

**FACTORS AFFECTING THE REFUGEE STUDENTS
ACADEMIC PERFORMANCE AT KENYA CERTIFICATE OF
SECONDARY EDUCATION IN EASTLEIGH NORTH
DIVISION, NAIROBI, KENYA**

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**A Research Project Submitted in Partial Fulfillment of the
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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 other University.

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

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DEDICATION

This work is a special dedication to my husband, Kennedy Nthiga for his unfailing support and encouragement.

ACKNOWLEDGEMENT

I wish to first of all thank the Almighty God for his grace and protection throughout the course.

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LIST OF ABBREVIATIONS AND ACRONYMS

ESL	English as a Second Language
KCSE	Kenya Certificate of Secondary Education
LWF	Lutheran World Federation
NGO	Non governmental Organizations
UK	United Kingdom
UN	United Nations
UNHCR	United nations High Commission for Refugees
USAID	United States Agencies for International Development

ABSTRACT

The refugee students in Nairobi, Kenya, face xenophobia and discriminative urban refugee policies, which preclude their admission into public secondary schools in the city. In turn, these students' enrolment in private schools in Nairobi is hindered by their parents' or guardians' precarious socio-economic status. The study aimed at investigating the factors affecting the performance of refugee students at KCSE. This study employed descriptive survey. In this study, the target population consisted of all public secondary schools in Eastleigh North Division. Eastleigh North Division has 12 public secondary schools that sat for KCSE examination by the year 2012. The sample size consisted of a total of 388 respondents; 12 head teachers, 12 teachers and 366 students. The sample for the students consisted of 10 % of the students' population of 3660 drawn from an accessible population of students in the public secondary schools. The entire population of head teachers in the twelve public secondary schools in Eastleigh North division took part in the study. From each school, there was one class teacher participating in the study. The class teachers were purposively selected because they are in close contact with students and they are better placed to give information on students' academic performance and class management in the schools

The study's findings show that the public secondary schools in Eastleigh Division provides many Somali refugee students in Nairobi with an opportunity to access education, and a welcoming and secure learning environment. However, language barrier, psychological trauma, financial constraints, lack of support from fellow students as well as teachers and inadequate school resources were found to affect the academic achievement of the refugee students. Additionally, the students' deprived livelihoods in the city hamper their achievement to their fullest potential. Collaboration between agencies such as UNHCR, Kenyan government, and the urban Somali refugee community has the potential to improve these students' learning conditions, and their future lives.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Globally, an increase in the number of refugee students of African origins in major cities has occurred in countries around the world, especially such countries as the United States, Canada, United Kingdom, and Australia (Biles 2006). Research, however, indicates that this increase has generally not been accompanied by appropriate educational and other specialized support specifically targeted to assist the acculturation, integration, and the academic performance of students who are from war-affected, disrupted schooling backgrounds and whose culture, ethnicity, language, and religion are significantly different from those of the mainstream in the host countries. Some schools have refugee support programs that do not have input from the refugees themselves or research on the effectiveness of these programs for particular groups of refugee students. This lack of informed and targeted educational support, along with various forms of documented discrimination against African refugee students in host countries (McBrien, 2005) may account for the poor academic performance, dramatic school dropout rates and social alienation observed among this group, thereby significantly reducing the economic and social opportunities available to them in their new countries.

In a study of policy and provision for refugee students in Australia, Sidhu and Taylor (2007) reported that refugee students were rarely targeted with a specific policy aimed at improving their academic performance. Instead, they were either

included with other categories of students such as English as a Second Language (ESL) students, or not mentioned at all. Similarly, in a UK study, Arnott and Pinson (2005) found that the needs of asylum seeker and refugee students were rarely met though a specific targeted policy. Arnott and Pinson identified factors affecting the academic performance of refugee as being in three main areas: learning, social and emotional. However, they found that schools tended to concentrate on ESL issues, together with emotional problems without focusing much on the issues such as curriculum which majorly affect the academic performance of the refugee students. Less attention was given to other learning needs of the students such as facilitating their access to the mainstream curriculum.

The particular needs of refugee students have been ignored by education policymakers and by research, which has focused on migrant and multicultural education. These exclusions - from public policy and academic research - establish the context for a lack of targeted policies and organizational frameworks to address the significant educational disadvantages confronting refugee youth. The discursive invisibility of refugees in policy and research has worked against their cultural, social and economic integration.

Despite recent efforts by the Kenyan government to expand educational access to refugee children, education remains inaccessible to many of them in Nairobi. Kenyan government policy constrains refugee children's access to education in Nairobi. In the city council primary schools, refugee parents and guardians are required to produce a proper registration document such as UNHCR mandate

certificate in addition to the child's birth certificate. Although many refugee children in Nairobi are born in Kenya, they do not have birth certificates, which hinder their enrolment into public schools in Nairobi. Other barriers, such as discrimination and extortion, have prevented the enrolment of refugee children in some city public primary schools (Jacobsen, 2005).

Although Kenya introduced free primary education in 2003 providing for the enrolment of refugee children into public schools, many urban refugees are not aware of this opportunity, or lack the capacity to benefit from it (Pavanello, 2010). The introduction of free primary education in Kenya has also increased the numbers of students enrolling in secondary school education, resulting in limited spaces, resources and infrastructure, and deterioration quality of education for the refugees especially in Eastleigh. Some school administrators refuse to enroll refugee students in order to preserve spaces for Kenyan students.

Table 1.1: Overall Mean Scores attained by refugee students in KCSE between 2008 and 2012 in Kamukunji District by Division

Year of Examination	Division			
	Eastleigh South	Eastleigh North	Pumwani	Other students
2012	4.633	4.3017	4.4814	6.5264
2011	4.4858	4.1451	4.2338	6.8312
2010	4.4800	4.3622	4.4908	7.2875
2009	4.4457	4.2964	4.4153	6.5833
2008	4.5956	4.7511	4.2705	5.2714
Overall mean performance (2008 – 2012)	4.528 (C-)	4.3713(D+)	4.3784(D+)	6.4999 (C)
Overall performance in Kamukunji District (2008 – 2012)	4.4259 (D+)			

Source: DEOs' Offices, Kamukunji District

From Table 1.1, it is evident that refugee students enrolled in school within Eastleigh North division perform poorly and least among the three divisions of Kamukunji District. Eastleigh North Division had overall mean performance of 4.3713 below that of the whole district of 4.4259. Refugee students in Eastleigh South obtained a mean of 4.528 (C-) and Pumwani 4.3784 (D+) between 2008 and 2012. This implies that there are factors influencing academic performance in KCSE examinations among refugee students which the researcher is seeking to investigate.

1.2 Statement of the problem

As the refugee student population in Kenyan public schools continues to become increasingly diverse in terms of Race, class ethnicity and language, teaching that is responsive to the different languages the refugee students bring with them to Kenyan schools continues to be an important priority for teachers. There is lack of

a language of communication that empowers refugee student intellectually, socially, emotionally and politically by using the host country's language to impart knowledge, skills and attitudes in order to improve their academic performance.

Gay(2000) asserted that teachers who use the different languages for refugee student use the cultural knowledge, prior experiences and performance styles of diverse students to make learning more appropriate and effective for them. It teaches to and through the strengths of these students in order to improve their academic performance.

Non Governmental Organizations (NGO's) like Lutheran world Federation(LWF),CARE International, USAID have tried to support Kenyan refugees in order to have access to education in Kenya. They have done this through provision of shelter, food, clothing, medical care and learning materials. Despite their efforts to provide all these basic needs in collaboration with the host government the performance of refugee student is still questionable. While several studies have been done relating to refugee student, no conclusive study has been done on the factors affecting the academic performance of refugee student in Kenya. This study aims to fill this gap by investigating the factors that affect the academic performance of refugee student at KCSE in Eastleigh North Division's.

1.3 Purpose of the Study

The purpose of this study was to investigate the factors affecting the academic performance of refugee students at KCSE in Eastleigh North Division.

1.4 Objectives of the Study

The objectives of this study included:

- a) To examine how government policies affect the academic performance of refugee students in KCSE.
- b) To determine the extent to which economic challenges affect the academic performance of refugee students at KCSE
- c) To establish ways in which language of instruction affect the academic performance of the refugee students at KCSE.
- d) To determine the extent to which psychosocial challenges affect the academic performance of refugee student.

1.5 Research Questions

To achieve the objectives, the research study sought to answer the following research questions:

- a) What are the contributions of government polices on the effects of academic performance of refugee student in KCSE?
- b) To what extent do economic challenges affect the academic performance of refugee students at KCSE?

- c) How does language affect the academic performance of refugee students at KCSE?
- d) How does psychosocial challenges affect the academic performance of refugee students at KCSE?

1.6 Significance of the Study

The proposed study is significant in a number of ways. The findings of the study may be of use to a number of Education stakeholders such as School Principals to enable them to identify the factors that mitigate against refugee student education and good academic performance. The study may also help classroom teachers to cushion the impact and influence of school curriculum factors on refugee students during content delivery. The findings may therefore help in solving the problem of learners' disparity in the academic performance in KCSE. Policy makers such as the Ministry of Education and Kenya institute of Education may use these findings and recommendations to implement appropriate administrative strategies aimed at improving the academic performance of refugee students in KCSE. The findings would also add to the growth of knowledge and theory on gender and performance in KCSE. This would help the scholars and researchers in secondary education in similar areas.

1.7 Limitations of the Study

The researcher was not in a position to control the attitudes of the respondents as they were responding to research instruments. The respondents were free to respond to the research instruments. The information given by respondents is

exactly as it was received. The information in the findings of the study could not be generalized to other areas.

1.8 Delimitations of the Study

The study was conducted in Eastleigh North Division. Other areas in Nairobi were not included in the study. The study was only conducted in 12 public secondary schools in Eastleigh North Division. Other schools such as primary and private schools did not take part in the study. The 12 head teachers, 216 teachers and 3660 students were the respondents of the study. Other students did not participate in the study.

1.9 Research Assumptions

The study was based on the following assumptions:

1. That refugee students in Eastleigh North Division know the factors affecting their academic performance.
2. That accurate and reliable data was obtained for the study

1.10 Definition of Significant Terms

This is the definition of the inherent meanings of significant terms that the researcher commonly used in the study.

Curriculum refers to the set of courses, and their content, offered at a school or the course of deeds and experiences through which children grow to become mature adults.

Factors refer to identifiable conditions that affect the refugee participation in education.

Government policy refers to a plan or course of action, as of a government, intended to influence and determine.

Language of instruction refers to the language that is used in teaching and carrying out all the studies in the programme. It may or may not be the official language of the country or territory.

Performance refers to the students' or schools' academic level of achievement in KCSE examination.

School curriculum factors refer to the content, organization of content, modes of delivery and learning and evaluation activities in the curriculum thereof.

1.11 Organization of the Study

The study is organized in five chapters. Chapter one provides details about the background to the study, statement of the problem, purpose of the study, research objectives and questions, limitations and delimitations of the study. Chapter two reviews literature on the factors affecting the academic performance of refugee students. Chapter three describes research methodology which includes research design, target population, sample and sampling procedure, research instruments, data collection and analysis procedure. Chapter four presents data analysis, presentation and interpretation of analysis, presentation and interpretation of findings and summary findings thereof. Chapter five deals with the summary of findings, conclusions, recommendations and suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review on the factors influencing refugee students' academic performance. The chapter discusses factors such as policies of host nations, economic implications of the refugees, and psychological challenges as the major factors influencing the performance of refugee students' performance. The chapter further presents the theoretical and the conceptual frameworks.

2.2 Factors influencing refugee students' academic performance in examinations

Education is a part of many services rendered in a refugee settlement wherever they are found, whether in industrially developed or developing countries; education relates to their past, present and expected social and economic roles. According to Asiedu, cited in AHEAD Annual report (2001), individuals in refugee camps will need to be equipped with skills that will enable them cope with the future they will face when they return, as well as with skills that will help them sustain their lives during the periods they exist as refugees. Education is the process by which people acquire knowledge, skills, values, attitudes and moral behaviour. Teachers are the transitional framework and the main agencies of education. They provide organized periods, classrooms timetables, teaching methods, curriculum, evaluation techniques and certification (Talabi, 2005).

The absence of education strikes a great blow on refugee and displaced youths and children.

Where there is no education and the children or youths are isolated, traumatizing memories prevail and a possible nightmare of fears and violence may be a part of their lives (Mitler, 2000; Sommers 1999). Education for refugees is necessary because it helps them in alleviating stress, and gives them hope and more information on how best to be prepared to meet their daily challenges. Also it serves as an information base for the new environment and its cultural orientation. In all life, education is light and this light illuminates the path to developmental success of which a refugee is no exception. Under these perspectives, education can be considered as the single most developmental aspects that promote cultural and environmental concerns (Malakpa, 2005). Parents may have the urge to educate their children but because of the difference of locality that they find themselves in, it may be quite frustrating as they may not be in the position to acquire work because of their status as refugee. This syndrome of not been able on the part of parents serves as a moral impediment. However, in a bid of sustaining the family, the children could be used as child labourers by selling portion of relief items collected by families for money as a means of purchasing additional items that the family may be in need of (Mitler: 2000).

There is not one immigrant experience'. When teaching and interacting with immigrant students in the classroom, teachers must bear in mind that each student brings a unique set of experiences that affects her or his life post-migration. Gonzalez and Darling-Hammond (1997) noted that immigrant students certainly face a lot of challenges in the school; however, teachers must view the immigrant child as a unique member of his or her school community, as well as an individual

member of his or her own cultural group. Researchers Dunn and Adkins (2003) and Gonzalez and Darling-Hammond (1997) underscore that educators must avoid making generalizations and assumptions about the needs of a student; when considering solutions and supports with which to provide the student, the teacher must consider the student independently of everyone else. Schooling prior to migration, degree of trauma, and degree of difference between the home culture and the dominant culture are some of the factors they say that must be taken into consideration with each immigrant child. Dunn and Adkins (2003) suggest that an appropriate way of discovering some of this specific personal information is through conversation with the child's parent(s), with the aid of an interpreter. Although this strategy of communication with parents may be useful in both obtaining information about the child and building a relationship with the parents, some parents may not feel comfortable discussing personal matters such as the child's degree of trauma with someone whom they hardly know.

2.2.1 Influence of policies of host nation son the academic performance of refugee students in examinations

The United Nations 1951 convention clearly states the responsibility of host governments towards refugees. All individuals have fundamental rights to live at any destiny if feel threaten by governmental persecution. However it is the country of asylum that determines who receives such status. Refugees should be accorded welcome, be able to move freely, have access to work and have access to education like nationals. However, these opportunities are denied refugees in

most cases to discourage them from residing permanently in host countries. This attempt is aimed at encouraging the refugees to repatriate back to their country of origin. The movement of refugee to host countries places pressure on the economy and other social systems of host receiving countries. The de-facto nature of their movements usually forces host countries to rethink and create a statutory body to control the influx of these refugees.

The country hosting refugee population experiences its share of the problems as well. It must firstly open up its border allowing the influx of refugees from their original country of stay and subsequently providing a parcel of land befitting the size of said population (Jacobsen, 2005). According to the General assembly of the United Nations:“massive flows of refugees may not only affect the domestic order and the stability of receiving states but also jeopardise the political and social stability of entire regions and thus endanger international peace and security” (Obessi, 1987).

Most African countries will not openly refuse the refugee influx due to the humanitarian nature involved but as a matter of fact, host countries suffers immensely in many categories. For example, existing schools may be overcrowded in some instances, because of large influx of refugee children into their schools systems thereby overstretching the capabilities of the teachers as well.

On the contrary, there exists no commonality in the reception of influx of refugee between developing countries and countries of the north. The countries of the north have allocated resources and modern technology that makes it difficult to

allow refugee influx as compared with developing countries that lacks these basic requirements (Ager, 1999). With regards the relationship existing between refugee and host nation, both parties find themselves in a decisive state. The refugee is concern with his safety as well as survival strategy whereas government planners and policy makers are confused about the objectives and approaches towards the problem: should the new comer be allowed to assimilate, adapt or integrated? Should the newcomer be aided with the technicalities involved for becoming a part of the general society or will the refugee be indoctrinated into a new society at the same gripping on to familiar traditions? (Katzki, 1978). Government policies usually dictated by economic and political considerations often changed and are difficult for the newcomer to understand. Frequently, new demands on migrants are made without sufficient explanations in understanding language. (Katzki,1978). From all indications most refugees seeking asylum in a foreign country within the African context are those from the rural areas. Most of these people have limited education and exposure since most of the communities they originate from do not necessarily provide as much opportunity for education or advancements. There are also refugees who are educated and can easily differentiate between lines without much distinction.

Most refugees in an asylum country are sometimes privileged to benefit from packages or organized schemes from local, international organizations or governmental agencies with oversight responsibilities on disaster management. The task of accepting and caring for refugees have been a serious point of concern as it relates to most host countries. However, the UNHCR and other Non

Governmental Organizations are partners in the refugee's assistance programs and thus are working in fulfilment of the UN charter on refugees and cannot protect refugees as expected. It is usually the responsibility of the authorities of host nations to provide security for refugees within their respective borders. In most cases, refugee camps or transit centres in host countries are closer to borders of the escapee's original country and this may not actually favour the safety of the refugee since there may be cross border raids which may be at the detriment of the refugee. There exists an arbitrary behaviour by nations to frustrate the attempt of refugees from the very beginning since they may not be in the position to uphold their status of protecting refugees (Amnesty International, 1997).

2.2.2 Economic implications on the academic performance of refugee students in examinations

At the emergence of conflicts, people struggle for survival and perhaps become disenchanted in their plight as they seek refuge in an effort to protect themselves. Some moved toward directions of nearby villages; while another segment of people moved towards other urban cities or areas within the same country where they feel their security can be guaranteed. This group is considered as the Internally Displaced Persons (IDP's). The latest of these are displaced groups of people who are able to mobilize some resources to continue the journey across border to a foreign country in the developing world as refugees (Jacobsen, 2005). As these refugees cross into a new country amidst the many setbacks of seeing the atrocities that may have been committed, or the disillusionment experienced, they

find themselves in a very complex condition in deciding the way forward. Refugees have a great task of caring for themselves once they have entered a so called place for refuge. First as they arrived at a new settlement, they must be able to provide for themselves shelter, food and water until the arrival of humanitarian aid. Thousands of refugees the world over are faced with protracted situations starting from the very point the thought of flight sets in to the point when they cross a foreign border (Jacobsen, 2005).

However, as they moved through these many dangers, different survival strategies are employed to pursue their livelihoods. As they moved away from conflict zones, they seek mean of assistance en route until they become settled. As these refugees become settled, they take up residence in rural and urban areas as well as camps under constituted authorities. Based on the plight of these refugees, local authority and local relief agencies are the first to rush with aid to alleviate the immediate concerns of these refugees until international agencies come in with relevant packages benefiting the refugees' emergency needs. Concomitant with their flight to a new country as refugees comes with the responsibility of providing support for themselves in likely pursuit of their livelihoods and well as the process of education. Usually at the onset of any crisis situation, there is an apparent rush of aid and other supply packages to meet the urgent demand of needy refugees. But as these aid organizations depart, the refugees fall short of humanitarian assistance; which was meant for emergency needs (Jacobsen, 2005).

2.2.3 The effects of Language on the academic performance of refugee students in examinations

Education for refugee children and youths may experience another setback if the issue of language is not addressed. The UNHCR prioritizes repatriation of refugees to their home country as one of the solutions to the problems to refugees. The UNHCR advocates for “education for repatriation” which implies that students including children should be taught in their home language and curriculum while living at refugees camps so as to be acquainted with development back home before their arrival. If refugee children/youths attend school in host country using curriculum and language different from their own language, it could be of disadvantage to them during repatriation. That would mean all of their precious years of education could almost be in vain.

It is vital that all students in the classroom, including those coming from minority backgrounds, see themselves represented in the curriculum both on a visual degree and a knowledge base degree (Campey, 2002). Learning flourishes when content is relatable. Campey (2002) maintains that educators should ensure that reading and teaching materials are representative of the range of cultures present in the classroom. This inclusive representation creates a climate of respect for the home language of the immigrant students in the classroom. Furthermore, Gonzalez and Darling-Hammond explain that teachers should recognize and include all cultures in the curriculum as this recognition and inclusion leads to an increase in class participation from immigrant students. They recommend that teachers use information and ideas from the immigrant students’ own experiences

and home cultures as a way of promoting engagement in instructional tasks and creating a feeling of belonging. Dei (2000) believe that teachers can represent minority immigrant students by incorporating them and their culture into the visual landscape of the classroom through books, posters, artwork, and other visual media.

According to Hamilton and Moore (2001), increasing exposure to the host language should be a goal while providing encouragement for the maintenance of the native language. Educators must address these language concerns because students' acquisition of the host language is such an important part in the socialization and acculturation process into the new country. Furthermore, educators must implement peer mentorship and tutoring programs between refugee students and host students so as to effectively enable the refugee child to practice using the host language as well as to create lasting friendships (Hamilton & Moore, 2001; Loewen, 2001).

Urban refugees face serious problems of integration into society and often rely on other refugees, who also may not have the best English language skills (Bonfiglio, 2010). While English classes are available, financial and discriminatory problems restrict urban refugees' accesses to these services as well (Lucia, 2012). In addition to entering an unfamiliar, new education system that may not acknowledge refugee children's past education, students often also have to adjust to learning in a new language (Dryden-Peterson, 2011).

2.2.4 The effects of psychosocial challenges on the academic performance of refugee students

The psychosocial well-being of refugees includes their overcoming of traumatic experiences, acquiring a sense of safety and a sense of self, and adjusting to expectations of the new culture while being able to retain cherished values of the homeland (McBrien, 2005; Portes & Stepick, 1993). According to McBrien (2005), most discussions of psychosocial adjustment of refugees often point to the difficulties of moving on from traumatic memories. McBrien's review indicated that after five years, nearly 70 per cent of refugees from war-affected backgrounds retained stressful memories of the war and their flight from their homeland and 80 per cent had serious concerns about their separation from missing family members. Once resettled, adults often had to take lower-skilled jobs with less status than the jobs they had in their home countries. In addition, culturally different gender role expectations and reversal of the roles played by parents and children in the old country often added new stresses on families.

These psychosocial stresses were certainly present among the refugee students and their families interviewed for this study. Many students recounted horrific pre-migration and trans-migration experiences. For example, all four of the Sudanese students recalled frequent night raids on their refugee camps in Kakuma Camp (set up in one of the poorest locations in Kenya to serve refugees from diverse African countries) in which some of their parents and other close relatives were killed. Evidence of stress from psychological acculturation (Berry et.al,

2003) also emerged in the micro-system of the family as students and their parents cited challenges in the new culture to cherished values and changed family relationships.

2.3 Summary of the literature review

The literature has identified many challenges that immigrant and refugee students experience in the host country's foreign education system. Research states that immigrant students struggle in the classroom when learning a second language. In addition to the communication problems that this challenge presents, additional adjustment issues such as identity conflict arise. Furthermore, immigrant students are faced with the challenge of acculturation when they experience two cultures (the school culture and the home culture). Refugee students pass through three phases of migration and at each stage deal with a certain degree of trauma and, loss which often affects their psychological and social presence in the classroom. Their second language acquisition is also greatly affected by their experiences during pre-, trans-, and post-migration.

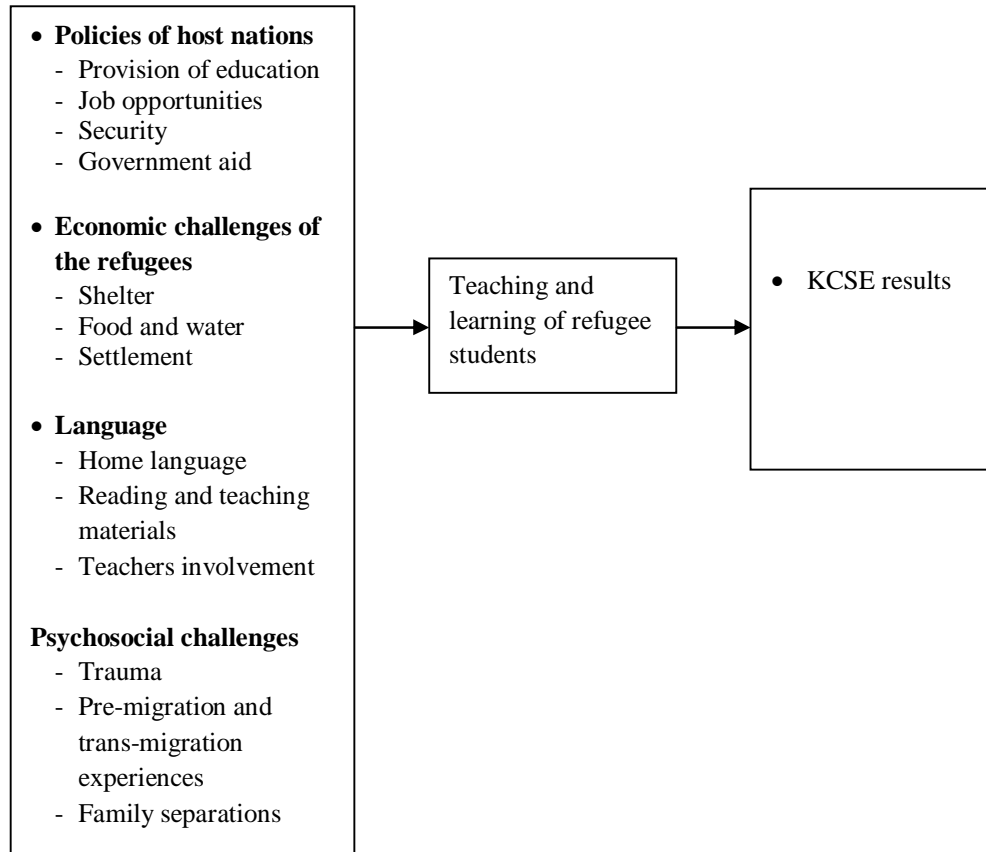
2.4 Theoretical framework

This study adopts the assimilation theory, which was initially proposed by Jean Piaget (1970). Through assimilation, we take in new information or experience and incorporate them into our existing ideas. Piaget believed that there are two basic ways that you can adapt to new experiences and information. Assimilation is the easiest method because it does not require a great deal of adjustment. Through this process we add new information to our existing knowledge base, sometimes interpreting these new experiences so that they will fit in with

previously existing information. Portes and Zhou's (1993) segmented assimilation theory posits three patterns of immigrant adaptation into a new society: (a) the straight line theory of upward mobility in which newcomers assimilate into the Caucasian, middle-class majority; (b) upward mobility and ethnic solidarity found in successful ethnic enclaves that have established themselves through government and social policies; and (c) a third unsuccessful pattern consisting of a downward spiral resulting in assimilation into poverty, often in an inner city underclass. Portes and Zhou noted that refugees arriving since the 1980s are less likely to blend than their predecessors because of their racial and ethnic origins. Without significant social and economic support, recent refugee children and youth are especially vulnerable to this unsuccessful pattern of acculturation. Extending their earlier work, Portes and Rumbaut (2001) posited three contextual factors on which segmented assimilation patterns are dependent: (a) the pace at which children and parents acculturate, (b) cultural and economic barriers confronted by immigrant youth, and (c) resources (family and community) available to manage the barriers.

2.5 Conceptual Framework

Figure 2.1 Conceptual framework showing factors affecting the academic performance of refugee students in examinations



The conceptual framework illustrates four important variables that affect the performance of refugee students at KCSE, the variable include: Policies of host nations, economic implications for the refugees, language and psychosocial challenges. The process in the conceptual framework is the learning of refugee students while the outcome is the performance of refugee students at KCSE.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section is organized under the following headings: research design, target population; sample size and sampling techniques; research instruments; instrument validity; instrument reliability; data collection procedures and data analysis technique.

3.2 Research Design

A research design is a plan, structure and strategy for investigation conceived so as to obtain answers to research questions and to control variance, according to Cohen (1980). This study employed a descriptive survey. Gay (1981) defines descriptive survey as a process of collecting data in order to answer questions concerning the current status of the subject in the study. The field survey implies the process of gaining insight into the general picture of a situation without utilizing the entire population (Borg and Gall 1996). Descriptive survey was selected for this study because the researcher wanted to investigate the factors affecting the academic performance of refugee students at KCSE in Eastleigh North Division, Nairobi.

3.3 Target Population

In this study, the target population consisted of all public secondary schools in Eastleigh North Division. Eastleigh North Division has 12 public secondary schools that sat for KCSE examination by the year 2012. The target population included; 12 head teachers, 216 teachers and 3660 students in the entire Eastleigh

North Division. Table 3.2 shows the demographic information of the students' population per school in Eastleigh North Division.

Table 3.1: Demographic Information of the Students' Population

Type	School	Boys	Girls	Total	Sample size for refugee students
Girls only	St. Teresas Girls'	-	570	570	59
	Pumwani Girls'	-	320	320	34
	Our Lady of Mercy	-	220	220	23
Boys only	Eastleigh boys	606	-	606	62
	St. Teresa's Boys	221	-	221	23
	Pumwani Boys	206	142	348	36
	Starehe Boys	154	131	285	30
	Uhuru Sec	128	104	232	24
	Jericho High	127	106	233	25
	Mixed	Maina Wanjigi	86	89	175
	Makongeni	80	69	149	16
	Kamukunji	75	62	137	15
Total	12	1803	1857	3660	366

Source: DEO's Office, Kamukunji District

3.4 Sample Size and Sampling Procedure

The sample size consisted of a total of 388 respondents; 12 head teachers, 12 teachers and 366 students. The sample for the students consisted of 10 % of the students' population of 3660 drawn from an accessible population of students in the public secondary schools. Leedy and Ormrod (2001) suggest that a population that is over 1500, a sample size of 10% would be adequate.

The entire population of head teachers in the twelve public secondary schools in Eastleigh North division took part in the study. The head teachers were chosen for study because they are the persons involved directly in day to day management and administration of the schools.

From each school, there was one class teacher participating in the study. The class teachers were purposively selected because they are in close contact with students and they are better placed to give information on students' academic performance and class management in the schools. In case of a school having more than one stream, simple random sampling procedure was used to select one class teacher. The names of the teachers were written on a piece of paper, folded and placed in an empty container. One piece of paper was randomly drawn from the container bearing the name of the class teacher who participated in the study.

3.5 Research Instruments

The researcher employed self administered questionnaires to gather data for the study. The focus group discussion was also administered. There were three sets of questionnaires, that for the head teachers, teachers and for the refugee students. Questionnaire is a fast way of obtaining data as compared to others instruments (Mugenda & Mugenda, 2003). Questionnaires give the researcher comprehensive data on a wide range of factors. Both open-ended and closed-ended items will be used. Questionnaires allow greater uniformity in the way questions are asked, ensuring greater compatibility in the responses.

3.6 Instrument Validity

Nachimias and Nachimias (1976) indicate that the validity of items in research instruments can be determined by expert judgment. Hence, the researcher used content validity technique to validate the instruments. The supervisor who was a specialist in the area of research reviewed the instruments before the start of data collection. Pilot testing of research instruments was done in one public secondary school in the district to determine their validity. The school was used because it was assumed that the experiences of the teachers and students in the school are similar to those in the schools targeted for study. The school was not included in the final study.

3.7 Reliability of Research Instrument

Reliability refers to the extent to which an experiment test or any measuring procedure yields the same results on repeated trials (Carmines 1979). The reliability of instruments was done during the pilot study in the district where internal consistency technique was used. The instruments were piloted in a school which was not be included in the study sample and modified to improve their validity and reliability coefficient to at least 0.70. Items with validity and reliability coefficient of at least 0.70 are accepted to be valid and reliable in research (Kathuri & Pals, 1993). A test-retest was administered by the researcher to a sample of subjects. After two weeks the test repeated to check whether it was yielding the same results. The reliability was computed using Cronbach's coefficient Alpha or KR20 formula which is as follows.

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

Where KR20 = Reliability coefficient of internal consistency

K=Number of items used to measure the concept

S^2 =Variance of all scores

s^2 =Variance of individual items

3.8 Data collection procedures

The research permit was obtained from National council of science and Technology (NCST). A copy of the permit and the introduction letter were presented to the District Education Officer (DEO) and District Commissioner Eastleigh North Division, and Principals of all schools where the researcher intended to carry out the study. After securing permission from the relevant authorities the researcher proceeded and visited the selected schools. The researcher started with the office of the head teacher and formally introduce herself, the purpose of the visit and the rationale for choosing their schools as part of research study. All respondents were assured of confidentiality and security.

3.9 Data Analysis Techniques

After data collection, the researcher cross-examined the data to ascertain accuracy, completeness and uniformity. The collected raw data was sorted, coded and arranged serially to make it easy to identify. The coded data was entered in the computer for analysis using the Statistical Package for Social Sciences (SPSS) version 17.0 computer software. Quantitative data was analyzed through descriptive statistics using frequencies and percentages. Qualitative was analyzed

by arranging them according to the research questions and objectives. Data was analyzed and recorded using frequency distribution and percentages as Borg and Gall (1983) argue, the most used and understood standard proportion is the percentage. The Likert scale question was also used to analyze the mean score and standard deviation. The findings were presented in tables, figures and charts.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the findings of the analyzed data together with their interpretations. All themes discussing the same research questions were presented and analyzed together. The chapter begins with the demographic information of the respondents followed by presentations, interpretation and discussions of research findings based on the research questions.

4.2 Questionnaire Completion Rate

Completion rate is the proportion of the sample that participated as intended in all the research procedures. All the 12 head teachers sampled returned the questionnaires; which was a 100% return rate. All the 12 teachers returned the questionnaires; which was a 100% return rate. Out of 366 students sampled, 276 returned the questionnaires; which was 75.4% return rate. These return rates were deemed adequate for the study.

4.3 Demographic Information of the Respondents

4.3.1 Demographic Information of the respondents

The demographic information of the head teachers was based on their gender, academic qualifications, and duration as head teachers in the current school and duration of teaching for the teachers. The demographic information of the head teachers and teachers is presented in this section. The head teachers and teachers were asked to indicate their gender. The data is presented in Table 4.1.

Table 4.1: Gender of Head teachers and Teachers

Gender	Head teachers		Teachers	
	F	%	F	%
Male	8	67	7	58
Female	4	33	5	42
Total	12	100	12	100

Data on the gender of the teachers indicated that 8 (67%) were males while 4(33%) were female. Data on the teachers showed that 7 (58%) were male while 5(42%) were female. This shows that there was balance in terms of gender among the teachers but there were more males among the head teachers. The gender distribution was deemed appropriate to give information about factors influencing the academic performance of refugee students.

The head teachers and teachers were asked to indicate their highest academic qualifications. The data is presented in Table 4.2.

Table 4.2: Distribution of Head teachers' and Teachers' Responses on Academic Qualifications.

Qualifications	Head teachers		Teachers	
	F	%	F	%
PhD	1	8.4	-	-
M.Ed	10	83.3	5	41.7
B.Ed	1	8.4	7	58.3
Diploma in Education	-	-	-	-
Total	12	100.0	12	100.0

Findings indicated that majority of the head teachers 10 (83.3%) had Master of Education while 1 (8.4%) had M.Ed and B.Ed respectively. Although most teachers 7 (58.3%) had Bachelor of Education, 5 (41.7%) had M.Ed degrees, none of the teachers had a PhD or Diploma in Education. These findings show that most head teachers and teachers were professionally qualified teachers. Head teachers and teachers were deemed literate enough to answer the questionnaires. This also means that professional qualification among head teachers and teachers was not a factor influencing academic performance of refugee students in Eastleigh division.

The head teachers were asked to indicate the size of the schools they were heading. The data is presented in Table 4.3.

Table 4.3: Head teachers' Responses on the size of school

Size	F	%
Single stream	5	41.7
Double stream	5	41.7
Three streams	2	16.6
Four Streams	-	-
Total	12	100.0

Findings on table 4.3 indicated that 5 (41.7%) of the head teachers were heading single and double streamed schools respectively. 16.6% however indicated that they head three streamed schools while non headed a four streamed school. These findings show that most of the schools in Eastleigh division enrolled many students.

The head teachers and teachers were asked to indicate the years of experience as teachers and head teachers. The data is presented in Table 4.4.

Table 4.4: Distribution of Head teachers' and Teachers' Responses on years of experience

Years	Head teachers		Teachers	
	F	%	F	%
1-10 years	4	33.3	3	25.0
11-20 years	6	50.5	7	58.3
21-30 years	2	16.7	2	16.7
Above 30 years	-	-	-	-
Total	12	100.0	12	100.0

Findings on the teachers' and head teachers' years of experience as tabulated in Table 4.4 indicated that majority of the head teachers and teachers had more than 10 years of experience, that is, 6 (50.5%) of the head teachers had 11-20 years, while 2(16.7%) had 21-30 years experience. For teachers, 7(58.3%) had 11-20 years of experience while 2(16.7%) had 21-30 years of experience. This shows that majority head teachers and the teachers were experienced and were well versed with information about factors affecting the academic performance of refugee students in schools.

The head teachers and teachers were also asked to indicate the number of refugee students enrolled in their respective schools. The findings are presented in Table 4.5.

Table 4.5: Number of refugees enrolled at the schools

Number of students	Head teachers		Teachers	
	F	%	F	%
Below 20 students	-	-	-	-
20-24 students	-	-	-	-
25-30 students	7	58.3	7	58.3
Above 30 students	5	41.7	5	41.7
Total	12	100.0	12	100.0

The findings on table 4.5 indicated that the schools in Eastleigh division enroll more than 25 students, both the 7(58.3%) of the teachers and head teachers indicated that the schools enrolled 25-30 students while 5(41.7%) indicated that the schools enrolled more than 30 students.

The head teachers and teachers were also asked to rate the understanding of English language by the refugee students enrolled in their respective schools. The findings are presented in Table 4.6.

4.4 The factors affecting the academic performance of refugee students at KCSE

Table 4.6: Refugee students' rating on the understanding of English Language

Rating	Head teachers		Teachers	
	F	%	F	%
Excellent	-	-	-	-
Good	-	-	-	-
Average	4	33.3	5	41.7
Below Average	8	66.7	7	58.3
Total	12	100.0	12	100.0

From the findings on table 4.6, a greater proportion of the teachers 8(66.7%) rated the understanding of English language as below average, while 4(33.3%) rated their understanding of English language as average. On the side of teachers, 7(58.3%) rated the understanding of English language as below average while 5(41.7%) indicated average, none of the head teachers and teachers rated the understanding of English language of the refugee students as excellent and good. The findings imply that the understanding of English language is one of the major factors affecting the performance of refugee students. This is in agreement with Lucia (2012) who stated that while English classes are available, financial and discriminatory problems restrict urban refugees' accesses to these services as well.

The teachers were also asked to indicate the frequency at which they evaluate the performance of the refugee students enrolled in their respective schools. The findings are presented in Table 4.7.

Table 4.7: Teachers’ responses on evaluation of the performance of refugee students

Evaluation	F	%
Daily	-	-
Once a week	-	-
Once a fortnight	5	41.7
Once a month	7	58.4
Total	12	100.0

The findings on table 4.7 revealed that a greater proportion of the teachers 7(58.4%) evaluate the performance of refugee students once a month while 5(41.7) evaluate their performance once a fortnight. The findings imply that poor evaluation of the performance of the refugee students’ is another factor affecting the performance of the students. This shows that with regular evaluation the competency of refugee students’ performance can be improved.

The head teachers and teachers were asked to indicate whether they provide personalized attention to the refugee students enrolled in their respective schools. The findings are presented in Table 4.8.

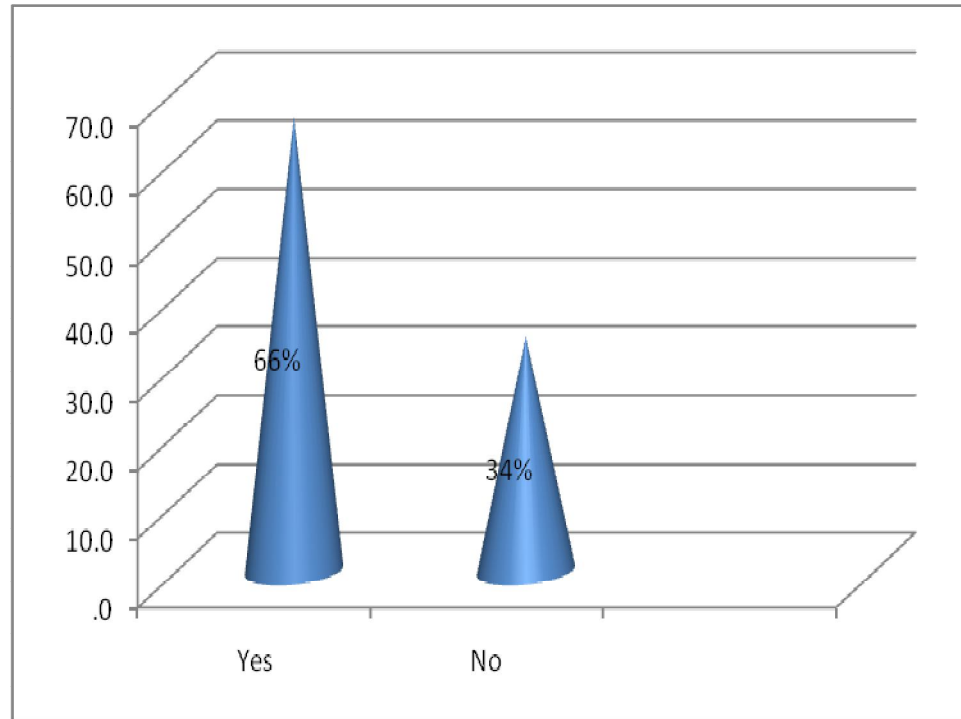
Table 4.8: Provision of personalized attention to refugee students

Response	Head teachers		Teachers	
	F	%	F	%
Yes	8	67	7	58
No	4	33	5	42
Total	12	100	12	100

The findings on Table 4.8 reveal that a greater proportion 8(67%) of the head teachers agreed that they provide personalized attention to the refugee students while 4(33%) indicated that they don't provide the same. On the other hand, 7(58%) of the teachers indicated that they provide personalized attention to the students. The findings imply that the teachers and head teachers in the schools where the refugee students were enrolled were willing to assist the students to improve their performance. This concurs with (Campey, 2002) who stated that it is vital that all students in the classroom, including those coming from minority backgrounds, see themselves represented in the curriculum both on a visual degree and acknowledge base degree.

The head teachers and teachers were asked to indicate whether the refugee students enrolled in their respective schools have complaints. The findings are presented in Figure 4.1.

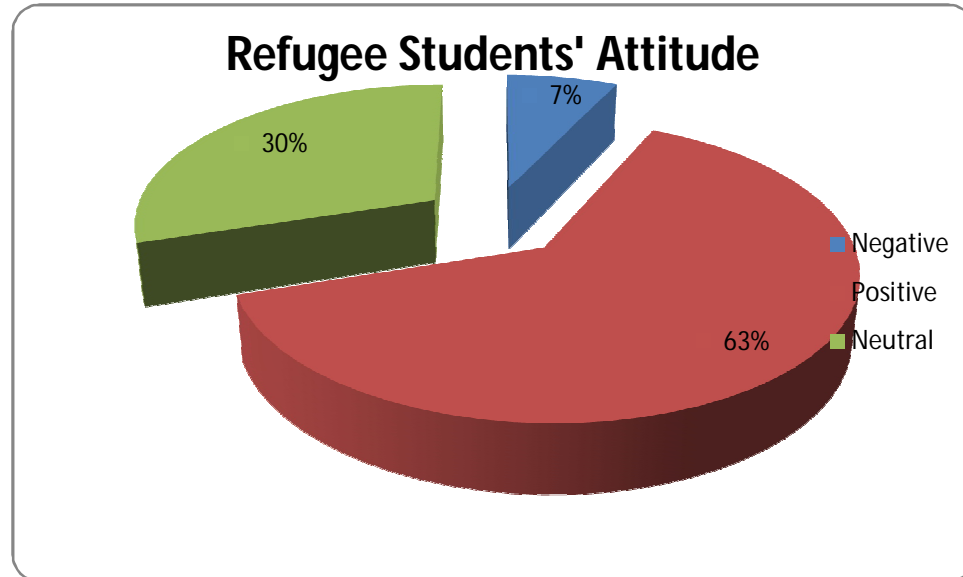
Figure 4.1: Refugee students' complaints



From the findings in figure 4.1, 66% of the head teachers and teachers indicated that the refugee students usually have complaints, the complaints usually relate to mistreatment by other students who are not refugees and stigmatization. The findings imply that stigmatization is a factor affecting the performance of refugee students. According to McBien (2005), most discussions of psychosocial adjustment of refugees often point to the difficulties of moving on from traumatic memories.

The head teachers and teachers were asked about the refugee students' attitudes towards learning in their respective schools have complaints. The findings are presented in Figure 4.2.

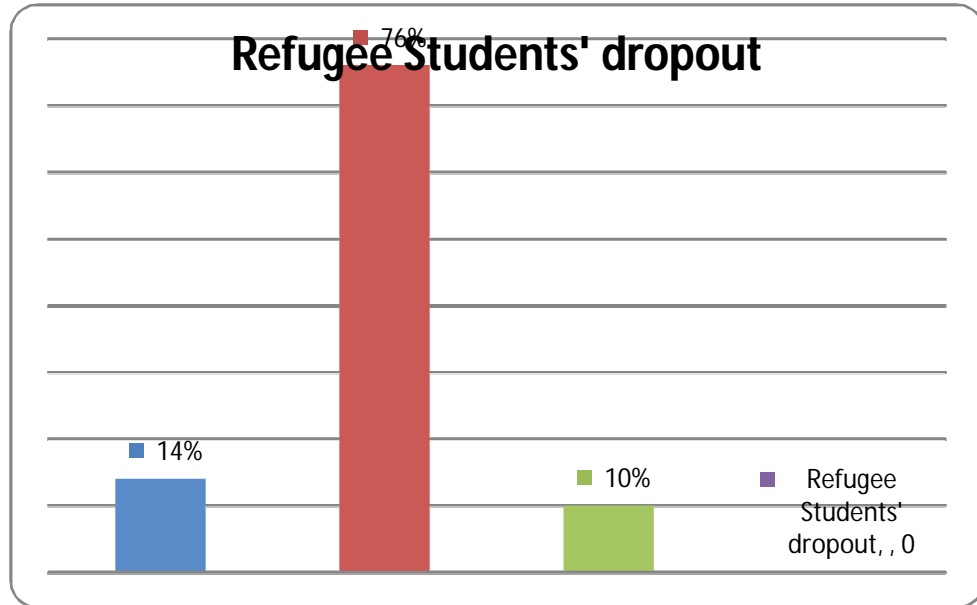
Figure 4.2: Refugee Students' Attitudes towards learning



From the findings on figure 4.2, a greater proportion of teachers and head teachers (63%) reported that the refugee students' attitude is positive, 30% reported a neutral attitude while 7% reported a negative attitude. The findings indicate that the refugee students have the determination to learn. This implies that the education they receive will be of importance back home and in the country of asylum as advocated by UNHCR "education for repatriation."

The head teachers and teachers were asked about the refugee students' frequency of dropout. The findings are presented in Figure 4.3.

Figure 4.3: Frequency of refugee students' drop out



From figure 4.3, 76% of the head teachers and head teachers reported that the refugee students often drop out of school. The reasons given for the dropout include financial problems, relocation and poor performance in examinations that discourages the refugee students to continue with their education.

The head teachers and teachers were asked to which they agree to certain factors affecting refugee students' performance, the findings are presented in table 4.9.

Table 4.9: Head teachers' responses on factors affecting the performance of refugee students

Factors	Mean	Standard Deviation	N
Policies of host nation	3.53	0.9874	24
Economic implications for the refugees	4.58	0.9978	24
Language	4.67	0.9172	24
Psychosocial challenges	4.86	0.9780	24
School environment	3.45	0.9665	24
Trauma impacting mental health and academic ability	4.57	0.9696	24
Quality and type of prior academic schooling	3.78	0.9435	24
Degree of acculturation into mainstream culture and target society	4.63	0.9763	24
Lack of communication	4.62	0.9456	24

The respondents were instructed to respond to the statements on a 5 point Likert scale and indicate the extent to which the factors affected the performance of refugee students: 5-Very Great Extent, 4-Great Extent, 3-Not Opinion, 2-Little Extent, 1-Very Little Extent. A mean (M) score of 0-1.5 means that the respondents indicated very little extent, between 1.50 to 2.50 means they indicated Little Extent 2.50 to 3.50 means the respondents had no opinion, 3.50-4.50 means they indicated Great Extent, and a mean above 4.50 means they

indicated Very Great Extent. Based on the findings on table 4.6, the respondents indicated that the following factors affect the performance of refugee students at a very Great Extent: Economic implications for the refugees (M=4.58; SD=0.9978), Language (M=4.67; SD=0.9172), Psychosocial challenges (M=4.86; SD=0.9780), Trauma impacting mental health and academic ability (M=4.57;SD=0.9696), Degree of acculturation into mainstream culture and target society (M=4.63;SD=0.9763) and Lack of communication (M=6.42;SD=0.9456).

They however had no opinion on the Policies of host nation and school environment. This implies that economic implications, psychosocial challenges and language of communication affect the academic performance of refugee students to a greater extent. According to Jacobsen (2005) thousands of refugees the world over are faced with protracted situation starting from the very point the thought of flight sets in to the point when they cross a foreign border.

The head teachers were asked on the extent to which they apply some interventions to counter the challenges facing refugee students in education, the findings are presented on table 4.10.

Table 4.10: Head teachers' responses on the interventions to teach refugee students

Interventions	Mean	Standard Deviation	N
Focus on individuality of each student	4.64	0.9874	12
Creating opportunities for students to use their first language in the classroom as an aid in the development of second language fluency	4.78	0.9074	12
Curriculum representation on a visual degree and knowledge degree	4.57	0.9878	12
Family and community involvement to facilitate the bridging of the home-school gap	3.46	0.9789	12
Activities and support services to students and their families	3.25	0.9665	12
Training for communicating with, relating to, and teaching students	4.59	0.9789	12

The head teachers were instructed to respond to the statements on a 5 point Likert scale and indicate the extent to which the factors affected the performance of refugee students: 5-Very Great Extent, 4-Great Extent, 3-Not Opinion, 2-Little Extent, 1-Very Little Extent. A mean (M) score of 0-1.5 means that the respondents indicated very little extent, between 1.50 to 2.50 means they indicated Little Extent 2.50 to 3.50 means the respondents had no opinion, 3.50-4.50 means they indicated Great Extent, and a mean above 4.50 means they indicated Very Great Extent. Based on the findings on table 4.10, the head teacher applied the following interventions to a great extent: Focus on individuality of

each student (M=4.64; SD=0.9874), Creating opportunities for students to use their first language in the classroom as an aid in the development of second language fluency (M=4.78; SD=0.9074), Curriculum representation on a visual degree and knowledge degree (M=4.57;SD=0.9878) and Training for communicating with, relating to, and teaching students (M=4.59;SD=0.9789). The head teachers however had no opinion on the following: Family and community involvement to facilitate the bridging of the home-school gap (M=3.46;SD=0.9789), Activities and support services to students and their families (M=3.25;SD=0.9665). This is in line with researchers Dunn and Adkins (2003) and Gonzalez and Darling-Hammond (1997) who underscored that educators must avoid making generalizations and assumptions about the needs of a student, when considering solutions and supports with which provide the student, the teacher must consider the student independently of everyone else.

The students were asked on the extent to which some of the factors affected their performance, the findings are presented on table 4.11.

Table 4.11: Students' responses on factors affecting in their performance

Factors	Mean	Standard Deviation	N
The curriculum and language used in the school	4.53	0.9874	276
Guidance and counseling services provided by the school	4.58	0.9678	276
Lack of motivation to learn a new language	4.67	0.9178	276
Cultural stress being imposed by teachers and classmates	4.56	0.9789	276

Based on the findings on table 4.11, the students reported that all the factors presented on the table affected their performance negatively to a great extent. All the factors had means scores that were greater than 4.50. We can now confirm the argument by Gonzalez and Darling-Hammond (1997) that immigrant students certainly face a lot of challenges in the schools, as they go through the education system.

The researcher sought to determine whether the students attended counseling, the findings are presented on table 4.12.

Table 4.12: Attending counselling

Counseling	F	%
Quite often	36	13
Often	24	9
Rarely	149	54
Not at all	67	24
Total	276	100.0

The findings on table 4.12 revealed that a greater proportion 149(54%) of the refugee students reported that they rarely attend guidance and counseling services provided by the schools, 67(24%) did not attend at all while 36(13%) reported that they attend quite often. The findings imply that the refugee students are not guided and counseled by the teachers hence their poor performance in examinations. The rare counseling of refugee students in the findings is not in agreement with Gonzalez and Darling-Hammond (1997), they noted that teachers must view the immigrant child as a unique member of his or her own community, as well as an individual member of his or her own cultural group who requires some guidance and counseling to fit in the system.

The findings on table 4.13 present findings on refugee students' response on assistance by other students.

Table 4.13: Refugee students' response on assistance by other students

Assistance	F	%
Quite often	13	5
Often	45	16
Less often	145	53
Never	73	26
Total	276	100.0

The findings on table 4.13 reveal that a greater proportion of the refugee students 145 (53%) reported that they are assisted by other students less often while 73(26%) indicated that they are never assisted by other students. The findings imply that the refugees face stigmatization from other students. This is not in agreement with Hamilton & Moore, 2001; Loewen, 2001), where they noted that educators must implement peer mentorship and tutoring programs between refugee students and host students so as to effectively enable the refugee child to practice using the host language as well as create lasting friendship.

Refugee students' responses on whether they talk to teachers about their difficulties are presented on table 4.14.

Table 4.14: Talking to teachers about difficulties

Response	F	%
Yes	103	37
No	173	63
Total	276	100.0

The findings on table 4.14 reveal that only 103(37%) of the refugee students talk to teachers about their problem, the other 173(63%) do not talk freely to their teachers citing fear. The findings further confirm the stigmatization faced by the refugee students. This is not in line with Gonzalez and Darling-Hammond (1997) recommendations that, teachers should use information and ideas from the immigrant students' own experiences and home cultures as away of promoting engagement in instructional tasks and creating a feeling of belonging. This eliminates fear and enables the refugee students talk to teachers about their problems freely.

4.5 Results from Focus groups discussions with the refugee students

To obtain initial exploratory data on the views of the refugee students regarding the research questions, focus-group interviews were conducted in each of the schools among 20 randomly selected, war-affected, Somali refugee students from the targeted ethnic communities – a total of 40 students from the targeted school, with ages ranging from 17 to 24 years. Each focus group constituted five students. The focus groups explored open-ended questions on issues such as the students'

pre-migration war experiences and trans-migration refugee camp experiences and any impact these experiences had on their learning and psychosocial adjustment, post migration experiences in Nairobi, barriers to social integration and school success in Nairobi, and interventions needed to help them integrate and succeed in school.

From the responses during the focus group discussions, the researcher noted that refugee children and young people from Somali have been exposed to traumatic circumstances as a result of their forced displacement. War and other forms of violence have forced them to undertake unplanned and dangerous journeys to seek safety. Feelings of profound loss due to the death or separation from parents and other family members are common. Many have spent protracted periods in refugee camps or in slum-like conditions in towns, deprived of adequate food, shelter, health and education. On arrival in Kenya they are faced with new settlement pressures including learning English, settling into homes, enrolling in schools and adjusting to a very different way of life.

Though many refugee students show strong resilience, the trauma of their prior experiences may impact on their personal development and their ability to learn and integrate with the school community. Schools can play a central role in nurturing the mental health and well being of refugee students, providing stability and helping them to overcome learning difficulties. This information aims to help schools become more informed about the background and experiences of the

refugee students so that they can respond sensitively to their needs and create a supportive environment that will build their confidence and capabilities.

Students described the opportunity to live in peace in Kenya and go to school as “unbelievable”; “like winning the lotto [lottery]”; and “a great blessing.” However, they also described this blessing as “mixed” because of several factors that interacted to pose academic challenges for them. These factors included:

- a) Lack of academic support at home (for example., “...there is no electricity where I stay and I cannot study at night ”; “my father used to help me with schoolwork but he has moved to Mandera for work.”);
- b) Separation from family (“my mother disappeared during the war; she used to provide the boundaries we needed”);
- c) Cultural dissonance, including academic culture dissonance (“academic expectations here are different”);
- d) Acculturation stress; difficulty with academic skills (e.g., note-taking, studying, academic writing, critical thinking, literacy and numeracy, and organizational skills);
- e) Limited English language proficiency (“sometimes, I don’t understand what I am reading in some textbooks”);
- f) Academic gaps due to disrupted schooling (“we were in Kakuma [a refugee camp in Kenya] for five years and I was not going to a real school”);

- g) Fast-paced curriculum (“the teachers go too fast, we don’t understand”);
- h) Fear and distrust of authority figures like teachers (“so instead, I ask other African students for help”); and fear of speaking out in class (“because I do not have Kenyan accent”)

Among these factors, separation from family and grade placement were ranked highly on the students’ list of frustrations. Separation from family not only created acute loneliness for many of the students but also robbed them of the role models who had provided the example, stability, and structures needed to thrive academically. Several of the students reported living with single parents or on their own, having lost their parents and coming to Kenya as “unaccompanied minors.” Others were living in reconstituted families consisting of friends they had made while in transition in refugee camps. Some students had hoped that the school would provide the boundaries and structures they lacked at home. That hope, however, quickly vanished when they found out that “Here in Kenya the school system is really lax; nobody asks or cares if you did not do your homework.”) Without the structures to which they were accustomed, many of the students reported becoming lost in the Kenyan academic culture.

Students also reported frustration with their school’s assessment and placement of refugee youth.

4.6 Economic challenges for refugee students

The refugee students reported that lack of economic resources available to the refugee students and their families posed a severe challenge for social integration and educational success for the students. More than half the students who participated in this study reported that they face financial constraints since their families are poor, this in turn does not allow them to buy textbooks and other materials necessary for their effective learning process.

The findings revealed that the Somali community supported the Somali refugee children's education partially, providing mainly advice, school fees and other supplies, and needs at home such as accommodation and food, though with difficulties. Refugee-ship and urban living complicated livelihoods for the Somali refugee community in this study, presenting challenges in their efforts to support their children's education. The students interviewed during the study were aware of their parents' and community's deprived situation in the city, hence, their limitation in supporting their education beyond providing school supplies. Some of the students noted that the parents have no ability to provide a lot of Support because they are foreigners and they are in the city so they don't have enough to help. Unemployment in the city prevented parents and guardians of the students from paying for school improvements such as better structures and facilities or even re-locating to better schools.

The students observed the difficulties experienced by their parents and guardians in obtaining work permit or even engaging in other income-generating activities.

Additionally, many of the parents and guardians struggled to support their children's education single-handedly, some of them as single mothers with husbands either deceased or back in Somali with little or no support for the families in Kenya.

4.6.1 Language Barrier for refugee students

The teachers and head teachers reported that English language among the refugee students was poor this means the teachers had to spend a lot of time in ensuring that they understood what was being taught. Teachers also noted that the language barrier also contributed to poor performance of the refugee students as some could not understand the questions in examinations therefore giving irrelevant answers. The language barrier among the refugee students also contributed to a feeling of inferiority complex among the refugee students and hence low self esteem which in turn contributed to their poor performance in examination.

Overall, teachers expressed the need for extended support for English as an Additional Language (EAL) and professional development opportunities to provide knowledge for example, cultural knowledge and pre- and trans-migration experiences about the refugee students and how best to teach them. However, as one teacher interviewee observed, "In preparing primarily Kenyan mainstream teachers to teach diverse learners, beliefs, attitudes, and dispositions may matter as much as knowledge." This observation calls into question the lack of emphasis that current teacher education programs in Kenya place on cultural competence in preparing teacher candidates to teach academic content to diverse learners.

Necessary as multicultural understandings are, they appear to be insufficient to help teacher educators fully understand what equips teachers to respond successfully to diverse learners. The head teachers in this study described several ways in which their schools have responded to the needs of refugee students. For example, one head teacher reported the following initiatives in his schools: the opening of a refugee transition centre where refugee students are taught life skills, organizing for teachers to attend training workshops on war-affected, refugee students, introduction of a flexible program to provide workplace preparation, after-school programs for refugee students, parents, and other community members, hiring of two, Somali-speaking persons as Educational Assistants, support for a refugee students' community centre in the school, hiring a full-time clinical psychologist and a part-time social worker, and ensuring inclusive practices such as opening the drama, choir, and basketball programs to interested refugee students.

The other head teachers in this study also reported a refugee transition centre and an after-school program for refugee parents, students, and community members. As the head teachers explained, these initiatives had been made possible largely as a result of strenuous resource re-allocations rather than new provincial funding. Because of these resource constraints, the head teachers felt that key decision makers and policy makers constituting the macro-system must be made aware of the unique challenges involved in educating refugee students so that funding can be provided for programs to support the adjustment and academic success of these students – for example, professional development for school administrators and

teachers of refugee students, extended English language programs, smaller EAL classes, EAL resource centres where students can go for immediate help with academic writing, hiring of more EAL Education Assistants, expansion of the after-school and community programs, specialized curriculum for bridging academic gaps (developed at the school level), and hiring of specialized staff members to liaise and to direct them to refugee services outside the school.

The Head teachers referred to the need for additional resources and opportunities not traditionally provided to schools. For example, to cultivate continued academic progress for refugee students, schools now have to reach out to their communities at the end of the school day to provide not just the customary enrichment opportunities for students but also parent and community education. One head teacher described his school's financial struggle to provide not only English language support for refugee students but also instruction in technology, and other programs designed to improve the school's community as a whole. One head teacher described such outreach programs, representing interactions between two or more settings in the mesosystem (in this case, between the school and the home communities of its students) as crucial because these skills build parents' confidence, strengthen family and community capacity, and directly support the school's effort to bridge refugee students' educational gaps; they should therefore be part and parcel of welcoming refugees to our city and not loading it off to the schools.

4.6.2 Psychological challenges for refugee students

The students interviewed reported horrific pre-migration and trans-migration experiences. For example, some of the refugee students recalled frequent night raids on their refugee camps in Kakuma Camp in which some of their parents and other close relatives were killed. Since arriving in Kenya, neither the refugee students nor their families have received treatment or been provided with programs and services to deal with these traumas. These experiences were, therefore, still vivid in the students' minds and were fragmenting them psychologically and interfering with their learning.

The refugee students cited isolation, exclusion, and loneliness as sources of psychosocial stress. Observations revealed that interactions between refugee students and their Kenyan peers were limited to pair or small group work in the classroom. The refugee students interacted mainly with each other; many spent a large part of the school day in isolated classes with other refugee students. Several male students reported not being able to participate in their schools' sports because they are not familiar with the sports, except soccer. The girls also reported non-participation in sports due to both cultural reasons and lack of familiarity with what their school had to offer. The isolation caused by these exclusions, along with perceived racism among some students, teachers, and administrators were identified as sources of psychosocial stress leading to a damaged sense of self.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings of the study and the conclusions, recommendations and suggestions for further research.

5.2 Summary

The purpose of this study was to investigate the factors affecting the academic performance of refugee students at KCSE in Eastleigh North Division. The study was guided by the following objectives: To examine how government policies affect the academic performance of refugee students in KCSE; To determine the extent to which economic challenges affect the academic performance of refugee students at KCSE; To establish ways in which language of instruction affect the academic performance of the refugee students at KCSE; To determine the extent to which psychosocial challenges affect the academic performance of refugee student.

Research question one sought to examine the contributions of government policies on the effects of academic performance of refugee student in KCSE, research question two sought to determine the extent do economic challenges affect the academic performance of refugee students at KCSE. Research question three sought to establish how language affects the academic performance of refugee students at KCSE. Finally research question four aimed at determining

how psychosocial challenges affect the academic performance of refugee students at KCSE.

This study employed descriptive survey. In this study, the target population consisted of all public secondary schools in Eastleigh North Division. Eastleigh North Division has 12 public secondary schools that sat for KCSE examination by the year 2012.

The findings of the study revealed that:

The educational experiences of refugee students comprise of challenges and opportunities. The challenges resulted mainly from their poor livelihoods in the city, especially because many of them do not have parents or relatives to provide for their needs. The opportunities derived from the public secondary schools in Eastleigh Division where the students access education, which they hope would lead them to a brighter future. The students' positive school experiences, school- and home-related shortcomings, and their coping strategy are discussed below.

The refugee students interviewed in this study praised the Kenyan curriculum of education. They expressed satisfaction that the curriculum and its content was not only meeting their present educational needs but would enable them to meet their future goals. Regarding special attention to refugee students during teaching and learning process at the schools, majority of the refugee students noted that they were not given special attention by teachers, teachers used whole-class, teacher-centered methods, with minimal teacher-students and student-student interactions.

Living in the city without adequate and stable provision of basic needs presented the students with difficulties. While some students lived with close relatives, others, especially the males, lived with other students, or with guardians with whom they were not related. The students reported that they relied on their parents, other relatives or friends in Somali, Kenya or in western countries for provision of basic needs and school fees and supplies which are often inadequate to sustain them. Such provision are also not always guaranteed even for students who lived with parents, due to the precarious economic situations of their benefactors, whether in Nairobi, back in the Somali, or in western countries. The students reported that they were constantly anxious over how to obtain school fees and other school materials and necessities such as pocket money, and even food and shelter. For some, this anxiety impacted on their concentration on their school work and hence poor performance. Because of financial strain, almost all the refugee students who were day scholars indicated that they walked long distances to and from school, leaving them tired and hence affecting their concentration in studies.

The findings of this study revealed that that although the student population in the schools in this study was changing, many of the teachers observed for this study did not adapt their curricula, instruction, assessment, and interaction patterns to this changing population. Whether teachers did or did not reconceptualize and change their practice when faced with this new group of students depended, to a large extent, on their teaching goals, beliefs about student

capability, conceptions of subject matter, views about how students learn, and racial and cultural awareness, Regardless of the subjects they taught, teachers in this study who believed in the high capability of students saw their subject matter as vehicles for enhancing refugee students' personal and academic growth rather than as cut and dried immutable content to be transmitted to students, held themselves responsible for motivating students to learn, fostered nurturing professional relationships with students, and considered their own and their students' racial and cultural backgrounds, and were more likely to adapt their curricula and pedagogical practices than those who did not. The findings confirm Stodolsky and Grossman's (2000) finding that the tendency for teachers to adapt or not to adapt to a new student population correlated with individual factors such as goals, subject matter beliefs, and pedagogical preferences.

5.3 Conclusion

Based on the findings, it can be concluded that despite the backgrounds of the refugee students targeted in this study, their common experiences as refugee students from war affected countries and disrupted schooling produced remarkable parallels in their educational needs and challenges for their integration and school success. Clearly, untreated pre- and trans-migration psychological stresses and post-migration academic, economic, and psychosocial challenges affected the ability of the refugee students to adapt and acculturate into their host country and cope well with school work.

By focusing on Eastleigh North Division, this study goes beyond the already documented educational access problems of urban refugee students to provide insights into the actual conditions under which refugee students in Nairobi get educated, and the quality of education that those conditions produce. As demonstrated in the findings of the study, the refugee students in Eastleigh North Division are getting educated under impoverished conditions. These conditions have resulted in low quality education, which may be of questionable effectiveness in facilitating these students' pursuit of higher education and building careers for which they aspire. The Somali refugee community's efforts to support their children's education are thwarted by their deprived livelihoods and other socio-political factors, which prevent them from engaging in economic activities in order to improve their livelihoods.

The refugee students represent a particularly vulnerable population in Eastleigh North Division. They lack access to important public services, such as education, a result of the financial limitations, discrimination, and language barriers they face as refugees. While many programs and policies addressing these issues have been implemented in Nairobi and other refugee contexts, educational access and opportunities for urban refugee children of primary age remains low. By evaluating existing programs, we determined that addressing language barriers, coupled with the issue of discrimination, may be an effective and immediate way to increase urban refugees' successful participation in schools. Given that they are likely to remain for longer than previously expected, their educational outcomes are increasingly relevant for Kenya as their host country.

5.4 Recommendations

Head teachers should ensure professional development for the teaching staff to raise their awareness of refugee issues, including how schools can promote recovery from trauma and implement strategies to address barriers to learning.

The head teachers should promote partnerships with parents/guardian of the refugee students by establishing good communication with families to help them understand the education system in Kenya, the role played by teachers and the expectations on students.

The schools with refugee student should focus on Partnerships with agencies outside the school to access support, advice and resources that are important in responding adequately to the complex needs faced by refugee students.

The government should implement school curriculum and programs that are supportive of refugee students and increase understanding of refugee issues within the school including ways to promote harmony, diversity and social connectedness, as well as programs that support literacy and numeracy development and language learning for refugee students across the curriculum.

A whole school approach will help to ensure the school's policies, values and curriculum are inclusive and can practically support refugee students. This includes a welcoming enrolment process, the ability to identify refugee students and assess their needs, sensitive transition and orientation programs,

strengthening relationships between students, staff and parents, the provision of interpreters, Multicultural Education Aides and translated information.

The head teacher should ensure that their schools have classroom environments that are safe, provides stability, is engaging and stimulating, in which there are clear expectations, positive reinforcement and the capacity to identify and refer students at-risk. The Teaching styles must also be flexible, non-confrontational and inclusive.

Drawing from examples of successful language programs and policies in Central and Eastern Europe, Sweden, South Africa, and Burundi, The researcher proposes a policy that includes an English language program incorporating aspects of bilingual education and intercultural education. This program may offer a cost effective way to address the barriers to education for primary aged urban refugees in Nairobi. It would provide English instruction, incorporating sessions in students' mother tongue, as well as cultural education to help students transition into life in Kenya. The addition of intercultural education may help ease the discrimination seen amongst children, helping refugee children find relevance in the formal system. Once English is mastered, refugee children have the potential to succeed.

5.5 Suggestions for future Research

Taking the limitations and delimitations of the study the following areas were suggested for further study;

- (a) A study to establish the relationship between availability of resources and academic performance of refugee students.
- (b) A study to determine the relationship between the teaching styles of teachers and academic performance of the refugee students.
- (c) A study to determine factors influencing the academic performance of refugee students enrolled specifically in private secondary schools in Kenya.

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APPENDIX I: LETTER OF INTRODUCTION

University of Nairobi
School of education
P. O. Box 30197
Nairobi.

The Headteacher,

_____ secondary school

Dear Sir/Madam,

REF: PERMISSION TO COLLECT DATA IN YOUR SCHOOL

I am a post graduate student at the University of Nairobi pursuing a course leading to the award of a masters' degree in education in emergencies. As part of fulfillment of the award, I wish to conduct a study on Factors affecting the performance of refugee students in Kenya Certificate of Secondary Education in Eastleigh North division.

Your school has been identified to participate in the study. I request for your assistance and cooperation to enable the study come up with accurate findings.

Be assured that utmost confidentiality will be maintained concerning any information gathered from the institution.

Thanks in advance.

Yours faithfully,

Jane Muthoni Nthiga.

APPENDIX II: QUESTIONNAIRE FOR HEAD TEACHERS

This questionnaire is designed to gather data about yourself and your school to be used in the study of school factors affecting the academic performance of refugee students in Eastleigh North Division. You are kindly requested to tick (✓) the appropriate response or respond as indicated

SECTION A: Demographic Information

1. What is your gender?

Male

Female

2. What is your highest professional qualification?

PhD

M.Ed

B.Ed

Diploma

Any other specify

3. For how long have you been a head teacher in the current school?

1–5 years 6–10 years 11 – 15 years 16 – 20 years 20 – 25 years

4. What is the size of your school?

Single stream

Double stream

Three streams

Four streams

SECTION B: Factors affecting academic Performance of refugee students

5. Do you have refugee students in your school?

Yes

No

6. (a) What is the average number of refugee students in your school?

Below 20 20–24 25 –30 More than 30

(b) How do you rate their understanding of English language?

Excellent Good Average Below average

(c) How does the understanding of English language affect the performance of refugee students in your school?.....

7. How does refugee students' economic background affect performance in KCSE exams?

8. (a) Are you able to provide personalized attention to the refugee students?

Yes No

9. (a) Do you receive complaints from refugee students on issues regarding the challenges they face in the school?

Yes No

(b) If your answer above is yes, please mention the issues refugee students complain about.....

10. (a) Rate the attitude of refugee students towards learning in your school

Positive Neutral Negative

11. (a) Are there cases of refugee students dropping out?

Yes No

(b) If yes, (i) how often do they drop out?

Quite often Often Rarely Not at all

(iii) What make the refugee students drop out?.....

12. Please indicate with a tick (✓) how the extent to which the following factors affect the performance of refugee students.

1-Very little extent, 2-Little Extent , 3-No opinion 4-Great Extent, 5-Very Great Extent

Factors		1	2	3	4	5
1	Policies of host nation					
2	Economic implications for the refugees					
3	Language					
4	Psychosocial challenges					
5	School environment					

13. To what extent do the following factors affect the academic performance of refugee students?

	Factors	1	2	3	4	5
1	Trauma impacting mental health and academic ability					
2	Quality and type of prior academic schooling					
3	Degree of acculturation into mainstream culture and target society					
4	Lack of communication					

14. To what extent do you use the following education interventions to teach refugee students.

1 Very little extent 2 Little extent 3 No opinion
 4 Great Extent 5 Very Great Extent

	Factors	1	2	3	4	5
1	Focus on individuality of each student					
2	Creating opportunities for students to use their first language in the classroom as an aid in the development of second language fluency					
3	Curriculum representation on a visual degree and knowledge degree					
4	Family and community involvement to facilitate the bridging of the home-school gap					
5	Activities and support services to students and their families					
6	Training for communicating with, relating to, and teaching students					

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed to gather data about yourself and your school to be used in the study of factors affecting the academic performance of refugee students in Eastleigh North division. You are kindly requested to tick (✓) the appropriate response or respond as indicated.

Section A: Demographic information

1. What is your gender?

Male Female

2. What is your highest professional qualification?

PhD M.ed B.ed Diploma

Any other specify _____

3. For how long have you been a class teacher in the current school?

1-10yrs 11-20yrs 21-30yrs 30 and above

Section B:

1 Do you have refugee students in your class?

Yes No

2 (a) What is the average number of refugee student in your class?

Below 20 20-24 25-30 more than 30

(b) How do you rate their understanding of English language

Excellent Good Average Below average

(c) How does the understanding of English language affect the performance of refugee students in your school? _____

3 How does refugee students' economic background affect performance in KCSE exams? _____

4 How often do you evaluate the performance of refugee students in general class work?

Daily Once a week Once a fortnight

Once a month Any other specify _____

5 Are you able to provide personalized attention to the refugees students?

Yes No

6 (a) Do you receive complaints from refugee students on issues regarding the challenges they face in school?

Yes No

(b) If your answer is yes, please mention the issues refugee students complain about _____

7 Rate the attitude of refugee students towards learning in your school?

Positive Negative Neutral

8 (i) Are there cases of refugees students dropping out?

Yes No

(ii) If yes (i), how often do they drop out

Quite often Often Rarely Not at all

9 Please indicate with a tick [✓] the extent to which the following factors affect the performance of refugee students.

1. Very little extent 2. Little extent 3. No opinion
 4. Great extent 5. Very great extent

	Factors	1	2	3	4	5
1	Policies of host nation					
2	Economic implications					
3	Language					
4	Psychosocial challenges					

Thank you

APPENDIX IV: QUESTIONNAIRE FOR STUDENTS

This questionnaire is designed to gather data about yourself and your school to be used in the study of Factors affecting academic Performance of refugee students at KCSE examinations. You are kindly requested to tick (✓) the appropriate response or respond as indicated. Do not put your name or any other form of identification. The information you give will be confidential and will only be used for the purpose of this study.

SECTION A: Demographic Information

- 1. What is your gender?
 Male Female
- 2. What is your age?

SECTION B: Factors affecting academic performance

- 3. Are at times left without teachers in your classrooms?
 Yes No
- 4. (a) Are there fellow refugee students who have dropped out of school?
 Yes No
(b) If yes, what are the major reasons for them dropping out?
- 5. When often do refugee student attend counseling sessions in the school?
 Quite often Often Rarely Not at all
(iii) How does counseling for refugee students affect your general academic performance?
- 6. Which government policies affect the general participation or performance of refugee students in Kenya?.....

7. Answer the following questions about classroom management practices in your school by ticking as appropriate:

5=Strongly Agree 4= Agree 3= Not sure 2= Disagree 1= Strongly Disagree

	1	2	3	4	5
The curriculum and language used in the school					
Guidance and counseling services provided by the school					
Lack of motivation to learn a new language					
Cultural stress being imposed by teachers and classmates					

8. How often do teachers provide personalized attention to refugee students?

- Very often Often
 Rarely Very rarely

9. (a). How often do fellow students assist the refugee students?

- Quite Often Often
 Less Often Never

(b) Do your teachers?

- Yes No

(c) Do you get time with your teachers to talk about the difficulties you face in the school?

- Yes No

10. How does the head teacher ensure that refugee students perform well in classwork?

.....

11. Is the head teacher concerned about issues relating to refugee students in the school?

Yes No

Thank you for your cooperation

APPENDIX V: FOCUS GROUP DISCUSSION WITH REFUGEE STUDENTS

General information

Date of assessment Date _____ Month _____ year _____

Name of assessor Jane Muthoni Nthiga

University of Nairobi

Location of assessment

Name of school _____ Division _____

Type of group _____

1. Number of boys _____

2. Number of girls _____

Location: Camp _____ Urban _____

Grade level Number of form 1 _____ Number of form 2 _____

Number of form 3 _____ Number of form 4 _____

Informed consent

My name is Jane Muthoni Nthiga. I am a student at the University of Nairobi. I am conducting an assessment on the Factors affecting the academic performance of refugee students in Eastleigh North division.

I would like to ask you some questions about the school and education activities taking place here. Anything you say will be kept strictly confidential. Your participation is voluntary and you can choose not to answer any or all questions.

1. Do you relate well with host students and teachers? If no why?
2. Do you participate actively in learning? If no why?
3. Do you know of any refugee student from this school who has not completed school?
4. If yes, give reasons.
5. Do you find any problem when learning using the host country's language?
6. Do experience any economic challenges which may affect your performance?

APPENDIX VI

LETTER OF AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

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

Our Ref: **NCST/RCD/14/013/1028**

Date: **13th June 2013**

Jane Muthoni Nthiga
University of Nairobi
P.O Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION


Following your application dated **6th June, 2013** for authority to carry out research on *“Factors affecting the academic performance of refugee students at Kenya certificate of Secondary Education in Eastleigh North Division, Nairobi, Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **Kamukunji District** for a period ending **31st August, 2013**.

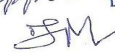
You are advised to report to **the District Commissioner and District Education Officer, Kamukunji District** before embarking on the research project.

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
Kamukunji District.


**DISTRICT COMMISSIONER
KAMUKUNJI DISTRICT**
26/06/13

PRINCIPALS-SEC
Noted and accorded necessary support. Please do the same

**DISTRICT EDUCATION OFFICER
KAMUKUNJI DISTRICT
P.O. Box 74629-00200
NAIROBI**

“The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development”.

APPENDIX VII
RESEARCH PERMIT

<p style="text-align: center;">PAGE 2</p> <p>THIS IS TO CERTIFY THAT:</p> <p>Prof./Dr./Mr./Mrs./Miss/Institution Jane Muthoni Nthiga of (Address) University of Nairobi P.O Box 92-0902, Kikuyu</p> <p>has been permitted to conduct research in</p> <p style="text-align: center;">Location Kamukunji District Nairobi Province</p> <p>on the topic: Factors affecting the academic performance of refugee students at Kenya certificate of Secondary Education in Eastleigh North Division, Nairobi, Kenya.</p> <p>for a period ending: 31st August, 2013.</p>	<p style="text-align: center;">PAGE 3</p> <p>Research Permit No: NCST/RCD/14/013/1028</p> <p>Date of issue 13th June, 2013</p> <p>Fee received KSH. 1000</p> <div style="text-align: center;"></div> <p style="text-align: right;"> Applicant's Signature For Secretary National Council for Science & Technology</p>
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