

**FACTORS INFLUENCING PERFORMANCE OF GIRLS IN PRIMARY  
SCHOOLS IN DADAAB REFUGEE CAMP IN NORTH EASTERN  
KENYA**

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**A Research Report Submitted In Partial Fulfillment of the  
Requirements for the Degree of Master of Education in  
Emergencies**

**University of Nairobi**

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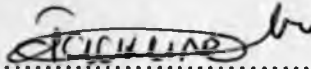
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## DECLARATION

This research report is my original work and has not been presented for a degree in any other university.

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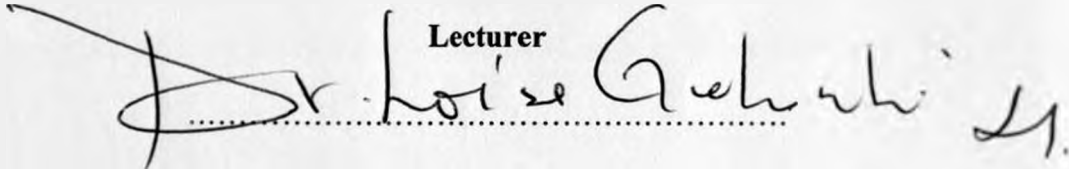


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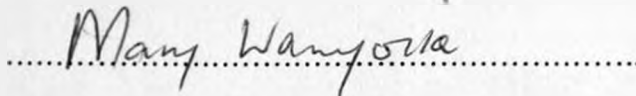
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## DEDICATION

This study is dedicated to my late mum Mwalimu Rose Mwari – Umwe Murithi who encouraged me to move up the academic ladder and never lived to see it come to pass.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>FAWE</b>	<b>Forum for Women Educationists</b>
<b>INEE</b>	<b>Inter Agency Network for Education in Emergencies</b>
<b>KCPE</b>	<b>Kenya Certificate of Primary Education</b>
<b>STC</b>	<b>Save the Children</b>
<b>UN</b>	<b>United Nations</b>
<b>UNICEF</b>	<b>United Nations Children Education Fund</b>
<b>WRC</b>	<b>Women Refugee Commission</b>

## ABSTRACT

Girls' participation in education in refugee camps has been found to very low as compared to boys. Secondly, the performance of girls has also been found be far below that of boys. The current influx of refugees in Dadaab due to the war crisis in Somalia has seen an enormous influx of refugees from war zones that have led to tremendous increase in the population in Dadaab refugee camps consequently worsening the already bad situation. This study therefore sought to establish the factors affecting the performance of girls in Dadaab Refugee camp in Garissa County, Kenya.

The study aimed at finding out the family, the school, the camp and girl related factors that affect the performance of girls in Dadaab refugee camp. Literature has shown that girls in refugee camps do not perform as the boys as well as other students not in camps. Factors identified for this were grouped into camp, school, family and personal (girl) related factors.

The data was collected from teachers in the schools as well as girls in the camp schools. Data was collected using questionnaires and observation schedules and their reliability tested using Cronbach's alpha value. The questionnaires had Cronbach's alpha values of 0.81 and 0.78 for teachers and pupils respectively. Descriptive statistics were used to analyse quantitative data on rating of the factors while inferential statistics (the independent sample t-test) was used to test the effect of selected factors on the girls' performance.

Qualitative data was analyzed thematically according to the objectives.

The family factors identified were: low education level of parents, harsh home environments, and traditional values such as early marriage, FGM and family chores. The significant school related factors were: poor school attendance unfavourable or gender insensitive school environments, inadequacy of trained teachers, physical facilities and instructional materials. The camp related factors included lack of adequate humanitarian assistance for the girls, inadequate health facilities, food, water and sanitary facilities such as toilets and sanitary towels are common. For the girl factors negative attitude of the girls towards education and low motivation and lack of concentration in school were the key factors camp, school and girl related factors were all found to have some negative effects on girl child performance. The researcher recommended government intervention in creation of awareness on girl child education, provision of security and other humanitarian assistance. The results of t-test showed that role models had significant effects on girls' performance (17.4%) while parental level of education had stronger influence (23.6%).

Based on these findings the researcher recommended that: Parents should be sensitized on the importance of girl child education, the detrimental effects of FGM and early marriage to their daughters so as to help change their attitudes.

The government in partnership with international organizations should strive to create safe conducive home environments in camps by expanding the camp capacity through building more houses, provision of lighting, adequate water and sanitation facilities among others. The study did not address boy child education, the psychological effects of war on the girls thus the researcher suggests this for further studies.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Problem**

Children living in refugee camps and settlements, or internally displaced, whose security has been shattered, often violently, and who have lost or have been separated from friends and family members. Education provides a vehicle for rebuilding refugee children's lives, through social interaction and gaining knowledge and skills for their future lives. For some, the alternative is depression and idleness, and for others, a range of anti-social activities and the thought of revenge through a renewal of arm conflict.

According to UNHCR (2011) once refugees have met their basic need for food, water and shelter, their primary concern is to ensure that their children can go to school. However, the international community has tended to place less value on education than refugees themselves (UNHCR, 2011). The report adds that with humanitarian needs growing in many parts of the world, the funding available for refugee assistance has become progressively tighter. In many situations, this has meant that the resources available for education have declined and the education of refugees is an important but neglected humanitarian issue. Due to this education refugee camps has lacked quality, it's marred with gender disparities in enrollments, retention, transition to higher levels as well performance with girls

being disadvantaged. For example, ColClough and Lewis (1993) noted that a 20% differential gap exists between the environment and completion rates in the primary education between girls and boys; which is highly pronounced in rural areas. On average 96% of girls in African countries Kenya included, left primary education before finishing in 2003 (UNICEF, 2011). Many reasons have been advanced for this; the majority of which point out the combination of community socio-cultural and economic priorities alongside family factors which are very central.

Girls' performance has been a key factor in determining their survival in schools. The more they repeat and perform poorly, the more likelihood of their dropping out. This performance can be said to be the key factor in the school life of the girls' pupils in Africa. Girls performance is consistently lower than that of boys, a trend more pronounced in rural districts where more than twice as many boys as girls achieve examination scores of 50% or more. This probably reflects additional pressures of domestic and agricultural labour demands on rural girls' time compared with their urban counterparts. Such situations are more pronounced in refugee camps where nearly all families are poor and rely on humanitarian assistance hence girls in camp schools are likely to be more affected than anywhere else. Friendman and Dottridge (2003) points out this might be due to the fact that the girls miss classes because they are outworking hence cannot perform better. Such a scenario is more exaggerated where no formal homes and

girls live under harsh conditions such as conflict zones and refugee camps. Martin and Ta Ngoc-Chau (1997) added that girls attend classes on a less regular basis due to heavy home and school biased attitudes and practices and unfriendly environments both at home and in school. This is characteristic of all refugee camps thus girls in refugee camps might be more affected.

According to United Nation Children fund (UNICEF 2011) children often perform tasks for teachers with girls typically assigned domestic tasks such as fetching water, sweeping, cooking and washing dishes which are supposedly women tasks. “Even during their leisure time, girls are called to make tea, fetch water and clean offices and go to the market or garden. Combined with home demands girls often perform chores and duties physically and emotionally beyond their capabilities situations that affect refugee girls more than any other due to crisis conditions in the camps (Friendman & Dottridge, 2003). Girls are more often found to struggle with say their siblings making them early mothers, they lack sanitary pads and lack of separate toilets for them makes them miss school especially while menstruating. Such essentials for girls are seriously lacking for girls in refugee camps whose parents cannot afford sanitary towels and the schools lack such important facilities as toilets (UNICEF, 2006).

Though domestic chores help girls acquire skills and attributes that could be beneficial to them as potential future mothers, they rob the valuable time needed to concentrate on class work since school and home environment greatly

influence the girls performance, the conflict that arises between domestic demands and class work hinders their performance. This is because there are competing demands on the girl child's time and energy compounded with a culture that divides roles and labour tasks on the basis of gender the conflict portends adverse effects on the girls' class performance (Lockhead & Vespoor, 2000).

The school environments in the refugee camps tend to perpetuate the situation at home. The school environment, teacher's beliefs and behavior including gender stereotyping influence the educational achievement of students because most teachers in the camp school come from the surrounding communities, they tend to propagate the community's cultural beliefs and attitudes towards girls that further determines the assigning and allocation of responsibilities and duties in schools within the camps (UNICEF, 2006).

Social, cultural and economic systems among the Garissa natives where Dadaab is placed are a major hindrance of girls' education attainment. Starting from the colonial times when parents were reluctant to send their children to schools because the schools were run by "strangers", heavy workloads on mothers (agricultural and domestic) which forced them to keep their girls at home for help which further led to early marriages where with the prevalent dowry system, attitudes towards formal education are negatively reinforced. Such could further



influence the trends in Dadaab camps impacting negatively on the girl child education in Dadaab refugee camp schools (UNICEF, 2006).

The refugee school environment too seems to be guiding girls towards domestically oriented professions thus further reinforcing the perception of girls as domestic or house helps for the family. Formal education was at best secondary; this is because to many people in society, it is possible for girls to make a living and raise families successfully without formal education and the situation gets even worsening times of emergencies (UNICEF, 2006). The domestic environment consisting of the complex structure of the refugee home and its interacting with the wider society has profound influence on the performance of learners in schools. Studies show that more girls than boys are required to help in domestic chores, a demand which increased as the child grows though the girls start even earlier than boys (Lockhead & Vespoor, 2000). This leads only to absenteeism, repetition and dropping out of girls at the primary level, but also contributes to failure in examination by girls. This is because the prolonged absence leads to lack of time dedicated to study and general loss of interest in school work. This consumption of study time by the domestic tasks that are assigned to girls and the consequential loss of interest in education are the crux of this study. Though the domestic environment and its related gender manifestations are multifaceted in their influence in education of girls, studies on their specific effect on the performance in class are quite minimal.

Advocates of girl child education seem to have failed to recognize and acknowledge the link to domestic oriented labour demands, other camp based factors and role expectations put on girls (King & Hill, 1992). This is what Kenya government pointed out in its vision 2030 Development Plan database that the female school children are more affected by domestic work and other camp based factors. This explains why girls do not continue school beyond certain levels in the rural areas even after the introduction of free primary (universal) education by the NARC government when it took power in Kenya back in 2003 and subsequent free secondary education in 2009. In a way then from the expressed and demonstrated expectations on males and females, girls in the refugee camps learn that they are not really expected to excel in school since their main role is to be wives, mothers and subordinates of men (Moore, 1994)

While the issues of girls' education and child labour continue to receive and attract considerable attention, studies have tended to ignore the relationship between the two (Friendman & Dottridge, 2003). This has been due to fallacious assumptions that child labour and domestic labour are gender neutral (Friendman & Dottridge, 2003). This situation was captured by the government report of 2008 that found out that female children have a higher participation in rural domestic labour than boys that always increases with a corresponding decrease in educational performance.

Relatively the performance of girls in Dadaab area is worse than the other districts in North Eastern Province (PDE) (North Eastern office, 2011). On average girls constitute less than 30% of the top 100 pupils in National examinations in the area which is a bit unfortunate. Performance trends of schools in Dadaab indicate that girls from rural public schools are poorly represented in the higher performance brackets with less than 5 in the overall best 100 in Garissa County. Statistical evidence shows that girl's enrolment in Dadaab declines progressively as one goes up the educational ladder. For example, out of the 3003 girls who were in standard 4 in 2007, only 803 sat for the KCPE in the year 2011. Repetition and dropout account for the missing 2200 girls (DEOs Office, Garissa District, 2011). Although there are numerous studies that have highlighted the factors that affect girls' participation in education and performance these seem to neglect the girl child education in the refugee camps thus the need for this study.

## **1.2 Statement of the Problem**

Education in refugee camps has been reported to be far below expected quality in different studies. Gender disparities evidenced by low enrollment rates for girls which diminish gradually as one climbs to higher grades in the education system have also been reported in various countries. Musigunzi, (2007) reported that after the introduction of Free Primary Education (FPE) years 2002 and 2003, gender parity was almost fully achieved in preprimary school up to grade 8, where 45% of all pupils are girls. However, a shocking revelation was that at grade 6 to grade

8 the participation of girls falls below 40% while from grades 9 to 12, girl participation drops to only 27%. The report stated that in Kenya the overall girl's participation from pre-primary to grade 8 was between 33-40%.

Though this seems a tremendous gain in Kenya Refugee camps the situation in Dadaab refugee camps is worse. A recent survey by UNHCR (2011) revealed that while in pre-primary and primary school the girl's enrolment rates in refugee camps are as low as 33% at secondary school level the girls' enrollment rates drastically drop to 5%. The report adds that many girls dropout in primary school and for those who sit for KCPE very few qualify for secondary education. Information on education in Dadaab seems to show that there is low girl child participation in school coupled with poor performance and lack of progression to secondary school from primary school. The camp and school situations have also been found to be poor.

In Dadaab UNHCR, (2011) reported that the situation could be worsened by the tremendous influx of refugees from Somalia due to crisis as reported in the media. However, these studies seem to concentrate on the camp and the school environment without looking at the specific effect of the factors within schools, families and the camp in general. Studies on factors affecting girl child education seem to overlook girls in emergencies refugee camps. This study sought investigate the school, the family, the camp and the girl related factors that

influence performance of girls in Dadaab refugee camp in a view to highlight how they affect the girls performance.

### **1.3 Purpose of the Study**

The purpose of this study was to investigate the factors affecting girl's performance in Dadaab refugee camps in Garisa County, Kenya.

### **1.4 Objectives of the Study**

This study aimed at achieving the following objectives:

- i. To determine the effect of family related factors on performance of girls in primary schools in Dabaab refugee camp
- ii. To determine the effect of school related factors on performance of girls in primary schools in Dabaab refugee camp
- iii. To determine the girl related factors on their performance in primary schools in Dabaab refugee camp
- iv. To determine the effect of camp related factors on performance of girls in primary schools in Dadaab refugee camp

## **1.5 Research Questions**

To achieve the above objectives the following research questions were formulated:

- i. What is the effect of family related factors on performance of girls in primary schools in Dabaab refugee camp?
- ii. What is the effect of school related factors on performance of girls in primary schools in Dabaab refugee camp?
- iii. What is the effect of girls related factors on their performance in primary school in Dadaab refugee camp?
- iv. What is the effect of camp related factors on performance of girls in primary schools in Dadaab refugee camp?

## **1.6 Significance of the Study**

The findings of this study gave an insight to the poor performance of girls in Dadaab refugee camp. They also provide a basis for new paradigms of approaching the problem. The study sought to show the status of the education of girls as reflected in their performance. The information resultant thereof has been used to make recommendations for relevant adjustments aimed at changing not only the quantitative aspects of girl's education, but also the quality of the education offered at the camps. The significance of the study further lies in the necessity to explore the influence of all the camp based factors affecting girl's performance and other domestic labour and role demands that are all mostly

gender based. This shall provide new way of addressing and redressing gender disparity.

The study has provided information on the influences of gender and domestic labour, roles and the whole socialization process in the rural refugee areas on the performance of girls. This could form the basis of relevant curricular modification to accommodate the special needs and circumstances of the girls in camps and enlighten parents, teachers and the pupils themselves on the need to re-orient their perception and expectations and thus create a conducive environment for optimizing the performance of girls.

### **1.7 Limitations of the Study**

The study was limited by the fact that some of the respondents were primary school children who may not be very good in English thus they may not understand clearly all the items of the questionnaire. However, due to the large number of respondents and limitation of time, interviews could not be conducted. The researcher overcame using questionnaires that were administered by the researcher to the girls by reading to the girls and interpreting to them helped by teachers chosen from the school to act as research assistants. The researcher also chose to use girls in class six and above who understood the information and followed the instructions well after reading and interpretation. Although Kenya Certificate of Primary Education was a more reliable examination to measure performance it could not be used since the study sought to link the girls'

performance with personal and family characteristics which could only be obtained from the girls yet those who had done KCPE could not be accessed since they were not in schools.

### **1.8 Delimitation of the Study**

The study was carried out in Dadaab refugee camps only. It should be noted that education in camps is quite different from education in other schools due to the special problems in the camps. The results can therefore not be generalized to all the other parts of the country.

### **1.9 Assumptions of the Study**

Because the study instruments used to determine the performance were the district examination results for both standard six and seven administered by primary school teachers and some regular in the camp during the year 2011, it was assumed that;

- i. The examinations were valid and reliable. Their validity is assumed to have been established prior to their administration by the district mock committee and relevant officials.
- ii. The scoring and standardization process for the candidates work was reliable and the scores attained are valid.



### **1.10 Definition of Significant Terms**

**Domestic labour** refers to any activity or work which is manual that is performed at home or school which requires one to use skills acquired at home.

**Gender** refers to the social categorization of people based on their sex- female or male.

**Gender roles** refers to the duties, responsibilities and activities that are assigned to people on the basis of their sex

**Performance** refers to end product of behavior that demonstrates the exemplary ability or expertise in carrying out a particular task expressed or measured in set ways like examinations. It's the ability of the girls to produce satisfactory academic results.

**Attitudes** refers to the way of thinking, behaving, perceiving or responding to phenomenon that demonstrates feelings and perceptions of the respondent to that phenomenon.

**Mock examination** refers to formative evaluation examinations that are set at the district level with the aim of assessing the performance of pupils in specific levels in the whole district.

**Class work** refers to the activities, roles, tasks and duties that take place within the school in pursuit of the goals and objectives of the formal curriculum.

**Competence** refers to the ability to perform certain tasks effectively and efficiently coupled with the right and appropriate disposition and attitudes.

**Good girl** refers to a girl who performs certain tasks and behaves in a particular way approved by the norms and expectations of the community.

**Culture** refers to people's way of life as expressed through their attitudes, rituals beliefs, values and pedagogic systems that are passed from generation to generation via the community's socialization system.

### **1.11 Organization of the Study**

The study is organized into five chapters: The first chapter highlights the background and statement of the problem under study, purpose, objectives, research questions, significance, delimitation and limitations, basic assumptions of the study and definitions of significant terms. Chapter two dwells on the literature review the related literature which has been reviewed under the sub topics: learning and the environment, gender and differential education, domestic labour, socialization and education, expectations and performance. Finally this chapter presents a conceptual framework of the study. The third chapter covers the research methodology to be employed. This is organized under research design, target population, sample and sampling procedure, research instruments, validity of the instruments, reliability of the instruments, data collection and data analysis techniques. Chapter four presents the data analysis, presentation and

discussion of research findings while chapter five focuses on the summary of the findings, conclusions and recommendations stemming from the study. The recommendations for further studies are also given in this chapter.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The chapter presented reviewed literature on the factors that affect education attainment for girls such as performance and retention in school and completion. The social cultural factors, demographic characteristics of the girls, school environment as well as the special factors that are related to the refugee camp environment are discussed. The theoretical and conceptual frameworks are also presented.

#### **2.2 Factors Affecting Girls' Performance in Refugee Camps**

The factors that affect girls' education in refugee camps are common to almost all the camps. However, there are variations due to differences in cultural, social differences among the refugees. A common feature of all refugees is diversity of the communities, lack of adequate social amenities and basic services such as medication, schools, sanitation, water etc. According to Nicolai & Triplehorn (2003) these factors may be classified into family, school, camp and personal factors.

##### **2.2.1 Camp Related Factors**

Gender based violence — including sexual violence and exploitation, trafficking, forced and early marriage and female genital mutilation — threatens girls in

conflict regions throughout the world. These specific acts of victimization have a distinct and debilitating impact on girls' daily lives, preventing them from attending school or participating in public life, or leaving their homes at all (Women Refugee Commission (WRC), 2009). The report by WRC stated that government and rebel soldiers, with their guns, knives and other weapons, perpetrate most of the sexual violence against girls and women in conflict affected regions. But armed conflict permits other perpetrators of abuse and violence against girls to act with impunity as well.

According to Human Rights Watch (2003) opportunities for sexual violence and exploitation during conflict are rife: random rape, abduction into armed militias or robbery by bandits. Girls and women fleeing conflict are routinely ambushed when walking through fields and deserts, villages and towns, on what is often a long route to refuge. Without money or other resources, displaced women and girls attempting to flee may be compelled to exchange sex in return for safe passage, food, shelter and other resources. In addition, it should be noted that girls in refugee camps are from families fleeing conflict zones thus they may suffer both psychological and physical injuries that may greatly hinder their concentration in school (McKay & Mazurana, 2004).

Girls in refugee camps — run by international nongovernmental organizations (NGOs) under the auspices of the United Nations — are also at risk of sexual violence. Camps are often located in or near areas of active conflict, limiting their

ability to offer real refuge from violence. When they are located near towns or urban centers, local residents may enter the camps and harass the refugee population (Women's Commission for Refugee Women and Children, 2008). The report adds that the caretakers harass the girls. For example, even United Nations peacekeepers have been found guilty of abusing girls in many countries, including East Timor, Bosnia, Chad and Nepal. In response to queries regarding allegations of sexual abuse by UN peacekeeping operations, the UN Secretariat received 105 reports of allegations, 45 percent involving sex with minors and 15 percent involving rape or sexual assault (Women's Commission for Refugee Women and Children, 2008). UNICEF (2006) report noted that the children who have experienced trauma likely need services and support in addition to the standard academic offerings. Such trauma comes along with the experiences of conflict which mainly affect girls through gender violence.

Camps are designed to address temporary emergency conditions. Tents and other shelter materials provided are of limited durability, and are inadequate to protect refugees from long seasons of extreme heat or cold or rain. Infestations of scorpions, snakes, malaria-carrying and dengue-infected mosquitoes, rats and other animal pests are common in camps. Cooking often relies on open fires in crowded conditions; open flames may cause fires, and smoke inhalation causes respiratory infections, especially in young children (Women's Commission for Refugee Women and Children, 2006). Such unhealthy condition make the girl

child more vulnerable as she is more involved in family chores more often than the boy child.

According to Kristof (2005) in most refugee camps, girls are responsible for the care of younger siblings and meal preparation, as well as fetching firewood and water and other household chores. These responsibilities often become more onerous — and dangerous — in conflict situations. Collecting firewood for cooking is one of the major occupations for girls living in refugee camps. They have little choice; the food rations made available to their families — often beans or rice — cannot be eaten unless cooked, and most families have no income to purchase alternative food or cooking fuel. In their search for firewood, women and girls are often forced to leave the relative safety of camp perimeters, and as firewood becomes increasingly scarce, they have to travel ever-greater distances. This increases the already existing level of risk of insecurity the girls are exposed to leading sexual violence among other things (Karin, 2005).

This information is confirmed by Kristof (2005) when he reports that in Darfur, South Sudan, one of the gravest risks faced by girls collecting firewood is sexual assault by armed men. Women and girls collecting firewood in Darfur are prime targets of military and security forces and the government-backed Janjaweed militia, which are all aware of these early-morning treks into the wilderness and take full advantage of the absence of any kind of rule of law to assault them. Men

and boys do not leave the camps to collect firewood as they might be killed; women and girls are “only raped” (Kristof, 2005)

In some refugee settings, children do not have access even to primary education, and the schools that do exist are severely overcrowded, with as many as 100 children in a classroom. According to a report by (UNICEF, 2011) worldwide, only six percent of all refugee students are enrolled in secondary school, and of those, girls’ enrollment remains especially low — from 18 percent of total enrollment in Kenya to 48 percent in Thailand. Refugee girls typically attend school in far smaller numbers than boys, and as the level of education increases, this disparity grows. According to a UNHCR report (2004) the enrolment of girls in preprimary school up to grade 8 is particularly low in selected refugee camps located in Eritrea (23%), DR Congo (35%), Ethiopia (30- 33%), Kenya (33-40%), Pakistan (31%) and Sudan (36%).

When refugee girls do go to school, safety issues are pervasive. Girls are especially vulnerable to sexual harassment when walking, often long distances, to and from school. Fears that their daughters will be “spoiled” while at school and become “damaged goods” for marriage prompt many parents to keep their daughters at home. Sexual harassment within schools adversely affects girls’ school attendance. Teachers — overwhelmingly male — at times abuse their authority by extracting sexual favors in exchange for grades or basic school items (Verhey, 2004).



### **2.2.2 Family Related Factors**

Research by IPAR confirmed that there are several out-of-school factors that inhibit girls' participation in education. Such factors are mainly related to the family background. Poverty in particular has far reaching implications for education of the girl child. According to the (UNICEF, 2011), poor households are unable to access basic services like food, education and health. Indeed, their ability to support and invest in their children education is very limited. A girl-child in such a household is more disadvantaged than the boy-child. It was clear that where resources are scarce and the school demands for expenditures from a household, a girl-child is likely to be pulled out of school compared to the boy-child. In some cases, like in the ASAL regions and the slums in urban centers, it was reported that girls as young as 11 years are forced into early marriages so that parents can get dowry – extra income to pay fees for the boy-child's secondary education or training.

This problem has been seen to be more pronounced in refugee camps in many parts of the world. In an investigation by the United Nations in 2001 to assess the scope and nature of gender-based violence and exploitation occurring in refugee camps throughout Liberia, Sierra Leone and Guinea, investigators found that the single greatest protection issue affecting entire refugee populations, and especially young girls, was sexual violence and exploitation. The study found that girls, typically between 13 and 18 years old, were involved in sexually exploitative relations, with the youngest reported girl being five years old. The study also

found that although the girls often knew that sexual exploitation violated their fundamental human rights, they felt trapped in their situation and unable to leave. Parents who took part in the study often knew that their daughters were involved in sexually exploitative relationships, but felt that they did not have alternatives, as they were not otherwise able to provide for them. In many instances, parents were instrumental in pushing their daughters into such relationships (UNICEF, 2011).

Early marriage of girls is the norm in many regions of the world, even in the absence of conflict. Financial hardship resulting from conflict, however, puts additional pressure on families to marry off their daughters at earlier and earlier ages in order to secure a bride price, or at least reduce the number of dependents they must support. In its visits to refugee camps in Chad, the Women's Refugee Commission found that Darfuri refugee girls were married, on average, between the age of 14 and 18. Bride prices gave families an incentive to marry off their daughters early so that they no longer had to support them and could instead collect payment for them (WRC, 2009).

### **I) Female Genital Mutilation (FGM)**

Female Genital Mutilation refers to “all procedures involving partial or removal of external female genitalia or other injury to the female genital organs whether for cultural, religious or other non-therapeutic reasons (WHO, 2006). FGM is a strong tradition in parts of Africa and the Middle East. The practice is deeply

noted in views on chastity, transition to womanhood “purity” for marriage and basically a wish to control home sexuality. In certain areas the survival and fertility of the local community is assumed to be threatened if the girls are not circumcised. Some brave young girls who refuse FGM are regarded as “unmarriageable” and become outcasts.

According to Kenya National Bureau of Statistics (KNBS) and ICF Macro (2010) there is a strong relationship between education level and circumcision status. Fifty-four percent of women with no education report that they are circumcised compared with only 19 percent of those with at least some secondary education. The proportion of Muslim women who are circumcised is about double that of Christian women. With regard to ethnicity, female genital cutting is far more prevalent among the Somali (98 percent), the Kisii (96 percent), and the Maasai (73 percent) than among other groups. It is least common among Luo and Luhya women. The percentage of women circumcised declines steadily as wealth quintile increases. Although this information does not directly refer to women in the camps it should be noted that Dadaab is in Garissa and a vast majority of the refugees are Somali from Somalia and the neighbouring regions which are predominantly Somali thus FGM is likely to be perpetuated in the camps.

The survey indicated that many women were circumcised at a very young age and cannot recall how old they were at the time. Thus the data should be viewed as providing a rough idea of age at circumcision. Results show a broad range of age

at circumcision. One-third of circumcised women say they were 14-18 years old at the time of the operation, 19 percent were 12-13 years old, and 15 percent were 10-11 years old. Twelve percent of women were circumcised at 8-9 years of age, and an equal proportion was circumcised at 3-7 years of age. Only 2 percent of women were circumcised before 3 years of age. There appears to be a trend to circumcise girls at younger ages. For example, 45 percent of circumcised women age 15-19 were circumcised before they were ten years old compared with only 14 percent of circumcised women age 45-49.

It is estimated that over 50% of circumcised women experience medical complications (FAWE, 2004) when FGM related medical problems do occur, they are likely to be blamed on other factors. Thus the incidence of FGM related medical problems and of deaths, as a result of mutilation, cannot be eligibly estimated (Amnesty International, 2001). As observed by Amnesty International (2001) most girls are married off immediately there are circumcised as this serves as an initiation of maturity in preparation for marriage in North Eastern parts of the country thus increasing the dropout rates of girls as one climbs the education ladder.

## **II) Early Marriages and Girls Education**

Marriage takes place for economic, cultural, religious social and emotional reasons. Many countries especially among the poor, migrant or displaced communities, marriage at young age is common. Although the definition of child

marriage includes boys, most children married under the age of 18 years are girls (UNICEF, 2010). Inequality present in all aspects of society, including education, leads to girls often lacking life skill and negotiating power. Therefore, while most boys have a say in when and who they marry and what they do once they are married, many girls don't get the chance to make these decision. Early marriage can be a violation of children's basic right to education, to good health and to make decisions about their own lives (UNICEF, 2006).

Parental attitude towards girls' education is also a major drawback especially among the pastoralists' communities in Kenya. The pastoralist life in North Eastern province and some parts in the Rift Valley, where families move from one region to the other in search of pasture and water also affect the education of children. As they move schools become further and further from them and the issue of security also become complicated. In such communities, while boys will be looking after family animals, the girls will be studying their mothers so as to be good wives and homemakers. Going to school is not a priority for such families, even if there are learning facilities (FAWE, 2004)

This situation is not much different in refugee camps where all are deemed poor and living under more harsh conditions. Families thrown into extreme poverty as a result of conflict often require their daughters to withdraw from school and to make other sacrifices for the family's functioning and survival. When mothers are

forced to find work outside the home, older daughters are expected to care for siblings and do additional household chores in their absence. As a result, they must stay home from school (WRC, 2009).

### **2.2.3 School Related Factors**

The school environment is an important aspect of education that determines the performance of the pupils as well as willingness to stay in school. Research has shown that in many situations the school environment is more favourable for boys than girls yet girls are more sensitive to school environmental changes (Juma, 2011). The school environment especially the teachers' attitudes, behaviour and teaching practices have perhaps the most significant implications for female persistence and academic achievement (Odaga, 1995). This can therefore be linked to the cultural beliefs which tend to look at females as having less ability than males and hence leads to the marginalization of girls in the classroom and further de-motivates girls in their academic pursuits.

Generally lack of important facilities such as toilets, water, classrooms contributes much to girls de-motivation as compared to boys. A survey by UNHCR, 2009 on refugee camp life revealed that Camps are frequently severely overcrowded. Unrelated families, sometimes from groups that have traditionally been seen as the enemy, may be forced to live in close quarters; several families may have to share a very small living space, with little or no privacy. Camps are usually poorly lit and night patrols absent or untrustworthy. Too often, food and water, latrines,

schools and health clinics are located far from the living quarters, forcing girls to make trips fraught with danger to fulfill their basic needs.

According to Juma (2011) he reported that latrines are generally squeezed in wherever space can be found, at distances that are either too far to be easily accessible or too close to be environmentally safe. If they are too far from dwellings, or the lines for their use are too long, refugees will not use them and human waste will end up being disposed of indiscriminately around the camp, posing major sanitation risks to the community. If latrines — often little more than a pit in the ground covered by a concrete slab with a hole in it, enclosed in a flimsy structure — are too close to tents or water supplies, contamination and sanitation issues again arise. The Dadaab refugee camp faces similar challenges with of overcrowding with a population of due to the current conflicts in Somalia with an influx of refugees making it the world's largest.

In most refugee camps teachers are inadequate and few teachers are qualified. A report by UNHCR indicated that the pupil teacher ratio in most refugee camps was above the recommended number of 40 pupils per teacher. Locations where the student teacher ratio exceeded 60 include Cox's Bazaar in Bangladesh (73), Sherkole (65) and Aisha camp (79) in Ethiopia, Nzerekore region in Guinea (75), the Sudanese camps of Fau 5 (71), Shagarbs (63) and W/El Hielw (70), refugee camps in Tanzania (>100) as well as the Masindi and Kyaka 2 camps (68) in Uganda (UNHCR, 2011).

A number of studies according to (UNHCR, 2011) have also shown that parents are reluctant to send girls to school if the school environment is not safe and secure for girls. These studies have mentioned teachers proposing, impregnating and marrying girls and flirtations between girls and boys as constraints to girls' education. Another related factor is distance to school. A study conducted under GABLE SMC reported that long distance to school was frequently mentioned as the reason why girls were not enrolled in. Its further suggested that the time taken to walk to and from school might be prohibitive in the case of girls, whose availability for school activities might be more constraining to girls than boys because of competing demands on girls' time at home. Another question worth asking is whether community schools have made any difference in this respect.

In an attempt to conceptualise the problems associated with female education it was noted that the survival or non-survival of girls in the education systems is influenced by a complex interplay between macro-level policy and micro-level practices, beliefs and attitudes. "Together they determine whether households feel it profitable to educate their daughters; whether sending girls to school is a wise or poor investment for the future".

Anderson (1988) argued along similar lines and said that prospects for lifelong economic activity affect girls and boys differently. He observed that since education is often thought to be most useful in the formal sector and because



girls/women often have less access to this sector than boys/men, parents decide that schooling is not relevant for the economic roles of their female children.

What goes on in the classroom also affects female access to education. Teaching methods, curriculum content, classroom and other facilities are all found to affect female entry and retention (Anderson, 1988). The sex of the teacher is even more important. Anderson said that it affects teacher-pupil interaction with female teachers acting as role models and thereby providing more encouragement to girls than male teachers. Other in school effects on female access includes tracking by sex into certain courses.

Ashby (1985) observed that within a classroom, socio-cultural expectations are transmitted through modelling of sex-appropriate behaviour, teacher responses to their pupils and the academic support they provide them. They argued that even when course content appears the same for boys and girls, there are subtle and important differences in curricula exposure by gender with girls actually being taught to prepare themselves for marriage and motherhood UNHCR, 2011.

Gender differences are particularly acute when desegregated by urban-rural residence. In a study on the determinants of inequality in participation in school found that the urban-rural distinction, parental income, sex differences and demographic characteristics of the households were related to levels of participation. Further, it was observed that female attendance at school is more sensitive to distance, and the number of under five children in the household than

male attendance. This was also supported by Ashby (1985) who found that the presence of other siblings influence who is and who is not sent to school and for girls it was particularly important whether or not they had brothers.

Such scenarios may more pronounced in refugee camp setting where almost all the families are poor, infrastructures are not set, leading to few number of schools that are poorly equipped with facilities and are a distance from many homesteads. This coupled with insecurity may be a great stumbling block to girl's education in camps.

#### **2.2.4 Girl Related Factors**

Research has shown some differential factors that make boys outperform girls in various areas in education such as mathematics and science. In African setting, socio-cultural factors tend to affect the attitude of girls towards education in a negative way. Parental attitudes determine a child's chances of education. Parents control the initial decision of a child to attend school and often influence the nature of a child's participation in education. Kapakasa (1992) found that boys received more parent-supplied exercise books than girls did. This could lead to demoralization of the girls leading to feelings of neglect thus low performance in school. (UNICEF 2006)

Cultural factors have been seen to contribute considerably to school dropout for both females and males. Kapakasa (1992) in her study on determinants of girls participation and persistence in school, found that initiation ceremonies

contributed significantly to school dropout as parents demonstrated willingness to pay more for initiation of their daughters than for regular schooling. Since initiation prepares young girls for married life, the girls choose to put into practice what they learn at the initiation ceremonies rather than continue with schooling. Kainja and Mkandawire (1989) also contended that while girls as well as boys experience multiple repetition, girls are at a disadvantage because the onset of adolescence brings competing demands in school, at home and in the community with the risk of pregnancy and early marriage.

According to UNICEF (2010), culturally determined ways of defining women and men and their roles in a given society shape gender-specific opportunities and constraints. Thus, the existence of discriminatory attitudes towards the schooling of girls is informed by customs and culture. Mobility restrictions arise in many societies when girls reach puberty and this makes the effect to be more on girls retention than on entry (Kainja & Mkandawire, 1989).

Insecurity and other camp harsh environments have been cited as a blow to the attitude girls towards education. As noted by WRC (2009) Boys and girls may both receive weapons and military training and engage in frontline combat, and both are often sent ahead to demine contaminated areas. They frequently participate in raids to steal food and other supplies, and to abduct other children.

Both may work as porters, helping to carry food, weapons and loot, as their armed groups tend to be constantly on the move. And both are often put to work in illicit commercial operations, such as mineral mines, rubber plantations and logging operations, as well as forced to act as human “mules,” carrying weapons, gems, drugs and other illicit goods.

But because of their gender according to UNHCR (2011) girls are frequently expected to provide an additional service to armed groups. They serve as sex slaves, their young bodies offered up as inexpensive rewards. In conflict regions throughout the world, girl soldiers are commonly divided up and allocated to soldiers and rebels to serve as their “wives.” Girls in camps who have experienced such inhuman treatment may therefore suffer psychological disturbances that may hinder their progress in school.

The early maturation of girls coupled with FGM contributes much to poor performance and eventually dropping out of girls from school. This was noted by Juma et al. (2011) in their study on factors leading to poor performance of girls in secondary schools. Among the reasons given for boys' better performance were: girls lacked ambition or motivation and the spirit of competition. Some head teachers stated that girls lacked the ambitions to work hard because they are lazy. Pregnancy and pressure to get married were among the factors that contribute to poor performance by girls.

Ndung'u, (2011) observed that male teachers' negative attitude towards their female pupils' academic ability tends to thwart the academic ambitions these pupils have together with few number of female teachers. Since these teachers expect female pupils to be less achievement oriented than their male counterparts, female pupils tend to respond accordingly. Girls who enter school have to cope not only with societal attitudes that perceive them as less intelligent, less achievement oriented and less academically capable than boys, but also with gender stereotypes that school staff have for female pupils which reinforce these attitudes (UNHCR, 2011). Thus making it difficult for girls to overcome negative participation and achieve excellent results in school.

When refugee girls do go to school, safety issues are pervasive. Girls are especially vulnerable to sexual harassment when walking, often long distances, to and from school. Fears that their daughters will be “spoiled” while at school and become “damaged goods” for marriage prompt many parents to keep their daughters at home. Sexual harassment within schools adversely affects girls' school attendance. Teachers — overwhelmingly male — at times abuse their authority by extracting sexual favors in exchange for grades or basic school items.

Families thrown into extreme poverty as a result of conflict often require their daughters to withdraw from school and to make other sacrifices for the family's functioning and survival.

When mothers are forced to find work outside the home, older daughters are expected to care for siblings and do additional household chores in their absence. As a result, they must stay home from school (WRC, 2009).

It should also be noted that girls in refugee camps are usually from conflict zones where there may not have been any chances for schooling. These girls may start schooling at later age where initiation and FGM takes place preparing them for marriage. This greatly affects their motivation and commitment school thus poor performance and eventually dropout.

### **2.3 Critical Review of Literature**

Reviewed literature has shown that education in refugee camps is faced by many problems. Various factors have been identified at the camp, school, family and personal levels as key to the determent of girls' education in refugee camps. Research has shown that major camps issues include: insecurity, sexual violence and exploitation, inadequacy of schools, lack or inadequacy of sanitation facilities such as latrines, poor nutrition and socio-cultural values that are discriminative against the girl child among others (UNHCR, 2004).

At school level the factors that inhibit the performance and completion of girls have been shown to include: negative attitude of teachers towards girls education, unfair treatment of girls by teachers and boys in school, lack of female teachers as

role models, lack of facilities such as latrines, adequate class space, desks etc, unbalanced teaching methods that favour the boys.

At family, socio-cultural factors such as FGM, domestic chores, negative attitude of parents towards girls education, poverty, lack of proper nutrition, lack of social facilities such as toilets, sanitary towels, lack of role models, education level of the parents, education level of elder siblings are key to the attitude and motivation hence performance of girls in schools (Juma, Simatwa & Ayodo, 2011; WRC, 2009; Girl child Network, 2004; Early marriage & education, 2007; UNICEF, 2010; Amnesty International, 2001; FIDA, 2001; World Health Organization, 2006).

Refugee girls are faced with various problems due to conflict and displacements. Such atrocities like rape, threats, kidnap, the sight of weapons and deaths in the conflict affect the girls psychologically; constant fear as well as cultural practices like FGM affects the girls motivation and attention in school thus poor performance. The girl's age and maturity has also been found to influence their stay in. Despite the dismal performance, very low completion rates of girls in Dadaab as well as very low transition rates from primary to secondary school previous studies have dwelled much on the humanitarian situation and assistance offered to the refugees without reference to the education of girls in the camps. Recent studies by UNHCR (2011) focused their attention on the humanitarian situation in Dadaab assessing the provision of services and basic facilities like

schools, water, food, toilets among others overlooking education. Furthermore, no study has been done to establish the factors affecting the girl child performance in refugee camps. This study determined the factors influencing the performance of girls in primary schools in a view to make recommendations on how it can be improved.

#### **2.4 Theoretical Framework**

The study was guided by John Rawl's theory of Justice. Rawl formulated a philosophy of justice and a theoretical program for establishing political structures designed to preserve social justice and individual liberty. Rawls writes in reaction to the then predominant theory of utilitarianism, which posits that justice is defined by that which provides the greatest good for the greatest number of people. Rawls proposes a theoretical person who, shrouded in a veil of ignorance, must design a just society without foreknowledge of his or her own status in that society. Rawls asserts that from this objective vantage point, which he calls the original position, the individual will choose a system of justice that adequately provides for those positioned on the lowest rungs of society. The individual will do so because he or she may end up in such a disadvantaged position and will want to be adequately provided for. Rawls draws from earlier theories of political philosophy that posit a social contract by which individuals implicitly agree to the terms on which they are governed in any society.



Rawls concludes that such a social contract, formulated from the perspective of the original position, will guarantee a just society without sacrificing the happiness or liberty of any one individual.

In his Theory of Justice, Rawls begins with the statement that, “Justice is the first virtue of social institution,” meaning that a good society is one structured according to principles of justice. Rawls asserts that existing theories of justice, developed in the field of philosophy, are not adequate: He calls his theory—aimed at formulating a conception of the basic structure of society in accordance with social justice—justice as fairness.

Rawl sets forth to determine the essential principles of justice on which a good society may be based. He explains the importance of principles of justice for two key purposes: first, to “provide a way of assigning rights and duties in the basic institutions of society”; and secondly, to “define the appropriate distribution of the benefits and burdens” of society. He observes that, by his definition, well-ordered societies are rare due to the fact that “what is just and unjust is usually in dispute.” He further notes that a well-ordered and perfectly just society must be formulated in a way that addresses the problems of “efficiency, coordination, and stability.” In this case, the society is expected to create and nurture situations that shall enable people of both genders to benefit equally from education especially the disadvantaged. The government and other humanitarian organizations should therefore strive to ensure that they create conditions in which girls in the refugees

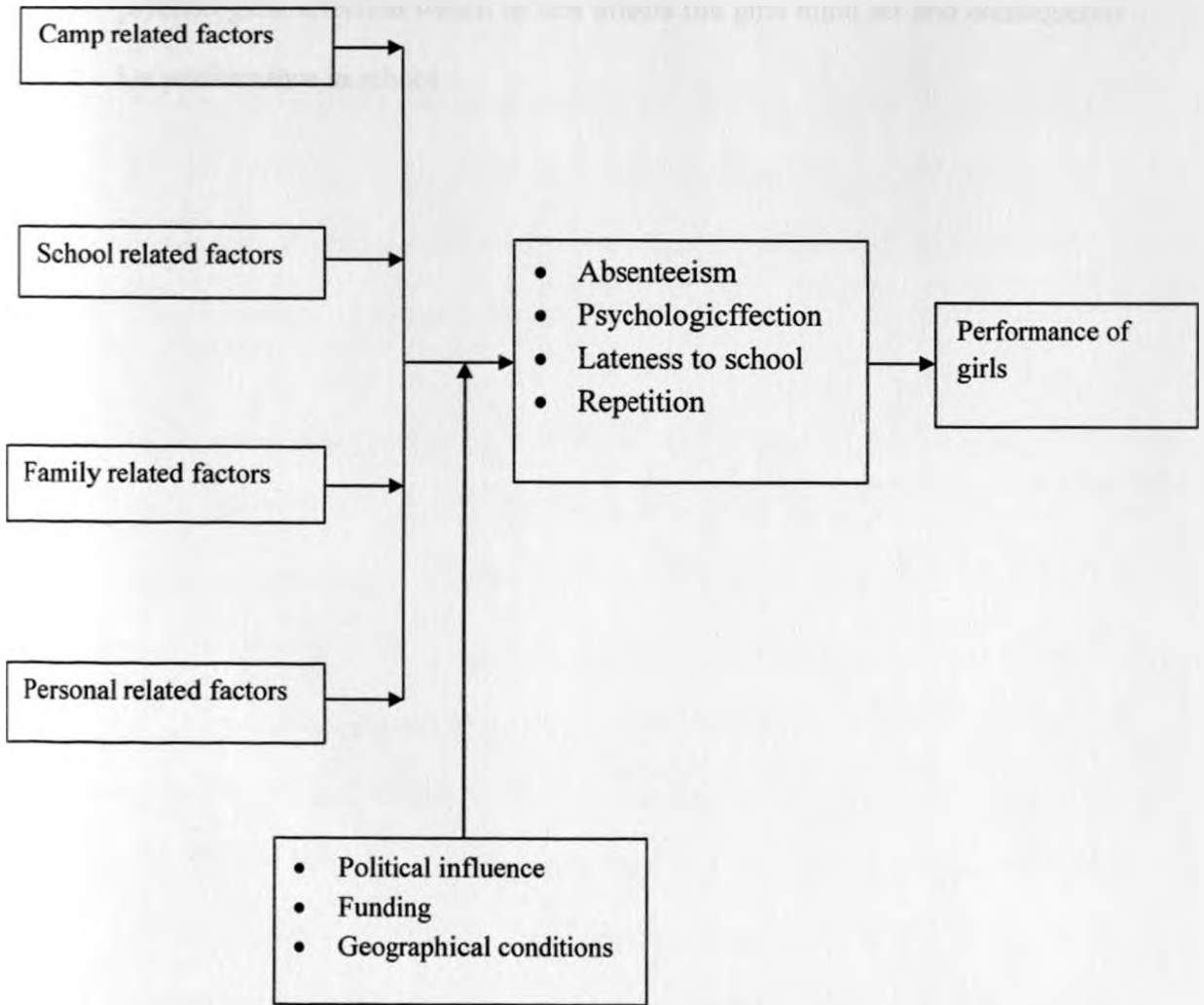
can achieve their potentials through education. Gender disparities have been noted in education in emergency settings such crisis areas or refugee camps. This theory guides the research in determining the factors that lead to poor performance of girls as compared to boys giving insights into the measures to ensure that justice is done to the girls to help them achieve their potentials just like boys in similar settings.

## **2.5 Conceptual Framework**

This study seeks to investigate the factors that influence the performance of girls in Dadaab refugee camp and their relative effect on performance. The factors will be broadly divided into Camp, School, Family and personal factors. The interrelationship between the variables is shown in Figure 2.1

**Figure 2.1 Conceptual work**

**Factors Influencing Performance of girls in Primary Schools in Dadaab Refugee Camp**



The factors formed the independent variables while the performance of girls in internal exams were the dependent variable. The independent variables directly and indirectly affect the performance which in turn affects the retention and hence completion rates of the girls. The factors are influenced by the political influence,

funding as well as geographical conditions such as drought which has serious effects on availability of natural resources such as water. The factors lead to absenteeism from school, lateness, insecurity and other atrocities to the girls cause psychological affection which in turn affects the girls mind set and consequently her performance in school

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction to the Chapter**

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

#### **3.2 Research Design**

According to Fouche and De Vos (1998) a research design is a detailed plan of how a research project will be undertaken. It provides the basis from which the data are collected to investigate the research questions. Simelane (1998) opines that the researcher should select the research approach after considering the aim, the nature of the research questions, and the resources (informative subjects) available for the study. In this study the researcher used quantitative research design employing descriptive approaches because he wanted to rate the factors that affect the performance of girls in Dadaab refugee camp on a Likert scale and also determine their statistical relationship with the girls performance in school. Descriptive research approach deals with questions based on the current state of affairs. In this study, a descriptive method was used to provide accurate

description of the family, camp, school and personal factors that may affect the girls' performance.

### **3.3 Target Population**

According to McMillan, (1993) a target population is the total set from which the individuals or units of the study are chosen. It is the totality of the persons, events or organizations units with which the real research problem is concerned. On the other hand the portion of the target population that the researcher has reasonable access to is called accessible population (Simelane, 1998). The target population for this study was the 19 primary schools in Dadaab Refugee Camp in Garrisa County while the 91 teachers and 3721 school girls who are directly involved in the girls education were the accessible population.

### **3.4 Sampling Techniques and Sample Size**

According to Henry (1990), sampling is the scheme of action or procedure that clarifies how the subjects are to be selected for the research. It is done in order to give the researcher a more manageable group for the purpose of the study. The researcher used three sampling techniques namely; purposive sampling, stratified sampling and simple random sampling. The sampling techniques were applied at different levels as indicated in table 3.1

**Table 3.1 Sampling Techniques**

Sample	Sampling technique	Reasons for sampling procedure
Camps	Purposive	All the 3 camps were selected due to their small number
Schools	Stratified	Ensured that both public and private schools have been properly represented
Teachers	Simple random	Ensured that the majority of teachers have equal chances of participation
School girls	Purposive and Random	Involve those girls who can easily fill a questionnaire when guided and random to choose from the purposively selected sample

According to Mugenda & Mugenda (1999) a representative sample should be at least 30% of the total population to be considered adequate to represent the population for small population. The sample in this study was chosen so that the sample size was greater than 30% of the population in order to minimize errors due to non representation as well as non response except for the large population of the girls whose percentage was greater than 10%. To eliminate errors due to non response the sample sizes are chosen in such a way that they are above the required minimum percentage response in order to cater for low rates of return. The proposed sample sizes are shown in Table 3.2

**Table 3.2 Population and Sample Sizes**

<b>Group</b>	<b>Population size</b>	<b>sample size</b>	<b>sample percentage</b>
Camps	3	3	100%
Primary schools	19	10	52.6%
Teachers	91	45	49.5%
Girls in primary	3721	380	10.2%

### **3.5 Data Collection Procedures and Ethical Considerations**

The researcher obtained authority from National Council for Science and Technology (NCST) to carry out the study in the area. Due to the security situations in the region, the researcher also obtained identification letter from the University which was used for identification purposes. Further, the researcher sought permission from the area district officer and the head teachers of the specific schools before commencing data collection. The study required data that is sensitive from the pupils and teachers in Dadaab Refugee Camp. To conceal the information given out the researcher collected information from the pupils with help of teachers ensuring that anonymity prevails all through. Respondents were also advised not to reveal their personal details such as their names and names of their schools. The administration of questionnaires to the pupils was through the consent of their teachers and in a pool so as to conceal their identity.



Self administered questionnaires were presented to the teachers during arranged visits in which the questionnaires were filled and collected. This was deemed fit as it reduced the rate of non response. Since the girls were primary school girls who could not understand very well the English language used in the questionnaire, the researcher then read the questionnaires to the girls while the research assistants interpreted giving clear instructions on how the questionnaire should be filled.

### **3.6 Validity of Research Instruments**

The study adopted content validity which was used to show whether the test items represented the content that the test was designed to measure (Mugenda & Mugenda 1999). In order to ensure that all the items used in the questionnaires were consisted and valid the instruments were subjected to scrutiny and review by experts in the Department of Education Administration and Planning, University of Nairobi.

### **3.7 Reliability of Research Instruments**

The researcher used the internal consistency to check the reliability of the research instruments. This was done by calculating the Cronbach's alpha coefficient for all the sections of the questionnaire from the results of the pilot study. According to Ary, Razavieh, and Soorensen, (2006) a research instrument must have Cronbach alpha coefficient of above 0.7 to be deemed reliable for use

with a given population. This was done with the help of SPSS in which the values of Cronbach's alpha when any of the items was deleted from the questionnaire were displayed. These values were used to delete the items that lowered the value below 0.7. The questionnaire for the teachers and pupils had a Cronbach's alpha value of 0.81 and 0.78 respectively thus they were deemed reliable for use with the population.

### **3.8 Methods of Data Analysis**

Data was analysed using both descriptive and inferential statistics. Descriptive statistics were used to analyse quantitative data on factors affecting performance as rated by teachers using frequencies and percentages. Inferential statistics specifically the independent sample t-test was used to determine the effect of the specific factors on performance. Qualitative data was analysed thematically as per the objectives. This was done with the aid of Statistical Package for Social Sciences (SPSS) software version 17 after data was first converted into quantitative data. The results were then presented in form tables and figures for interpretation. A summary of the data analysis techniques is presented in Table 3.3

**Table 3.3 Data Analysis Techniques**

<b>Data</b>	<b>Analysis technique</b>	<b>Analysis tools</b>	<b>Presentation</b>
Demographic information	Descriptive statistics	Percentages	Tables
Family related factors	Descriptive statistics	Percentages	Chart
School related factors	Descriptive statistics	Percentages	Chart
Camp related factors	Descriptive statistics	Percentages	Chart
Effect of family factors on performance	Inferential statistics	<ul style="list-style-type: none"><li>• Chi square</li><li>• T</li><li>• Eta squared</li></ul>	Table
<ul style="list-style-type: none"><li>• Role models</li><li>• Parent education level</li></ul>	T- test		

## **CHAPTER FOUR**

### **RESULTS ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **4.1 Introduction**

The chapter comprises the findings of the research. The data analysis, interpretation and discussion are contained in this chapter. The summary of the major findings are also displayed here.

#### **4.2 Demographic Information**

These referred to personal characteristics of the respondents. The teachers were required to indicate their gender, age bracket, highest academic qualification and the type of school that they taught while the girl were requested to indicate their age, class, number of siblings among others.

##### **4.2.1 Teachers**

The teachers sample composed of 37 (90.2%) males while the female teachers were only 9.8%. this implies that there was serious gender disparities in staffing in both public and private schools in the camps. Such a scenario explains that no role models for the girls in schools which may greatly demotivate the girls making them feel that education was for boys thus leading to poor performance of the girls and eventual dropout from school.

The teachers had their ages ranging from about 25 years to above 41 years. This information is summarized in Table 4.1

**Table 4.1 Teacher's Age**

<b>Age Group</b>	<b>Frequency</b>	<b>Percentage</b>
25 – 30 years	21	52.5%
31 – 35 years	13	32.5%
36 – 40 years	4	10.0%
Over 41 years	2	5.0%
<b>Total</b>	<b>40</b>	<b>100%</b>

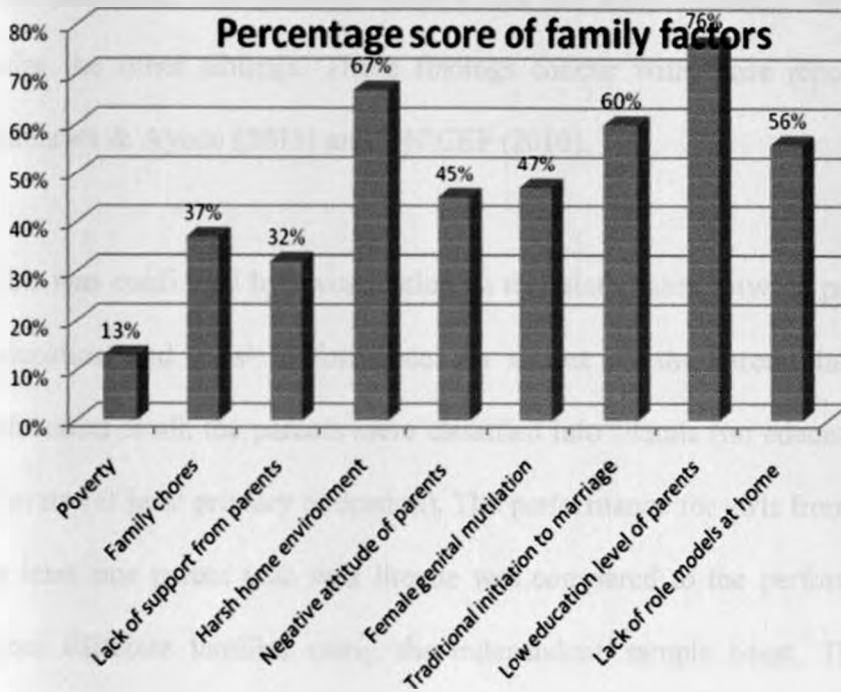
However, the modal class for the teachers age was 25-30 years with 21 teachers (52.1%) while the number of teachers of the age of 35 years and below was 34 (85.0%). This could be attributed to the harsh working environments that teachers working in the camps face. Many teachers seem dissatisfied with working in the camps. As a result many teachers who have worked there for some time tend to look for transfers due to insecurity. Consequently majority of the teachers were the ones that were recently employed thus being young graduates.

The academic levels of the teachers were also shocking with a majority 15 (36.6%) being form four leavers who were untrained. the trained primary school teachers followed a distance second making 7 (17.1%) while at least 3 (7.3%) were primary school leavers. This shows that majority of the teachers were not

trained and were casual teachers employed through the school administration and the headteacher to assist in teaching which adds but a financial burden to the already stretched family budgets.

### **4.3 Effect of Family Related Factors**

These are characteristics of the family that affect the performance of girls from the family either directly or indirectly. Teachers were asked to rate the perceived factors on their relative effect on the girls performance in schools on a five point Likert scale. The factors were then rated with the scores obtained as a percentage of the maximum possible score that could be obtained per factor. The percentage rating of the scores is displayed in figure 4.1.



**Figure 4.1 Family factors**

The level of education of the parents was perceived by teachers to be the most important factor in influencing the girl child education in the camps (76%). This could be attributed to the fact that almost all the girls in the camps experienced similar conditions at home. i.e. all the families were poor, lack of basic facilities affect all them and that most families depended on humanitarian aid from organizations and the government. In this respect, parents who were literate felt that their daughters' education would help them get jobs and lift the families out of this situation. They therefore showed support and concern over their daughters' education and spared the little they had for education. They also gave more

conducive environments at home for study. On contrary illiterate parents were still practicing retrogressive cultures and felt early marriage would help them raise the other siblings. These findings concur with those reported by Juma, Simatwa & Ayodo (2011) and UNICEF (2010).

This was confirmed by investigation on the relationship between parental level of education and girls' performance. As almost all the parents had little or no education at all, the parents were classified into literate (no education at all) and literate (at least primary education). The performance for girls from families with at least one parent who was literate was compared to the performance of girls from illiterate families using the independent sample t-test. The results are presented in Table 4.2

**Table 4.2 Independent Sample T-test for Effect of Parental Level of Education**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Total frequency of internet use	Equal variances assumed	.327	.012	24.14	341	.003	-14.495	3.675	-22.03	-6.95
	Equal variances not assumed			3.900	24.510	.001	-14.495	3.716	-22.15	-6.83



The results showed that there was a significant difference between the mean performance for the girls with literate parents ( $M=168.45$ ,  $SD=16.32$ ) and those who and both parents being illiterate ( $M=103.13$ ,  $SD=11.14$ ),  $t(341)=24.14$ ,  $p=0.001$ . The size of the calculated Eta Squared showed that the magnitude of the difference was quite significant at 95% confidence interval (eta squared = 0.236). This implied that 23.6% of the girls' performance could be explained by the education level of the parents. Similar results were reported by FAWE (2004). However, the results contradict what was reported by UNICEF (2010) who observed that parents in refugee camps valued their daughters' education irrespective of their economic or education status. This difference could be attributed to other factors such as the social cultural differences between the parents in refugee camps. It is worth noting that refugees in a given camp may be coming from different countries and that they hold cultures owing to their backgrounds. The situation in Dadaab is such that a vast majority of the refugees have Somali origin from North Eastern Kenya or Somalia which has been documented by several researchers as proponents of retrogressive cultures such as FGM, early marriages and who attach low value to girls education than boys (FAWE, 2004)

Hash home environment contributed much to the girl's failure in school with a percentage score of 67%. The camp family set up was seen not to favour girls at all and also to affect girls more than boys. For instance the camps were overcrowded with housing facilities made for about 100,000 people

accommodating about 500,000. Lack of water, lack privacy at home cannot allow the girls to study at home. Due to this facilities such as toilets are shared among many families, are dirty and inadequate. All these make the girl uncomfortable and unable to concentrate in school.

Traditional initiation to marriage was also a strong hindrance to the performance of girls in school (60%). Girls underwent Female Genital Mutilation (FGM) at particular time in their coupled with early initiation to marriage as parents got incentives from others for their daughters to be married. Such made the girls think of marriage causing reduced motivation in school, lack of concentration as well as involvement in sexual activities as they felt mature enough. The will of the girls to get married and move out of the camps after this contributed much to poor performance and eventual dropout.

Lack of role models was the second important factor that was seen by teachers to hinder the girls' participation in education and performance (56%). The findings revealed that a vast majority of the girls 73.4% had sisters who never went to school as opposed to 27.6% who indicated that they had sisters who were literate. However, 96.1% of these were all married leaving only about 4% with role models at home. This had negative effect on the girls' motivation as most felt that whether educated or not ladies will finally be married. The effect of role models was tested using the independent sample t-test. The girls were groups into those

with role models and those without role models. The results are presented in Table 4.2

**Table 4.3 Independent Samples T-Test for Effect of Role Models**

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Total frequency of internet use	Equal variances assumed	.207	.572	13.56	329	.003	-14.495	3.675	-22.03	-6.95
	Equal variances not assumed			3.900	24.510	.001	-14.495	3.716	-22.15	-6.83

A comparison of the performance of those with role models and those who did not have using the independent sample t-test showed a significant difference ( $M=184$ ,  $SD = 15.71$ ) and ( $M = 111.30$ ,  $SD = 14.23$ ),  $t(329) = 13.56$ ,  $p = 0.003$ , at 95% confidence interval. The magnitude of the difference was also large (Eta squared = 0.174). This showed that 17.4% of their performance could be predicted by role models.

Female genital mutilation was also perceived to contribute to girls' poor performance as compared to boys (47%). It should be noted that FGM is an initiation ceremony that prepares girls for marriage after which the girls are prepared for family issues. This implies that girls are given many family duties,

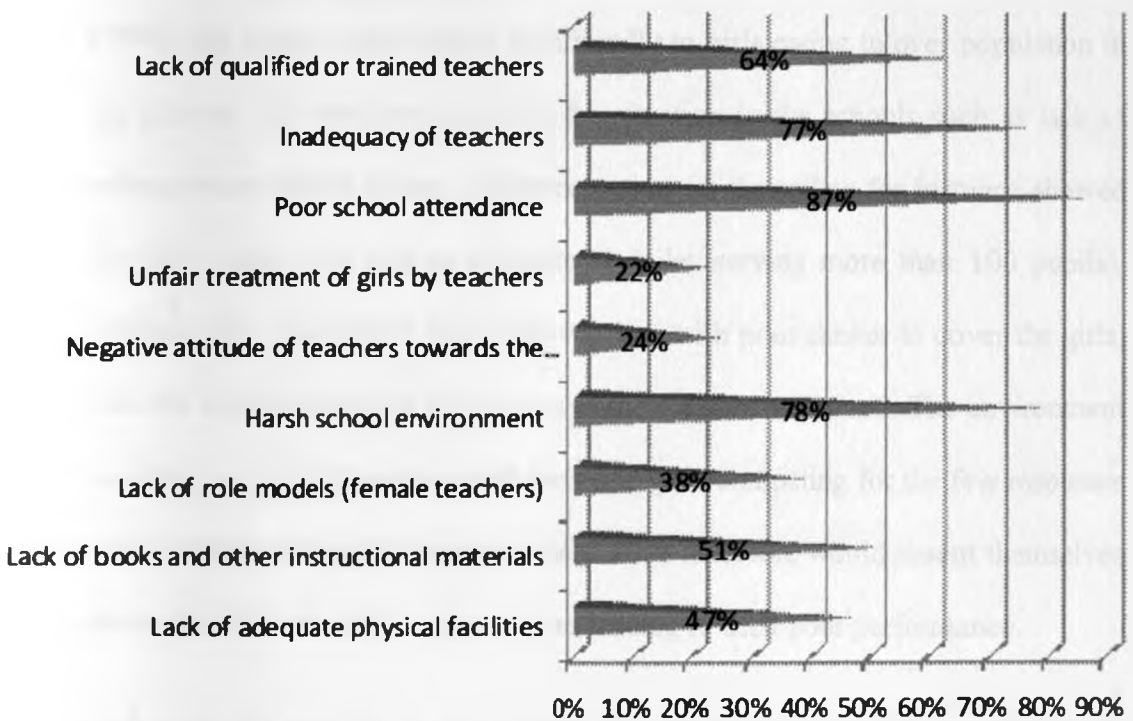
assisting their mothers at home at the expense of school work thus low performance. It should be noted that the girls' performance was found to decrease with their age similar increased dropout rates. The negative attitudes of parents contribute also to poor performance (45%) given that after FGM parents expect the girls to prepare for marriage. The girls are also allowed to indulge in courtship. Parents at this level see the girls as assets who can help them bring up the other siblings thus encouraging them to get married. This leads to increased burden of family chores (37%) on the girls as part of training for preparation for marriage which deprives the girls of precious school time creates negative attitude leading to a shift of their minds from school to family thus poor performance, repetition and dropout.

Coupled with this, the girls therefore lack support for their education from their parents who feel that they need to give them support in looking for marriage partners and not in school (32%). Such cases are common with illiterate families. Poverty was seen to be the most important factor (13%) contrary to other studies. This could be attributed to the fact all the families in the camps were thus this could be a differential factor between girls. Most of the schools had facilities and teachers being provided by government or the other humanitarian organizations equally thus all the girls were affected equally. However, due to lack of basic needs such as sanitary towels, water, food etc poverty affected girls more than boys leading to poor performance as compared to boys in the same camp schools.

#### 4.4 Effect of School Related Factors on Girls Performance

These refer to factors within the school that hinder the improvement of the performance of girls in camps. These were rated by teachers on a five point Likert scale and the scores converted to percentage. The percentage scores for the particular factors are presented in Figure 4.2

#### Percentage scores for school related factors



**Figure 4.2 School Related Factors**

As rated by the teachers, poor school attendance was the most significant factor in determining performance of the girls in school (87%). Teachers felt that girls poorly attended schools and classes due to a number of reasons. Of importance was the value of education to the girl's parents. Most parents were illiterate and

held retrogressive cultures that girls are supposed to be married and help raise other siblings. The girls were also subjected to FGM and initiation to marriage at a certain age from which they would help their mothers at home with family chores as a way of training to make good wives. This led to frequent absenteeism from school, poor performance and finally dropout for early marriage or because they feel that they cannot perform in school.

The condition of the school environment was also rated as an important factor (78%). The school environment is unfriendly to girls owing to over population in the schools. This was confirmed by the situation in the schools such as lack of toilets, water among others. An investigation on the toilets for instance showed that they were dirty and in adequate (1 toilet serving more than 100 pupils). Similarly the condition of the toilets was bad with poor shelter to cover the girls. This led to dissatisfaction of the girls as the schools are mixed. The environment was also not gender sensitive with boys and girls competing for the few resources such as books water, food among others. Girls therefore would absent themselves from school due to such simple reasons leading to their poor performance.

Inadequacy of teachers in the schools was rated third with a score of 77%. It should be noted that most schools had no adequate classrooms leading to serious congestion in classes. The teacher pupil ratio was seen to be as high as 1:120 owing to the frequent upsurge of the school population due continuous increase in number of refugees in the camps from about 200,000 to about 500,000 within one

year. Attempts to employ teachers by government and other humanitarian agents have not been able to solve the problem since many people are not willing to work within the camps due to insecurity making the situation worse. This was confirmed by the statistics of teachers showing that 46.7% were untrained form four leavers of very low grades while less than 20% were trained teachers. Many schools and organizations engaged the school leavers from within to assist in teaching since they were available. Teachers from outside were not willing and those who were employed transferred after some time.

Lack of trained teachers was thus also a factor that was highly rated (64%). As a consequence of insecurity, trained teachers from other places were not willing to work in camps only about 20% of the teachers were trained. This reflects a deteriorating situation compared to what was observed by a report of UNHCR (2011) of teacher student ratio of about 1:70 in Dadaab in 2011 and very few trained teachers in public schools only shown by Ndung'u (2011). This is attributable to current security crises and war in Somalia leading to uncontrolled influx of refugees to Dadaab.

Lack of adequate books and other instructional materials was considered an important factor (51%). Research shows that textbooks are vital for the performance in all the subjects. They are in fact the most important resource in teaching. Despite the implementation of FPE, the increasing number of pupils in public schools makes it difficult to provide the necessary curriculum books and

other instructional materials. Girls are thus forced to compete with boys for such. Girls being seen as inferior in their societies are therefore more affected as compared to boys. This coupled with inadequacy of teachers and lack of trained teachers compounds the problem making it very difficult for the girls to bear. The result is always poor performance leading to lack of the already decreased motivation of the girls thus dropping out at early ages.

Physical facilities seem also to play an important role (47%). Facilities such as classrooms, toilets, offices among others are very inadequate in the schools and in some cases absent. For instance, the classrooms in most schools were inadequate, in poor states (no doors and windows) and highly congested. In some cases as observed, lower classes were forced to study outside in shades with a single having as many as 100 students. Desks were also unavailable, in poor state and where available too squeezed to allow the pupils to work effectively. For example in one school the pupil to desk ration was found to be 1:11 allowing only those who come early to sit while others sat on soil and stones. Girls being weaker than boys were thus not having chances to sit on desks. This and other aspects led to discomfort, lack of concentration, demotivation all which make girls perform poorly than the boys in camps. This is worse than the case of student desk ratio reported by WRC (2007) of 1:7. This is due to the abrupt increase in the camp population due to war in Somalia.

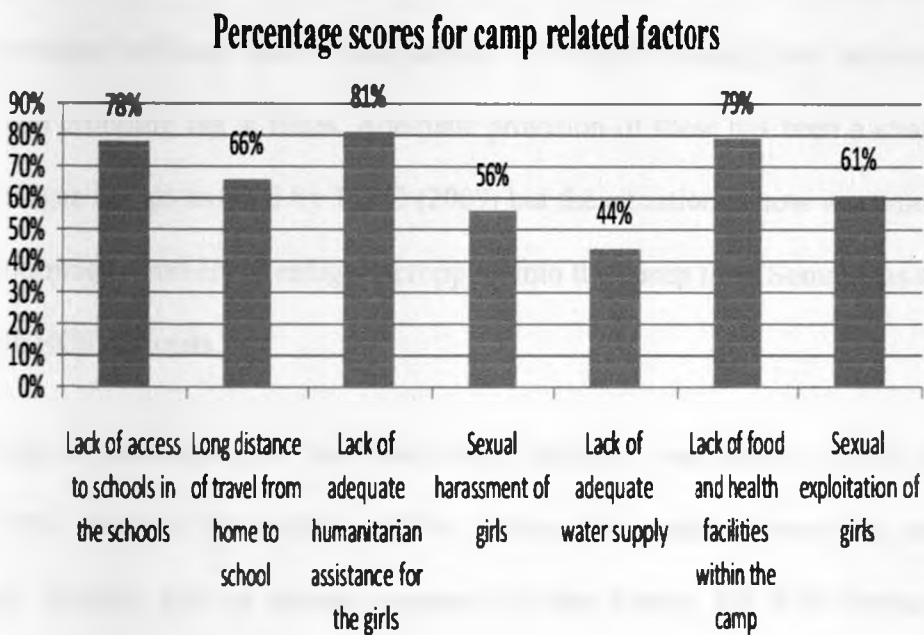


Other factors were lack of role models in school (38%), negative attitude of teachers towards the girl child education (24%) and unfair treatment of girls by teachers in schools (20%). It was established that of the sample of teachers which was randomly chosen, there were 37 male teachers and only 4 female teachers. This clearly indicated that just like at home, in school girls had no role models at all since there were no female teachers. Due to this many girls had no one in school to handle their special problems such as menstruation complications. In such cases girls would opt to be absent rather than facing the problems in school. Secondly, owing to the fact that, almost all teachers were male and mostly natives from the region who practiced the retrogressive cultures of FGM and early marriage, girls were then not treated equally with boys in school. In this case girls were given, duties in school that were contrary to the school policy such as serving teachers while boys were in class leading to poor performance. The fact that most teachers were untrained and native males implied that boys were treated as superior to the girls a fact that leads to poor performance of the girls as compared to boys. Due to lack of professional knowledge, such untrained teachers may interact with girls without keeping professional distance leading serious girl child lack of concentration in school thus poor results in examinations.

#### **4.5 Effect of Camp Related Factors on Performance of Girls**

These are factors describing the status of the camp that affect the daily lives of the girls within the camps. They include external factors such as insecurity within the

camp, lack of social amenities, and basic resources such as water, toilets, proper housing among others. They are deemed to affect every day life of the girl child in and outside school consequently affecting concentration in school due to the mental preparedness of the child. The factors identified and rated by teachers as the most significant ones are displayed in Figure 4.3



**Figure 4.3 Camp Related Factors**

The highest rated factor was lack of adequate humanitarian assistance for girls in the camps (81%). Girls in camps are faced with numerous problems owing to their background. It should be noted that these girls come from war zone areas; as such they might have experienced such things like the killing of people relatives included leading to trauma and serious psychological affection. Such girls need

rehabilitation through counseling which was lacking in Dadaab. In human acts to the girls that they could have been subjected to like rape may be also affect them psychologically.

Due to poverty many girls lack basic things such as clothing, sanitary towels, food, and water among others. Such girls therefore need special assistance in order to attend to regularly and be attentive in school. Lack or inadequate provision of these leads to absenteeism of the girls causing poor performance or even dropping out at times. Adequate provision of these has been a challenge in refugee camps as cited by WRC (2009) but the situation is now worsened by the enormous numbers of refugees cropping into the camp from Somalia as stated by UNHCR officials.

Lack or inadequacy of food and health facilities was another factor that was highly rated by the teachers at 79%. A keen observation showed that almost all the families had no income earning activities having left their homes due to insecurity and relied on relief food and water from UN and other humanitarian agencies. The inadequate facilities are further strained by the numerous outbreaks of contentious diseases due to congestion making the situation even worse. Such frequent illnesses are among the reasons for girl's poor school attendance leading to poor performance. This was confirmed by the fact that there were only 3 medical centres that were supposed to serve more than 400,000 refugees in the three camps in Dadaab.

Access to school was rated third as a factor that hindered girls from performing well in primary schools. Due to the few number of schools within the camps, girls were forced to walk long distances to and from school. Noting that there were only 31 schools serving huge population of about 400,000 people most girls were even unable to reach school. This coupled with insecurity in the camps makes girls not to attend school regularly and even dropout. It should be noted that the camps are not fenced which further exposes the girls to more danger from outside on their way to and from school. Such gives more chances for the girls to sexually exploited or molested on their way from or to school. Likewise parents are also aware of their daughter's insecurity as they travel to school. Due to this most parents resolute not to take their girls to school for fear of such incidences as observed.

The long distances travelled from home to school due to inadequacy of schools in the camps contributes to decreased morale of the girls in school (66%). Girls are not as hardy as boys, for this reason fatigue from travelling to school affects the girls more than boys. This reduces their concentration in class lowering their performance greatly. These findings concur with the WRC report on in Sudan. As stated by FAWE (2001) sexual exploitation and harassment are common in refugee camps either through incentives or force or by inducing fear, girls on their way from school face such problems that may eventually affect their school life.

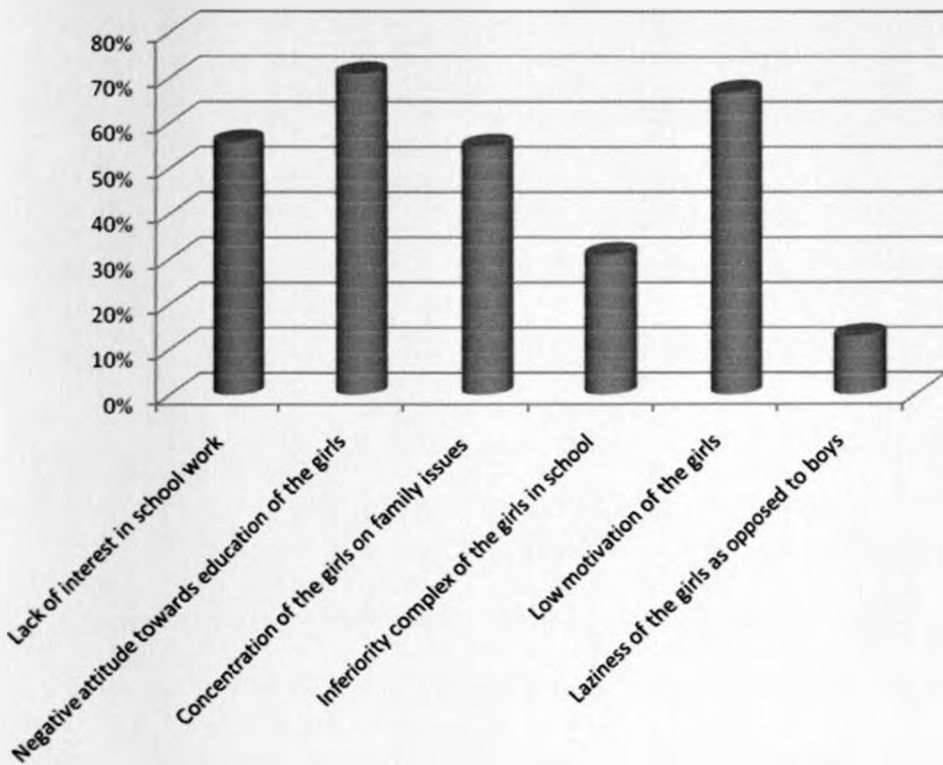
Sexual exploitation was also seen to be a factor in Dadaab (61%). Many girls in refugee camps lack basic needs due to poverty and the fact they rely on humanitarian assistance which may not be available when needed and if available may be inadequate. Due to this, male adults take advantage of the young poor girls and the men use incentives forcing the girls to engage in transactional sex for small gifts like food, sanitary towels, and clothes among others. This hinders their academic growth due to poor performance and may even cause dropout due to unwanted pregnancies. Sexual harassment was also cited although not rated highly (56%). This referred to the use of force to get sexual favours from the girls. This is made more frequent by the fact that girls must travel to and from school, to fetch water or other family duties such looking for firewood which is the only source of fuel in the camp.

Another factor was the lack of water in the camps (44%). This could be due to long distances traveled to fetch water which also exposed the girls to other risks such sexual exploitation and harassment. It should also be noted it was the responsibility of girls to perform such household chores like fetching water as viewed by parents. Girls therefore spent a lot of their time in fetching water from these long distances when boys could be studying.

#### **4.6 Effect of Girl Related Factors on their Performance**

These refer to personal characteristics of the girls that would affect their performance in school. The teachers were asked to rate several perceived factors that

make the girls perform poorly as compared to boys in the camps or other girls in other places on a five likert scale. The scores were then converted to percentage. To confirm this individual girl characteristics were also related with their performance as indicated in district mock examinations for class six and seven. The various factors identified were rated as shown in Figure 4.4



**Figure 4.4 Girl Related Factors**

Of the girl factors the most prominent in lowering the grades of the girls in the camps was found to be their negative attitude towards education and school work (71%). Most families consider informal education such as home care to be more

important for the girls than education in school. This creates a sense of waste of time in school. In addition lack of role models at home and school and the fact that most girls had their sisters married gave girls the impetus to look for husbands immediately after circumcision. Girls also concentrate much on family chores in preparation for marriage and parenthood.

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

The study investigated the factors that influence performance of girls in Dadaab refugee camp. The factors were grouped into school, home, camp and girl related factors. The study used descriptive survey obtaining information from the teachers and girls in the camps. Data was analysed using descriptive statistics and presented in form of frequency tables and charts. Various camp, school, home and girl related factors affect girl child performances in refugee camps were identified.

#### **5.1 Summary of Findings**

The family, school, community and girl related factors were all found to affect the performance of the girls in Dadaab refugee camps. The family factors obtained were level of education of the parents with a rating of 76%, hash home environment (67%), Traditional initiation to early marriage (60%), Lack of role models (56%), Female genital mutilation (47%), negative attitude of parents towards girls education (45%), burden of family chores (37%) and poverty 13%.



The school related factors were: poor school attendance 87%, poor or unfavourable school environment 78%, Inadequacy of teachers 77%, Lack of trained teachers 64%, lack of books and other instructional materials 51%, lack or inadequacy of physical facilities (47%), lack of role models in school (no female teachers) (38%) while unfair treatment of the girls by teachers such lack of involvement in performing learning activities was the least rated with 20%.

The camp related factors that were identified as negatively affecting the girl child education in the camps were; lack of adequate humanitarian assistance for girls 81%, inadequacy of food and health facilities 79%, long distances travelled from home to school 66%, Sexual exploitation 61%, Sexual harassment 56% and lack of water in the camps (44%).

The girl related factors were not very much significant as rated by teachers. They included: negative attitude towards education and school work (71%), Low motivation of the girls 67%, lack of concentration in school work 55%, while laziness and inferiority complex had 31% and 13% respectively.

## **5.2 Conclusions**

The major family related factors that negatively affect the girl child performance were low education level of parents, harsh home environments, and traditional values such as early marriage, FGM and family chores.

The significant school related factors were: poor school attendance unfavourable or gender insensitive school environments, inadequacy of trained teachers, physical facilities and instructional materials.

In camps, lack of adequate humanitarian assistance for the girls, inadequate health facilities, food, water and sanitary facilities such as toilets and sanitary towels are common. For the girl factors negative attitude of the girls towards education and low motivation and lack of concentration in school were the key factors.

### **5.3 Recommendations**

In order to improve the situation, the researcher makes the following recommendations based on the research findings:

- Parents should be sensitized on the importance of girl child education, the detrimental effects of FGM and early marriage to their daughters so as to help change their attitudes
- The government in partnership with international organizations should strive to create safe conducive home environments in camps by expanding the camp capacity through building more houses, provision of lighting, adequate water and sanitation facilities among others.
- Teachers should follow up girls school attendance to ensure that they attend school regularly in collaboration with parents
- Girl child education in camps should be made compulsory in order to force parents to take all girls to school. This coupled with provision of

counseling of the girls on importance of education can help improve the girls attitude towards education improving their performance.

- The government and humanitarian organizations should sensitize parents on the need to relieve girls of burdening domestic chores, the importance of formal education as compared to traditional education in order to prepare the girls for higher levels of education and not marriage.
- Government should ensure safety of girls by either fencing the camp or intensifying security within the camps. The provision of girl schools near their homes could also help reduce the risks
- Government in partnership with NGOs should state counselling and rehabilitation centres for all people that seem psychologically affected by war in camps

#### **5.4 Suggestions for Further Studies**

- The current study did not address the psychological effects of the war and insecurity or atrocities done to the girls in the camps or before they reached the camp on their education hence the need for a study on this.
- The study only looked at primary education, there is therefore the need to carry out a study that investigates secondary and tertiary education participation for the girls
- The study did not look at the boys education hence the need for another study to address this

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## APPENDICES

### Appendix 1: Introductory Letter

Muriithi K. Jackline,  
University Of Nairobi,  
Department of Educational  
Administration and Planning  
P.O. Box 92, Kikuyu  
10<sup>th</sup> April 2012

To whom it may concern,

Dadaab Refugee Camp

Dear Sir/Madam.

#### **RE: JACKLINE MURIITHI**

I am a post graduate student in the Department of Educational Planning and Administration of the University of Nairobi. I am conducting a research entitled “**factors influencing performance of girls in Dadaab Refugee Camp in north eastern Kenya**”. You have been chosen as a respondent in the study. Your honest contribution will be highly appreciated.

Thank you in advance.

Yours Sincerely

Muriithi K. Jackline

## Appendix II: Questionnaire for Teachers

This questionnaire has five parts. You are required to answer all questions as per the instructions given. Your personal information is not required. Please tick (✓) your preferred choice. Note that the researcher is only interested with your with your views therefore there are no wrong or right answers.

### Part 1: Demographic Information

1. What is your gender? Male ( ) Female ( )
2. What is your age?
  - a. Over 41 years ( )
  - b. 36 – 40 years ( )
  - c. 31 – 35 years ( )
  - d. 25 – 30 years ( )
3. What is your highest academic qualifications?
  - a. KJSE (form 2) ( )
  - b. EACE (O' Level) ( )
  - c. KACE (A Level) ( )
  - d. College ( )
  - e. Other (specify) \_\_\_\_\_
4. What is your highest professional qualification?
  - a. Graduate (degree) ( )
  - b. Diploma (SI) ( )

c. P1 ( )

d. P2 ( )

e. Other (specify) \_\_\_\_\_

5. What Type of school that you are teaching in

Public [ ] Private [ ] NGO owned [ ]

### Part 2: Family Factors

The statements below explain the family related that could affect the performance of girls in your school. Please rate the in your own opinion on the scale provided indicating how much they affect the girls performance. The choices given are Not at all (NA), Slightly (SL), Somehow (SW), Much (M) and VM (Very Much)

Factor	NA	SL	SW	M	VM
Poverty					
Family chores					
Lack of support from parents					
Harsh home environment					
Negative attitude of parents towards the education of girls					
Female genital mutilation					
Traditional initiation to marriage					
Low education level of parents					
Lack of role models at home (no educated sisters in the home)					

**Part 3: School Related Factors**

The statements below explain the school related that could affect the performance of girls in your school. Please rate the in your own opinion on the scale provided indicating how much they affect the girls performance. The choices given are Not at all (NA), Slightly (SL), Somehow (SW), Much (M) and VM (Very Much)

Factor	NA	SL	SW	M	VM
Lack of adequate physical facilities					
Lack of books and other instructional materials					
Lack of role models (female teachers)					
Harsh school environment					
Negative attitude of teachers towards the education of girls					
Unfair treatment of girls by teachers					
Poor school attendance					
Inadequacy of teachers					
Lack of qualified or trained teachers					

**Part 4: Camp Related Factors**

The statements below explain the camp related that could affect the performance of girls in your school. Please rate the in your own opinion on the scale provided indicating how much they affect the girls performance. The choices given are Not at all (NA), Slightly (SL), Somehow (SW), Much (M) and VM (Very Much)

Factor	NA	SL	SW	M	VM
Lack of access to schools in the camps					
Long distance of travel from home to school					
Lack of adequate humanitarian assistance for the girls					
Sexual harassment of girls					
Lack of adequate water supply					
Lack of food and health facilities within the camp					
Sexual exploitation of girls					

### Part 5: Girl Related Factors

The statements below explain the girl related that could affect the performance of girls in your school. Please rate the in your own opinion on the scale provided indicating how much they affect the girls performance. The choices given are Not at all (NA), Slightly (SL), Somehow (SW), Much (M) and VM (Very Much)

Factor	NA	SL	SW	M	VM
Lack of interest in school work					
Negative attitude towards education of the girls					
Concentration of the girls on family issues					
Inferiority complex of the girls in school					
Low motivation of the girls					
Laziness of the girls as opposed to boys					
Involvement of girls in sexual affairs in school					

### Appendix III: Pupils Questionnaire

This questionnaire has five parts. You are required to answer all questions as per the instructions given. Your personal information is not required. Please tick (✓) your preferred choice. Note that the researcher is only interested with your with your views therefore there are no wrong or right answers.

#### Part 1

1. How old are you in years

10 – 12 years (      )

13 – 15 years (      )

16 – 18 years (      )

Over 18      (      )

2. In what class are you in? class

Seven (      ) six (      )

3. How many brothers and sisters do you have? ( write number in the brackets)

Sisters (      )

Brothers (      )

4. Do you have both parents? Yes (      ) No (      )

If no, indicate the parent available

Mother (      ) Father (      )

5. What is your parent(s)' level of education?

	Father	Mother
Not educated at all	( )	( )
Primary	( )	( )
Secondary High school	( )	( )
College	( )	( )
University	( )	( )

6. What do your parents do for a living? (tick appropriate choices)

	Father	Mother
Pastoralist	( )	( )
Business/ self employed	( )	( )
Depend on UN AID	( )	( )
Formal employment	( )	( )

7. Do you have an elder sister?

Yes ( ) No ( )

Are they married? Indicate number ( )

Married ( ) Unmarried ( )

8. What is the highest level of education of your most educated sister

Not educated at all [ ]

Primary [ ]

Secondary/ high school [ ]



College [ ]

University [ ]

10. Do you do any type of work at home (tick as appropriate)

Cooking [ ]

Child caring [ ]

Fetching water and firewood [ ]

Pastoralism [ ]

Other specify [ ]

11. How much time do spend doing house hold duties per day

Less 1 hour [ ]

1-2 hours [ ]

3-4 Hours [ ]

More than 4 hours [ ]

## Part 2: School Related Factors

The statements below explain the school related that could affect the performance of girls in your school. Please rate the in your own opinion on the scale provided indicating how much they affect the girls performance. The choices given are Not at all (0), Slightly (1), Somehow (2), Much (3) and Very Much (4)

Factor	0	1	2	3	4
Lack of adequate physical facilities					
Lack of books and other instructional materials					
Lack of role models (female teachers)					
Harsh school environment					
Negative attitude of teachers towards the education of girls					
Unfair treatment of girls by teachers					
Poor school attendance					
Inadequacy of teachers					
Lack of qualified or trained teachers					

### Part 3: Camp Related Factors

The statements below explain the camp related that could affect the performance of girls in your school. Please rate the in your own opinion on the scale provided indicating how much they affect the girls performance. The choices given are Not at all (0), Slightly (1), Somehow (2), Much (3) and Very Much (4)

Factor	0	1	2	3	4
Lack of access to schools in the camps					
Long distance of travel from home to school					
Lack of adequate humanitarian assistance for the girls					
Sexual harassment of girls					
Lack of adequate water supply					
Lack of food and health facilities within the camp					
Sexual exploitation of girls					

## Appendix IV: Research Authorization

REPUBLIC OF KENYA



### NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254 020 2213471, 2241348  
254 020-910571, 2213143, 2219420  
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When replying please quote  
secretary@ncst.go.ke

**NCST/RCD/14/012/863**

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

**6th July 2012**

Date:

Our Ref:  
Murithi Kathambi Jackline  
University of Nairobi  
P.O. Box 30197  
Nairobi

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*Factors influencing performance of girls in primary schools in Dadaab Refugee camp in North Eastern Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Garissa District and Dadaab Refugee Camp** for a period ending **31st August, 2012**.

You are advised to report to the **District Commissioner and the District Education Officer, Garissa District and the Officer in Charge the United Nations High Commissioner for Refugees, Dadaab Refugee Camp** 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:  
District Commissioner  
District Education Officer

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

## Appendix V: Research Clearance Permit

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<b>THIS IS TO CERTIFY THAT:</b> <b>Prof./Dr./Mr./Mrs./Miss/Institution</b> <b>Jackline Kathambi Murithi</b> <b>of (Address) University of Nairobi</b> <b>P.O.Box 30197-00100, Nairobi.</b> <b>has been permitted to conduct research in</b>	<b>Research Permit No. NCST/RCD/14/012/863</b> <b>Date of issue 6<sup>th</sup> July, 2012</b> <b>Fee received KSH. 1,000</b>
<b>Location</b> <b>Garissa</b> <b>North Eastern</b>	<b>District</b> <b>Province</b> 
<b>on the topic: Factors influencing performance of girls in primary schools in Daadab Refugee camp in North Eastern Kenya.</b>	
<b>for a period ending: 31<sup>st</sup> August, 2012.</b>	<b>Applicant's Signature</b> <b>Secretary</b> <b>National Council for Science &amp; Technology</b>