. The findings are presented in table 4.22 below.

**Table 4.22 Distribution of urban refugee students by gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	83	83.0
Female	17	17.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

Findings show that majority of the urban refugee students were male. Field notes indicate that the females are few because most of them were taken away by their sponsors to join them in Australia and America.

#### 4.6.2 Age brackets among urban refugee students

The researcher further sought to determine the education levels among urban refugee students. The findings are presented in table 4.23 below.

**Table 4.23 Distribution of urban Refugee students by age**

<b>Age</b>	<b>Frequency</b>	<b>Percent</b>
15-16 yrs	36	36.0
17 and above	64	64.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

From the findings majority (64%) were 17 years and above. This can be attributed to the disruption of their education by conflict as well as the lengthened period before resettlement in the host country.

#### 4.6.3 Education levels among urban refugee students

The researcher additionally sought to find out the educational levels among urban refugee students. The findings are displayed in the table below

**Table 4.24 Distribution of urban refugee students by class level**

<b>Level</b>	<b>Frequency</b>	<b>Percent</b>
Form 1	32	32.0
Form 2	26	26.0
Form 3	23	23.0
Form 4	19	19.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

The findings show that the number of urban refugee students gradually decreased as they progressed to higher levels of education.

#### **4.6.4 Nationality of urban refugee students**

Out of the number of urban refugee students established in table 4.24, the researcher further sought to establish their nationality status. The findings are as presented in 4.25 table below;

**Table4.25 Distribution of urban refugee students by nationality**

<b>Nationality</b>	<b>Frequency</b>	<b>Percent</b>
Ethiopia	21	21.0
South Sudan	79	79.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

The findings show that majority of the urban refugee students (79%) were from South Sudan. This can be attributed to the fact that South Sudan has been war torn for quite some time. Therefore the urban refugee students are escapees of the war. Even after attaining independence in year 2010, there have been reported conflict between this youngest African Country with Sudan and therefore most South Sudanese have relocated back to Kenya.

#### **4.6.5 Responses from urban refugee students on reasons for dropping out of school**

Having obtained the demographic information for urban refugee students, the researcher the sought to find out from the urban refugee student themselves why the dropped out of school the findings are presented in table 4.26 below

**Table 4.26 Responses from urban refugee students on Reasons for Drop out of school**

<b>Reason</b>	<b>Frequency</b>	<b>Percent</b>
Bullying	3	3.0
Discrimination	6	6.0
Harassment	3	3.0
Lack of School Fees	69	69.0
All the above	3	3.0
Others	4	4.0
All the above and others	12	12.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

Findings showed that school fees problems actually drove a majority (69%) of urban refugee students out of school. This can be attributed to the financial constrains faced by urban refugees according to the UNHCR Education report (2011). This is as a result of high poverty levels among their parents and guardians who have to depend on well wishers to support the education of their school going youth.



#### 4.6.6 Challenging subjects among urban refugee students

Principals and teachers confirmed that indeed urban refugee students had challenges in English and Kiswahili. The researcher wanted to further confirm from this group of students whether there were other subjects which challenged them. The findings are presented in table 4.27 below

**Table4.27 Responses from Urban Refugee Students on challenging subjects to them**

<b>Subject</b>	<b>Frequency</b>	<b>Percent</b>
Kiswahili	67	67.0
Mathematics	21	21.0
History	9	9.0
Biology	3	3.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

The findings showed that majority (67%) cited Kiswahili to be a challenging subject. This is because this language was not part of the curriculum schools in their home countries. In fact all the teacher respondents suggested that urban refugee students be exempted from learning Kiswahili.

#### 4.6.7 Recognition of K.C.S.E certificate by home country governments

The researcher sought to establish whether urban refugees were aware that K.C.S.E certificate would be recognized by their home country governments in case of relocation. The findings are presented in table 4.28 below.

**Table 4.28 Responses from urban refugee students on recognition of KCSE certificate in case of relocation**

<b>K.CS.E Recognition</b>	<b>Frequency</b>	<b>Percent</b>
Yes	73	73.0
No	4	4.0
Don't Know	23	23.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

The findings showed that a majority of the urban refugee students were aware that the said certificates were recognized by their home country governments. This is apposite attribute in that despite the many challenges they still aspired to remain in and complete school.

#### 4.6.8 Social challenges among urban refugee students

The researcher further sought to establish the social challenges faced by urban refugee students in school. The findings are presented in table 4.29 below

**Table 4.29 Responses from urban refugee students on social challenges facing them in school**

<b>Social challenges</b>	<b>Frequency</b>	<b>Percent</b>
Discrimination	63	63.0
Cultural Differences	24	24.0
All the above	3	3.0
Others	10	10.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

The findings confirmed that urban refugee students suffered from discrimination the most at (63%). This can be attributed to lack of awareness among teachers and host students on the experiences, difficulties and special needs of urban refugees who may be still traumatized by experiences of war from their home countries.

#### 4.7 Focus Group Discussion with Urban Refugee Students

To fill the gaps and to gather as much information from the urban refugee students as possible, the researcher sought to hold focus group discussion with them. The responses showed no discrepancies with the school registers as presented in table 4.30 below.

**Table 4.30 Focus group responses on urban refugee students by education**

**level**

<b>Level</b>	<b>Male</b>	<b>Female</b>
Form 1	50	7
Form 2	16	4
Form 3	11	2
Form 4	9	1
<b>Total</b>	<b>86</b>	<b>14</b>

The findings from the table above are a clear indication that the number of urban refugees decreases as they progress to higher levels of education. The urban refugee students indicated that some of them dropped out of school to join their sponsors in America and Australia.

#### **4.7.2 Urban Refugee students Finding School Rules and Regulations Friendly**

The researcher sought to find out whether the school rules were friendly to the urban refugee students. The findings are as presented in table 4.31 below.

**Table 4.31 Focus group responses on whether school rules and regulations are friendly to urban refugee students**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Unfriendly	5	71.4
Friendly	2	28.6
<b>Total</b>	<b>7</b>	<b>100.0</b>

It emerged from the discussion groups that the school rules were not friendly for the reason that they favored Kenyan students who were punished few times and less severely than urban refugee students. One of the urban refugee students reported that if an urban refugee student and a host student fought in school, the host student would be suspended from school for two weeks while the urban refugee student would be completely expelled.

#### **4.7.3 Attention given to the learners**

The researcher sought to establish which group was given more attention in class by teachers than the other. The findings are presented in table 4.32 below

**Table 4.32 Focus group responses on group perceived to be given more attention than the other**

<b>Group</b>	<b>Frequency</b>	<b>Percent</b>
Kenyan Students	4	57.1
Urban refugee students	3	42.9
<b>Total</b>	<b>7</b>	<b>100.0</b>

The findings showed that according to the urban refugee students, teachers give more attention to host students than to urban refugee students. This concurs with Ogby (1994) that Latino refugee student in Australia who reported that teachers ignored them even if they were the first to raise their hands to answer questions and they thought that the teachers believed in white people more than in them and the refugee students lost hope with their teachers. This may decrease their motivation to complete their school work along with other negative consequences such as dropping out of school.

#### **4.7.4 Frequency of urban refugee students being sent home for school fees**

The researcher sought to find out how often urban refugee students are sent home for school fees. The findings are presented in table 4.33.below

**Table 4.33 Focus group responses on frequency of urban refugee students being sent home for school fees**

<b>Extent</b>	<b>Frequency</b>	<b>Percent</b>
Very Often	4	57.1
Less Often	3	42.9
<b>Total</b>	<b>7</b>	<b>100.0</b>

The findings show majority (57.1%) indicated that they are sent home often This concurs with the UNHCR Education Report 2011, that lack of financial resources, and other inconsistencies may limit progress in urban refugee secondary school education. Also, with increasing lack of financial resources refugee youth are often withdrawn from school by parents in order to work and support family. Therefore high drop-out rates, non- attendance and low completion rates are often as result of the financial constrains.

#### **4.7.5 School Environment Safety for Urban Refugee students**

The researcher sought to determine whether the school environment was safe for urban refugee students. The findings are presented in table 4.34 below

**Table 4.34 School environment safety among urban refugee students**

<b>Safety</b>	<b>Frequency</b>	<b>Percent</b>
Not safe	6	85.7
Safe	1	14.3
<b>Total</b>	<b>7</b>	<b>100.0</b>

The findings show that a majority of the urban refugees (85.6%) feel unsafe in school. This confirms that protection in education is related to retention for refugee students in secondary schools in that among other things if they perceive or experience lack of safety and security, they will eventually dropout of school. In schools, refugee students are targets of anti-immigrant views (Bigelow, 2010, Stewart, 2010).

The findings from the discussions also revealed that the urban refugee students were aware that the K.C.S.E certificates are recognized by their home country governments. This despite the challenges encouraged them to remain in school because they were sure to fit within the education system of their home countries in the event of relocation.



#### 4.7.6 Why urban refugees dropped out

The researcher inquired whether the urban refugee students could identify fellow refugee students who had dropped out of their respective school. A good number was identified. The reasons for dropping out are presented in table 4.35 below.

**Table 4.35 Reasons for dropping out of school among urban refugee students**

Reasons	Frequency	Percentage
Discrimination	24	24
Harassment	20	20
Lack of school fees	27	27
Extortion	12	12
Complicated Curriculum	17	17
<b>Total</b>	<b>100</b>	<b>100</b>

Findings show that most urban refugee students drop out due to discrimination (24%) and lack of school fees (27%), harassment (20%), extortion (12%), and complicated curriculum (17%). This confirms the reason most of these students don't feel secure in school and thus opt out.

**CHAPTER FIVE**  
**SUMMARY OF THE STUDY, CONCLUSIONS AND**  
**RECOMMENDATIONS**

**5.1 Introduction**

This chapter deals with the summary of the study, conclusion and Recommendations. The purpose of this study was to investigate the school based factors that influence retention of urban refugees in Ruiru District, Kiambu County, Kenya.

**5.2 Summary of the study**

The purpose of the study was to investigate school based factors influencing retention of urban refugee students in Ruiru District, Kiambu County Kenya. Four research objectives were formulated to guide the study .The first one was to examine the extent to which teacher attitude influences retention of urban refugee students. The second one was to establish the extent to which host students attitude influences retention of urban refugees .The third one was to determine the extent to which the Kenyan secondary school curriculum influences retention of urban refugee students in secondary schools, while the fourth one was to establish the extent to which the cost of secondary school influences retention of urban refugee students.

The study adopted a descriptive survey design to gather both qualitative and quantitative data. The target population for this research consisted of 7 principals, 80 teachers, 576 host students and 100 urban refugee students. Data was collected

using questionnaires for principals, host students, urban refugee students as well as focus group discussions with urban refugees. Both purposive and simple random sampling was employed by the study.

Findings from objective one were that attitude of teachers influences retention of urban refugees to a very great extent. Teachers are the greatest point of interaction with the urban refugee students and how they handle them in and out of their class influences their retention. During focus group discussions, it emerged that a majority of teachers were too fast for urban refugee students during teaching. In fact, 57.1% of the urban refugee students felt that teachers gave Kenyan students preferential treatment as compared to urban refugee students and punishing urban refugees heavily due to perceiving them as rude and in disciplined to a point of expelling them out of school when they fight with host students. This can be equated to discrimination which was rated at 63% by urban refugee students themselves and harassment rated at 11% by the teachers. In doing all these teachers are revealed to have faulted the "do no harm principle." This can largely be attributed to lack of psychosocial training for all the teachers who confirmed to have not received any such training on who urban refugees students are, their experiences and difficulties as well as their special needs and circumstances and routine challenges as they adjust to a new school system and culture in a foreign county. Such factors make the students lack interest in the school and prefer to drop out.

Findings from objective two established that the attitude of the host secondary school students greatly influences the retention of urban refugee students. Host students play the role of being school mates, classmates, friends and companions to the urban refugee students. However, findings from the study reveal that host students have been unfairly treating urban refugee students through bullying at 7%, discrimination 40%, , harassment at 8%, teasing at 6%, intimidation at 10% and sometimes extortion of money from the urban refugee students at 10%. This builds hatred and fear as sometimes the urban refugee students have to retaliate or simply remain isolated and helpless about the whole scenario. This makes them drop out of school since they find the school environment unsafe.

Findings from objective three were that the Kenyan secondary school curriculum to a large extent influences the retention of urban refugee students in secondary schools. Majority of the teachers and principals indicated that urban refugee students have language problems in both written and spoken Kiswahili and English which slowed their adaption process. This was rated at 28.6% by the principals and at 38.6% by teachers. Majority of urban refugees also indicated challenges such as a majority of teachers being too fast when teaching. 67% of them indicated that Kiswahili was particularly hard for them because it was not part of the subjects they studied in their home. The mode of exam and testing is also different as in the case of all the Ethiopian urban refugee students who were used to multiple choice and short answer questions only to find a variety of comprehension questions in the Kenyan system of examination. Field notes

showed that most teachers felt that urban refugee students be exempted from Kiswahili subject during teaching and assessment because it was too difficult for them. Some teachers (7%), indicated that 10% of the urban refugee students had negative attitude towards some subjects, while 7.1% felt that urban refugee students had general lack of interest in learning as well as low achievement levels.

Findings from objective four were that the cost of secondary school in Kenya also influences retention of urban refugee students in secondary schools. Findings from various groups namely principals a(42.9%), and urban refugee students(69%) as well as focus group discussions with urban refugee students, have indicated that among the reasons why they drop out of school is lack of school fees. It is further confirmed by the principals(57%) that they are sent for school fees many times yet most of them depend on sponsors most of whom live outside Kenya. This lack of school fees makes them keep travelling in search of school fees .Consequently some give up and eventually opt out of school while others engage in livelihood activities such as starting up small businesses.

### **5.3 Conclusions**

The study findings are a confirmation that the major school based factors that negatively influence retention of urban refugee secondary school students in secondary schools in Ruiru District, Kiambu County, Kenya are teachers' attitude, host students attitude, Kenyan secondary school curriculum and cost of secondary school education.

Respondents both in the questionnaires for urban refugee students and in focus group discussion indicated that the teachers attitude ,for example perceiving urban refugee Sudanese students to be rude and in disciplined thus mishandling them and also strict rules that makes life unbearable drives the urban refugees out of school.

Findings relating to the attitude of host students revealed that they unfairly mistreat urban refugee students through discrimination at 40%, bullying at 5% teasing at 6% teasing at 6% and harassment at 8% of urban refugee students. During the focus group discussion with urban refugee students it emerged that several of them were victims of financial extortion by host students. Also, 57% of the urban refugee students reported that host students were given more attention in class by teachers

This makes the environment unbearable for the urban refugee students who eventually drop out of school. The Kenyan Secondary school curriculum has also been cited as a cause of the low retention levels of urban refugee students. For instance, it covers Kiswahili which the urban refugee students have never been introduced to. The language of instruction rated at 27% by teachers the rigid teaching methods and the mode of testing also differ from what the urban refugee students have been previously offered by their schools in their home countries. This results into low academic achievements at 5% which frustrates them out of school.

Lack of school fees was cited by 69% of urban refugee students. Most of them depend on sponsors. Findings also revealed that they are sent for school fees many times which makes them to keep travelling from school back home or to their sponsors to source for the school fees.

## **5.2 Recommendations**

In order to improve the retention of urban refugee students in secondary schools in Ruiru District, Kiambu County, Kenya the study makes the following recommendations based on the research findings:

- i. The Ministry of Education in collaboration with relevant bodies dealing with refugee affairs such as the UNHCR and the IRC should offer psychosocial training for principals and teachers. This will enable them to handle and understand the difficulties and experiences of urban refugee students as who urban refugee students really are, their special needs and circumstances and their role in identifying and responding to these needs.
- ii. Teachers should adopt their curricula instruction, assessment and interaction patterns to the changing student population. Teachers should adopt flexible and accommodative teaching methods. They should as much as possible ensure the teaching methods meet the learning needs of all the students. This will result into a system which values urban refugee

students as resources but not the problem in as far as curriculum implementation is concerned.

- iii. Host students should be inducted on how to understand and handle urban refugee students in a bid to curb such unfair treatment such as discrimination, bullying, teasing and extortion.
- iv. Urban refugee students are willing to learn despite the challenges. Therefore they should be given intensive support by teachers to enable them cope with a new culture and a new education system in a foreign country.

### **5.3 Suggestions for Further research**

This study sought to investigate school based factors that influence retention of urban refugee students in secondary schools in Ruiru District, Kiambu County, Kenya. Following the delimitation of the study as well as its limitations, the researcher makes the following suggestions for further research:

- i. A study on the influence of curriculum on academic achievements of urban refugee students in secondary schools.
- ii. A study on non school related factors influencing dropouts among urban refugee students in secondary schools.
- iii. A study to investigate factors influencing retention of urban refugee pupils in primary schools in Ruiru District, Kiambu County, Kenya,.



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## APPENDICES

### APPENDIX I

#### LETTER OF INTRODUCTION

University of Nairobi,

Department of Educational Administration & Planning

P.O. Box 30197-00100,

Nairobi.

The Principal, \_\_\_\_\_

Dear Sir/Madam,

#### REF: REQUEST FOR COLLECTION OF RESEARCH DATA

I am a Master of Education (Med) student at the University of Nairobi. As part of the requirement for the award of the degree, I am expected to undertake a research study. I am requesting for your participation in a research study that investigates **School based Factors Influencing Retention of Urban Refugee Students in Secondary Schools in Ruiru District, Kiambu County, Kenya**. Please allow w me to carry out the study in your school. The research results will be used for academic purposes only and the identity of the respondents will be treated with confidentiality.

Yours Faithfully,

Esther Wamungu

## APPENDIX II

### QUESTIONNAIRE FOR SCHOOL PRINCIPALS

#### Introduction

Please respond to the items given in this scale as honestly and accurately as possible. All your responses will be treated as confidential and will be used for research purposes only. Please read each statement carefully and tick against the appropriate answer. Fill in the blank spaces with the correct information.

#### Part A: Background information

1. What is your gender? Male  Female
2. What is your highest level of education? D/ED  B/ED  M/ED
3. What is your length of stay in this school?
4. How do you establish the status of urban refugee students in your school?

#### PART B: Kenyan Secondary School Curriculum

5. How would you describe the retention levels of urban refugee students in your school? Declining ( ) Static ( ) Increasing ( )
6. What curriculum challenges do urban refugee students face?

7 To what extent do the above challenges influence retention of urban refugee students in your school?

**PART C: The cost of secondary school Education**

8 How often are urban refugee students sent home for school fees? Very often( ) Less often ( ) Not at all ( )

9 To what extent does school fees payment influence retention of urban refugees in your school? To a large extent( ) To a small extent( ) To a moderate extent( )

10 What level in your opinion is mostly affected?

## APPENDIX III

### QUESTIONNAIRE FOR HOST TEACHERS

#### Introduction

Please respond to the items given in this scale as honestly and accurately as possible. All your responses will be treated as confidential and will be used for research purposes only. Please read each statement carefully and tick against the appropriate answer. Fill in the blank spaces with the correct information.

#### Part A: Background information

1. What is your gender?            Male [  ]      Female [  ]
2. What is your highest level of education?  
D/ED [  ]            B/ED [  ]            M/ED [  ]
3. For how long have you been in this school?
4. Have you received any training on how to handle urban refugee students?
5. If no, do you think its important? Explain your answer.

#### Part B: Host Students Attitude

6. Do host students relate well with urban refugee students? Yes [  ] No [  ]

7 If yes ,what are some of the social problems facing urban refugee students? Discrimination ( ) Harassment ( ) Bullying( ) Teasing ( ) Others (specify)

**Part C: Kenyan Secondary school Curriculum**

9. How would you describe the participation of urban refuge students in class ?

Very active( ) Lively ( ) Dull ( )

What are some of the main problems that pose a challenge to urban refugee students during the teaching learning process? Negative attitude towards some subjects ( )Language problems ( ) General lack of interest in learning Low achievement levels ( ) Others (specify)

## APPENDIX IV

### QUESTIONNAIRE FOR HOST STUDENTS

#### Introduction

Please respond to the items as honestly and accurately as possible. All your responses will be treated with confidentiality and will be used for research purposes only. Please read each statement carefully and tick against the appropriate answer. Fill in the blank spaces with correct information

- 1 .What is your gender ?male  Female
2. What is your age? 13-14  15 years and above
3. Which class are you in?\_\_\_\_\_
4. When did you join this school?\_\_\_\_\_
5. How many urban refugees are in your class?\_\_\_\_\_
6. What challenges do they face while in school?  
Language Problems  Lack of fees  
Bullying  Harassment  Discrimination  Poor  
performance   
Stress  Others (Specify)\_\_\_\_\_



## APPENDIX V

### QUESTIONNAIRE FOR URBAN REFUGEE STUDENTS

#### Introduction

Please respond to the items as honestly and accurately as possible. All your responses will be treated with confidentiality and will be used for research purposes only. Please read each statement carefully and tick against the appropriate answer. Fill in the blank spaces with correct information .

1. What is your gender ?male  Female
2. What is your age ?13-14  15 years and above
3. Which class are you in?\_\_\_\_\_
4. What is your Nationality?\_\_\_\_\_
5. When did you join this school?\_\_\_\_\_
6. Do you know of any urban refugee student whom you joined school with but has not completed education? Yes  No
7. If yes, for what reasons? Language Problem  Lack of school fees   
Bullying  Harassment  Discrimination  Poor performance   
Stress  Others ( Specify)\_\_\_\_\_
8. Which subjects pose a challenge to you? Please explain

9                      Should you relocate to your home country, will the  
K.C.S.E Certificate be recognized? Yes ( ) NO ( ) Don't know ( )

10                     Are you often sent home for school fees?

**APPENDIX VI**

**FOCUS GROUP DISCUSSION WITH URBAN REFUGEE SECONDARY SCHOOL STUDENTS**

<b>No</b>	<b>Questions</b>	<b>Checklist</b>	<b>Other responses or comments</b>
1	Are you or any other refugees able to relate well with host students and teachers? If not why?	A: Bullying from host students  B: Harassment and discrimination from teachers  C: Others (specify)	
2	Do you actively participate in learning? If not why?	A: Lack of teacher support  B: Language issues  C: Others (Specify)	
3	Are your parents or guardians able to pay school fees for you? If no, why?	A: Lack of money  B: Prefer paying for my brother	

		C: Others (specify)	
4	Do you encounter any curriculum and social issues?	Yes ( ) No ( )	

REPUBLIC OF KENYA



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NAIROBI-KENYA  
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/1009**

Date: **13<sup>th</sup> June 2013**


Esther Nyambura Wamungu  
University of Nairobi  
P.O Box 92-0902  
Kikuyu.

### RE: RESEARCH AUTHORIZATION

Following your application dated **5<sup>th</sup> June, 2013** for authority to carry out research on "*School based factors influencing retention of urban refugee students in secondary schools in Ruiru District, Kiambu County, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Ruiru District** for a period ending **31<sup>st</sup> December, 2013.**

You are advised to report to **the District Commissioner and District Education Officer, Ruiru District** 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.

  
**DR. M. K. RUGUTT, PHD, HSC.**  
**DEPUTY COUNCIL SECRETARY**

Copy to:  
The District Commissioner  
The District Education Officer  
Ruiru District.

*"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".*

Research Permit No. NCST/RCD/14/013/1009

Date of issue 13<sup>th</sup> June, 2013

Fee received KSH. 1000

**THIS IS TO CERTIFY THAT:**  
Prof./Dr./Mr./Mrs./Miss/Institution  
Esther Nyambura Wamungu  
of (Address) University of Nairobi  
P.O Box 92-0902, Kikuyu  
has been permitted to conduct research in



Location  
Ruiru District  
Central Province

on the topic: School based factors influencing  
retention of urban refugee students in  
secondary schools in Ruiru District,  
Kiambu County, Kenya.

*Esther Nyambura Wamungu*  
Applicant's Signature  
*[Signature]*  
For Secretary  
National Council for  
Science & Technology

for a period ending: 31<sup>st</sup> December, 2013.