

**FACTORS INFLUENCING ACADEMIC PERFORMANCE AMONG  
PUPILS FROM WAR TORN COUNTRIES.THE CASE OF SOMALI  
REFUGEE CHILDREN IN ESTALEIGH ZONE PRIMARY  
SCHOOLS IN NAIROBI COUNTY, KENYA**

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**A Research Project Submitted in Partial Fulfilment of the Requirement  
for the Award of Master of Arts in Peace Education of the University of  
Nairobi**

**2016**

## DECLARATION

This Research Project Report is my original work and has not been presented for an academic award in any other university.

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**L51/70584/2013**

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Date

This Research Project Report has been submitted for examination with my approval as he University Supervisor.

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Date

## **DEDICATION**

I would like to dedicate this entire work to my husband Musa Mwale for his invaluable contributions to this work, my children Lamiya, Rabia, Ramziya, Basir and Swabry and my parents Mohammed Mtubwa and Halima Mohamed who all are my inspiration.

## **ACKNOWLEDGMENT**

Much effort has been made by many people in different capacities to accomplish this project. In this respect, I wish to express my profound thanks and gratitude to my supervisor, Dr. Dorothy Kyalo for her invaluable assistance and encouragement throughout my period of study. She patiently supervised the whole of this project and frequently made useful and constructive suggestions for the improvement. Her advice and criticism have been of great value, sustaining this project, especially during the period of its preparation. However, I am fully responsible for any errors and omission found in this project report. I equally wish to thank Prof. Mbwesa and all academic and non-academic staff at UON MAPE program for their academic support and guidance throughout the program; I thank my classmates who enhanced my learning through sharing, discussions and assistance.

My appreciation also go to the AEDT who generously supported my studies through their education and finally, my sincere thanks equally go to my fellow staff members for their relentless support.

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## **LIST OF ABBREVIATION AND ACRONYMS**

<b>AEDT</b>	Africa Education and Development Trust
<b>NCOSTI</b>	National Council for Science, Technology and Innovation
<b>NGOs</b>	Non-Governmental Organizations
<b>SPSS</b>	Statistical Package for Social Science
<b>MAPE</b>	Master of Arts in Peace Education
<b>UON</b>	University of Nairobi

## ABSTRACT

This study examined the influence of Culture and interpersonal conflict on the academic performance of Somali refugee children in school using seven primary schools in Eastleigh zone. Eastleigh is resident to different communities both locals and people from neighboring countries running away from conflicts and instability in their respective countries. This place has traditionally had majority inhabitants from the northern Kenya region who are Kenyans of Somalis decent, this make it attractive to Somalis from Somalia who feel more at home with fellow kinsmen albeit from a different country to also settle there.

Eastleigh boasts of many schools at Pre-primary, primary and secondary levels and other informal places of learning. These institutions are not only used as centers of learning but also expected by parents' act as centers of trauma healing and rehabilitation of children affected by war. The children however face challenges as soon as they are enrolled in school due to different culture and way of doing things. Somali culture espouses forcefulness and aggression and is less courteous.

The aim of the study was to outline the nature and effects of Somali culture, teacher training and interpersonal conflicts on academic performance of the refugee pupils, the objectives of the study are; To investigate the influence of Culture and on academic performance among Somali refugee pupils in primary schools in Eastleigh zone, To enquire how interpersonal conflict influence academic performance among Somali refugee pupils in primary schools in Eastleigh zone and To Analyze the influence of teachers training on the academic performance of the Somali refugee pupil in Eastleigh zone. Following Galtung's theories, the study demonstrated the need to address deeper symptoms of "cultural violence" that Somali refugee children also face. The study employed descriptive research design. A purposive sample of 7 head teachers, 42 teachers and 300 children, was drawn from the target population of 1000 students, 140 teachers and 7 head teachers drawn from 7 primary schools in Eastleigh zone. Data was collected using questionnaires; the study relied on both qualitative and quantitative methods of data analysis. The Data was synthesized and reported thematically. Major findings from the study imply that lack of understanding of the English language by the refugee pupils, affect their academic performance immensely, the study also established that, religion affects the academic performance of the refugee child to a great extent, the researcher established that the children do leave school early to go and attend *madrasas*, this in turn affects their academic performance, further, the study established that early marriages also do affect the academic performance of the refugee pupils. The researcher recommended that, the teachers should work in collaboration with the local authority to discourage early marriages, the school head teachers should ensure that their teachers do receive training on how to handle refugee pupils. Finally the study recommended a similar study to be carried out on other regions with a high number of refugee pupils.

# CHAPTER ONE

## INTRODUCTION

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

In recent years, the entire Horn of Africa have experienced periods of social, economic and political turmoil and uncertainty. Between 1991 and 1993, the war created more than 1.5 million refugees (Gardner, 2004, p. 81). Somalis were forced to leave their country due to influences of colonialism, communist military dictatorship, and religious persecution. Years of oppression eventually drove the Somali people to war. The civil war had a devastating effect with an estimated 400,000 people being killed, dying of famine or disease; almost 45% of the people were displaced inside the country or fled to other countries (Putman, 1993). Kenya was seen as the placement point where they come and from here find ways of going to other countries especially Europe, North America Canada.

The International community has on many occasions tried to facilitate the country to have a functional government, however clan and political rivalry have defeated this noble efforts and conflict has continued for now 24 years even with government in place, Al-Shabaab and other armed factions continue to kill, maim and displace many.

As these displaced persons cross over into Kenya for asylum seeking, with the country having the largest refugee camp in sub Saharan Africa region. A good number of these refugees have moved to Nairobi's Eastleigh area in search of livelihood, through business, employment, placement (relocation abroad) and education for their children.

This study is focused on these refugee children and the influence of their Somali culture, Interpersonal conflicts and teacher training on what their parents wish for them; Academic excellence. As they migrate into Kenya, Somalis bring with them a combination of a minority culture, religion, and race that provides a different type of immigration issue. As (Teresa M. Kruiuzenga) notes in her research: Somali values and culture have been passed on from one generation to the next through the rich oral tradition of the Somali people. The rich oral tradition, the fact that the Somali language did not have a written form until 1972 (Putman & Noor, 1993), the closing of schools due to the civil war and the lack of educational opportunities in refugee camps often mean that Somali pupils enter school in the Kenyan schools with no formal school background. In addition to arriving with little knowledge of Kiswahili and English, the day-to-day lives and school experiences of these youth are

complicated by social pressures that are contradictory to their culture, (Zine, 2001, p. 401). Thus, demonstrating that many problems faced by Somali children in school, stem from cultural differences. "In the world of public education, immigrant and refugee [pupils] are often characterized by what they lack at school" (Bigelow, 2007, p. 7); pupils are often viewed from a deficit model. For refugee pupils where teachers may know very little about their lives outside of school, an attempt to get to know their pupils and understand that they come from a rich cultural and cognitive background is a crucial first step in creating a bridge between home and school (Moll et al., 1992; Gonzalez et al., 1993; 2005). The process of immigration entails a tremendous amount of stress for newcomers (Portes & Rumbaut, 1996).

The worldviews and cultural ways of being for individuals are often threatened when they come into contact with the dominant culture in their host country. Previous ways of being and relating to others become vulnerable as newcomers begin to navigate through the demands of their new societal contexts (Oikonomidou, 2007). Structural demands such as race, religion, language, and status influence the patterns of adaptation of new comers. Thus, as teachers we must care enough to attempt to learn, understand, and know our pupils' political, historical and personal situations 'funds of knowledge' (Moll et al., 1992); taking the important steps to use what the pupils bring from their backgrounds into the classroom, all these to achieve good grades.

A person's culture and upbringing has a profound effect on how they see the world and how they process information. This fact was discussed by (Richard Nisbett in his work, *The Geography of Thought: How Asians and Westerners Think Differently*) -- and why Nisbett worked with psychologists in Japan and China and determined that the holistic way of viewing the world typical of many pupils from those countries differed from that of their American counterparts, who tended to view the world in parts or distinct classes of objects that could each be defined by a set of rules.

Children in various cultures learn different rules for relating or communicating with adults through facial expressions, body language and physical gestures. In everyday conversation, spoken words are only one way to communicate. As little as 7 percent of a message may be expressed in words. The rest is through facial expression, voice tone, body gestures, and overall posture. It may be difficult to understand nonverbal messages because different cultures have different expectations about eye contact, physical touch, body gestures.

This information is helpful when we consider how cultural background might influence approach to learning and school performance. This is the major cause of interpersonal conflict in learning. The Somali culture is tolerant to corporal punishment when dealing with children, it is very common in Eastleigh to see Somali parents severely beating up their children or taking them to Duksi (religious school) to be punished by the Maalims (teacher). Shouting at the children by the mothers is the order of the day. The Kenyan law illegalized corporal punishment in schools, but Somali children will refer to a teacher who upholds the law hence doesn't apply corporal punishment as "*Maskin*" meaning too polite or weak. On the other hand, the word "*maskin*" in Swahili means poor (poverty) so when a teacher is referred to as "*maskin*", they may think they are being despised, degraded by the children who most often have a lot of pocket money

In the researcher's interaction with Some Somalis, the researcher was once told by one that in their Somali culture, there are no such words like excuse me please or am sorry, in a nutshell there is no courtesy. The researchers 13 years as a teacher in Eastleigh, she had seen the struggle children and teachers go through to achieve academic excellence, the cultural implication and the interpersonal relations that exist among learners and teachers. she had seen teachers loose it psychologically due to the pressure and not being able to cope with the aggressive cultural behavior of Somali refugee children.

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

The ability to learn is an essential condition for living and, with very few exceptions, all children go to school ready to learn in school, and all schools will be ready to teach all children. This phrase emphasizes not just the children's readiness, but the school's readiness. This study, therefore understanding how differences in culture, interpersonal conflict and teacher training affect children's learning can help inform what schools can do to improve outcomes for many children from war torn countries.

Although, scholars have identified the correlation between culture and interpersonal conflict and academic performance in schools, it must be noted that Somali refugee primary school pupils from war are a unique group different from the typical school going children and therefore reacts differently to academic work due to culture, socialization and Interpersonal conflict.

The focus and indeed the intent of this study, concern the relationship between culture, Interpersonal conflict and Teacher Training on academic performance among children from War torn countries. Although cultures may be highly complex and may change constantly as groups adapt to new challenges, the meaning that group members attribute to experience is relatively stable and represents almost unconscious definitions of what is right and, therefore, normal human behavior (Bowman, 1989). Cultural patterns of interaction guide the developing child, but they also become the basis for their definitions of themselves - their identity. Children become what they live.

Therefore culturally relevant teaching is a pedagogy that makes modifications in instructional strategies to account for diversity. Reciprocal teaching and cooperative learning are two of the most effective strategies to engage pupils in culturally relevant learning. However, culturally relevant teaching will only be effective if the teacher understands how non-verbal cues are seen by their pupils. In some cultures, it is considered rude, disrespectful and even confrontational for a student to make eye contact with authority figures. In other cultures, it is actually forbidden to shake hands with a stranger of the opposite gender.

As a teacher in Somali refugees dominated school, I encounter a myriad of challenges. The Somali community has gone through a lot of trauma in their War torn country and during flight to Kenya. Many parents have relocated abroad and children are left with either mothers or with some relative (clansmen). Somali families are normally very large and personal attention to a child is rare, an average Somali mother in early or mid-thirties will have between 8-11 children, many of them have little if not no secular education at all. Large families make it very challenging to give personal attention to each child, the community generally is aggressive and violent and so the children are raised to appreciate and espouse the same. The pupils are indifferent to non-Muslims hence relating with non-Muslim teachers is challenging. Their culture also plays in when it comes to relating with female teachers, male pupils have no regard or respect towards female teachers.

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

The primary aim of this study was to examine the factors influencing academic performance among pupils from war torn countries the case of Somali refugee children in Eastleigh zone.

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

To achieve the purpose of the study, the research sought to achieve the following objectives:

- i) To establish the influence of Culture on academic performance among pupils from war torn countries. The case of Somali refugee children in Eastleigh zone.
- ii) To determine the influence interpersonal conflict on academic performance among pupils from war torn countries. The case of Somali refugee children in Eastleigh zone
- iii) To establish the influence of teachers training on academic performance among pupils from war torn countries. The case of Somali refugee children in Eastleigh zone.

#### **1.5 Research Questions**

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

- i) How does culture influence the academic performance among pupils from war torn Countries. The case of Somali refugee children in Eastleigh zone.
- ii) How does interpersonal conflict influence the academic performance among pupils from war torn Countries. The case of Somali refugee children in Eastleigh zone.
- iii) To what extend does teachers training influence the academic performance among pupils from war torn Countries. The case of Somali refugee children in Eastleigh zone.

#### **1.6 Significance of the Study**

This study will be used by many people who may want to know the factors that could make or mar pupil's academic performance among Somali refugee children in Eastleigh Zone. Therefore, the study is significant in the following regards. It will offer information and reference to Education planners on the relationship between culture and education for future consideration in the education policies and curricula. It will provide empirical evidence to schools, parents, and pupils about the nature of Culture and Interpersonal conflict and how they affect the academic performance of pupils.

It will offer a reference for future research that might investigate the impact of culture, interpersonal conflict and Teachers' training have on children's educational experiences. Prepare teachers and schools to educate a greater range of children of diverse cultures. The study will help the education stake holders to realize that education performance among schools which have refugee pupils is hindered by many factors among which are mentioned in this research.



The study will seek the need to empower both the teachers and on the knowledge and skills on how to get along with the challenges encountered when dealing with refugee pupils to ensure child friendly learning for better performance. The education sector is likely to benefit by understanding that education performance in cooperates the value added to the pupils which includes a change to a positive and acceptable culture to the society and appreciating diversity among the Somali refugee pupil.

### **1.7 Delimitation of the study**

The study was limited to focus on primary schools in Eastleigh zone which were thought to have refugee pupils; other areas in Nairobi were not included in the study. The study was also limited to the sample size.

### **1.8 Limitations of the study**

The researcher encountered problems like lack of disclosure by the refugee pupils because they feared being identified as such. This was addressed by ensuring their identity was respected and by explaining the purpose of the study, Logistical challenges like acceptance by administrators who mostly take the data collection exercise as a disruption of the school program was also another challenge the researcher encountered, however, the researcher ensured that learning time is not disrupted. Financial limitation to reach out every school was a challenge as well; the researcher put in place cost effective measures to address this.

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

The study was based on the following assumptions

1. The respondents gave true and honest information about the study items
2. All the sample size of the study was explained to the purpose of the research
3. The sample was a true representation of the target group and the research instruments captured the intended information

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

<b>Interpersonal conflict:</b>	Occurs when a person or group of people frustrates or interferes with another person's efforts at achieving a goal
<b>Refugee:</b>	A person who has been forced to leave their country in order to escape war, persecution or natural disaster.
<b>Culture:</b>	A way of life of a group of people--the behaviors, beliefs, values, and symbols that they accept
<b>War-torn Countries:</b>	Countries impacted by wars that have caused breakdown in governance structures.
<b>Extra-Curricular Activities:</b>	School programs that are out of the main curriculum.
<b>Madrassa:</b>	Religious based Islamic school.
<b>Conflict:</b>	A serious disagreement or argument, typically a protracted one
<b>Religion:</b>	The belief in and worship of a superhuman controlling power, especially a personal God or gods
<b>Poverty:</b>	The state of being inferior in quality or insufficient in amount
<b>Socialization:</b>	Process by which individuals acquire the knowledge, language, social skills, and value to conform to the norms and roles required for integration into a group or community.
<b>Discrimination:</b>	In human social affairs, discrimination is treatment or consideration of, or making a distinction in favor of or against, a person or thing based on the group, class, or category to which that person or thing is perceived to belong to rather than on individual merit

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

The study is organized in five chapters. Chapter one provides details about the background to the study, statement of the problem, purpose of the study, research objectives and research questions, limitations and delimitations of the study. Chapter two reviews literature on the factors affecting the academic performance of refugee pupils, it also defines the theoretical framework and the conceptual frame work. Chapter three describes the research methodology which includes research design, target population, sample and sampling procedure, research instruments, data collection and analysis procedure. Chapter four presents data analysis, presentation and interpretation of findings and summary findings thereof.

Chapter five deals with the summary of findings, conclusions of the study, recommendations based on the study and suggestions for further studies.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The literature review looks at what other authors have written on the subject in efforts to try and get a research gap which this research shall hence fill. In the study of literature, this chapter is guided by the research questions.

#### **2.2 Cultural Influence on Academic Performance**

Culture can be understood as a people's way of life. It therefore includes how people communicate, their dressing, and their beliefs, attitudes to even what they eat or drink. A person's culture and upbringing has a profound effect on how they see the world and how they process information. This fact was discussed by Richard Nisbett (2007) in his work, *The Geography of Thought: How Asians and Westerners Think Differently -- and why* Nisbett worked with psychologists in Japan and China and determined that the holistic way of viewing the world typical of many pupils from those countries differed from that of their American counterparts, who tended to view the world in parts or distinct classes of objects that could each be defined by a set of rules. Communication will therefore vary from culture to culture and hence affect learning of pupils which eventually affects their academic performance.

In everyday conversation, spoken words are only one way to communicate, as little as 7 percent of a message may be expressed in words. The rest is through facial expression, voice tone, body gestures, and overall posture. When the verbal and nonverbal messages don't match up, people pay more attention to the nonverbal message. That's what's meant by the old saying, "A picture is worth a thousand words." It may be difficult to understand nonverbal messages because different cultures have different expectations about eye contact, physical touch, body gestures, etc. A person's gender, age, position in society, level of acculturation, and individual preference can complicate communication even more (Staff, 2015).

The cultural deficit theory states that some pupils do poorly in school because the linguistic, social, and cultural nature of the home environment does not prepare them for the work they will be required to do in school. As an example, some pupils may not have as many books read to them as are read to children in other homes. Not being able to read has a negative influence on their vocabulary development. Vocabulary development may also be stifled by the amount and nature of verbal interaction in the home. As a result, some children arrive at school lacking the level of vocabulary development expected. The cultural deficit theory proposes that deficiencies in the home environment result in shortcomings in skills, knowledge, and behaviors that contribute to poor school performance.

Early research suggests that racial and cultural differences in academic achievement could be the result of a lack of social and cultural identity. Due to negative perceptions of their culture, feelings of exclusion, and a lack of personal identity, it was assumed that pupils rejected all aspects of the dominant culture. Ogbu (1986) suggests that academic achievement differences between blacks and whites can be attributed to what is called an “oppositional culture,” which is characterized by black youths who reject mainstream expectations due to a fear of being accused of “acting white” (Ogbu, 1986). Researchers assume that this refusal to adapt to the dominant culture is a means of asserting one’s cultural identity. Since Ogbu, much research has been gathered and interpreted to expand on the ideas of cultural identity and acculturation in an academic setting.

Teachers have ignored or rejected different cultural expressions of development that are normal and adequate and on which school skills and knowledge can be built. Consequently, children from poor and minority families have been judged to be inadequate because they do not already know nor do they easily learn the school curricula. Inadequate communication, inaccurate assessment, and inappropriate education are the inevitable results, with poor and minority children labeled as delayed and their families labeled as dysfunctional because they have different resources, lifestyles, and belief systems.

A model of development that incorporates a full understanding of the role of culture might be characterized as encompassing two sides of the same coin. On one side are intrinsic characteristics, responsive to the genes that define both human and individual potential. Intrinsic characteristics include the capacity to learn, to categorize objects, to form interpersonal relationships, to learn language. These abilities are tempered by a variety of

inborn characteristics, such as hearing acuity, neurological processing machinery, and brain functioning that help determine how fast and how well children will learn these tasks. But unless they have specific in-born disabilities, children will learn human characteristics.

On the other side of the coin are cultural characteristics that affect the specific ways in which developmental potential is realized. Culture determines which objects are worthy of being categorized, which people children should care for, what language is to be spoken. If we use the example of language, we can say that learning language, or the ability to symbolize thoughts in words, is a human accomplishment and that the ease or difficulty that children will have in realizing their potential is shaped by their unique genetic characteristics. But in order to learn to speak, children must participate in a particular language community, and the grammar, social rules, and cognitive challenges of the child's linguistic community shape his or her language abilities (Rogoff, 1984). Therefore, whether a child speaks Spanish or Black English, uses standard grammar, speaks to the teacher politely, or uses many or a few words to express ideas depends largely on what people in his or her community do, not simply on the child's intrinsic capabilities. Thus, in development, biological and cultural characteristics are inextricably interwoven.

The ability to form and value social contracts begins in the first infant/ caregiver relationships and continues throughout life. The relationship that evolves as caregivers respond to the dependent infant forms the first links of the social ties that guide development. Children learn to establish and verify perceptions and beliefs about the world through direct teaching by the older people in their community and through identification with those people who care for them and are emotionally important to them. Emotional/social ties bind children first to their primary caregivers and then to others in their group, providing the impetus to think, feel, and behave like them.

Social interactions are not haphazard. Although cultures may be highly complex and may change constantly as groups adapt to new challenges, the meaning that group members attribute to experience is relatively stable and represents almost unconscious definitions of what is right and, therefore, normal human behavior (Bowman, 1989). Cultural patterns of interaction guide the developing child, but they also become the basis for their definitions of themselves - their identity. Children become what they live.

This model of development - positing a broad normal range of individual and cultural variation leads to the following question: Are all child rearing environments equally good for helping children reach their developmental potential? The answer is no. The evidence is clear that some early environments result in children's failing to thrive physically, emotionally, socially, and cognitively. Such environments are characterized by poverty, abuse, trauma and neglect. But it is extremely difficult to predict how a particular environment will affect an individual child. Environmental effects are buffered by social support systems, personal resiliency and vulnerability, and the meaning that people attribute to the care and education they provide for children. Thus, some children who are reared in what might be considered hazardous circumstances are not developmentally impaired. Therefore, while identifying risk factors in children and their environments is useful, risks do not predict development and should not be used to determine developmental status or educational placement.

Children come to school ready to learn. If they fit into their families and communities, then we know that they are good learners and we need only worry about the small minority of children who have handicapping conditions or who live in extremely hazardous environments and therefore have not learned what their community teaches.

This scenario is, of course, not true to real life. We also must worry about another kind of readiness "problem," the problem that exists when a child's growth trajectory or prior knowledge and skills do not prepare him or her for the demands of a new setting - the school. A child may be developmentally competent in his or her home environment, yet unable to adapt easily to a school environment or succeed at the academic tasks valued by teachers. The distinction between developmental failure and social mismatch has been clarified by Kagan (1990), Meisels, et al. (1992), and others. This distinction is important because it reminds educators of the developmental competence of children whose skills and knowledge are different from those expected by a school.

Developmentally competent children respond to new situations by selecting from a pool of possible behaviors. Their selection is guided by their understanding of what the situation (context) requires. Because a child chooses a particular response in a given situation does not mean that he or she is incapable of another, only that the one chosen is consistent with the requirements of the situation as he or she understands it.

Developmental competence can be displayed only by specific cultural achievements. We know that children can form relationships, because they interact with other people in mutually intelligible ways. We know that they can categorize things, because they perform this function in the same way as people in their community. We know that children can talk, because they speak a language. We know that they understand the concept of numbers, because they use socially agreed upon number tags. Developmental accomplishments and cultural manifestation are bound together, and, as a consequence, specific behaviors come to be synonymous with development itself. However, we can be led astray when we try to use specific accomplishments to compare development across cultural settings and social practices.

Children socialized in communities that value physical aggression and "macho" behavior may have considerable difficulty learning to suppress such behavior in school, just as children more conservatively socialized may feel deeply threatened by open aggression in the school yard. Both the children who tolerate high levels of aggressive behavior and those who do not acquired their characteristics through the normal developmental process of identification with the values and behavior of family and friends. The point is not that high or low levels of aggression are desirable, but that their acquisition is a normal accomplishment in some communities. Schools, by valuing low-aggression children, set the stage for cultural conflict for those who do not believe that physical docility can reflect competence and effectiveness.

Discrimination also contributes to conflicts between schools and poor and minority children and families. For instance, when schools represent an Anglo centric and middle-class viewpoint, pupils and their families often feel devalued. This experience is common to many Spanish-speaking children. For these children, the issue is less one of language (difficulty in acquiring English) than of a social context in which these children, their families, and their communities are undervalued. Instead of reinforcing children's self-confidence and self-esteem, school compromises their learning potential by rejecting their language and culture. Even more serious, by devaluing the culture of poor and minority children, teachers encourage an ominous cultural choice: identify with family and friends and disavow the school, or embrace school culture and face emotional/social isolation. The result is that many young children opt for family and friends and become unwilling participants in school culture.



Ogbu (1992) points out that not all groups in our society experience the same type of prejudice and discrimination. He notes that "involuntary" minorities (primarily African-Americans, Native Americans, and some Hispanics) are exposed to a more pervasive and extensive exclusion from the mainstream than are other minorities. These groups are more likely to avoid learning skills associated with the white middle class, since their efforts will not pay off with the same opportunities that others derive. Consequently, they develop oppositional practices that separate them from the mainstream as a form of group cohesion and support. Thus, school achievement leads to the loss of peer affiliation and support.

Bilingual/bicultural classes and Afro centric curricula are attempts to "even the playing field" so that the language and culture of these groups are perceived as equally valued and powerful. Projects such as the Kamehameha (2004) Elementary Education Program (KEEP) have demonstrated that when children are not required to renounce their cultural heritage, school achievement improves markedly (Tharp, 1989).

The loss of the home social support system is the reason that some child advocates recommend educating young children within their own cultural and linguistic communities, contending that they learn best when there is a great deal of consistency in their lives - consistency in people, in social and physical environments, and in learning tasks.

Cultural identities play a key role in determining academic achievement. Many times, cultural identities and expectations are established through examples exhibited by parental figures. However, there are some instances where parental influences and institutional expectations may conflict, such as a parent's emphasis on family and an institution's emphasis on academics. This resulting culture shock, or confusion that occurs when an individual is submersed in an environment that is completely different from one's home environment, can have negative effects on one's sense of personal identity. This culture shock can often hinder a student's ability to adjust to new academic settings, which may result in academic losses or undesirable behaviors in the classroom (McDevitt, Ormrod, 2010).

The emerging trend of international exchange of pupils and scholars has drawn the attention of educationists toward the adjustment problems of foreign pupils. Paige (1990) defines international pupils as individuals who are temporary residents of a country, other than their own, for educational purposes and they are culturally distinguishable from their hosts. As

international pupils are culturally different from their hosts, they have their own social norms, values and conduct.

When these pupils try to adjust in new social environment, these differences may cause some problems. The emotional response of international pupils to these difficulties and adaptation to cultural changes is called cultural adjustment.

Gabel, Dolen and Cerdin (2005) defined cultural adjustment as the changes that individuals undergo to form a relationship with the host society. According to Constantine, Okazaki and Utsey (2004), cultural adjustment involves the process of understanding and incorporating behaviors, values and beliefs of the host culture in the perspective of the one's own culture of origin. Kagan and Cohen, (1990) have defined cultural adjustment in terms of a process that involves several interrelated factors associated with behavioral, cognitive, affective and demographic aspects and that results in different levels of adjustment from cultural assimilation to cultural transmutation.

On entering a new country, the international pupils have to deal with several adjustment problems in a new social and academic environment. These problems may include difficulty in language and communication, accommodation and housing concerns, adjustment to different foods and tastes, changed climate, and difficulty in making social relations. The academic performance of international pupils may be affected by their ability to cope with these problems. It may be reasonable to assume that the pupils having better ability of adjustment can show better academic performance than those pupils who are less adaptable. Therefore, we can say that cultural adjustment plays an important role in successful completion of the study program of international pupils (Nasir, 2011).

Many research studies have been conducted to examine the problems that international pupils face throughout the process of cultural adjustment during their stay in a foreign country (Gong, 2003; Swagler& Ellis, 2003; Mehdizadeh& Scott, 2005; Blake, 2006; Wester, Kuo&Vogel 2006; Poyrazli& Grahame, 2007). After analyzing the research work on adjustment issues, Black, Mendenhall and Oddou (1991) asserted that cross-cultural adjustment should be considered a multifaceted construct rather than a unitary construct. They have mentioned its three facets: adjustment to work, adjustment to interacting with host

nationals, and adjustment to the general environment, Adjustment to work, adjustment to interacting with host nationals, and adjustment to the general environment.

In their study of cultural adjustment of international managers, Gabel, Dolan and Cerdin (2005) defined these three dimensions of cultural adjustment as follows: Social-cultural adjustment refers to healthy interpersonal relationships with members of the host society; Work adjustment means to relate with the culture of workplace (educational institution in case of pupils), and work requirements; General adjustment involves adjustment to daily living issues such as food, language, satisfaction with life, Selmer (1999) used the same model for studying adjustment pattern of western expatriate business managers in China.

Research has supported the idea that cultural and social adjustment can affect success in various fields of life including education. In a longitudinal study Chen, Robin and Li (1997) found that social adjustment of adolescent pupils contributes to their academic achievement. Gabel, Dolan and Cerdin (2005) found that the ability to adjust to new cultural and social environment can predict success in international assignments of global manager. On the basis of review of research literature Furnham (2004) concluded that foreign pupils face more physical, mental and academic problems than do native pupils.

There is little research in Pakistan regarding problems of international pupils. However, the major problems of pupils are same as in the other countries. Shariff (2004) interviewed some international pupils and found their major problem was communication with the host community. Another problem is adjustment to the local food. The severe weather conditions also cause adjustment problems for international pupils. Nasir (2011) found that cultural adjustment of international pupils affects their academic achievement.

As international pupils make an important part of the institution, there is a need to understand the factors that can contribute to their academic success. The institutions of higher education should be aware of the problems faced by international pupils in order to help them complete their educational program.

### **2.3 Interpersonal conflict and academic performance**

Conflict has been a common phenomenon from time immemorial which has remained the main cause of strife between the members of a group. Coser, L. Rogues (2009) defines

conflict as a struggle over values and claims to scarce status, power, and resources in which the aims of the opponents are to neutralize, injure, or eliminate the rivals.

Different individuals while having different goals are prone to interact for the achievement of their mutual gains which in one way or the other lead them to conflict. Thus interpersonal conflicts exist between the school members. Interpersonal conflict has been defined as a phenomenon that happens to occur between two opposing but interdependent parties due to the experience of negative emotional feelings for the achievement of their respective goals. Conflict as part of organizational life should be understood in its entirety i.e. its positive as well as negative effects should be acknowledged. As such it should be made result oriented in the work relationship of the members of the school. Jandt (2010), opined that conflict on its face value seems to be negative in nature but in fact it is through these negative feelings or conflicts which lead to a competitive environment and thus existing norms of the organization are challenged.

It is strongly defended by him that conflicts should not be discarded/negated from the organizational life. Conflicts occur because of the primary sources in the individual life; these are; Personality difference, Power struggles, and Competition.

Conflict also occurs because of the subjective grievances about the individuals' attitudes, motives, values, expectations in the organizational life. Interpersonal conflict is caused by policies' disagreement, the adoption of existing practices and the formulation of plans in the organizational settings. Interpersonal conflict is also a common phenomenon as described by Deer in the organizations.

Interpersonal conflict occurs in interactions where there are real or perceived incompatible goals, scarce resources, or opposing viewpoints. Interpersonal conflict may be expressed verbally or nonverbally along a continuum ranging from a nearly imperceptible cold shoulder to a very obvious blowout. Interpersonal conflict is, however, distinct from interpersonal violence, which goes beyond communication to include abuse.

In a very real sense, interpersonal conflict is the stuff of life. We encounter it every day. Interpersonal conflict truly is everywhere. We have road rage on suburban highways, battles of the bands, disputes between neighbors over property lines, arguments between workers and bosses. The list goes on and on.

The importance of interpersonal conflict lies in how we handle it. Some people employ the use the terms "flight, fight, or unite" to describe options when one encounters conflict. "Flight" is what scholars call the exit option. Sometimes we can just walk away from it. We certainly can fight. It's not the road rage deaths that are most worrisome here, though there are far too many of them. Spousal abuse, most violent crime, and most schoolyard fights are an outgrowth of interpersonal conflict. The rage seen in American (and other) homes, neighborhoods, workplaces, and schools is very frightening. To some, it reflects our very human nature of selfishness, greed, and a tendency toward violence.

We can unite to solve our differences cooperatively. If the interpersonal conflict is intense, however, uniting requires help from what Ury (2005) calls a third sider, an individual or group who helps disputants find common interests that can serve as the basis for an agreement. Many families going through the kind of conflict that could lead to divorce seek the help of counselors.

The words of Tracy Chapman in the box at right come from her debut album. In its 11 tracks, she evocatively tells us about many of the aspects of interpersonal conflict in the United States and beyond racism, poverty, homelessness, spousal abuse, gang violence, despair, substance abuse, corruption, sexism, and racial profiling by the police.

Some interpersonal conflict is a micro-level version of the international and national disputes which are the focus of this knowledge base. In other words, flight, fight, and unite are the options we have in facing any intractable conflict. Interpersonal and international conflicts are not the same, of course. However, in some ways it is easier to prevent international conflict from turning violent because collective decisions have to be made, often by hundreds of people include abuse.

#### **2.4 Teachers Training and academic performance**

Most teacher education institutions prepare teachers by requiring them to study the social context of teaching, psychology, curriculum theory, and one or two specialist disciplines. They spend a substantial minority of their course in field studies called 'the practicum', where they carry out practical teaching in local (and sometimes also international) settings, systematically learning how to put their chosen pedagogical theories into practice. One of the problems with many teacher education courses is that they require pupils to concentrate on

'Education' subjects narrowly conceived as promoting technical skills, and neglect an interdisciplinary approach which would insist that contextual / philosophical knowledge is inextricably bound up with technical skills in any educational enterprise. Aspiring teachers who have left high school with inadequate education have no guarantee that their gaps of cultural understanding will be adequately addressed in their teacher education courses, since these courses do not always provide for the general knowledge of a 'liberal' education. A high-quality teacher education course intertwines educational and cultural theory and praxis, or reflective action on these" (Rousmanière, 2000: 89).

Teaching supports learning only when the meaning of children's and teachers' behavior is mutually intelligible. Teaching consists of "meaning making" episodes as adults and children create common interpretations of events and actions and standard ways of representing these interpretations. Teachers understand the meaning of children's behavior, in part, from their own experience. Their subjective understanding is essential, since young children have limited ability to say how they think and feel and why they behave as they do. They depend upon teachers' ability to understand without words - an empathic understanding. Anna Freud (1963), in describing the needs of young children, wrote, "We have to rely upon the capacity of the normal adult to remember things" (p. 22) to supplement the adult's understanding of children. Because adults have access to their own memories, they can make sense of the behavior of young children and develop interpretive connections between their acts of teaching and the meaning that their behavior will have for children.

But teachers are also *victims* of their own past experience. Teachers, like all of us, make generalizations about other people, ideas, and events on the basis of their personal constructions of reality. Considerable research documents that teachers have difficulty incorporating new visions of reality that conflict with their own personal beliefs and experience (Ball, 1989). When confronted with discrepancies, teachers cling to their own "meaning making" theories, forcing contrary evidence to fit their old beliefs. Thus, behavior that does not fit their preconceived notions is manipulated to conform to their sense-making hypotheses.

When adults and children do not share common experiences or hold common beliefs about the meaning of experience, they are apt to misunderstand culturally encoded interchanges (Bowman, 1989). Thus, teachers fail to appreciate real similarities and differences between

their understanding of the world and that of children and families who come from different backgrounds. They become victims of their own naive and culture-bound conceptions.

In a study done by Oikonomidou, (2007) on Somali immigrants to the US, he revealed that all participants in the study mentioned that, upon arrival in the US, they did not know how to speak English. For some of them, having a classmate from Somalia was a source of relief and encouragement. The inability to speak the language meant exclusion from academic and social functions. Similar to the pupils in Valede's (1998) study, the participants in this study initially struggled to learn English.

However, they worked hard on their English language skills and used multiple resources to accomplish this. In Olsen's (1997) study, participants were also aware of how their pronunciation affected the perceptions of their peers. They worked hard on their accents in order to avoid being targeted for the way in which they spoke English. It seems that the pupils did 'invest' (Norton, 2000) in language learning, knowing that it was necessary milestone in the potential of acceptance by peers and the progression in the academic life at school.

Expectation theory focuses on how teachers treat pupils. Teachers often expect less from pupils of certain racial, ethnic, and cultural backgrounds. When teachers expect pupils to perform poorly, they approach teaching in ways that align with their low levels of expectations. In these instances, pupils tend to perform at the low levels expected of them by teachers.

Rosenthal and Jacobson (2001) tested this theory in their Pygmalion effect study. A group of teachers were told that their pupils were due for an intellectual growth spurt during the school year. Even though the pupils were average in terms of academic performance, the teachers interacted with them based on this expectation. All pupils in the experimental group improved both academically and socially by the end of the year. Based on the notion of a self-fulfilling prophecy, pupils who experience high expectations seek to reach the level of expected behaviors. Correspondingly, pupils who experience low expectations act to meet the level of behavior expected of them.

The cultural difference theory is based on the idea that pupils who are raised in different cultural settings may approach education and learn in different ways. It is important for teachers to be aware of the difference between the school atmosphere and the home environment. People from different cultural traditions may have an approach to education that differs from the mainstream approach used in American schools. For instance, differences can be noted in the Polynesian concept of learning, whereby younger children are generally taught by older children rather than by adults. This is a very different approach to learning and one that may need to be considered in an American school that is attended by Polynesian pupils.

Teachers need to ensure that they incorporate methods of teaching in their classrooms that accommodate various beliefs and cultural notions pupils bring to school. This requires each teacher to develop an understanding of their student's culture, but also to know who their pupils are as individuals. It is also important for teachers to ensure that they treat all pupils the same and to have high expectations for each one, so that they will all strive to reach their full potential. Educators generally agree that effective teaching requires mastery of content knowledge and pedagogical skills. As Howard (1999) so aptly stated, "We can't teach what we don't know." This statement applies to knowledge both of student populations and subject matter. Yet, too many teachers are inadequately prepared to teach ethnically diverse pupils. Some professional programs still equivocate about including multicultural education despite the growing numbers of and disproportionately poor performance of pupils of color. Other programs are trying.

To decide what is the most appropriate place and "face" for it. A few are embracing multicultural education enthusiastically. The equivocation is inconsistent with preparing for culturally responsive teaching, which argues that explicit knowledge about cultural diversity is imperative to meeting the educational needs of ethnically diverse pupils. Part of this knowledge includes understanding the cultural characteristics and contributions of different ethnic groups (Hollins, King, & Hayman, 1994; King, Hollins, & Hayman, 1997; Pai, 1990; Smith, 1998). Culture encompasses many things, some of which are more important for teachers to know than others because they have direct implications for teaching and learning. Among these are ethnic groups' cultural values, traditions, communication, learning styles, contributions, and relational patterns. For example, teachers need to know which ethnic groups give priority to communal living and cooperative problem solving and how these



preferences affect educational motivation, aspiration, and task performance; how different ethnic groups' protocols of appropriate ways for children to interact with adults are exhibited in instructional settings; and the implications of gender role socialization in different ethnic groups for implementing equity initiatives in classroom instruction.

This information constitutes the first essential component of the knowledge base of culturally responsive teaching. Some of the cultural characteristics and contributions of ethnic groups that teachers need to know are explained in greater detail by Gold, Grant, and Rivlin (1977); Shade (1989); Takaki (1993); Banks and Banks (1995); and Spring (1995). The knowledge that teachers need to have about cultural diversity goes beyond mere awareness of, respect for, and general recognition of the fact that ethnic groups have different values or express similar values in various ways. Thus, the second requirement for developing a knowledge base for culturally responsive teaching is acquiring detailed factual information about the Cultural particularities of specific ethnic groups (e.g. African, Asian, Latino, and Native American).

This is needed to make school more interesting and stimulating for, representative of, and responsive to ethnically diverse pupils. Too many teachers and teacher educators think that their subjects (particularly math and science) and cultural diversity are incompatible, or that combining them is too much of a conceptual and substantive stretch for their subjects to maintain disciplinary integrity. This is simply not true. There is a place for cultural diversity in every subject taught in schools. Furthermore, culturally responsive teaching deals as much with using multicultural instructional strategies as with adding multicultural content to the curriculum. Misconceptions like these stem, in part, from the fact that many teachers do not know enough about the contributions that different ethnic groups have made to their subject and are unfamiliar with multicultural education.

They may be familiar with the achievements of select, high-profile individuals from some ethnic groups in some areas, such as African American musicians in popular culture or politicians in city, state, and national government. Teachers may know little or nothing about the contributions of Native Americans and Asian Americans in the same arenas. Nor do they know enough about the less publicly visible but very significant contributions of ethnic groups in science, technology, medicine, math, theology, ecology, peace, law, and economics.

Many teachers also are hard-pressed to have an informed conversation about leading multicultural education scholars and their major premises, principles, and proposals. What they think they know about the field is often based on superficial or distorted information conveyed through popular culture, mass media, and critics. Or their knowledge reflects cursory academic introductions that provide insufficient depth of analysis of multicultural education.

These inadequacies can be corrected by teachers' acquiring more knowledge about the contributions of different ethnic groups to a wide variety of disciplines and a deeper understanding of multicultural education theory, research, and scholarship. This is a third important pillar of the knowledge foundation of culturally responsive teaching. Acquiring this knowledge is not as difficult as it might at first appear. Ethnic individuals and groups have been making worthy contributions to the full range of life and culture in the United States and humankind from the very beginning. And there is no shortage of quality information available about multicultural education. It just has to be located, learned and woven into the preparation programs of teachers and classroom instruction. This can be accomplished, in part, by all prospective teachers taking courses on the contributions of ethnic groups to the content areas that they will teach and on multicultural education.

In summary, recent researchers consider school settings that use cultural elements from the pupils' native countries important to facilitate language acquisition. Language is a major barrier to learning, until children become competent in speaking, reading, and writing English they will struggle in school. To improve school resources, administrators need to look carefully at the recent research on language acquisition, and teachers must familiarize themselves with the Somali experience. Findings support that identity and language learning are affected by discrimination, cultural dissonance and the reception that refugees receive from their host society.

The literature review also has identified that the refugees get a hard time trying to socialize to the new host due to cultural and religious differences, these problems also affect how they interact with their teachers.

## **2.5 Theoretical Frame work**

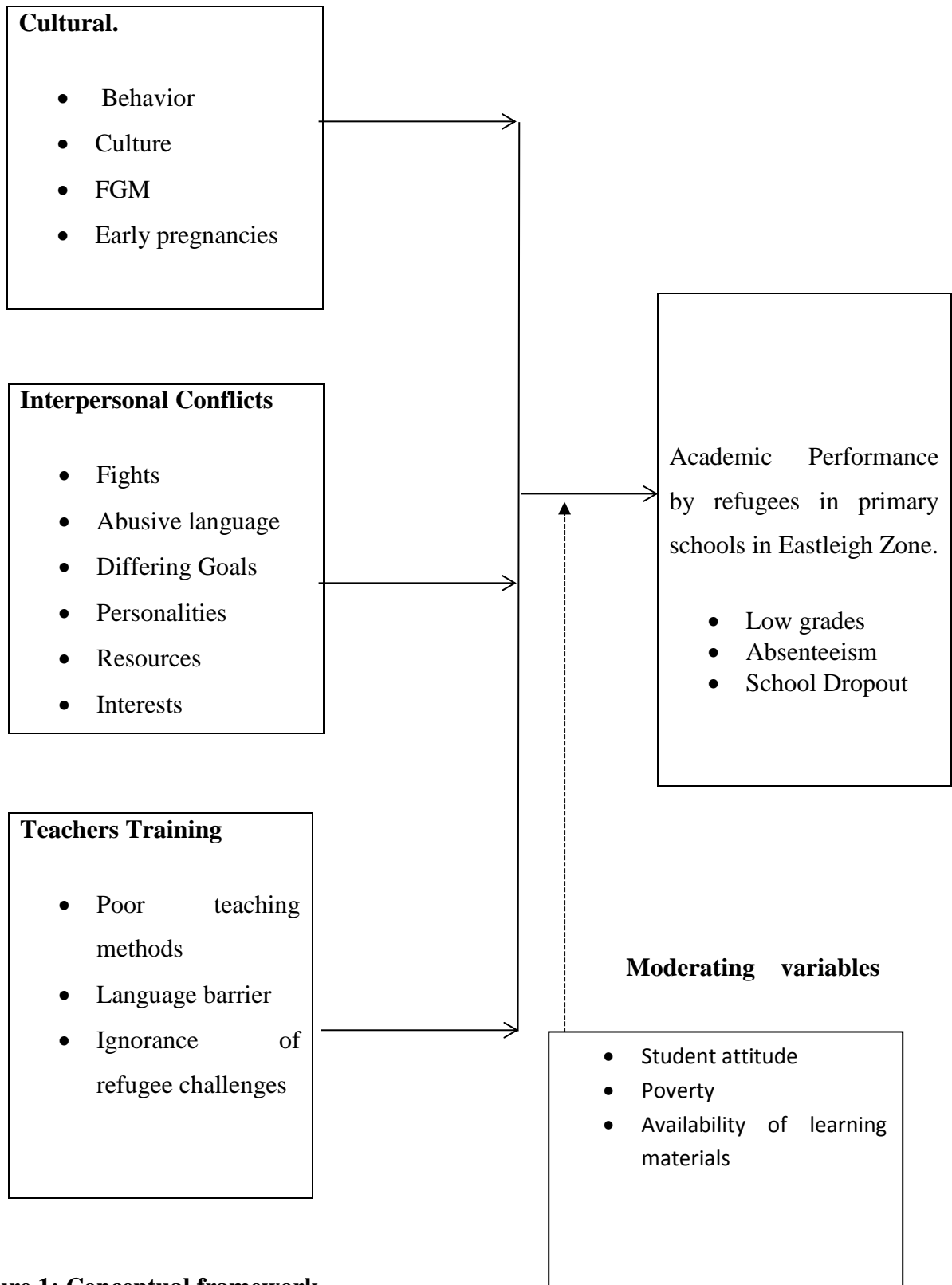
The study was based on Walbergs (1981) theory of educational productivity, Wang, Haertel, and Walberg (1997) analyzed the content of 179 handbook and chapters, and carried out surveys on educational researchers trying to establish the most significant influences on learning (Greenberg et al., 2003, p.470) from their findings they identified 28 categories of learning influence. Of the 11 most influential domains of variables, 8 involved social-emotional influences: classroom management, parental support, student- teacher interactions, social- behavioral attributes, motivational- effective attributes, the peer group, school culture, and classroom climate (Greenberg et al., 2003) Haertel, Walberg, and Weinstein (1983) identified 8 major models of school learning that are either based on psychological learning theory (Glaser, 1976) or time-based models of learning (Bennett, 1978; Bloom, 1976; Carroll, 1963; Cooley & Leinhardt, 1975; Harnischfeger & Wiley, 1976). Despite variations in names of constructs, Haertel et al. (1983) found that most of the 8 theories included variables representing ability, motivation, quality of instruction, and quantity of instruction. Constructs less represented in the models were social environment of the classroom, home environment, peer influence, and mass media (Watson & Keith, 2002). Haertel et al.'s (1983) review of theories, multiple quantitative syntheses of classroom research, and secondary data analyses of large- scale national surveys (Reynolds & Walberg, 1992), generally support Walberg's global model of educational productivity.

## **2.6 Conceptual Frame work**

The conceptual frame work illustrates the three core variables that affect the academic performance of refugees in primary schools in Eastleigh Zone, the main independent variables are; cultural background, interpersonal conflicts and teacher training. The intermediate variables are poverty and student attitude

**(Independent variable)**

**(Dependent variable)**



**Figure 1: Conceptual framework**

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The chapter outlines the overall methodology used in the study. This includes the research design, population of the study, sample size, sample frame, data collection methods, research procedures and data analysis and presentation, ethical considerations and operational definition of variables.

#### **3.2 Research Design**

Chadran (2004) describes research design as an understanding of conditions for collection and analysis in a way that combines their relationships with the research to the economy of procedures. Krishnaswamy (2009) suggests that research design deals with the detailing of procedures that was adopted to carry out the research study. The study employed a descriptive survey research design. Descriptive survey research designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification. Mugenda and Mugenda (2008) on the other hand give the purpose of descriptive research as determining and reporting the way things are. Borg and Gall (1989) noted descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. The study fitted within the provisions of descriptive survey research design because the researcher collected data and reported the way things are without manipulating.

#### **3.3 Target population**

The target population defines those units for which the findings of the survey are meant to generalize (Dornyei, 2007). The target population was drawn from 7 primary schools in Eastleigh zone with high concentration of urban refugee pupils, it included, 1000 pupils, 140 teachers and 7 Head teachers.

#### **3.4 Sample size and sampling procedure**

A sample is a small part of a large population which is a representative of a larger population. Sampling is the selecting of a given number of subjects from a defined population as a representative of that population (Mugenda and Mugenda). Any statements made about the

sample should also be true of the population (Orodho,2002). The researcher used simple random sampling technique to select a sample size of 42 teachers, 7 head teachers and 300 pupils, from 7 primary schools, since at least 30% of the total population must be represented (Borg and Gall, 2003). Thus, 30% of the accessible population was enough for the sample size.

**Table 3.1: sample size**

<b>Respondents</b>	<b>Population size</b>	<b>Sample size</b>
Teachers	140	42
Head teachers	7	7
Pupils	1000	300
<b>TOTAL</b>	1147	349

The entire population of head teachers in the seven public primary schools targeted in Eastleigh Zone took part in the study. The head teachers were chosen for study because they are the persons involved directly in day to day management and administration of the schools. From each school, there was one class teacher participating in the study. The class teachers were purposively selected because they are in close contact with pupils and they are better placed to give information on pupils' academic performance and class management in the schools. In case of a school having more than one stream, simple random sampling procedure was used to select one class teacher. The names of streams were written on a piece of paper, folded and placed in an empty container. One piece of paper was randomly drawn from the container bearing the name of the stream who participated in the study.

### **3.5 Research Instruments**

The main data collection tool for this study was questionnaires. A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents (Gay, 1992) Using a questionnaire the respondents were requested to complete the questionnaire in their own time or in the form of a structured interview. Using questionnaires enabled large amount of information to be collected at a low cost. The questionnaires were used to collect data from the schools. The questionnaires had both closed-ended and open-ended items. Questionnaire is a fast way of obtaining data as

compared to others instruments (Mugenda & Mugenda, 2003) as they give the researcher comprehensive data on a wide range of factors.

### **3.6 Instrument validity**

Validity is concerned with the question ‘am I measuring what I intend to measure?’ Validity is that quality of a data-gathering tool/instrument that enables it to measure what it is supposed to measure. This was ensured by making sure the questionnaire had objective questions. The reliability and validity of the study was enhanced in the following ways:

The researcher spent time which helped to create rapport with the community; this helped the researcher gain and collect multiple perspectives about the phenomenon under study. To enhance these multiple perspectives, data for the study were collected from multiple sources including semi-structured interviews, websites, literature res and other documents. The researcher kept a journal to record his observations and to check any biases and assumptions he might make, as well as his interpretation of certain data and incidents.

These measures were to a certain extent successful, as there was some agreement between different sources of data, for example the data from the interviews and the feedback documents indicated some congruency in terms of enthusiasm and positivity towards the programme. Feedback from the member checking activity also showed that, to a large extent, this study’s findings were consistent with the research respondents’ views.

### **3.7 Instrument reliability**

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

$$KR20=(K)(S^2-\sum s^2)/(S^2)(K-1)$$

Where  $KR_{20}$  = Reliability coefficient of internal consistency

$K$ =Number of items used to measure the concept

$S^2$ =Variance of all scores

$s^2$ =Variance of individual items

### **3.8 Data collection Procedures**

After approval of the research proposal by the supervisor, the researcher sought permission from the University of Nairobi, in order to obtain a research permit from the National Council of Science Technology and innovation (NCOSTI) before conducting the research, then a copy of the permit and the introduction letter was presented to the District Education Officer (DEO) and District Commissioner Eastleigh North Division, and the head teachers of all schools where the researcher intends to carry out the study. After securing permission from the relevant authorities the researcher proceeded to visit the respective schools and administer the questionnaires to the respondents. The researcher started with the office of the head teacher and formally introduced herself, the purpose of the visit and the rationale for choosing their schools as part of research study. All respondents were assured of confidentiality and security.

### **3.9 Methods of Data Analysis**

After data collection, the researcher cross-examined the data to ascertain accuracy, completeness and uniformity. The collected raw data was sorted, coded and arranged serially to make it easy to identify. The coded data was entered in the computer for analysis using Excel (2016). Quantitative data was analyzed through descriptive statistics using frequencies and percentages. Qualitative was analyzed by arranging them according to the research questions and objectives. Data was analyzed and recorded using frequency distribution and percentages as Borg and Gall (1983) argues, the most used and understood standard proportion is the percentage. The Likert scale question was also used to analyze the mean score of the answers. The findings were presented in tables, figures and charts.

Quantitative methods of data analysis were of great value to the research when attempting to draw meaningful results from a large body of qualitative data. The main beneficial aspect was that it provided the means to separate out the large number of confounding factors that would obscure the main qualitative findings. Quantitative analytical approaches also allowed me to report summary results in numerical terms with a specified degree of confidence. Thus the



use of quantitative procedures in analyzing qualitative information also lends greater credibility to the research findings by providing the means to quantify the degree of confidence in the results herein.

### **3.10 Ethical considerations**

The Ethical issues that were considered include; consent and confidentiality, in order to secure the selected participants. The aims and purpose of the study was stated well in the questionnaires. There will be no disclosure of any information of a particular school to anyone; findings were generalized to a zone not a specific school. The research was guided by producing benefit for the participant and respecting participants' values and decisions (Murphy & Dingwall, 2001)

**Table 3.2: Operational Table (definition of variables)**

<b>Objective Research Questions</b>	<b>Types of variable</b>	<b>Indicators</b>	<b>Measure</b>	<b>Level of Scale</b>	<b>Data collection Method</b>	<b>Approved analysis</b>
Investigate the influence of Culture on academic performance among pupils from war ton countries. The case of Somali refugee children in Eastleigh zone primary schools	Independent variable	Cultural norms and practices	subjective	ordinal	Survey (questionnaires)	quantitative /Qualitative
Enquire how interpersonal conflict influence academic performance among pupils from war ton countries. The case of Somali refugee children in Eastleigh zone primary schools	Independent variable	Occurrences of fights	subjective	ordinal	Survey (questionnaires)	Quantitative/ Qualitative
Analyze influence of teachers' training on academic performance among pupils from war ton countries. The case of Somali refugee children in Eastleigh zone primary schools.	Independent variable	Good Teacher pupil relationship	subjective	ordinal	Survey (questionnaires)	quantitative
Academic performance among pupils from war ton countries. The case of Somali refugee children in Eastleigh zone primary schools	Dependent variable	Good grades	objective	ordinal	Analyze examination results	quantitative

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

In this chapter the results of the data analysis are presented, the data collection process and the analysis process were influenced by the objectives posed in chapter 1. which were; To investigate the influence of Culture on academic performance among pupils from war torn countries, the case of Somali refugee children in Eastleigh zone. To enquire the influence interpersonal conflict on academic performance among pupils from war torn countries. The case of Somali refugee children in Eastleigh zone and to analyze the influence of teachers training on academic performance among pupils from war torn countries. The case of Somali refugee children in Eastleigh zone. The various responses received from the respondents were analyzed and the findings will be captured in this chapter.

#### 4.2 Response rate

In any research, stating the response rate of respondents is important as it reflects the in depth of the data collected. Mugenda (2003) argues that a return rate of 50% and above is satisfactory for data analysis. From a total of 349 questionnaires issued by the researcher, 320 of them were returned implying a return rate of 92.7%, this return rate was deemed adequate for the study and it did set a good base that is satisfactory for analysis.

**Table 4.1: Response rate**

<b>Respondents</b>	<b>Issued questionnaires</b>	<b>Returned questionnaires</b>
Teachers	42	36
Head teachers	7	4
Pupils	300	280
<b>TOTAL</b>	<b>349</b>	<b>320</b>

#### 4.3 Demographic Characteristics of the Respondents

This part sought to capture the demographic data of the respondents, the respondents were asked to directly state their age, their gender, Academic qualifications, and their experience at their current working locations.

### 4.3.1 Gender distribution of the respondents

Majority of the respondents were female, they constituted 67.2% of the total respondents, and the remaining 32.8% were male.

**Table 4.2: Distribution of the Respondents by Gender**

<b>Gender</b>	<b>Head teachers</b>	<b>Teachers</b>	<b>Pupils</b>	<b>Total</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
Male	75	22.2	33.9	32.8
Female	25	77.8	67.1	67.2
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

From the data in (Table 4.2) the study established that,3(75%)of the head teachers were male while 1(25%) was female, data from teachers indicates that 8(22.2%) were male while majority 28(77.8%) were female, this confirms with UNICEF (2008) that majority of the teachers in both primary and secondary schools are female, however, this clearly shows that although there we many female teachers compared to males in Eastleigh zone, the females had not taken the leadership roles, indicating further that the constitutional two thirds gender rule had not been met in either case. data from the pupils indicate that majority,188(67.1%) were female while 92(33.9%) were male, this also confirms with a report from UNICEF that there are more girls enrolling in primary schools than boys.

### 4.3.2 Academic qualifications of the respondents

The head teachers and the teachers were asked to state their highest academic qualifications from the data. Majority of the respondents 60% had a Bachelor's degree and above. The results are shown in Table 4.3

**Table 4.3: Academic qualification of respondents**

<b>Qualification</b>	<b>Head teachers</b>		<b>teachers</b>		<b>total</b>	
Ph. D	-		-		-	
M.Eds	2	50%	-	-	2	5%
B ED	0		22	60%	22	55%
Diploma	1	25%	7	20%	8	20%
Certificate	1	25%	7	20%	8	20%
<b>Total</b>	<b>4</b>	<b>100%</b>	<b>36</b>	<b>100%</b>	<b>40</b>	<b>100%</b>

From the head teachers data, 50% of the head teachers had a Master’s degree in Education, while 25% and 25% had a Diploma and a Certificate respectively, the study established that, although majority of the head teachers had a M.Eds. none had a Ph. D, despite this, the results indicate that they had the necessary skills in school management. Data from the teachers indicates that majority 60% had a Bachelor’s degree in Education,20% had a Diploma and the remaining 20% had a Certificate. These findings show that most head teachers and teachers were professionally qualified teachers. Head teachers and teachers were deemed literate enough to answer the questionnaires.

The head teachers and the teachers were further asked to state how long they had been teaching at their current station. The results are as shown in table 4.4

**Table 4.4: Head teachers’ response on their experience**

<b>Years</b>	<b>Frequency</b>	<b>Percentage</b>
1-5	2	50%
6-10	2	50%
11-15	-	-
16-20	-	-
21-25	-	-
<b>Total</b>	<b>4</b>	<b>100%</b>

From the results tabulated in table 4.4 above,50% of the head teachers had stayed at their current school for a period between 1-5 years, the remaining 50% had stayed at their current school for a period of between 6 -10 years. This indicates that they had the necessary

experience and they could clearly identify the factors affecting the academic performance of children from war torn countries.

The teachers were also asked to state their teaching experience at their current school, their response is tabulated in Table 4.5

**Table 4.5: Teachers response on their experience in at their current school**

<b>Experience in Years</b>	<b>Frequency</b>	<b>Percentage %</b>
1-10	12	33.3
11-20	16	44.5
21-30	8	22.2
30 and above	-	-
<b>Total</b>	<b>36</b>	<b>100</b>

From the Table 4.5 above, majority of the teachers, 44.5%, had stayed at their current stations for a period of between 11 and 20 years, 33.3% had stayed at their current work station for a period between 1 to 10 years while the minority 8 (22.2%) had stayed for a period of 21-30 years, although none had stayed for a period of more than 30 years, the result indicate that the teachers had adequate experience to identify the factors affecting the academic performance of children from war ton countries.

The head teachers were asked to give the size of their schools, in addition they were also asked if there were refugee pupils in their schools, they were also further asked to give the average number of refugees in their respective schools, the teachers were also asked the same question, the results are explained in Table 4.6.

**Table 4.6: Size of schools**

<b>Size</b>	<b>Frequency</b>	<b>Percentage ( %)</b>
Single stream	-	-
Double Stream	1	25
Three stream	3	75
Four streams	-	-
<b>Total</b>	<b>4</b>	<b>100</b>

From data in Table 4.6 above, it can be noted that majority of the schools 75%, had three streams per class, while those that had two streams per class constitute the remaining 25% of the schools, the results indicate that there were no schools with a single stream per class nor with four streams, the results further indicate that the schools in Eastleigh enroll many pupils. When the teacher and head teachers were asked if there were refugees in their schools, 100% of the head teachers and 100% of the teachers agreed that there were indeed refugees from war torn countries in their school and class respectively, they were further asked to give the average number of refugees and the results are presented in Tables 4.7 and 4.8.

**Table 4.7: Head teachers' response on the number of refugee pupils in their schools**

<b>Number of refugees</b>	<b>Frequency</b>	<b>Percentage(%)</b>
Below 200	-	-
200-500	1	25
500-1500	3	75
More than 1500	-	-
<b>Total</b>	<b>4</b>	<b>100</b>

Majority of the schools that is 75% had a refugee population of 500 to 1500 pupils, 25% had a refugee population of 200-500 pupils, the results indicate that there were no schools with a refugee population of below 200 or above 1500.

When the teachers were asked to give the average number of refugee pupils in their respective classes, the results from their data confirms with that from the head teachers as presented in Table 4.8.

**Table 4.8: Teachers response on number of refugee pupils per class**

<b>Number of refugee per class</b>	<b>Frequency</b>	<b>Percentage(%)</b>
Below 20	8	22.2
20-24	12	33.4
25-30	8	22.2
More than 30	8	22.2
<b>Total</b>	<b>36</b>	<b>100</b>

Majority of the teachers, 33.4%, stated that there were between 20 and 24 refugee pupils in their classes, which confirms with majority of the head teachers who said there were on average more than 500 refugee pupils per school, 22.2% of the teachers said there were below 20 refugee pupils in their class, another 22.2% said there were 25-30 pupils and the remaining 22.2% said there were more than 30 refugee pupils in their classes respectively. From the results, it can be concluded that there were adequate number of refugees from war torn countries for the researcher to base her findings on, which concurs with UNHCR (2012) report that states, Kenya has witnessed a large influx of refugee.

The pupils were asked to state their age, the results were grouped into three groups; the findings are presented in Table 4.9.

**Table 4.9: Age of pupils**

<b>Age group</b>	<b>Frequency</b>	<b>Percentage(%)</b>
Below 10	-	-
10-15	257	91.7
16 and above	23	8.3
<b>Total</b>	<b>280</b>	<b>100</b>

Majority of the pupils, 91.7%, were aged between 10 to 15 years, those above 16 years constituted 8.3% of the respondents, there were no pupils aged below 10 years old. The results indicate that the pupils were old enough to identify the factors affecting their academic performance.



#### 4.4 Factors affecting academic performance of pupils from war torn countries

The purpose of the study was to establish the factors affecting the academic performance of pupils from war torn countries, the study concentrated on Somali refugees in Eastleigh Zone, to achieve this, the researcher sought first to establish how these refugee pupils performed academically compared to the rest of the pupils.

The head teachers and teachers were asked to rate how these pupils performed academically compared to the rest of the pupils, the results are tabulated in Table 4.10

**Table 4.10: General performance of the refugees**

Response	Head teachers	Teachers percentage(%)
Excellent	-	
Good	-	
Average	100%	88.8
Below average	-	1.2
<b>Total</b>	100%	100

It was noted that 100% of the head teachers were of the opinion that the refugee pupils' performance was average, data from teachers indicate that 88.8% of the teachers believed that the refugee pupils' performance was average while 1.2% had noticed that the refugees' general performance was below average, this contradicted the head teachers' opinion because the teachers were in direct contact with the pupils.

The teachers were asked to rate how the refugee pupils performed compared to the rest of the pupils, the results are presented in Tables 4.11:

**Table 4.11: Teachers rating on refugee performance compared to the rest of the pupils**

	Frequency	Percentage(%)
Better	4	11.1
Equally competitive	12	33.3
Poor	20	55.6
<b>Total</b>	36	100

Majority of the respondents, 55.6%, agreed that the refugee pupils perform poorly compared to the rest of the pupils who are non-refugees, 33.3% said that the refugee pupils were equally competitive while the minority 11.1%, said the refugee pupils perform better. Although this

contradicts with their earlier statement that the general refugee academic performance was average, the findings strongly imply that the refugee pupils perform poorly compared to the non-refugee pupils.

#### **4.4.1 Influence of culture on academic performance among pupils from war torn countries.**

The first object of the study sought to establish the influence of culture on the academic performance among pupils from war torn countries, the case of Somali refugee children in Eastleigh zone, to achieve this the researcher asked the pupils, the teachers and the head teachers to state, the cultural practices that affect the academic performance of the refugee pupils and how these culture practices affect their academic performance, the results are presented in table 4.12:

**Table 4.12: Cultural practices that influence the academic performance of refugees**

<b>Response</b>	<b>Frequency</b>	<b>Percentage(%)</b>
Negative Attitude	23	57.5
Early marriages	38	95
Lack of respect for female teachers	20	50
Religious education	36	90

Majority of the respondents, 95%, mentioned early marriage as one of the cultural practices that affect the academic performance of these pupils, most of them raised their concern of the fact that many bright young girls are married off to older men hence they have to drop out of school to go start families, some of those who mentioned early marriages also raised the issue of FGM, they said that after the girls undergo FGM they are seen as adults hence they can be married off, in addition one teacher mentioned that some girls stop concentrating in academics immediately the news of their marriage plans are disclosed to them, this as early as 7 months before the actual marriage takes place.

Of those targeted, 90% of the respondents also mentioned religious education as one of the cultural practices that affect the academic performance of the refugee pupils, a great proportioned of them said that the pupils have to leave school early to go and attend madrasas, in addition, they said that the pupils concentrate more on religious studies than they do on their academics, In fact 10 teachers mentioned the fact that most pupils give priority to religion in that, they have to learn their religion first before enrolling in school hence by the time they enroll in school they are already advanced in age hence they don't fit in well with their classmates who are younger than them.

A further 55.7% of the respondents said that the refugee pupils have a negative attitude towards education as well as towards other cultures, this confirms with UNHCR (2010) report that states, many refugees do not prioritize education which is an instrument for self-improvement .the respondents went further to explain that, due to fact that they don't appreciate the new culture, they don't accept the mixing of boys and girls, this in turn affects learning in that they don't engage in group discussions that are meant to improve their academic performance.

Another 50% of the respondents also mentioned lack of respect to the female teacher as another factor affecting the academic performance of the refugee pupils, this is because their culture depicts a female as inferior hence the male pupils don't take instruction from the female teachers, this in turn affects how the pupils and the teachers relate.

The researcher asked the respondents if there were refugee pupils who were dropping out of school, 100% of the respondents agreed that yes there were refugee pupils who were dropping out of school. The researcher also sought to establish how often these pupils drop out of school, the responses are analyzed in table 4.13:

**Table 4.13: Frequency of refugees dropping out of school**

<b>Response</b>	<b>Head teachers</b>	<b>Teachers</b>
	<b>%</b>	<b>%</b>
Quite often	75	44.4
Often	25	44.4
Rarely	-	11.2
Not at all	-	
<b>Total</b>	100	100

Data from the head teachers indicate that majority, 75%, had noticed that the refugee pupils do ‘quite often’ drop out of school, a minority 25% of the head teachers had noticed that the refugee do ‘often’ drop out of school, this concurs with data from the teachers where 44.4% said that the refugee do quite often drop out of school, a similar proportion 44.4% also said that refugee do often drop out of school while a minority 11.2% said that the refugee do rarely drop out of school.

The researcher also asked the respondents to highlight the factors that course the dropping out of school by the refugee pupils, and the results are presented in table 4.14:

**Table 4.14: Head teachers’ view on factor leading to refugees dropping out of school**

<b>Response</b>	<b>Frequency</b>	<b>Percentage(%)</b>
Relocation	3	75
Marriage	3	75
Poverty	3	75
Indiscipline	1	25
Broken families	1	25

From the head teachers’ data, majority of them, 75% said that relocation is one of the reasons why the refugee drop out of school, out of the three head teachers who mentioned relocation, 2 of them said that these refugee do relocate to other countries abroad while the other one mentioned that these refugee do relocate from one camp to another hence they keep changing schools.

A total of 75% of the head teachers also mentioned early marriage especially by the girls as one of the reasons why the refugee pupils drop out of school. A similar number 3(75%) of the head teachers mentioned poverty as factor that course the refugee pupils to drop out of school, this concurs with UNMDG(2013) that, house hold poverty is the single most important factor keeping children out of school. In fact, one head teacher mentioned that the refugee children lack basic needs like uniforms and writing materials, which further concurs with Dix (2000) who found out that poor refugees find it difficult to access education due to the cost of transport, books and uniforms. One head teacher accounting for 25%, mentioned indiscipline as a factor that leads to the dropping out of school by the refugee pupils.

**Table 4.15: Teachers response on factor leading to refugees dropping out of school**

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Relocation	28	77.8
Poverty	32	88.9
Marriage	30	83.3
Drug abuse	8	22.2
Indiscipline	16	44.4
Language barrier	12	33.3

Majority of the teachers agreed with the head teachers that relocation, poverty and early marriages were the main factors that course the refugee pupils to drop out of school with 77.8%,88.9%,83.3% saying Relocation, Poverty, and marriage respectively are the reasons why the Somali refugee pupils in Eastleigh zone drop out of school, One of the teachers who mentioned poverty said that those children lack the basic needs because they live with their relatives whom sometimes fail to provide for them, this concurs with Pavello, Elhawary and Pantuliano (2010) who found out that refugees without formal employment rely on members of their ethnic community for support.

A total of 22.2% of the teachers mentioned drug abuse as a factor that leads to the dropping out from school by the refugee pupils, another 44.4% agreed with the head teachers that indiscipline is also a factor leading to the dropping out of school by the Somali refugee pupils, 33.3% raised the issue of language barrier as another factor that leads to the dropping out of school by the refugee pupils.

**Table 4.16: Pupils response on factors leading to dropping out of school by refugee pupils**

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Language barrier	100	35.7
Indiscipline	50	17.9
Poverty	200	71.4
Bad company	10	3.6
Relocation	20	7.1
Police	5	1.8
Lack of interest	60	21.4

Majority of the pupils,71.4% said that poverty is the main course of the refugee children dropping out of school confirming with UNMDG (2013),majority of those who mentioned poverty also mentioned lack of basic needs such as school uniforms, in fact, three pupils talked about lack of money to buy lunch as factor that makes the refugees drop out of school,5 pupils out of those who mentioned poverty also mentioned death of parents as one of the reasons why they lack money hence dropping out of school.

Of those interviewed, 35.5% mentioned language barrier as one of the reasons why refugee pupils in Eastleigh zone drop out of school, most of those who mentioned language barrier talked about the refugees lack of understanding of the English language which is used as a media of communication in the school environment.

While 17.9% of the pupils said indiscipline is one of the reasons why refugee pupils drop out of school, ten pupils out of those who mentioned indiscipline raised a scenario where the refugee pupils abuse the teachers and run out of school to avoid being punished.

A small number 3.6% of the pupils mentioned bad company as one of the reasons why the refugee pupils drop out of school, a minority 1.8% of the pupils said the fear of being arrested by police due to lack of identification documents makes the refugee pupils to hide at their homes hence dropping out of school.

Lastly, 7.1% of the pupils mentioned relocation as one of the reasons of the refugee dropping out of school, surprisingly, most of them talked of the refugee relocating to other countries abroad as the main reason why the refugee pupils relocate. A good number, 21.4% of the pupils said lack of interest in education is one of the factors contributing to dropping out of school by the refugee pupils.

#### **4.4.2 The influence of interpersonal conflict on academic performance among pupils from war torn countries.**

The second objective of the study sought to find out the influence of interpersonal conflict on the academic performance of the refugee pupils in Eastleigh zone, to achieve the researcher sought to find out how the refugee children interact with each other, with other pupils and with teachers and how this affects their academic performance.

The researcher asked the head teachers and the teacher to state how the refugee pupils interact with the rest of the pupils, the data is presented in Table 4.17.

**Table 4.17: Head teachers' response on how refugees interact with the rest of the pupils**

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Positive	2	50
Don't Interact well	1	25
Have a low opinion	1	25
<b>Total</b>	<b>4</b>	<b>100</b>

Majority of the head teachers 2(50%) said that the refugee pupils interact positively,1(25%) said that the refugee pupils don't interact well with the rest of the pupils while the other head teacher said the refugee have a low opinion about the rest of the pupils as they think their culture is superior than theirs.

The researcher also asked the teachers to state how the refugee pupils interact with the rest of the pupils, Table4.1 presents their response.

**Table 4.18: Teachers response on how refugee pupils interact with the rest of the pupils**

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Positive	17	47.2
Not Well	19	52.8
<b>Total</b>	<b>36</b>	<b>100</b>

Data from the teachers indicates that,majority,52.8% of the teachers contradicted the head teachers views by saying that usually the refugee student don't interact well with the rest of the pupils,20 teachers out of those who said they don't interact well cited cultural difference as one of the reasons why they don't interact well, this confirms with Mc Brian (2005) who states that social well-being of refugee include their overcoming of traumatic experiences acquiring a sense of safety ad adjusting to the new culture while being able to retain cherished values of the home land, they also mentioned arrogance from the refugee pupils as well as language barriers as other reasons why they don't interact well with the refugee pupils interact well with the rest of the rest of the pupils.

The finding shows that 47.2% of the teachers agreed with the head teachers that the refugee pupils interact well with the rest of the pupils, 10 teachers out of those who said that the refugees interact well with the rest of the pupils said that there was positive interaction since there was no cultural, religious or social discrimination,3 teachers also mentioned that

teacher intervention was one of the reasons why the refugee interact positively with the rest of the pupils.

The researcher also asked the teachers and the head teacher to state how this affects the academic performance of the refugee children.

**Table 4.19: Head teachers’ response on effect of refugees’ interaction with the rest of the pupils on their academic performance**

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Absenteeism	2	50
Learn From Each Other	2	50
No Concentration in class	1	25

From the Table above, it shows that 50% head teachers said, interacting well with the rest of the pupils improves their academic performance as they are able to learn from each other, 2(50%) said not interacting well of the pupils leads to absenteeism from school due to trauma of not feeling at home,1 head teacher also mentioned that, due to them not interacting well with the rest of the pupils they don’t concentrate well in class which leads to low grades.

**Table 4.20: Teachers’ response on effects of refugees’ interaction with the rest of the pupils**

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Positively	19	52.8
negative	17	47.2

According to Table 4.20, 52% of the respondent said that positive interaction between the refugee and the rest of the student improves their performance since they are able to learn from each other,47.2% said that poor interaction between refugees and the rest of the pupils leads to poor grades since they don’t learn from the rest of the pupils.

The researcher also asked the pupils how often the rest of the student assist the refugee pupils in school, the table 4.21 presents their response



**Table 4.21: Pupils’ response on assistance of refugees by other pupils**

<b>Assisted</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Quite Often	73	26
Often	145	51.8
Less Often	45	16.1
Never	17	6.1
<b>Total</b>	<b>280</b>	<b>100</b>

The findings on table 4.21 reveal that a greater proportion of the pupils 145 (51.8%) reported that the refugee pupils were ‘often’ assisted by other pupils, while 73(26%) indicated that they were assisted ‘quite often’ by other pupils. The findings imply that the refugees dint face stigmatization from other pupils. This is in agreement with Hamilton & Moore, 2001; Loewen, 2001), who noted that educators must implement peer mentorship and tutoring programs between refugee pupils and host pupils so as to effectively enable the refugee child to practice using the host language as well as create lasting friendship.45(16.1%) said they receive assistance ‘less often’, while a minority 6.1% said the refugee pupils never receive any assistance at all.

#### **4.4.3 The influence of teachers training on academic performance among pupils from war torn countries**

The third objective sought to examine the influence of teachers training on academic performance among pupils from war torn countries, the case of Somali refugee in Eastleigh zone, to achieve this, first; The researcher asked the teachers and the head teachers if they had been equipped with knowledge and skills on handling children from war torn countries, the findings are presented in Table 4.22

**Table 4.22: Teachers capacity to handle refugee children from War torn countries.**

rating	Head teacher		Teachers	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Excellent	-	-	-	-
Intermediate	-	-	-	-
Basic	2	50	135	48.2
Poor	2	50	145	51.8
<b>Total</b>	<b>4</b>	<b>100</b>	<b>280</b>	<b>100</b>

From the findings 50% of the head teachers rated the Teachers’ knowledge and skills as basic, another 50% rated their knowledge and skills as poor. On the side of teachers, 135(48.2%) rated their knowledge and skills as basic while 145(51.8%) indicated poor, none of the head teachers and teachers rated the Teachers knowledge and skill as excellent or intermediate. The findings imply that Teachers need to be equipped with knowledge and skills to ensure that they incorporate methods of teaching in their classrooms that accommodate various beliefs, challenging background and cultural notions pupils bring to school. Educators generally agree that effective teaching requires mastery of content knowledge and pedagogical skills. As Howard (1999) so aptly stated, “We can’t teach what we don’t know.” This statement applies to knowledge both of pupils populations and subject matter. The researcher further asked the teachers and head teachers to highlight how their Teacher training affects academic performance among refugee children from war torn countries; the findings are presented in Table 4.23.

**Table 4.23: Effect of Teachers’ training on academic performance refugee children from war torn countries**

Effect	Frequency	Percentage (%)
Poor teaching methodology	284	100
Lack of understanding	284	100

A total of 100% of the head teachers and teachers agreed that teaching methodology affects academic performance in two ways; due to poor understanding of the comprehension, the refugee pupils don’t understand what is being taught by teachers, this in turn affects their

academic performance also due to the longer time the refugee pupils take to adapt to the teaching methodology, their academic performance is affected.

The teachers were also asked to indicate the frequency at which they evaluate the performance of the refugee pupils enrolled in their respective schools. The findings are presented in Table 4.24.

**Table 4.24: How often teachers evaluate the academic performance of the refugee pupils**

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Daily	5	13.9
Once a week	5	13.9
Once a fortnight	19	52.8
Once a month	7	19.4
<b>Total</b>	<b>36</b>	<b>100</b>

The findings on table 4.24 reveal that a greater proportion of the teachers 19(52.8%) evaluate the performance of refugee pupils once a month while 7(19.4%) evaluate their performance once a fortnight,5(13.9%) evaluate the performance of refugee pupils daily and another 5(13.9%) evaluate the performance of the refugee pupils once a week. The findings imply that poor evaluation of the performance of the refugee pupils is another factor affecting the performance of the pupils. This shows that with regular evaluation the competency of refugee pupils' performance can be improved.

The researcher asked the head teachers and the teachers if they do offer personalized attention to the refugee pupils, the results are presented in Table 4.25.

**Table 4.25: Personalized attention offered to refugee pupils**

<b>Response</b>	<b>Head teachers</b>		<b>Teachers</b>	
	<b>Frequency</b>	<b>Percentage (%)</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Yes	3	75	23	63.9
No	1	25	13	36.1
<b>Total</b>	<b>4</b>	<b>100</b>	<b>36</b>	<b>100</b>

From data in Table 4.24 above, majority of the head teachers 3(75%) do not offer personalized attention to the refugee pupils, only 1(25%) head teacher offers personalized attention to the refugees, On the other hand,23(63.9%) of the teachers indicated that they provide personalized attention to the Pupils, while 13(36.1%) indicated that they don't offer the same. The findings imply that the teachers in the schools where the refugee pupils were enrolled were willing to assist the pupils to improve their performance. This concurs with (Campey, 2002) who stated that it is vital that all pupils in the classroom, including those coming from minority backgrounds, see themselves represented in the curriculum both on a visual degree and acknowledge base degree.

The teachers were asked to highlight on how they offer personalized attention to the refugee pupils, the results are presented below

**Table 4.26: How teachers offer personalized attention to the refugee pupils**

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Remedial	23	63.9
English translation	13	36.1
Teaching aids	7	19.4

A Majority 23(63.9%) of the teachers said they do give remedial lessons over lunch breaks and in the evenings to the refugee pupils in a bid to help the improve their academic performance,13(36.1%) said they do assist in translating English to Kiswahili to help the pupils understand what they are teaching,7(19.4%) said they do use teaching aids to improve the understanding and cognitive abilities of the refugee pupils. The findings are in line with Cheng (1998) who called upon teachers to learn about cultures and experience of their international pupils in order to facilitate their acquisition of language and academic skills

The pupils were asked to indicate how often they receive personalized attention from teachers; the findings are presented in Table 4.27

**Table 4.27: Pupils response on how frequent they receive personalized attention from the pupils**

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Very Often	26	9.3
Often	177	63.2
Rarely	77	27.5
Never	-	-
<b>Total</b>	<b>280</b>	<b>100</b>

A majority, 63.2% of the pupils said that they often do receive personalized attention from the teachers, a minority 9.3% said they do receive personalized attention from the teachers very often while 27.5% said they rarely receive personalized attention from the teachers, since none of the pupils said they never receive personalized attention from the teachers, the findings from the pupils' data confirms that the teachers do give personalized attention to the pupils.

The researcher also asked the head teachers and the teachers to indicate whether the refugees in their school had complaints, the findings are presented in Table 4.28

**Table 4.28: Does the refugee pupils have complaints**

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Yes	28	70
No	12	30
<b>Total</b>	<b>40</b>	<b>100</b>

A majority 28(70%) of the teachers and head teachers indicated that the refugee enrolled in their school had complaints, while a minority 12(30%) were of the contrary opinion.

The researcher also asked the teachers and headteachers to state what the complaints were. The findings are presented in Table 4.29

**Table 4.29: Refugee pupil's complaints**

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Stigmatization	25	62.5
Language barrier	37	92.5

Majority 37(92.5%)of the teachers and head teachers indicated that language barrier, was the main complaint the refugees had, this was due to the fact that they lack the understanding of the English language, 25(62.5%) of the teachers and head teachers indicated that, the refugee pupils complained about stigmatization from the non-refugee pupils who usually mocked their lack of understanding of the English language and their poor Swahili speaking, which also concurs with Mcbein (2005) who states that social well-being of refugee include their overcoming of traumatic experiences acquiring a sense of safety and adjusting to the new culture while being able to retain cherished values of the home land.

The pupils were also asked to state if they talk to their teachers about the difficulties they face in school, the findings are presented in Table 4.30

**Table 4.30: Refugee talking to teachers**

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Yes	230	82.1
No	50	17.9
<b>Total</b>	280	100

The findings on Table 4.30 reveal that 230(82.1%) of the refugee pupils talk to teachers about their problems, and only 50(17.9%) do not talk freely to their teachers citing fear.

The findings are in line with Gonzalez and Darling-Hammond (1997) recommendations that, teachers should use information and ideas from the immigrant pupils' own experiences and home cultures as a way of promoting engagement in instructional tasks and creating a feeling of belonging. This eliminates fear and enables the refugee pupils talk to teachers about their problems freely.

The pupils were also asked to state weather the teachers were concerned about issues related to the refugees in their school, the findings are presented in Table 4.31.

**Table 4.31: Are teachers concerned about issues relating to refugees**

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Yes	204	72.9
No	76	27.1
<b>Total</b>	<b>280</b>	<b>100</b>

A majority 204(72.9%) of the pupils believed that the teachers were concerned about issues related to refugees while a minority, 27.1% believed that the teachers were not concerned about issues relating to refugee in their school. This is in line with Cheng (1998) who called upon teachers to learn about cultures and experience of their international pupils in order to facilitate their acquisition of language and academic skills.

The teachers and head teachers were asked to rate the extent at which different factors affects the academic performance of the refugee children, the findings are presented in table 4.32.

**Table 4.32: Teachers and head teachers' response on extent to which different factors affect academic performance of the refugee pupils**

<b>Factor</b>	<b>Mean</b>	<b>N</b>
Attitude Towards Learning	4.63	40
Economic Status Of The Refugees	3.74	40
Language Barrier	4.64	40
Fights Among The Pupils	1.52	40
Bad Behavior	2.61	40
Abusive Language	2.60	40
Ignorance Of Their Needs By Teachers	4.51	40

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

3.50- 4.50 means they indicated Great Extent, and a mean above 4.50 means they indicated Very Great Extent.

Based on the findings on table 4.32, the respondents indicated that the following factors affect the performance of refugee pupils at a very Great Extent: attitude toward learning,(M=4.63), Language barrier (M=4.64) and ignorance of the refugees’ needs by teachers,(M=4.51).The findings indicates further that the economic status of the refugees(M=3.74), do affect their academic performance to a great extent, The respondents however had no opinion on bad behavior(M=2.60) and abusive language(M=2.60).In addition the respondents thought fights among pupils(M=1.52) do affect their academic performance to a little extent. The findings from table 4.32 concur with Jacobsen (2005) who states that thousands of refugees in the world over, are faced with protracted situations starting from the very point the thought of flight sets in to the point when they cross a foreign border.

The pupils were also asked to rate the extent to which different factor affects the academic performance of refugee, the findings are presented in table

**Table 4.33: pupils rating on factors affecting their academic performance**

<b>Factor</b>	<b>Mean</b>	<b>N</b>
The curriculum used in the school	3.0	280
Guidance and counseling services provided by the school	3.3	280
Lack of motivation to learn a new language	4.0	280
Cultural stress being imposed by teachers and class mates	4.0	280
Language barrier	4.3	280

The pupils were instructed to respond to the statements on a 5 point Likert scale and indicate the extent to which the factors affected the performance of refugee pupils: 5-Very Great Extent, 4-Great Extent, 3-Not Opinion, 2-Little Extent, 1-Very Little Extent. A mean (M) score of 0-1.5 means that the respondents indicated very little extent, between 1.50 to 2.50



means they indicated Little Extent, 2.50 to 3.50 means the respondents had no opinion, 3.50-4.50 means they indicated Great Extent, and a mean above 4.50 means they indicated Very Great Extent.

Based on the findings on Table 4.33, the respondents indicated that the following factors affect the performance of refugee pupils at a Great Extent: lack of motivation to learn a new language (M=4.0), Language barrier (M=4.30) and Cultural stress being imposed by teachers and class mates(M=4.0).However the respondents, had no opinion on ‘The curriculum used in the school’ (M=3.0) and ‘Guidance and counseling services provided by the school’ (M=3.30).The data indicate that most factors affect the academic performance of the refugees to a great extent which is inline with Gonzalez and Darling-Hammond (1997) who argued that immigrant pupils certainly face a lot of challenges in the schools, as they go through the education system.

## **CHAPTER FIVE**

### **SUMMARY, DISCUSSION CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

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

#### **5.2 Summary of the Findings**

The primary aim of this study was to examine the factors influencing academic performance among pupils from war torn countries, the case of Somali refugee children in Eastleigh zone. The study was guided by the following objectives: To investigate the influence of Culture on academic performance among pupils from war torn countries, the case of Somali refugee children in Eastleigh zone. To enquire the influence interpersonal conflict on academic performance among pupils from war torn countries. The case of Somali refugee children in Eastleigh zone. To analyze the influence of teachers training on academic performance among pupils from war torn countries. The case of Somali refugee children in Eastleigh zone.

The first objective sought to establish the influence of Culture on academic performance among pupils from war torn countries, the case of Somali refugee children in Eastleigh zone. The researcher with this in mind asked the respondents to state the cultural practices that affect academic performance of the refugee pupils, the researcher went further ahead and asked the respondents to state how these cultural practices affect the academic performance of the refugee pupils.

Majority (75%) of the respondents said early marriage is a factor that affects the academic performance of the refugee pupil, the study established that young girls are married off to older men, this in turn results in them dropping out of school to start their family hence affecting their academic performance, the study also established that the girl refugee child stops concentrating in her studies immediately the news of her planned marriage are broken to her before even the marriage takes place, this also affects here academic performance.

Majority (90%) of the respondents mentioned religion as a factor affecting the academic performance of the refugee child, the study established that the children do leave school before the official hours to go and attend *madrass* this makes them loose a lot of study time

resulting into poor academic performance, the study also established that, most refugees give priority to religious education in that, the child has to learn religion first before attending school hence by the time the child joins school he is already advanced in age than the rest of the pupils which in turn affects their academic performance.

The refugee pupils have a negative attitude towards education as well as towards other cultures, the study established that the refugee pupils don't allow the mixing of boys and girls as their culture doesn't allow so, this also affects their academic performance since the children don't learn from each other. the study also established that the refugee pupils especially the boys, don't have respect for the female teachers, they don't even take instructions from them which leads to bad teacher pupil relationship which in turn affects the academic performance of the refugee child.

The second objective sought to find out the effect of interpersonal conflict on the academic performance of the refugee child, the study established that generally the refugee child doesn't interact well with the rest of the pupils who are non-refugees, the study established that this is due to language barrier as well as due to cultural differences between the two, this in turn affects the academic performance of the refugee child since they don't learn from each other. However, the study also established that the refugee pupils do often receive assistance on academics from the rest of the pupils, this help them improve on their academic performance.

The third objective sought to establish the influence of the teachers training on the academic performance among pupils from war torn countries, the study established that Teachers need to be equipped with knowledge and skills to ensure that they incorporate methods of teaching in their classrooms that accommodate various beliefs, challenging background and cultural notions pupils bring to school. The pupils don't comprehend what the teachers are teaching because of the methodology being used, the study further established that due to the longer time the refugee children take to adapt to the teaching system, their academic performance is compromised.

The study established that majority of the teachers do evaluate the academic performance of the refugee pupils once a fortnight, this implies that poor evaluation of the academic performance of the refugee pupil leads to poor performance. Majority of the respondents

agreed that majority of the teachers do give personalized attention to the refugee pupils in terms of remedial lessons, others offer English translation to the refugee children while passing information, while others offer teaching aids to the refugee pupil, this in return helps improve the academic performance of the refugee pupil.

The study also established that majority of the teachers were concerned with the issues relating to the refugees, the study further established that the refugee pupil was encouraged to talk to their teachers on issues affecting them, this helps the refugee pupils to overcome the traumatic experiences they go through as refugees as well as acquiring a sense of safety and belonging which in the long run helps in the improvement of their academic performance.

### **5.3 Discussion**

The Study revealed that refugee pupils have to deal with several adjustment problems in a new social and academic environment. These problems may include difficulty in language and communication, accommodation and housing concerns, adjustment to different foods and tastes, changed climate, and difficulty in making social relations. The academic performance of refugee pupils may be affected by their ability to cope with these problems. Therefore, we can say that cultural adjustment plays an important role in successful completion of the study program of international pupils (Nasir, 2011).

The study established that majority of the teachers do evaluate the academic performance of the refugee pupils once a fortnight, this implies that poor evaluation of the academic performance of the refugee pupil leads to poor performance. Majority of the respondents agreed that majority of the teachers do give personalized attention to the refugee pupils in terms of remedial lessons, others offer English translation to the refugee children while passing information, while others offer teaching aids to the refugee pupil, this in return helps improve the academic performance of the refugee pupil.

The study also established that majority of the teachers were concerned with the issues relating to the refugees, the study further established that the refugee pupil was encouraged to talk to their teachers on issues affecting them, this helps the refugee pupils to overcome the traumatic experiences they go through as refugees as well as acquiring a sense of safety and belonging which in the long run helps in the improvement of their academic performance.

The Study equally revealed that, Language is a major barrier to learning, until children become competent in speaking reading, and writing English they will struggle in school. To improve school resources, administrators need to look carefully at the recent research on language acquisition, and teachers must familiarize themselves with the Somali experience.

## **5.4 Conclusion**

The study was set to establish the factors influencing the academic performance among pupils from war torn countries. The study findings indicate that there are a lot of factors that affect the academic performance of the refugee pupil both positively and negatively.

From the findings, the study established that early marriages, subjected especially to the girl child affect their academic performance negatively, the findings also imply that religious practices, like leaving school to attend *madradas* affect negatively the academic performance of the refugee child to a great extent.

The study also established that negative attitude towards education as well as towards other cultures affect the academic performance of the refugee pupils negatively, the study findings further indicate that due to religious and cultural differences, the refugee pupils don't interact well with the non-refugee pupils which affects their academic performance negatively, however the findings indicate that, the other pupils do often offer academic assistance to the refugee pupils.

The findings indicate that the refugees poor understanding of the English language affect their academic performance to a great extent, despite this the study established that with the help of the teachers the refugee pupils are able to improve on their academic performance.

## **5.5 Recommendations**

Based on the findings, the study recommends the following;

1. The teachers in collaboration with the government through the local authority should discourage early marriages by ensuring action is taken against those caught in the act, the teachers should also report any planned marriage to the authority
2. The parents of the refugee pupils, and the refugee themselves should be sensitized on the importance of education
3. Teachers should be encouraged to give remedial lessons to the refugee pupils not only on English but all the subjects learnt in school as well
4. The government and Non-governmental organization should be encouraged to provide material support to the refugee pupils, especially in terms of school uniforms books, as well as paying school fees to some pupils to prevent the refugee pupils from dropping out of school due the lack school fees, uniforms or books.
5. Head teachers should ensure professional development for the teaching staff to raise their awareness of refugee issues, including how schools can promote recovery from trauma and implement strategies to address barriers to learning.

## **5.6 Recommendation for further study**

Taking the limitations and delimitations of the study the following areas were

Suggested by the researcher for further study;

1. A similar study should be carried out on other regions in Nairobi with a high number of refugee populations.
2. A study should be carried out on the factors affecting the academic performance of pupils from war torn countries in secondary schools.
3. A similar study to be carried out in either private Primary schools or private secondary schools.

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## APPENDICES

### APPENDIX I: Introductory Letter

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

The Head teacher,

\_\_\_\_\_ Primary school

Dear Sir/Madam,

#### **REF: PERMISSION TO COLLECT DATA IN YOUR SCHOOL**

I am a post graduate student at the University of Nairobi pursuing a course leading to the award of a masters' degree in Peace Education. As part of fulfillment of the award, I wish to conduct a study on the factors influencing academic performance among pupils from war torn countries, the case of Somali refugee children in Eastleigh zone. Nairobi. I request for your assistance and cooperation to enable the study come up with accurate findings by allowing me to collect information from your school.

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

Thanks in advance.

**Yours faithfully,**

**Aziza Mohamed Mtubwa.**

**APPENDIX II: Questionnaire for Head Teachers**

This questionnaire is designed to gather data about yourself and your school to be used in the study of I wish to conduct a study on factors influencing academic performance among pupils from war torn countries, the case of Somali refugee children in Eastleigh zone Nairobi County. You are kindly requested to tick (√) the appropriate response or respond as indicated

**SECTION A: Demographic Information**

1. What is your gender?

Male  Female

2. What is your highest professional qualification?

Ph.D.     M.Ed.     B. Ed     Diploma

Any other, specify .....

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

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

4. What is the size of your school?

Single stream     Double stream     Three streams     Four streams

**SECTION B: Factors affecting academic Performance of refugee pupils**

5. Do you have refugee pupils in your school?

Yes     No

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

Below 200     200–500     500 –1500     More than 1500

(b) How do you rate their academic performance?

Excellent     Good     Average     Below average

(c) What is their level of comprehension in learning?

Excellent    Intermediate    Basic    Poor

(d) How does the teachers' knowledge and skills affect the performance of Refugee pupils in your school?.....

.....  
.....  
.....  
.....  
.....

e).What measures have you put in place to ensure that the teaching methodology doesn't affect their academic performance?

.....  
.....  
.....  
.....  
.....

7. (a) Are you able to provide personalized attention to the refugee pupils?

Yes    No

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

Yes    No

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

.....  
.....  
.....  
.....

9. (a) Rate the attitude of refugee pupils towards learning in your school

Positive                       Neutral                       Negative

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

Yes                       No

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

Quite often    Often                       Rarely                       Not at all

(iii) What makes the refugee pupils drop out of school?.....

.....

.....

.....

12. Please indicate the extent to which the following factors affect the performance of refugee pupils.

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

Yes                       No

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

Great Extent

<b>FACTOR</b>	Very Great Extent <b>(5)</b>	Great Extent <b>(4)</b>	No opinion <b>(3)</b>	Little Extent <b>(2)</b>	Very little extent <b>(1)</b>
attitude towards learning					
Economic implications for the refugees					

Language barrier					
Fights among the pupils					
bad behavior					
Abusive language					
Ignorance of their needs by teachers					

12.How does their culture affect their performance in academics?.....

.....

.....

.....

.....

.....

13.How do the refugee pupils interact with the rest of the pupils?.....

.....

.....

.....

b).How does this affect their academic performance? .....

.....

.....

.....

.....

**Thank you**

### **APPENDIX III: Questionnaire for Teachers**

This questionnaire is designed to gather data about yourself and your school to be used in the study of I wish to conduct a study on factors influencing academic performance among pupils from war torn countries, the case of Somali refugee children in Eastleigh zone Nairobi County. You are kindly requested to tick (✓) the appropriate response or respond as indicated.

#### **Section A: Demographic information**

1. What is your gender?

Male  Female

2. What is your highest professional qualification?

PhD       M.Ed.       B.Ed.       Diploma

Any other, specify \_\_\_\_\_

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

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

#### **Section B: Refugee academic performance**

4 Do you have refugee pupils in your class?

Yes       No

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

Below 20       20-24       25-30       more than 30

(b) How do you rate their academic performance?

Excellent       Good       Average       Below average

(c) What is their level of understanding of English language?

Excellent       Intermediate       Basic       poor



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

.....  
.....  
.....

6. What measures have you put in place to ensure language barrier does not affect the learning of the refugee pupils?.....

.....  
.....

7. How often do you evaluate the performance of refugee pupils in general class work?

Daily       Once a week       Once a fortnight       Once a month

Any other specify \_\_\_\_\_

8. Are you able to provide personalized attention to the refugee pupils?

Yes                       No

b).If yes how.....

.....  
.....  
.....  
.....

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

Yes                       No

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

.....  
.....

.....  
.....  
.....  
.....

10. Rate the attitude of refugee pupils towards learning in your school?

Positive             Negative             Neutral

11. (i) how do you rate the refugee student academic performance<sup>√</sup> compared to the non-refugee pupils

Better             Equally competitive             Poor

(ii) What do you think is the reason for the above answer?.....

.....  
.....  
.....  
.....

12). Please indicate the extent to which the following factors affect the performance of refugee pupils with;

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

<b>Factor</b>	Very Great Extent <b>(5)</b>	Great Extent <b>(4)</b>	No opinion <b>(3)</b>	Little Extent <b>(2)</b>	Very little extent <b>(1)</b>
Attitude towards learning					
Economic implications for the refugees					
Language barrier					
Psychosocial challenges					
Bad behavior					
Abusive language					
Ignorance of their needs by teachers					

14). (a) Are there cases of refugee pupils dropping out?

Yes             No

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

Quite often    Often     Rarely     Not at all

(ii) What makes the refugee pupils drop out of school?.....  
 .....  
 .....  
 .....

15.How does their culture affect their performance in academics?.....

.....  
.....  
.....  
.....

16.How do the refugee pupils interact with the rest of the pupils?.....

.....  
.....  
.....

b).How does this affect their academic performance?.....

.....  
.....  
.....  
.....

**Thank you**

**APPENDIX IV: Questionnaire for Pupils**

This questionnaire is designed to gather data about yourself and your school to be used in the study I wish to conduct a study on factors influencing academic performance among pupils from war torn countries. The case of Somali refugee children in Eastleigh zone Nairobi County. You are kindly requested to tick (√) the appropriate response or respond as indicated. Do not put your name or any other form of identification. The information you give will be confidential and will only be used for the purpose of this study please don't write your name

**SECTION A: Demographic Information**

1. What is your gender?

Male                       Female

2. What is your age? .....

**SECTION B: Factors affecting academic performance**

3. Are you at times left without teachers in your classrooms?

Yes                       No

4. (a) Are there fellow refugee pupils who have dropped out of school?

Yes                       No

(b) If yes, what are the major reasons for them dropping out? .....

.....  
.....  
.....  
.....

5. When often do refugee student attend counseling sessions in the school?

Quite often                       Often                       Rarely                       Not at all

(iii) How does counseling for refugee pupils affect your general academic performance?

.....

.....

.....

7. please indicate the extent to which the following factors affect the academic performance of the refugee pupils

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

<b>Factor</b>	<b>Extent</b>
The curriculum used in the school	
Guidance and counseling services provided by the school	
Lack of motivation to learn a new language	
Cultural stress being imposed by teachers and class mates	
Language barrier	

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

- Very often             Often
- Rarely                 Very rarely

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

- Quite Often             Often
- Less Often             Never

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

Yes                       No

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

.....  
.....

11. Are the teachers concerned about issues relating to refugee pupils in the school?

Yes                       No

**Thank you for your cooperation**





## APPENDIX VI: Authorization Letter



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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27<sup>th</sup> June, 2016

Aziza Mohamed Mtubwa  
University of Nairobi  
P.O. Box 30197-00100  
NAIROBI.

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Factors influencing academic performance among pupils from war torn countries. The case of somali refugee children in Eastleigh Zone Primary Schools in Nairobi County,*" I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **27<sup>th</sup> June, 2017**.

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

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

A handwritten signature in blue ink, appearing to read 'Boniface Wanyama', is written over a horizontal line.

**BONIFACE WANYAMA  
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Nairobi County.

The County Director of Education  
Nairobi County.