

**INFLUENCE OF PSYCHOSOCIAL SUPPORT ON REFUGEE GIRLS'  
ACADEMIC PERFORMANCE IN PRIMARY SCHOOL EDUCATION  
IN DADAAB REFUGEE CAMP, KENYA**

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**A Research Project Submitted in Partial Fulfillment of the Requirements  
for the Award of Master Degree in Education, Education in Emergencies**

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## **DECLARATION**

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

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

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## **DEDICATION**

I dedicate this research work to my late mother, father wife, children, sisters, brothers and my entire extended family for their continued support during my studies.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

|                |   |
|----------------|---|
| <b>APEL</b>    | Assessment of Prior Experiential Learning                           |
| <b>ARC</b>     | American Refugee Committee  |
| <b>EFA</b>     | Education For All   |
| <b>FAWE</b>    | Forum for African Women Educationists                               |
| <b>FGD</b>     | Focus Group Discussion  |
| <b>GEM</b>     | Girls Education Movement  |
| <b>GMR</b>     | Global Monitoring Report  |
| <b>IRK</b>     | Islamic Relief Kenya  |
| <b>KCPE</b>    | Kenya Certificate of Primary Education                              |
| <b>LWF</b>     | Lutheran World Foundation   |
| <b>MDGs</b>    | Millennium Development Goals  |
| <b>MoE</b>     | Ministry of Education   |
| <b>NACOSTI</b> | National Commission for Science, Technology and<br>Innovation       |
| <b>NGOs</b>    | Non-Governmental Organizations                                      |
| <b>ODI</b>     | Overseas Development Institute                                      |
| <b>RAS</b>     | Refugee Affairs Secretariat   |
| <b>SMCs</b>    | School Management Committees  |
| <b>SPSS</b>    | Statistical Packages for Social Sciences                            |
| <b>UK</b>      | United Kingdom  |
| <b>UNESCO</b>  | United Nations Educational, Scientific and Cultural<br>Organization |
| <b>UNHCR</b>   | United Nations High Commission for Refugees                         |
| <b>UNICEF</b>  | United Nations International Children's Education Fund              |

|             |                                  |
|-------------|----------------------------------|
| <b>UNSG</b> | United Nations Secretary General |
| <b>VET</b>  | Vocational Education Training    |
| <b>WHS</b>  | World Humanitarian Summit        |

## ABSTRACT

Provision of psychosocial support plays important role in enhancing academic performance of refugee girls in primary schools. In refugee primary schools in Dadaab Camp, girls register low academic grades in examinations, even with social support. The purpose of the study was to assess the influence of psychosocial support on girls' academic performance in primary education in Dadaab refugee camp, Kenya. The objectives of the study included assessing the influence of guidance and counselling, incentive psychosocial support, school facilities and community support on girls' academic performance in primary education. The study adopted descriptive survey design using qualitative and quantitative mixed methodology. Target population included 4,429 respondents comprised of 32 head teachers, 847 teachers, 384 members of SMC, 5 education officers and 3,161 girls; from which a sample of 1,335 respondents were determined using the Central Limit Theorem. Stratified sampling was applied to sample 12 head teachers, 116 members of SMC and 254 teachers were. 3 education officers were also selected using purposive sampling, while 950 girls were selected using simple random sampling. Questionnaires were used to collect data from teachers; interviews from head teachers and education officers; and focus group discussion from SMC members and girls. Piloting was conducted amongst 134 respondents to establish validity and reliability of research instruments. Validity was established through expert judgement whereas reliability was determined using test retest method and reliability coefficient,  $r = 0.725$ , was obtained. Qualitative data were analyzed thematically based on the research objectives and presented in narrative forms. Quantitative data were analyzed descriptively using frequencies and percentages and inferentially using linear regression analysis with the help of Statistical Packages for Social Sciences (SPSS) and presented using tables. The study established that Dadaab refugee primary schools engaged girls in peer counselling as a way of motivation (24%), the use of group counselling has ensured girls perform better (84%), strategies for attitude change amongst girls adopted by schools have been effective (90%), schools have adopted life skills education (81.%), mentorship programs have not been fully adopted as a strategy (79%), solar lamps have been provided to help girls study without interruption (28%), uniforms and sanitary wear provided to girls were not adequate (63%), schools have separate latrines for girls and boys (88%), learning materials provided to schools are not adequate for all girls (58%), there were no enough course books in the schools (41%), schools do not have conducive classrooms (56%), safe playgrounds are not common in many primary schools (40%), furniture are not enough to cater for the needs of all girls (66%), physical education facilities in the schools are not well maintained (82%), lack of sensitization by community members on the importance of girls' education has demoralized girls to perform better (69%), community members have not regularly mobilized boys and adult men to support girls' education (89%), community members have not protected girls while at school and home to motivate them to attend school and do well in examinations (48%) and schools rarely engaged role models to motivate girls (80%). It was found that there is need to supply adequate resources and ensure proper maintenance in schools; and community mobilization and sensitization. The study recommends that head teachers need to work closely with teachers to train learners as lay peer counsellors in acquiring basic skills to motivate girls perform well at school, teachers ensure that life skills' lessons are well utilized and content be geared towards enabling girls to develop good behavior patterns, education stakeholders to ensure school have a trained school counselor, there is adequate supply of sanitary wear and relevant learning materials such as course books, learning aids and other curriculum support materials, improve school facilities such as classrooms and physical education facilities at school and increase sensitization of communities on the importance of girls' education. The study suggests further research in Dadaab refugee camp, Kenya on the influence of head teachers' management strategies on girls' academic performance in primary education and the influence of community support on girls' academic performance in primary education.

## **CHAPTER ONE**

### **INTRODUCTION**

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

Since the end of second world war, the world is witnessing the highest levels of displacement on record in recent time. (United Nations Secretary General - USG 2015). As a result of violence and persecution, an estimated 67 million people around the world have been forced to flee their homes and are living as refugees, Internally Displaced Persons (IDPs) and asylum seekers. (United Nation High Commissioner for Refugees - UNHCR, 2015). Among these, more than 25 million are refugees, and over 50% are children. According to estimates by UNHCR 2019, by 2016, more than 260 million children and youth were out of school, 61 million of these being of primary school age.

James (2016), citing a policy paper jointly released by Girls Educational Movement (GEM) and UNHCR at the World Humanitarian Summit (WHS), only 50% of refugee children are enrolled in primary schools. Globally, there are significant differences on the average out-of-school refugee children. For example, primary enrolment rates on average is 80% in refugee sites in Egypt, Iran and Yemen, but only 40% in Pakistan and 50% in Ethiopia. In Kenya, while 65% of refugee children are enrolled in primary schools, only 4% proceed to secondary level.

According to another report by the UNSG (2016), it is estimated that a third of all stateless people worldwide are children who are unable to claim their protection, education, social protection and healthcare rights. This means the immediate and long-term consequences for such children can be devastating.

Hence displacement not only creates immediate threats to children's education, protection and wellbeing, but also often does irreparable damage to their future life chances. Many displaced children face barriers in accessing the most basic services including education, protection, shelter and food. Inequalities based on gender, disability and ethnicity further exacerbate these barriers (Save the Children Fund, 2016).

During conflict, access to education and other opportunities becomes more difficult for children, especially girls. Adolescent girls take on more domestic and livelihood activities and are less likely to be able to move freely as a result of conflict (Bothaina, 2015). Girls are disproportionately affected during conflicts and displacement, as four fifth of countries that show largest education gender gaps are the ones that experience conflict. In these countries, girls are 50% more likely to be out of school, and 90% likely be out of secondary school compared to girls from countries enjoying peace and stability. Coupled with rates of early marriage among displaced girls, education provision can be extremely limited (Nicolai, Hine and Wales, 2015). The United Nations Children's Education Fund (UNICEF) 2014, recognizes education as a human right and an important tool for realization of economic growth for all nations. This means schools play a critical role towards realization of education objectives for all children, and more so, girls. To effectively provide quality education to girls in refugee primary schools, psychosocial support from school management cannot be overlooked in ensuring that schools have systems that help create the conditions for staff and girls to work effectively together. Psychosocial support includes provision of

direct and incentive psychosocial support, school facilities and community mobilization.

According to the Sustainable Development Goals (SDG) 4, global education goal need to cover a more ambitious range of targets, including the assurance to that all children, girls and boys alike, complete free, equitable and quality basic education that is relevant to their needs and has effective learning outcomes, eliminating all forms of gender disparities, ensuring equal access to all levels of education and vocational training, especially for the vulnerable boys and girls, those with disabilities, children from indigenous peoples and those in difficult circumstances' by 2030 (United Nations – UN 2015).

Becker, David and Barbara (2013), define psychosocial support as local or outside support that is meant to protect and promote the psychosocial well-being of persons in need. The support covers promotion of inner feelings, thoughts, desires, beliefs and values; including how children perceive themselves and even others. In addition, the support includes the material wellbeing of children, their social-cultural environment in which they live including the interconnected network/relationships and extending to cultural settings of the community including the state where they live. In summary, psychosocial support covers the inner world (psycho) and the outer world (social) of children and how this influence each other.

Psychosocial support also covers the well-being of children while in schools. In line with this, Boothby, Ager and Ager (2014), describe psychosocial approach as initiatives that emphasis on children's vulnerabilities and adversity; and involves service delivery which recognizes and strengthens

resilience of children. Psychosocial support hence adopts a holistic approach while working with children affected by difficult circumstances. The long term goal of psychosocial support is on positive change to such children, and this covers the specific psychosocial domains - knowledge, skills, social wellbeing and emotional aspects. It also covers the broader and more wider domains that is intended to have positive impact on the wellbeing of children (Stavrou, 2014).

In addition, Stavrou (2014), explains that important indicators of children's overall wellbeing including the spiritual and physical health and well-being should always be considered when planning for the major psychosocial domain support. In addition, the American Refugee Committee (ARC) (2012), notes that the different types of psychosocial support - incentive and material support is a combined effort that complements and supports the specific needs of children. Through psychosocial support initiatives like guidance and counseling, provision of incentives, school facilities and stakeholder trainings, educational well-being of refugee girls in primary schools are therefore protected. However, the extent to which such forms of psychosocial support provided by schools influence girls' academic performance in primary education is yet to be fully exhausted.

Academic outcomes entails success of girls in national examinations (Reusen, 2015). Different countries have different scores; in Yemen, for example, a girl in primary school scoring a mean grade of over 75% is thought to have manifest excellent academic performance, where as in countries like the Germany, Netherlands, and United Kingdom (UK), the score is higher (Agran,

2012). However, many girls still register lower academic performance in examinations compared to boys. It is therefore noted that there is agreeably worldwide recognition for the need to investment more effectively in educating girls in helping achieve development goals (Brista, 2015). However, many counties worldwide have not succeeded in closing the desirable gender gap in schools, especially performance. In line with this, UNICEF (2014), has keenly observed that many countries around the world have failed to attain the only Millennium Development Goal (MDG) dedicated to education, which was to eliminate gender disparity in primary education by the year 2015.

However, Geeves and Bredenberg (2015), have noted that, after a decade plus two years from the inception of the MDGs, millions of girls in many parts of the world are enjoying the fruits of the conference by becoming some of the first girls in their families to enroll in schools and learn basic literacy in reading, writing and counting. It is also noted that the huge funding that went into constructing school classrooms, training and recruiting teachers and providing teaching and learning resources has definitely led to the notable improvements in the number of girls who are now enrolling in schools.

Despite the failure by many countries to achieve the only education MDG, there has been commendable education achievements recorded in the past years. UNICEF 2014, has observed that the net performance rate for girls in primary schools, especially in developing countries had increased by 22 per cent in 1999. Nonetheless, the reported increase in girls' access to education opportunities is not directly translating into improved learning outcomes, particularly for primary school girls. This is because learning assessment data

released by UNICEF has revealed that in the many countries in Africa, especially those in the Sub-Saharan, absolute educational level achievement for girls is extremely low as many girls who complete primary education do not attain basic numeracy and literacy skills.

Similarly, Africa Learning Barometer report released by the Brookings Center for Universal Education paints a grim picture on the educational attainment of girls in primary schools, that they are currently learning so little such that they will complete schools not much better than those who never attended school. Similarly, it is estimated that 50 percent of the Sub-Saharan Africa's close to 30 million children currently enrolled and attending schools are less likely to acquire the requisite basic skills needed for healthy and productive lives (Kapakasa, 2011). In Mali, for example, 9 in every 10 children in Grade 2 cannot read a word of connected text (Mirembe & Davis, 2011). In East Africa, the situation is similar as estimated 20 per cent of the children in class seven don't have class two numeracy and literacy level competency.

Hence there is need to collectively tackle the negative impacts of poor quality education on learning outcomes for children of all ages. However, because of the presence of specific barriers and challenges faced, there is more need to emphasize on offering additional support in improving the performance and academic achievements of girls who are often more likely than boys to be negatively impacted during challenging situations such as conflict and displacement. According to Mamman 2013, if girls specifically receive low standards education, they are less likely to pass in national examinations, are

less likely to progress beyond the basic education cycle, are less likely transit to secondary education and hence more likely to drop out altogether.

Gender gap, especially in education participation, have reduced to a great extent in the recent past, with notable convergence to almost parity at the global level. However, there is failure in achieving education gender parity in two important areas: Firstly, there is huge difference across individual countries in secondary education achievements where large disparities exist (United Nations Educational, Scientific and Cultural Organization – UNESCO, 2016). For example, females are disadvantaged in developing countries while males being disadvantaged in developed countries. Secondly, it is highly understood that there is considerable difference in gender balance within individual countries concerning children, adolescents and youth from poor and rich family backgrounds. In sub-Saharan Africa, it is observed trend that children, adolescents and youth from rich family backgrounds show gender parity in education attendance at primary, lower secondary and upper secondary school stages.

In refugee camps, there is no exception with girls facing challenges ranging from school, home and societal levels that affect their academic performance. According to UNESCO (2010), gender disparity in education persists despite many world and national policies done to make gender parity a reality. James (2016), citing a policy paper released by GEM and UNHCR at the WHS, only half of refugee children are enrolled in primary schools – but worse enrollment and performance trends seen in girls which is lower than that of boys. Ensuring that children, especially girls, get back to school as soon as possible

after displacement is therefore critical in achieving gender parity (MacKinnon, 2014).

UNESCO (2017), explains that girls in refugee primary schools have additional challenges that affect their schooling. These factors include domestic chores such as care for younger siblings at home, cooking food for their families, washing clothes after school hours, washing dishes after meals; drawing water, gathering firewood and collecting food rations. Additionally, there are challenges related to poverty factors such as lack of adequate school uniform, sanitary wear, school fees or learning materials. Similarly, when situations are challenging and resources are limited, the little available resources often goes towards boys' education first, thus limit girls' performance or leading to their dropouts.

One of the factors that led to the low enrollment of girls in refugee primary schools is the preference of boys over girls when resources are scarce (UNGS, 2016). Poverty, negative societal attitudes and subsequently poor performance often push girls to drop from schools more than boys. Therefore, psychosocial support to address girls' educational challenges is essential for refugee girls in primary schools. In Kenya, it is estimated that 65 percent of refugees are enrolled in primary schools, and only four percent at secondary level. Enrolment in Dadaab refugee camp among children has improved slowly from 45 percent in 2004 to 49 percent by late 2016. However, those already marginalized, such as girls, are often the worst affected on academic performance among refugees in Kenya (James, 2016).

Support for girls' education is very low in these communities, compared to boys. Consequently, large number of girls perform poorly and drop out of school. To mitigate these challenges, the government through the Ministry of Education (MoE) supports girls' education and is captured in the Basic Education Act of 2013 in which the government emphasizes provision of basic psychosocial support through teaching and learning resources, school facilities, setting up guidance and counselling units and above all, promoting school community support and mobilization (Republic of Kenya, 2015). However, Kwamboka (2012), notes that, despite all these initiatives, performance of girls in Kenya Certificate of Primary Education (KCPE) is still alarmingly low.

Following the civil war and collapse of Somalia, Dadaab refugee camp has existed since 1992 with a population of 260,923 refugees as of 28/02/2017 (UNHCR, 2017). The camps has numerous educational institutions including thirty two pre-school centers, thirty two primary schools, seven secondary schools, four Vocational Education and Training (VET) (Youth Education Packs - YEP), three adult literacy centers, three libraries, and a number of Qur'anic schools. According to the World University Service of Canada (WUSC) (2012), support for girls' education in the refugee camp is very low in much of these communities, when compared to boys. Consequently, many girls perform poorly and leave school for good. Although enrolment among children has improved slowly from the 45% in 2004 to 49% by late 2016, those already marginalized, such as girls, are often the worst affected on academic performance among refugees in Kenya (James, 2016).

For example, results collected from ten selected primary schools in Dadaab refugee camp for five years shows that schools registered Kenya Certificate of Primary Education (KCPE) mean grade of 186.5 in 2014, 251.1 in 2015, 230.5 in 2016, 272.9 in 2017 and 257.8 in 2018, with boys scoring higher than girls. This shows that results were generally poor with slight improvements during the years, but fluctuating; which paints a picture of poor academic performance amongst candidates, worse for girls in refugee primary schools as shown in Table 1.1.

Key: Enr - Entry                      Amg - Average Mean Grade

**Table 1.1: 2014-2018 KCPE Analysis for 10 Selected Dadaab Refugee Primary Schools**

| SCHOOL   |      |       |      |       |      |       |      |       |      |       |
|----------|------|-------|------|-------|------|-------|------|-------|------|-------|
| NAME     | 2014 |       | 2015 |       | 2016 |       | 2017 |       | 2018 |       |
|          | Enr  | Amg   |
| Abdiaziz | 194  | 162   | 71   | 242.1 | 108  | 197.5 | 106  | 281.4 | 90   | 243.4 |
| Amani    | 106  | 245   | 124  | 271   | 98   | 229   | 132  | 265   | 110  | 264   |
| Elnino   | 181  | 192.2 | 141  | 230   | 175  | 245.3 | 146  | 291   | 142  | 254.2 |
| Midnimo  | 167  | 185.6 | 89   | 263.2 | 99   | 263.1 | 91   | 262.7 | 95   | 257   |
| Umoja    | 118  | 162.5 | 116  | 246.4 | 89   | 234.5 | 72   | 287.5 | 84   | 243.5 |
| Upendo   | 341  | 174   | 298  | 224   | 324  | 208   | 262  | 269   | 366  | 295   |
| Central  | 173  | 174.8 | 117  | 237.6 | 237  | 192.3 | 173  | 273.2 | 253  | 269.3 |
| Horyaal  | 44   | 215.7 | 59   | 272   | 57   | 234   | 57   | 268.2 | 53   | 251.3 |
| Wadajir  | -    | -     | 84   | 266   | 179  | 268   | 276  | 295   | 275  | 245   |
| Halane   | 93   | 166.9 | 52   | 258.9 | 97   | 233.4 | 51   | 236.3 | 50   | 255.5 |
|          |      | 186.5 |      | 251.1 |      | 230.5 |      | 272.9 |      | 257.8 |

Source: Dadaab Sub-County Education Office (2019)

Although there have been numerous studies on education issues on Dadaab refugee camp, not much similar studies that investigated the influence of psychosocial support on girls' academic performance in primary education that had been made; hence the need for this study.

## **1.2 Statement of the Problem**

In Dadaab refugee primary schools, existing education data shows that many girls perform poorly in examinations. As stated in the background, KCPE results from 10 selected schools in Dadaab camp shows that the average mean grade for the five years is 239.8, with boys scoring higher than girls. Similarly, Dadaab UNHCR (2015), data shows that out of the 1,068 candidates who sat for 2014 KCSE, 10 boys scored above 250 marks while there was no single girl, out of the 2,383 candidates who sat for the 2015 KCSE, there were 13 boys with above 250 marks as compared to only 3 girls.

This shows that results were generally poor with slight improvements during the years, but fluctuating; which paints a picture of poor academic performance amongst candidates, worse for girls in refugee primary schools. Although many humanitarian agencies including UN bodies are supporting refugee education, there is need to increase efforts to mitigate specific challenges faced by girls in primary schools. Therefore, provision of psychosocial support plays an important role in enhancing educational outcomes amongst learners in refugee primary schools, especially girls. However, not much similar studies that investigated the influence of psychosocial support on girls' academic performance in primary education that had been made; hence the need for this study.

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

The purpose of this study was to investigate the influence of psychosocial support on girls' academic performance in primary education in Dadaab refugee camp, Kenya.

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

The study was guided by the following research objectives:

- i. To examine the influence of guidance and counselling support on girls' academic performance in primary education in Dadaab refugee camp, Kenya.
- ii. To assess the influence of incentive psychosocial support on girls' academic performance in primary education in Dadaab refugee camp, Kenya.
- iii. To establish the influence of school facility support on girls' academic performance in primary education in Dadaab refugee camp, Kenya.
- iv. To determine the influence of community support on girls' academic performance in primary education in Dadaab refugee camp, Kenya.

### **1.5 Research Questions**

The study was guided by the following research questions:

- i. How does guidance and counselling support influence girls' academic performance in primary education in Dadaab refugee camp, Kenya?
- ii. To what extent does incentive psychosocial support influence girls' academic performance in primary education in Dadaab refugee camp, Kenya?

- iii. How does school facility support influence girls' academic performance in primary education in Dadaab refugee camp, Kenya?
- iv. To what extent does community support influence girls' academic performance in primary education in Dadaab refugee camp, Kenya?

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

Results and recommendations from the study may benefit school management committees (SMC) parents, teachers, head teachers, humanitarian agencies and donors in understanding the influence of psychosocial support on girls' academic performance in primary education in Dadaab refugee camp, Kenya.

Recommendations from the study may also be useful to Sub-County and National education officials in the region to come with sound policies aimed at strengthening psychosocial support provision to refugee girls in primary schools. The study may also benefit to head teachers in refugee primary school in sensitizing and supporting guidance and counselling teachers in their respective schools. Finally, the study may be helpful to other researchers as it may point out other areas that have research gaps and need to be researched on. Further, the study will form a reference base for those who are interested in conducting studies on related areas.

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

The outcome from this study may not be generalized to refugee primary schools in all countries as there could be different strategies and factors which influence girls' academic performance in primary education other than psychosocial support. For this reason, the study recommended further research be carried out on girls' academic performance in primary education, focusing

on other variables different from the ones under investigation in this study. Few study respondents were a bit hesitant in volunteering to provide specific information for fear of victimization. When such challenges arose, it was made it clear to the respondents that no identifying information will be published in the report and that results from study will complement the efforts of education stakeholder in improving girls' academic performance in primary education. Lastly, to some extent, the sample respondents may not be representative of the entire Dadaab population. However, the research was as inclusive and this guarantees maximum representation for the study population.

### **1.8 Delimitations of the Study**

The study was conducted in primary schools in Dagahaley, Ifo and Hagadera, Dadaab refugee camp. The study emphasized on provision of guidance and counselling, incentives, school facility and community support as the main forms of psychosocial support which influence girls' academic performance in primary education. In the study, quantitative data were collected from school teachers, whereas qualitative data were collected from education officers, head teachers, SMC and refugee girls in primary schools.

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

The study made the following assumptions:

- i. That research respondents would be willing to participate in the study and provide correct data with honesty and trustfulness.
- ii. That refugee primary school girls have received psychosocial support and this had influenced their academic performance.

iii. The sample would be a true representation of the whole population.

### **1.10 Definition of Terms**

**Academic performance:** refers to grades representing the number of refugee primary school girls' achievement with respect to attained academic skills or knowledge.

**Psychosocial support:** Refers to a combination of care and support that is provided to refugee girls in primary schools in addressing their social, emotional and psychological challenges and preserve their well-being

**Psychosocial support incentives:** refers to efforts that include culturally and age appropriate, safe and stimulating support in the provision of facilities, hygiene and scholastic materials.

**Refugee:** refers to someone who is outside the country of his nationality, and is unable to or is unwilling to avail himself of the protection of that country, due to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion.

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

The study is organized in five chapters. The first chapter consists of background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitation of the study, limitations of the study and basic assumptions of the study. The chapter also provides definitions of significant terms. Chapter two consists of the literature review based on the research objectives citing research and knowledge gaps to be filled. It also provides the theoretical and conceptual frameworks for the study. Chapter three consists of the research

methodology adopted. Chapter four provides the data analysis, presentation and discussions whereas the final chapter five provides a summary of the research findings, conclusions and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter focuses literature on past studies in this area of study by other scholars. The researcher analyzes critically the concept of girls' academic performance, the concept of psychosocial support and the influence of guidance and counselling, incentive, school facility and community psychosocial support on girls' academic performance in primary education. It also provides the theoretical and conceptual frameworks which guided the study and a summary of research gaps identified during the review.

#### **2.2 The Concept of Girls' Academic Performance**

In the recent past, academic achievements of primary school girls has received an elevated and improved status as seen from the number of data available from conference reports, official documents and even communiqués. However, according to Smilansky and Shefatya (2010), there is poor level of understanding on the concept of girls' academic performance. This is because the subject is associated with relatively rare practical implementation across many countries in the world. Hence detailed experience of academic performance is somehow limited to just a few countries at both the institutional and national levels and needs more detailed investigation.

Zoë (1997), explains that research into to what limits girls on schooling shows persistence gender gaps in many countries across the world. In addition, there is overwhelming evidence form research that shows the combined effects of

unsupportive communities, domestic chores, limited learning resources and poverty that tend to lower educational opportunities available for girls.

It has also been documented that girls from families with poor economic backgrounds have reduced educational opportunities on opportunity costs of girls' schooling as the girls' labor is seen as substitute for their parents, especially the mothers on home duties such as caring for babies, washing clothes, washing dishes, collecting water, gathering firewood etc. Such families see girls' attending school as the loss of girls' labor and thus reducing women's ability to contribute to family's income through food production/wage labor.

Academic performance is seen as one of the most important contributing factor in achieving quality and transparent higher education systems and qualifications for citizens of any country (Rubin, Kenneth & Coplan, 2010). Better academic performance is seen as rather important tools in the human resource development of any country as it is understood to influence factors that are significant in terms of quality of learning. Therefore, curriculum designs concerning teaching/learning assessments, in addition to quality assurance needs to put into consideration things that have implications on academic achievements as well as related outcomes based approaches on school children.

In many situations, the types and roles of education are getting critiqued while at the same time, academic performance remains important tool in explaining the outcomes of education for children in schools. Better academic performance of children in basic education, generally forms an important

ingredient in the 21<sup>st</sup> century approaches to all forms of higher learning (Smith, Dalgleish and Herzmark, 2011). It is therefore because of this reason that rethinking on questions such as what, who, how, where and when are taught and assessed is critical.

Concerning the designing and development of any curriculum, what is paramount on any educational change, particularly in early childhood programs is emphasizing on academic performance. Such design must place emphasis on a change from the traditional teacher-centered method of teaching where learners are passive and the teacher does everything to learning method that adopts a learner-centered approach where pupils are actively involved throughout the learning process as the teachers guides them. As explained by Smith et al (2011), teacher-centered learning approach doesn't place any focus on the need to engage the learners. In contrast, the learner-centered method of teaching agrees with the rationale that the process of teaching, learning and assessment are all interconnected and justifies the realization of the important connection between curriculum designs, delivery and assessment of the learning process.

Bandura (2001), demonstrated the importance of learning process measurement and the need to have measurable and observable learning outcomes in children. However, it should be noted that academic performance of learners is not an isolated component of curriculum design exclusively meant for early childhood level of education, but rather a tool that represent a wider approach that has a significant bearing on all levels of education and other educational issues such as the integration of academic performance to

Assessment of Prior Experiential Learning (APEL), VET, the development of lifelong learning skills frameworks and developing systems that include credit transfers and accumulation.

The academic performance approach concerning primary school girls was subsequently further improved by educational stakeholders in countries including UK, New Zealand, Australia, Denmark, Ireland, Sweden and South Africa. From the beginning of discussions on academic performance approach on girls, much emphasis was placed to encompass all subject areas including VET, other training fields and higher education.

Rubin et al, (2010) defined academic performance as a description of what learners are be able to understand by demonstrating at the end of any of learning period and be familiar with. They further explained that academic performance description should be clear explanation describing the learning outcome and results. Academic performance approach therefore combines a mixture of terms among others including acquisition of skills, knowledge and abilities, which learners acquire as a result of their proper involvement with a specific subject. The academic performance approach therefore is a reflection of demonstrable move towards making the learning process be more effective and meaningful.

Smith et al, (2011) asserts that, for a multiple obvious reasons, the learning approach for primary school girls is seen to be a rather alienated mind draining intellectual labor, instead of being an approach that enhances their lives and forming something that is good for them in the long run. This means it is important to make girls in primary education gain more meaningful skills and

that educational projects should have a practical sense in helping solve their specific problems. As girls in schools have a enough involvement in academic life, they in turn can help to improve the living standards of people around them. Thus supporting academic engagements of girls in schools depending on what they can achieve with skills gained, the academic performance concept can also help communities in understanding educational needs of their children.

### **2.3 The Concept of Psychosocial Support**

Psychosocial support addresses the psychological and emotional well-being of children directly and indirectly affected by traumatic events or circumstances of displacement, violence and marginalization. Psychosocial support is defined a series of care and support that is targeted on an individual and is meant to have positive impact on the individual and the environment (social) in which he/she lives. Psychosocial support speaks to the spiritual, social, emotional and psychological wellbeing of the target person. Psychosocial support helps individuals, families and the general communities in protecting and empowering them, especially to children and youth so that they live caring environment with dignity and hope including provision of a safety and education.

Psychosocial support therefore helps facilitate acquisition of strength and resilience amongst individuals, families and communities. It helps restore social cohesion. Although many factors influence how people respond to challenges in live, everyone has a degree of resilience and ability to cope with challenges and these can be strengthened and promoted. Resilience depends

on the individual's personality and challenging experiences (Tina, 2015). Provision of any psychosocial support to children affected by conflict and displacement should always be positive and age/stage appropriate and in line with the target child's physical, social and emotional development. The provision of such support is also influenced by the child's capacities and their social and material environment. Psychosocial well-being is therefore essential for a child's developmental stage and survival abilities, more so in conflict and difficult circumstances (Linda, Geoff and Lorraine, 2006).

On the learning environment, psychosocial support covers a more broader areas including emotional and societal factors that have influence on abilities of children to perform well in educational institutions. This is because the learning abilities of children are directly related to their wellbeing at home, in their communities and in schools. When school children experience difficult circumstances such as poverty, hunger and sickness at home; and war and displacement in the society, they experience challenges in fulfilling and realizing their full learning potential.

Similarly, children who experience unmet psychological, societal, physical needs and lack of caring environment do not reach this potential. Psychosocial support addresses such issues and needs of learners by removing barriers to learning in a holistic and sustainable manner in the context of caring relationships in everyday life at school. children's psychological well-being are best met by integrated services that address economic, material, educational, social, emotional and spiritual needs; as all learners are unique

and therefore important that their individual psychosocial needs are identified and catered for (Lynn, 2015).

#### **2.4 Guidance and Counselling and Refugee Girls' Academic Performance in Primary Education**

Counselling is defined as offering support in acquiring skills to people who experience many challenges in their lives. Okobiah & Okorodudu 2014, described the present live as complex and challenging, despite the technological and scientific breakthroughs that has been made. Counselling is therefore offering care and guidance services to individuals, especially children and youth based on the influence of their specific environmental factors interacting with their personal needs. Counselling is a profession that covers a broad range of field with different programs, activities and services whose purpose and objective is to offer assistance to individuals so that they discover themselves, challenges faced, the prevailing academic setting and their general life; and hence acquire enough skills in reaching informed decision.

There is a wide consensus amidst experts that there are three major components of counselling, that is, academic guidance, vocational guidance and personal/social guidance (UNESCO, 2000a). However, it is important to note that there are several counselling activities and services that have more wider area and includes provision of helpful information, school placement, orientation when in a new institution, evaluation and assessments of performance, referrals to other institutions and even follow-up on support given previously; all falling under the three major areas of counselling (Denga,

2011). All the three major areas of counselling, with different programs and services offered is meant to help address children's unique needs, personal challenges and problems at societal levels. Therefore, the objectives of counselling is to enable each learner acquire live saving skills in institutions of learning and be able to utilize the educational services available and ultimately actualize their potentials.

According to Mary (2010), educational guidance is the process of helping learners plan their academic life and make progress on it. Learners are assisted on school adjustment and choice of subjects, courses, clubs etc. depending on the specific needs of the learners. Many learners are faced with academic challenges and hence need provision of preventive, remedial and educational guidance.

Scott and Mark (2014), also explained that school counselors are important in providing school children with academic guidance through offering lessons on a range of issues affecting them including emotional development, societal issues, drug use and abuse, peer relations and influence, and most importantly, academic skills. School counselors therefore provide academic guidance one on one basis and to small groups of children, hence affecting their academic performance positively. Education counselors also help learners to cope up with challenging academic live by offering them with skills to deal with negative peer pressure, societal influence etc. by directly correcting positively a disruptive students in classrooms during lessons time or by offering techniques to fellow teachers on children with specific need.

Melgosa (2010), has explained that in schools, students are influenced by their close friends, notably those who listen and understood them well through peer counselling. According to Chireshe (2012), peer counselling involves students offering guidance and counselling services to themselves through peer needs assessment, orientation, information sharing and counselling services.

As noted by Borders and Drury (2011), peer counselling is well achieved when students are offered basic listening skills as part of decision-making and problem-solving. George and Laban (2010), asserts that group counselling is important and effective method of providing help to students. It takes place with a group of students meeting regularly or in specially called gatherings to meet for a specific need. It may also happen occasionally when the group deems fit to meet. Group counselling can take place in a class, a stream, a dormitory or at club level. Group counselling may also occur within a smaller group who have specific problems that may be similar. Group counseling may be done to provide information or serve as a forum to express views and thoughts on situations.

Life skills are provided to school children by offering them helpful skills to cope with daily life and academic issues. School counselors provide children with competencies that are important for their survival and for coping with daily challenges. Children's capacity to cope with challenging situations can be enhanced through life skills trainings as it helps them to identify the life skills that they need and when to respond to daily challenges, thus improving their academic performance.

UNICEF (2010), in explaining the importance of school clubs and child clubs, stated that such forums allow school children learn new ways of influencing constructively the world around them. Such forums include girls' hygiene clubs, life skills clubs, peace ambassadors' clubs, health club and other education clubs that are school-based clubs that are set up by the children themselves with support from teachers. On school club establishment, schools are therefore important avenues where learners with similar views meet and debate issues that affect their academic live and their overall personal development. This is because school clubs help children in engaging themselves through dialogue and debates.

According to the Overseas Development Institute (ODI) (2015), school clubs helps empower children, especially girls by offering them the opportunity to discover issues that have impact on their lives by helping them grow their social connections and acquire life skills and thereby improving their performance in schools. School clubs also help children, especially girls to have attitudes and practice change, increase their self-confidence, have the ability to express themselves clearly and in the long run, shift gender norms at society level, helping future generations. School clubs are clearly helpful if men care givers including brothers, fathers, uncles and grandfathers bestowed with decision-making powers over lives of girls are engaged properly. Specific school clubs are therefore important for gender norm change.

Therefore, school clubs helps empower school children, especially girls in primary schools by providing them with chances to learn solutions to challenges that affect their daily lives. It does this by enabling them expand

their social connections and learn other important life skills at home, in schools or elsewhere within the community settings. Girl clubs that have blended empowerment skills and activities such as endeavors to increase girls' self-esteem, self-confidence and self-expression have the potential to help change existing negative attitudes and practices within their communities, correct stereotypes and eventually shift gender norms.

School girls' clubs are some of the several strategies of empowering school girls and setting the stage for changing negative gender norms. This becomes very effective when combined with additional interventions including education for all, broader communal behavior change and rights awareness sensitization that promote gender equity, economic participation for women and girls, and policy changes that prohibit all forms of discriminatory practices in the education sector. Another method of empowering school girls is providing them with access to role models who, because of their influence, act as mentors (Rachel and Sophie, 2015).

Kindiki (2013), explains in an empirical study conducted in Marsabit County that establishment of peer counselors was as a result of the need for enhancing student's abilities to deal with academic challenges. As there is immediate requirement to counter unruly behaviors in schools and put an end to unrest within learning institutions, student leaders were of a valuable asset to schools as they played the role of coaching other pupils. Their roles included coordination of extracurricular events, solving minor cases of indiscipline and taking leadership responsibilities on issues concerning pupils' welfare. In

addition, students' leaders took the role of supervising academic activities on younger pupils.

These findings and existing data indicate that the role of school girl's leadership forms indispensable part of child leadership development. This is because it helps open their mind to taking responsibility for themselves and their peers, sensitizing them on governance and participation. However, Kindiki (2013), did not articulate clearly how different peer mentoring activities undertaken by peer counselors have improved school management and how peer and group counselors and mentoring programs have impacted on girls' academic performance.

## **2.5 Incentive Psychosocial Support and Refugee Girl's Academic Performance in Primary Education**

Creating psychosocial support through financial incentives is one of the best methods of equalizing opportunity for adolescent girls in primary schools. According to a Education For All (EFA) Global Monitoring Report (GMR) (2011), there is overwhelming evidence that suggest financial incentive is a commanding remedy to correct the high education gender disparity in many countries. Financial incentive takes the form of either direct cash transfers or through other financial measures that lower the burden in education on girls' from poor family backgrounds. Psychosocial support through financial incentives includes direct cash or in-kind contributions. Financial incentives also help girls attend school and lower the risk of dropping out.

According to Cueto and Secada (2014), lack of latrines and bathrooms in schools affects the attendance of girls and ultimately lowers their academic

performance as the absence of these facilities increases the burden faced by girls during menses. Similarly, Rose (2004), explained that the absence of sanitary facilities such as separate latrines for boys and girls in schools limits the attendance, performance and retention of girls. Therefore, reduced class attendance contributes to low literacy rates, low examination performance and increased drop-out rates especially among teenage girls. Similarly, The World Bank (2013), also reiterates that poor conditions of school facilities such as absence of separate latrines for girls discourage them from attending schools. According to Lazarus, Elizabeth and Winnie (2014), the most common sanitary facility in refugee camps and remote areas is pit latrine and when the facility is clean, girls are confident and have no worries of contracting any illness.

After reaching puberty, many girls shy away from sanitation facilities that are not girl-friendly, especially latrines that are shared with boys in schools. This is because shared latrines compromise their privacy and threaten their personal hygiene. (Jane, 2012). According to Margaret (2014), the on-set of menstruation leads to panic, school absenteeism, poor performance in examinations and subsequently dropping out or low completion rates for girls. Hence it becomes clear that the lack of quality sanitation facilities in schools forms additional barriers that prevent girls from schools. It is estimated that ten percent of girls miss school during menstruation for a week or so for every month or drop out altogether.

In schools where there is no running water and sanitary pads are not regularly provided, menstruating girls are forced to be absent from school for a week

each month. According to the Forum for African Women Educationists (FAWE) (2014), poor sanitation facilities in schools affect adolescent girls negatively. Under circumstances where sanitation facilities exist in schools but are not girl-friendly, it may create a health challenge and other negative impacts especially to girls from rural and refugee settings. In addition, children tend to perform poorly in schools which are not safe for children and girls. In situations where there are no adequate latrines, proper hand-washing facilities are missing, children may not be properly motivated to perform well in examinations. In particular, adolescent girls need to have adequate sanitary facilities at school and normally separate from those of boys. If these are absent, girls miss school a whole week each single month during menstruation and then will find it hard to catch up, which makes them perform poorly. According to Lidonde, (2013), about 23 percent of adolescent girls drop out after they begin menstruating. Considering the high dropout among refugee girls due to absence of sanitary wear, attention should be directed toward provision this to school girls.

According to Molteno, Ogadhoh, Cain and Crumpton (2010), presence of education facilities including teaching and learning resources are linked to quality learning and performance. Availability of resources such as textbooks have been found to influence performance positively. A unique paper by Elisabetta and Scott (2010), points out that a random evaluation on the supply of school books, teaching/learning materials and school uniforms to learners in schools have shown dramatic impacts on education indicators such as attendance and performance.

Concern World Wide (2017), noted that there are more than a billion people worldwide who lack access to electricity. This means such people live in darkness during nights, or use dim lights from other sources, or resort to the use of unhealthy kerosene lamp or candles that tend to negatively affect the eyes of school children when they read with such light source and hence negatively impacting on educational achievements of these children. Matthew (2015), has also explained that electricity access represents a key challenge to many people living in refugee camps and even a sizable number of people from the less developed world.

Chishio (2013), explains that when lighting facilities are inadequate, it has a negative impact on school children's opportunity to have night study, which in turn lowers their performance in examinations. Chishio (2013), also notes that more than half a billion school children lack enough lighting facilities and depend on dim and kerosene-based lamps that emit dangerous smoke for their night studies. Efforts to alleviate such challenges by providing solar lamps to girls in refugee areas where electricity is unreliable or nonexistent and has influence on their performance.

## **2.6 School Facility Support and Girls' Academic Performance in Primary Education**

Adeogu 2012, describes school facilities include things that are directly or indirectly used by students, teachers and school staff, which include classrooms, staffrooms, laboratories, workshops, libraries, consumables, furniture etc. Although large amount of knowledge and facts have been amassed by architects, designers, engineers, educationists and experts on the

cost aspects of on educational facilities, a big amount of the amassed knowledge haven't been utilized adequately by the education stakeholders concerning school girl costs and per teacher (Beynon, 2012). However, as explained by Allwright 2013, the accumulated knowledge and facts have demonstrated that educational facilities are important factors in quantitative education and hence the important role of educational facilities in the teaching/learning process, together with the supply of enough educational materials for school children can never be underestimated.

Girls performance in examinations largely depends on the presence of school facilities including classrooms, chairs, desks, laboratories, playgrounds, resource centers etc. Bell and Rhodes (2013), explained that school facilities including administrative offices, staffrooms, classrooms, libraries, hostels, staff quarters, workshops, equipment, stores and school grounds have a considerable bearing on the educational achievements of girls enrolled in these institutions. On a similar note, Allwright (2013), explains that although knowledge acquisition can happen through children's interactions with the surrounding environments, school facilities directly impact on the educational achievements of girls. Mwinyipembe and Orodho (2014), have found out that smaller primary schools with girl-support facilities such as playgrounds, libraries and laboratories may lower school's operating size.

Adequacy and quality of school's physical materials have great impact on examination performance of girls. In addition, government policies affect teaching and learning and ultimately examination performance of girls (Abagi, 2012). A study undertaken in the United States of America (USA) revealed

that there is very close interconnection between girls' academic performance and availability of school facilities on examinations performance. The inadequacy of teaching/learning facilities and resources in institutions of learning leads to low academic performances amongst girls Rivkin, Hanushek and Kain (2012). According to a FAWE evaluation report (1998), limited learning materials is impediment to girls' participation in class. When textbooks are limited, for example, girls often miss out first. In addition, learning of science subjects without practical equipment and facilities lowers performance, especially for girls.

Similar to other educational resources, availability of course books and academic reading materials are important in contributing to girls' educational achievements including performing well in examinations and transiting from one grade to the next. Juma (2011), has observed that examination performance is linked to the conditions of teaching/learning facilities and resources in schools. With regards to this, girls from refugee settings show low academic achievements and poor examinations results because they are mostly in schools with limited facilities and resources. According to Birger and Sukhdeep 2015, providing adequate teaching and learning materials to refugee primary schools help improve learning outcomes of school girls. However, data on textbooks in refugee primary schools are limited and sometimes difficult to compare across camps in different countries.

A study conducted on learning materials by Thomas and Martin (2011), has shown that primary schools that offer enough course books to its learners recorded splendid academic outcomes vis a vi those which lack such important

resources. However, it is interesting to note that as the demand for basic education leads to increased enrollments especially in primary schools due to policy changes and a number of international and national educational guidelines, many primary schools in refugee camps face challenges related to strained school resources.

Looking into the current educational systems, the cost of school tutor salaries and remuneration comes first followed by school facilities. This therefore justifies the huge financial resources spent on the construction of new structures, new furniture and its repair, replacement of office equipment which obliges school administrators to make sure facilities in their institutions are up to date and are rather cost-effective. Beynon, 2012, has linked enough school facilities to increased educational opportunities, achievements and outcomes. This means school administrators, who are tasked with the responsibilities of keeping adequate school resources such as text books, teaching/learning resources, classrooms, laboratories and play materials in making sure that there is effective curriculum delivery in educational institution. Therefore, refugee primary schools head teachers must make sure that facilities in their schools are put into efficient and effective use with prompt replenishments.

However, as observed by Tsang (2011), increasing the quantity and improving the quality of institutional physical resources is expensive and requires continuous funding. When comparison is made on the positive outcomes of physical resource improvement on schools and incurred expenses, the benefits of the resource investments much outweighs more than the investments in financial expenses. Physical facilities in schools therefore need five-factor

consideration during design and construction: space, temperature, acoustics, air quality and lighting.

A study on the quality of educational facilities conducted in Venezuela consistently linked increased levels of aggression in school children to overcrowded schools and classrooms, which in turn leads to decreased educational outcomes. As summarized by Wakeham (2010), the findings on the relationship between school facility condition and educational outcomes points out the crucial importance this has on children's general welfare in schools. An investigation conducted by the UK's Education Department (2011), shows that learning space is very crucial for meaningful learning. When learning spaces are adequate and enough, children are well engaged and can work in groups, solve problems jointly and even debate on issues that affect their schooling and general lives. The study also recommends that having private learning areas or smaller study areas is important in reducing disturbances/interruptions and is to a greater extent linked to refugee primary school girls' low academic achievements.

In many parts of Nigeria, for example, Adeogu 2012, observed that the causes of poor academic performance in schools is attributed to inadequate facilities. Additionally, a number of research undertaken in Uganda on the influence of school environment on academic performance has shown that schools with unconducive environment register under performance, whereas schools with adequate learning resources show better results skills (Nansereko, 2010). Nansereko also assets that, it is the general opinion that private primary

schools have better facilities compared to public schools and consequently show better girls' academic performance.

Similarly, Moore (2013), observed that in situations where classroom spaces are limited and are, to some extent, sealed without fresh air circulation, children may slowly suffocate in such facilities, affecting their health. It is therefore vital for education policy makers and planners to make sure that such harmful conditions in educational institutions are avoided. Sarah, Mutsotso and Nasongo (2013), have observed that many primary schools have untidy and appalling environments and lack security fence, sometimes resulting into increased cases of indiscipline among school girls. This is because they can sneak out of school and come back at will. In addition, when girls school in overcrowded classrooms, it negatively affects the teaching and learning process.

However, many educational institutions do not have proper ventilation, and as a result, learners will not learn to their full capacity. These findings therefore significantly correlate girl's academic performance and achievements with school's physical facilities including classroom condition, school laboratories, classroom furniture etc. Wakeham (2010), has also noted that schools that have classrooms with enough space tend to be more conducive for children and provide comfortable learning environments for learners, especially girls in primary schools, and this is associated with increased learning outcomes.

It therefore becomes clear that a well-planned and functioning education facilities helps students acquire and learn lifelong skill, knowledge and capabilities; and hence education policy makers need to take into account

proper designing of facilities and curriculum so that learners can benefit from available resources equitably and make use of it efficiently. This also means education stakeholders need to realize that there is close connection between refugee girl child's academic performance and the quality of school facilities and resources.

Hale (2012), has explained the link between increased girl child's educational achievement to safe/secure and comfortable physical learning environments. Additionally, the conditions of other school facilities, school climate, quality of teaching staff, teachers' satisfaction and motivation also have a direct bearing on the educational achievement of girls in primary education. Hence educational authorities working towards progress in achieving gender equity in education should first work on the physical infrastructure and safety of schools. Girls in their 12<sup>th</sup> grade who enjoy better classroom buildings tend to score higher academic performance (measured through Basic Skills Comprehensive Test), compared to those who study in classroom with below standards facilities (Earthman, Cash and Van Berkum, 2013)

Education policy makers agree that part of children's learning involves interaction with their immediate environment, hence school environment has a direct impact on learning (Luchali, 2012). Unfortunately, school infrastructural conditions in many countries within Africa, especially those among Sub-Sahara have challenges with their physical conditions which have direct influence on girls' academic achievements. According to Verspoor (2011), lack of proper use of the locally available resources, increase in

educational funding alone may not be sufficient in making better the education standards and quality for refugee girls in primary schools.

School policies aiming transformation of individual behaviors of girls in schools is challenged by the state and the conditions of the schools environment and facilities (The World Bank, 2013). Similarly, Onyango (2013), has noted that primary schools that are located in disaster prone areas require disaster preparedness measures in place. Oluoch (2010), on the other hand explains that education managers need to be aware of misappropriation and mismanagement school resources as it can lead to misuse of available resources and hence negatively affecting teaching and learning. According to Onyango (2011), it is important to earmark and mobilize locally available resources, carry out need assessment, plan for material resource utilization, establish quality standards and budget for the cost.

These findings point out that physical resources create an ideal setting that helps in making better the effectiveness of the teaching and learning process in refugee primary schools. This therefore means that policy makers need to ensure that school facilities are enough and conducive so that there is proper teaching and learning.

## **2.7 Community Support and Refugee Girls' Academic Performance in Primary Education**

Community participation in education is crucial in promoting girls' academic performance (UNICEF, 2012). Community participating in school activities such as frequent communication with the school, parents and caregivers of girls in refugee primary schools are able understand the success and

challenges of their daughters, and hence contribute in improving their academic performance. Additionally, when parents and communities participate school activities, they offer valuable help to schools in identifying factors contributing to low performance of their children. Since majority of school girls are engaged in household labors in Dadaab refugee camps, parental involvement in their education can help reduce this burden. Involving parents and communities in educational issues also help in identify strong teachers in the community, especially local female teachers who can motivate and mentor girls on their education and also act as role models (Mitsue, 2010). Due to lack of appropriate gender inclusive pedagogical knowledge, teachers often use learning approaches that discourage girls. The result of gender inequity in instruction contributes to low performance of girls (Temechegn, 2012). It has become of paramount importance for humanitarian agencies to offer training to teachers so that they may be better equipped to understand and deal with children and youth in the school situation in providing adequate psychosocial support (Grete, Omdal, Juliet & Munden, 2013). In addition, when coming to schools, children carry gender perspectives from their families and societies.

In order to help correct children' gender stereotypes, school head teacher, SMCs and teachers' should shoulder the responsibility in changing and correcting such negative gender perspectives (Reay, 2011). Additionally, for school teachers to effectively act as agents of gender change in schools, they need have specialized trainings that promote their understanding of how ones' gender perspectives influences educational achievements before they can help

learners make corrections in terms of their beliefs, expectations and attitudes on gender. Hence teachers need to possess the professional skill, attitude and knowledge that can enable them to be effective in their profession (Tilahun, 2012).

According to the EFA GMR (2011), gender pedagogical training for refugee primary school teachers is crucial in changing negative social norms and thereby improve girls' academic performance. This is because school teachers sometimes convey negative social attitudes such as prejudices about girls' education into their schools. According to Lloyd et al. 2010, a research conducted in rural areas in Kenya revealed that teachers concentrate on boys more while in class than girls, contributing to the persistent lower academic performance of girls. Such findings confirm the importance of gender pedagogical training for refugee primary school teachers in changing their gender perspectives as part of a broader education gender equity framework for improving learning outcomes for boys and girls in refugee schools.

It is important to classify and breaking down the retrogressive cultural practices that hinder refugee primary school girls' learning opportunities. Such strategies require the concerted effort of all education stakeholders with teachers and parents taking the front stage. With such strategies, even deeply entrenched negative cultural practices that undermine girls' education achievement could be rectified when appropriate girl-friendly school practices are contributed by all the education stakeholders (EFA GMR, 2011). UNESCO, 2013 explains that the use of female role model such teachers is an important strategy in motivating and encouraging refugee primary school girls

on education matters and such strategy is widely accepted as a means of promoting gender equity and equality in education.

During early childhood, parents, relatives and family friends are the first role models. As children enroll in schools, teachers become the second significant role models, and later on in life, celebrities gain influence in adolescence. When role models are properly chosen, it enhances child's self-efficacy and motivation, thereby helping children improve their academic outcomes. According to Jacki 2012, female role models are important in supporting and encouraging refugee primary school girls to complete primary education stage and transit to the next level. Female role models are also important in listening to specific challenges girls face, and thereby suggest solutions. Bailey, Wellard & Dismore 2013, have observed that in schools where boys are the majority, the presence of female teachers help in making sure that school girls are protected from unwanted attention, sexual abuse or exploitation from male members of the school community.

### **2.8 Theoretical Framework: The Academic Achievement Theory**

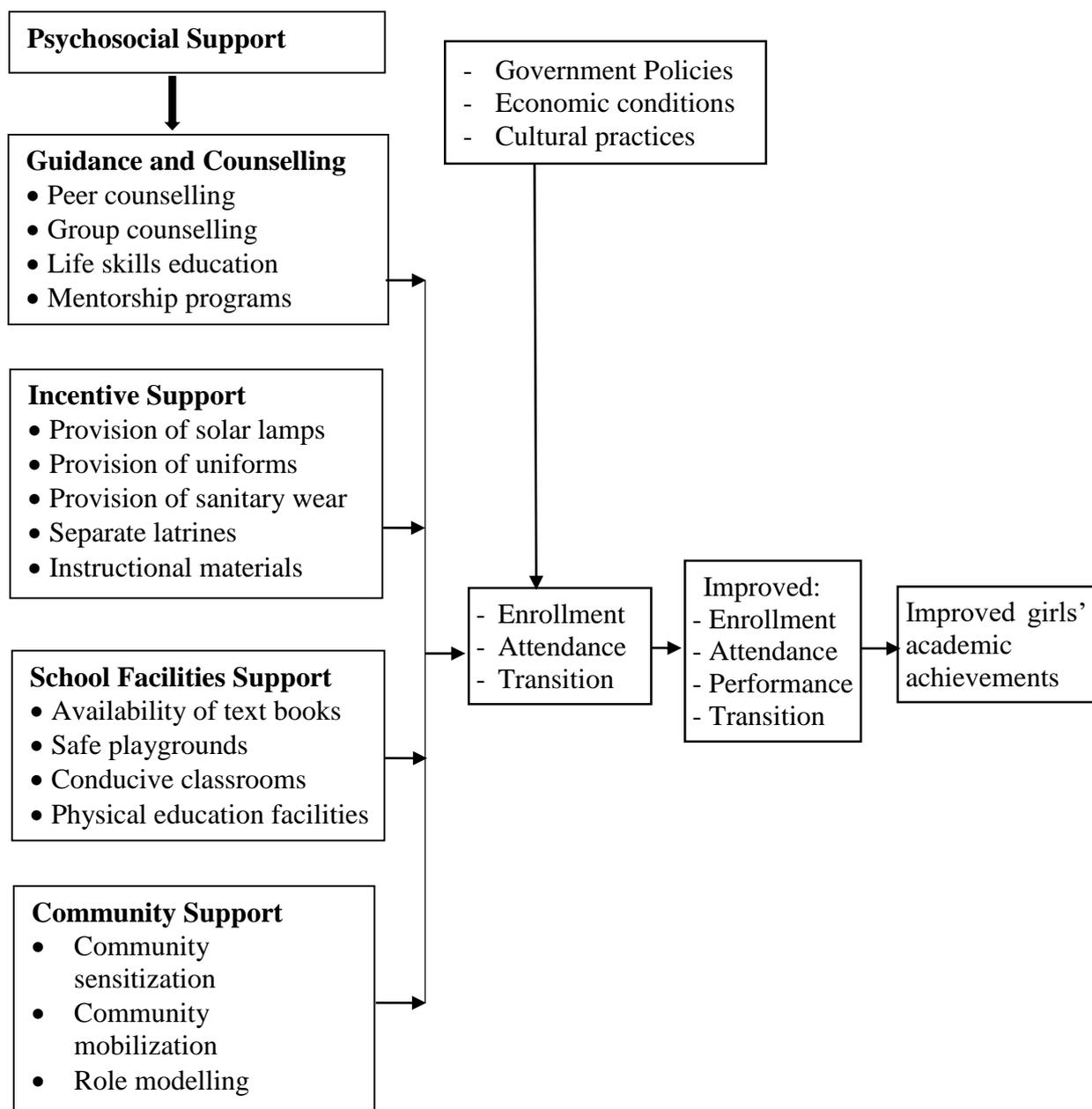
The research was guided by the academic achievement theory of Walberg. The theory explains that individual learners' psychological characteristics such as cognitive, behavioral and attitudinal; and their surrounding physical environments have a direct bearing on their educational outcomes. Walberg (2012), isolated nine major variables that affect children' learning outcomes. The variable include child' developmental level, individual ability, personal motivation, quantity of instruction, types of classroom, parent's involvement in their education, home environmental conditions and peer groups. Walberg

further explained that psychosocial characteristics including individual behaviors, personal attitudes, self-concept, motivational level and general learning engagements are important for the learner as this provides school teachers with requisite knowledge on planning their classroom teaching.

In this study, to improve academic performance of refugee girls in primary schools; classroom issues, learning processes, school climate and infrastructure were considered. Therefore, the relevance of the theory for the study is that learning outcome and academic achievements were prioritized to include school environment, self-concept, community educational participation, and financial incentives.

## **2.9 The Conceptual Framework**

The study's conceptual framework was based on psychosocial support to refugee primary school girls as reflected through guidance and counselling, incentives, school facilities and community support that formed the independent variables while girls' academic performance formed the dependent variable. In addition, availability of trained teachers constituted intervening variables as shown in Figure 1.



**Figure 1: Conceptual framework showing relationship between psychosocial support and girls' academic performance**

Source: Researcher (2018)

As girls are newly enrolled into primary schools, they come along with numerous disadvantages associated with societal gender inequality that are shaped by practices found at households and their communities. This means if the prevailing education systems does not provide targeted psychosocial support, such girls will register low academic performance and low transmission rates. Enrolling refugee girls into primary schools and having preferred academic performance will require policies focusing on changing the causes of gender disadvantage, and equipping girls themselves with skills needed to flourish in such systems. In addition, just public policies that focus on three key simultaneous interventions such as creating incentives, creating of a ‘girl-friendly’ learning environment and providing school girls with relevant skills improves their academic performance (GMR, 2011).

According to ARC (2012), children’s exposure to challenging living conditions coupled with inaccessible and unequitable education poses immediate and long term negative consequences for children’s life, future development and personal fulfilment. Because of such drastic negative consequences, there has been dramatic growth of equity in education programs designed to provide psychosocial support to girls in refugee camps. Psychosocial support generally improves girls’ academic performance through improved school attendance and removal of educational barriers.

### **2.10 Summary of Literature Review**

A number of educational research has been carried out in Dadaab refugee camp, including factors influencing refugee learners’ transition from primary to secondary schools (Musa, 2013), factors influencing access to primary

education in Ifo (Issack, 2014), factors influencing provision of inclusive education in primary schools in Dadaab refugee camp (Mutie, 2013), camp based factors influencing teacher recruitment in secondary schools in Dadaab refugee camp (Muthoka, 2015), among others. However, enough study has not been done on the influence of psychosocial support on the academic performance of Dadaab refugee primary school girls.

Studies on refugee girls' education barriers indicates notable gender inequalities that exist because of multiple factors working in combination, including poverty at household level with extremely significant opportunity costs for girls' education and social norms that have impaired girls educational opportunities. This is because girls' labor at home normally substitutes mothers domestic workload, e.g. by caring for siblings, cooking, fetching water etc. To such families, the absence of their girls' domestic labor during class hours is often seen to impact mother's chances in raising more home income for domestic demands, most importantly food production (Zoë, 1997). Thus, support for refugee girls' in primary education and provision of psychosocial support alleviates girls from this burden and help inculcate life skills that motivate girls to have aims in proceeding to higher education and increases their productivity at school. At refugee camps or for poor families, education is perceived to be expensive but comes with numerous benefits which far outweighs its costs (Zoë, 1997).

There are many suggestions to address the factors behind weak learning outcomes of refugee girls in primary education. This study contributes to addressing weak outcomes of refugee girls in primary education in Dadaab refugee camp through provision of psychosocial support.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The chapter emphasizes on research methodology that was used in the study. It highlights the research design, location of the study, study population, sampled size, sampling technique and procedures, data collection instruments, methods of testing validity and reliability of research instruments, research procedure followed during the study and data management and analysis techniques that were used in conducting the study.

#### **3.2 Research design**

The study adopted descriptive research design and made use of both qualitative and quantitative data collection methods. As noted by Kothari 2005, descriptive research generally helps in studying the *status quo* of things and its statistical data tell how things are, without determining the causes and effects of things. In addition, the research design is suitable when describing characteristics/behaviors of sampled population while using a single variable. In this study, descriptive design was chosen since the study intended to investigate the *status quo* and influence of psychosocial support on refugee girls' academic performance in primary school education in Dadaab refugee camp and make comparisons of the statistical data obtained from the study with the results of qualitative data collected from the field, and then confirm with the quantitative data with the qualitative results.

### 3.3 Target Population

The study targeted a total population of 4,429 respondents including 32 head teachers, 847 teachers, 384 members of SMC, 5 education officers and 3,161 girls in classes VII & VIII as shown in Table 3.1 below.

**Table 3.1: Target Population for the Study**

| Categories                   | Target Population |
|------------------------------|-------------------|
| Head teachers                | 32                |
| Teachers                     | 847               |
| School Management Committees | 384               |
| Education Officers           | 5                 |
| Girls in Classes VII & VIII  | 3161              |
| Total                        | 4429              |

Source: UNICEF, Dadaab Refugee Camp Combined Education Management Information System (EMIS), 2018

### 3.4 Sample Size and Sampling Techniques

By considering the “Central Limit Theorem”, the researcher sampled a total of 1,335 respondents to participate in the study. It is important to note that The Central Limit Theorem demands that, for any study sample to be representative, it should be 30% or more of the total target population, hence a sample size of 30% of the target population was sufficient and is representative of the population under study (Kothari, 2005). In addition, purposive sampling method was applied to select 12 head teachers, 116 members of SMC, 254 teachers and 3 education officers. In addition, simple random sampling method was employed to select 950 girls in classes VII & VIII. Simple random sampling method was relevant as it helped avoid bias among the study respondents. The use of simple random sampling method and purposive

sampling method applied in the study helped the researcher in sampling 12 head teachers, 254 teachers, 116 SMC members, 3 education officers and 950 girls in classes VII & VIII as shown in the below Table 3.2:

**Table 3.2: Sample Size Grid**

| Categories                   | Target      | Sample Size | % sample  |
|------------------------------|-------------|-------------|-----------|
| Head teachers                | 32          | 12          | 38        |
| Teachers                     | 847         | 254         | 30        |
| School Management Committees | 384         | 116         | 30        |
| Education Officers           | 5           | 3           | 60        |
| Girls in Classes VII & VIII  | 3161        | 950         | 30        |
| <b>Total</b>                 | <b>4429</b> | <b>1335</b> | <b>30</b> |

Source: Researcher (2018)

### **3.5 Research Instruments**

The study employed questionnaire and interview guides that were developed for the study. The questionnaires and interview guides were based on the objectives of the study for data collection from the study respondents.

#### **3.5.1 Questionnaires for Teachers**

The researcher used structured questionnaires that were designed to extract data from refugee primary school teachers. In describing what a questionnaire is, Morse (2010) termed it as a research instrument that consists of prompts and set of questions that are intended to gather required information from study respondents. Generally, questionnaires are designed for statistical analysis, and in this study, questionnaires composed of five sections. Section A contained demographic information, section B dealt with guidance and counselling on girls' academic performance in refugee primary education; section C dealt with incentive psychosocial support on girls' academic

performance in refugee primary education; section D dealt with school facilities and girls' academic performance in refugee primary education and the last section, E was on community support and girls' academic performance in primary education. Generally, the questionnaires had 5 point Likert type questions basing on the objectives of research.

### **3.5.2 Interview Guide for School Head teachers and Education Officers**

In the study, using interview guides, qualitative data was obtained from SMC members, school head teachers, and education officers. This was decided based on Saunders (2013), idea that interview guide is useful in collecting information that is classified. This was suitable in this study since it provided feedback response when opinions obtained required follow up and gather as much data as possible from the respondents on how much they knew, what they liked/disliked, their attitudes and beliefs.

### **3.5.3 Focus Group Discussion Guide for Members of SMC and Girls in Classes VII & VIII**

This study collected qualitative data from SMC members and girls in classes VII & VIII using Focus Group Discussions (FGD) guides. The questions for discussing with the respective respondents were based on the study objectives. Sampled respondents (116 Members of SMC and 950 girls) were divided into a group consisting 10 to 12 respondents. FGD guides were relevant for the study data collection as a section of the respondents were illiterate and could not understand questionnaire content.

### **3.6 Validity of the Instruments**

In ensuring validity and reliability of the research instruments, University of Nairobi supervisors who had extensive knowledge on the subject and were experts in education in emergencies offered the necessary support and guidance. Prior to data collection, the researcher examined and revised the research instruments carefully for appropriateness and flagged out ambiguity or unclear statements. Ambiguous or unclear statements were revised to ensure all statements in the research tools were clearly understandable. The researcher took further steps in improving the quality of the research instruments by reworking on questions that posed ambiguity and changed with understandable and clear ones. In addition, immediately after data collection was made through interviews, the researcher transcribed the interview results and then provided feedback to the interviewees for approval or amendments of the interpretations made. When further suggestions were provided by the respondents, the same was accommodated in the study for further improving the validity of the conclusions.

In improving the validity of research instruments, the researcher also conducted pilot study before actual data collection. The pilot was achieved using 134 respondents from refugee primary schools in Dadaab Camp. As suggested by Connelly (2008), the pilot sample was composed of 10% of 1,335 that was the actual study population sample. The pilot engaged a smaller amount of respondents so that the suitability, clarity and appropriateness of the questions were established before actual data collection. The piloting assisted in making sure that the language used in questions were relevant to the

information required for the study, and this further improved instruments' reliability and validity. During the pilot, comments, suggestions and views from the participating respondents were used to revise the instruments. Before ending interviews, all study respondents were given chance to ask for clarification if any. Most importantly, responses from the pilot was not included in the study report and was only used to improve the tools. This decision was reached to avoid bias in the final report.

### **3.7 Reliability of the Instruments**

In this study, the researcher endeavored to test research instruments' reliability by conducting test-retest during the pilot. After a seven day period, the same instruments were re-administered to the same respondents and the two sets of information collected were co-related using the Pearson Product Moment Correlation Coefficient whose formula is given below:

$$r = \frac{\sum z_x \cdot z_y}{n-1} = \frac{\sum \left( \frac{x - \bar{x}}{s_x} \right) \left( \frac{y - \bar{y}}{s_y} \right)}{n-1}$$

Data collection tools were administered to respondents selected from refugee primary schools that all had similar *status quo* to the population targeted by the study. The questionnaires also used clear, simple and down to earth language that made the questions very easy for the respondents to understand. As suggested by Kothari (2005), questions in the research instruments were revised after the pilot so that all the respondents could easily understand the content. Results from the pilot study yielded a reliability index of  $r=0.725$  for

girls' FGDs. This indicates that there was higher internal reliability of the instruments used.

### **3.8 Data Collection Procedures**

Prior to conducting the study, official permit was acquired from the National Commission for Science Technology and Innovation (NACOSTI) and then from other relevant authorities such as the Refugee Affairs Secretariat (RAS), Education County Director, Garissa and County Commissioner, Garissa. After obtaining go-ahead and introductory letter from University of Nairobi. A courtesy call was made to Dadaab Sub-County Education Director, UNHCR, CARE International, Islamic Relief Kenya (IRK), The Lutheran World Foundation (LWF) and respective school head teachers.

Thereafter, upon reaching in Dadaab refugee camps, the researcher sought for CVs from prospective research assistants, selected three best and trained them for three days. The research assistants were instrumental during field data collection, under the strict supervision of the researcher. Questionnaires were thereafter administered to the respective respondents to collect quantitative data. After fortnights, the questionnaires that were duly filled by the respondents were then collected and stored safely in readiness for analysis. The researcher and the research assistants conducted interviews and FGDs to obtain qualitative data, and this was done in person. The researcher and assistants scheduled interviews at a time that was relevant and convenient for the respondents.

### **3.9 Data Analysis Procedures**

The researcher embarked on data analysis after formulating common themes based on the research objectives and description of respondent experiences. The collected data was recorded by breaking it into the formulated themes depending on the thought of the respondents. The responses for the close-ended questions were coded and recorded into tables. In order to clarify the correct views of the respondents on the research variables, occurrence lists were made. The researcher then analyzed thematically depending on the study objectives. The researcher further presented the study findings narratively, whereas quantitative data were analyzed descriptively using percentages, frequency tables and linear regression analysis inferentially using SPSS, and finally, presenting the findings using tables.

### **3.10 Ethical Considerations**

The researcher observed research ethics by outlining the research content to the respondents properly, explaining clearly what was requested from them, guaranteeing informed consent and ensuring confidentiality of all information collected. After approval of research proposal by the University of Nairobi, permission was obtained from NACOSTI, RAS, Garissa Education County Director and respective school head teachers. Dadaab Education Sub-County Director, UNHCR, IRK, LWF and CARE International who were managing the refugee primary schools were also properly informed of the research.

The researcher also assured confidentiality of all information, and assured the respondents that the data collected will only be utilized for this research. In addition, it was assured that no information from the respondents will be

shared with any one whatsoever. Finally, the respondents were promised that no identifiable information about any individual will appear anywhere on the final report.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATIONS AND DISCUSSION

#### 4.1 Introduction

This chapter presents the findings of the study. For clarity and chronology, it is arranged according to the four research questions that the study sought to answer. In the first section, however, background information about the respondents is presented, because it might be pertinent in interpreting the data that they provided.

#### 4.2 Response Rate

During the study, the researcher conducted 254 questionnaires to the target refugee primary school teachers. During the questionnaire retrieval, 249 duly filled questionnaire forms were successfully collected back. Similarly, the researcher conducted interviews amongst 12 head teachers and 2 Education Officers. The researcher also conducted FGDs among and 116 SMC members and 950 girls from classes VII & VIII. The response rates for the study is shown in Table 4.1:

**Table 4.1: Response Rates**

| Respondents        | Sampled | Participated | Response Rate (%) |
|--------------------|---------|--------------|-------------------|
| Head teachers      | 12      | 11           | 91.6              |
| Teachers           | 254     | 249          | 98.0              |
| SMC                | 116     | 98           | 84.5              |
| Education Officers | 3       | 2            | 66.7              |
| Girls              | 950     | 938          | 97.8              |
| Total              | 1335    | 1298         | 87.7              |

Source: Field Data (2018)

It can be seen from Table 4.1 that the study managed a response rate of 87.7% from the head teachers, teachers, SMC members, education officers and girls. As put forward by Creswell (2014), a response rate of 75% and more is suitable and adequate for generalizing outcomes from the target population.

### 4.3 Respondents' Demographic Information

The research instruments collected demographic information from the respondents and these included gender and educational levels.

#### 4.3.1 Gender of the Respondents

Breakdown of information collected by the study concerning respondents' gender is shown in Table 4.2:

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

| Gender | Head Teachers |     | Teachers  |      | SMC       |      | Education Officers |     |
|--------|---------------|-----|-----------|------|-----------|------|--------------------|-----|
|        | Frequency     | %   | Frequency | %    | Frequency | %    | Frequency          | %   |
| Male   | 12            | 100 | 222       | 89.1 | 57        | 58.2 | 2                  | 100 |
| Female | 0             | 0.0 | 27        | 10.9 | 41        | 41.8 | 0                  | 0.0 |
| Total  | 12            | 100 | 249       | 100  | 98        | 100  | 2                  | 100 |

Source: Field Data (2018)

From Table 4.2 above, it is noted that all of the head teachers interviewed were males and there was no female head teacher. Concerning school teachers, almost 90% of the teachers were males, the rest being females. At the same time, over half of the SMC members who participated in the study were males while female SMC members constituting 41.8%. All the education officers interviewed were males. These data on the gender of the respondents points out that there was no gender parity on the education stakeholders in Dadaab

refugee camp, with only fair representation at SMC. It can therefore be assumed that there is strong gender implications on education in Dadaab refugee camp that is likely to negatively affect the academic achievements of girls in primary schools.

#### 4.3.2 Respondents' Level of Education

The research instruments pointed vital information concerning the educational levels of the school teachers, school head teachers, SMC members and education officers since their educational level can influence their abilities in providing reliable data for the study, and the breakdown is shown in Table 4.3.

**Table 4.3: Respondents' Level of Education**

| Educational Qualifications | Head Teachers |      | Teachers  |      | SMCs      |      | Education Officers |     |
|----------------------------|---------------|------|-----------|------|-----------|------|--------------------|-----|
|                            | Frequency     | %    | Frequency | %    | Frequency | %    | Frequency          | %   |
| Illiterate                 | 0             | 0    | 0         | 0    | 39        | 39.8 | 0                  | 0   |
| Can read & write           | 0             | 0    | 0         | 0    | 45        | 45.9 | 0                  | 0   |
| Certificate                | 4             | 36.4 | 197       | 79.1 | 9         | 9.2  | 0                  | 0   |
| Diploma                    | 5             | 45.5 | 48        | 19.3 | 4         | 4.1  | 0                  | 0   |
| Bachelors' Degree          | 2             | 18.1 | 4         | 1.6  | 1         | 1.0  | 1                  | 50  |
| Masters' Degree            | 0             | 0    | 0         | 0    | 0         | 0    | 1                  | 5   |
| Total                      | 11            | 100  | 249       | 100  | 98        | 100  | 2                  | 100 |

Source: Field Data (2018)

Table 4.3 indicates that 36.4% of the head teachers had Certificate qualification, 45.5% had Diploma, 18.1% had Bachelor's Degree and none had Masters' Degree. Majority of the teachers (79.1%) had Certificate qualifications, 19.3% had Diploma, only 1.6% having Bachelors' Degrees while none had postgraduate qualification. This implies that many teachers are not fully qualified as trained teachers. 39.8% of the SMC members were illiterate, close to half (45.9) had no formal education but could read and write

while 9.2% had certificate qualifications, 4.1% had Diplomas and 1% had Bachelors' Degrees. 50% of the education officers had Bachelor's Degree while 50% had postgraduate qualifications.

This high number of untrained teachers has persisted, as noted by UNHCR (2011a), that between 2006 and 2010, there were 1,933 active teachers in various schools. Out of this, only 7.4% of the teachers were trained. This meant an estimated 5,500 teachers required training and deployment to meet the needs of the estimated school-aged children of 179,578. This information reveals that a good number of the respondents had basic education and were thus, expected to understand the extent to which different forms of psychosocial support had influenced the academic performance of girls in Dadaab refugee camp primary education. In addition, they were also expected to be able to answer other questions on the research objectives.

#### **4.4 Guidance and Counselling Support and Refugee Girls' Academic Performance of Girls in Primary Education**

The study intended to find out the extent to which guidance and counselling support to girls in refugee primary schools influenced their performance, and hence descriptive data were collected from school teachers as shown in Table 4.4:

**Table 4.4: Teachers’ Views on the Influence of Direct Psychosocial Support on Academic Performance of Girls in Primary Education**

| Test Items  | Ratings |        |        |        |         |
|---|---------|--------|--------|--------|---------|
|   | SA<br>% | A<br>% | U<br>% | D<br>% | SD<br>% |
| Schools rarely engage girls in peer counselling as a form of motivation for girls to perform well at school                     | 7.6     | 16.4   | 9.6    | 41.9   | 24.5    |
| Use of group counselling has ensured that girls perform better in their primary school education                                | 51.3    | 32.7   | 4.9    | 6.4    | 4.7     |
| Strategies for attitude change amongst girls adopted by schools have not been effective in improving their academic performance | 2.5     | 3.3    | 3.1    | 40.1   | 51.0    |
| Schools have adopted educational life skills in improving the academic performance of girls                                     | 70.3    | 10.4   | 3.7    | 9.1    | 6.5     |
| In refugee primary schools, mentorship programs have not been fully adopted as a strategy for improving girls’ performance      | 21.7    | 28.3   | 17.1   | 22.7   | 10.2    |

n=254

Table 4.4 above shows that 50% of teachers disagreed with the opinion that schools rarely engaged girls in peer counselling for motivating them to perform well at school as did 24.5% who strongly disagreed that they do not frequently involve girls in peer counseling; while 9.6% of the teachers remained undecided, 7.6% of the teachers strongly agreed whereas 16.4% of the teachers agreed. During the FGDs, girls concurred with the teachers that peer counselling was embraced by the schools, but more needs to be done. In addition, during the interviews, the head teachers, SMC members and education officers agreed that schools promoted counselling as a method of improving the academic performance of girls’. In line with this, one head teacher noted:

*“In our primary school, peer counselling is daily practiced and we have developed a time table for offering girls the skills to be role models to their colleagues and counsel others on daily challenges” (Head Teacher 1).*

The findings therefore indicate that peer counselling occupies an integral place in motivating girls to manifest behaviors geared towards improving their academic performance. This is in line with the assertions of Melgosa (2010), who explained that in schools, students are influenced by their close friends, notably those who listen and understood them well through peer counselling. This is also in line with the viewpoints of Chireshe (2012), who explained that peer counselling involves students offering guidance and counselling services to themselves through peer needs assessment, orientation, information sharing and counselling services.

This means that peer counselling is effective when students are offered basic listening skills as part of decision-making and problem-solving. The fact that the study found out that 50% of the teachers strongly agreed to use of group counselling, ensured that girls perform girls better in their primary school education. A fair proportion, 32.7% agreed. However, only 4.9% remained undecided, 6.4% disagreed whereas only 4.7% strongly disagreed.

SMC members, head teachers, education officers and girls concurred with the teachers that group counselling has been practiced albeit to a lesser extent with noticeable effect on girls’ academic performance. On this note, George and Laban (2010) explained that group counselling is important and effective method of proving help to students and takes place with a group of students

meeting regularly or in specially called gatherings to meet for a specific need.

It may also happen occasionally when the group deems good to meet.

Group counselling can take place in a class, a stream, a dormitory or at club level. Group counselling may also occur within a smaller group who have specific problems that may be similar. Group counseling may be done to provide information or serve a forum to express view and thoughts on situations. The findings notes that group counselling should be adopted fully in primary schools as a form of direct psychosocial support geared towards improving girls' academic performance.

From Table 4.4, it is noted that 50% of the teachers strongly agreed that strategies for attitude change amongst girls adopted by schools have been fruitful in improving the academic performance of girls, where as 40.1% agreed. However, only 3.1% remained undecided, 2.5 % disagreed while 3.3% strongly disagreed with the view.

Similarly, 70.3% of the participating teachers strongly agreed with the opinion that schools have adopted educational life skills for girls' on improving academic performance. Additionally, 10.4% agreed, 3.7% remained undecided, 9.1% disagreed while 6.5% strongly disagreed with the opinion. Girls agreed with the teachers during FGDs as did the head teachers, SMC members and education officers during the interviews. One SMC member, observed:

*“Having realized the role played by Life skills counselling on the lives of learners, we agreed as a school to embrace and practice it and teach girls*

*how to cope with daily challenges of academic life. This has seen a bit of improvement in their academic activities” (SMC1).*

From both the findings, it is clearly evident that life skills counselling is highly regarded by all education stakeholders as a major strategy for improving girls’ behavior and academic performance at refugee primary school. As noted by George and Laban (2010), life skills are provided to school children by offering helpful skills to cope with daily life and academic issues. School counselors provide children with competencies that are important for their survival and for coping with daily challenges. This implies that girls’ capacity to cope with challenging situations can be enhanced through life skills trainings. Life skill training also help girls to identify the type of life skills they need when responding to daily academic challenges, hence improving their academic performance.

It is also revealed that 21.7% of the teachers strongly agreed with opinion that, in refugee primary schools, mentorship programs have not been fully adopted as a strategy for improving girls’ performance where as 28.3% agreed on the same. However, 17.1% remained undecided, 22.7% disagreed while 10.2% strongly disagreed with the opinion. During the FGDs, girls were in concurrence with the teachers that mentorship program have not been fully adopted in schools. One girl explained:

*“Since I joined this school, I have only seen few resource persons being invited to talk to us about life’s challenges that could motivate us to work hard at school and improve our academic performance” (Student 1).*

On the contrary, head teachers and SMC members disagreed with the teachers and girls whereas education officers noted that it is the prerogative of every school to organize for motivational programs for the learners and invite mentors to talk to girls on how to cope with challenges in schools and the essence of registering impressive academic grades in examinations.

Despite these contradictions, these findings concur with ODI 2015, that mentorship is key to the success of learners and thus, schools need to realize that empowering girls through by teaching them issues that affect their daily and academic lives, and also supporting them in expanding their social networks that increase their life skills. This implies that mentorship help girls in changing their attitudes and practices and thereby shift gender norms, by increasing their abilities to express views, boosting self-confidence and, thereby improving their academic performance.

#### **4.4.1 Inferential Findings on the Influence of Direct Psychosocial Support on Academic Performance of Girls**

To find out possibilities of having difference between direct psychosocial support and academic performance of girls in KCPE, data were collected on how often schools engaged girls in counselling activities on a weekly basis and girls' academic performance in 2017 KCPE and results are shown in Table 4.5:

**Table 4.5: Schools Engagement of Girls in Counselling Activities and 2017**

**KCPE Performance of Girls**

| Frequency of Involvement of Girls in Counselling Activities on a Weekly Basis | 2017 KCPE Performance of Girls in Marks |
|---|---|
| 1   | 178                                     |
| 1   | 189                                     |
| 1   | 201                                     |
| 2   | 209                                     |
| 2   | 212                                     |
| 2   | 220                                     |
| 3   | 221                                     |
| 3   | 223                                     |
| 3   | 227                                     |
| 4   | 231                                     |
| 4   | 233                                     |
| 4   | 237                                     |

Source: Field Data (2018)

Table 4.5 shows that refugee primary schools that engage provision of direct psychosocial support to girls through frequent counselling activities have girls registering impressive academic performance in KCPE.

As noted by Chireshe (2012), peer counselling involves students offering guidance and counselling services to themselves through peer needs assessment, orientation, information sharing and counselling services. The data were further subjected to linear regression analysis and results are shown in Table 4.6:

**Table 4.6: Linear Regression Analysis Showing Relationship between Frequency of Involvement of Girls in Counselling Activities on a Weekly Basis and Academic Performance in Primary Education**

| Model   | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|---|-----------------------------|------------|---------------------------|--------|------|
|   | B                           | Std. Error | Beta                      |        |      |
| 1 (Constant)  | 179.333                     | 5.252      |                           | 34.149 | .000 |
| Frequency of Involvement of Girls in Counselling Activities | 14.300                      | 1.918      | .921                      | 7.457  | .000 |

Source: Field Data (2018)

Table 4.6 shows linear regression analysis generated a linear model of the form; Girls' Academic Performance in KCPE=179.333+14.300 Frequency of Involvement of Girls in Counselling Activities. Thus the coefficient for frequency of provision of direct psychosocial support through counselling is +14.300, implying that for every increase in the number of times schools engage girls in counselling activities, girls' academic performance in KCPE increased by a factor of 14.300. The value 179.333 shows that girls' academic performance in KCPE is not only dependent on provision of psychosocial support through counselling, but also by multiple factors such as communal characteristics and girls' issues.

The p value, 0.000 is less than 0.05, i.e. a low p value ( $0.000 < 0.05$ ). Hence there is significant influence of provision of direct psychosocial support through counselling activities on girls' academic performance in primary education. This further indicates that provision of direct psychosocial support to girls is major determining factor on girls' academic performance. This is

effectively achieved by involving girls in counselling activities such as peer, group, life skills, attitude change and mentorship programs.

#### **4.5 Incentive Psychosocial Support and Academic Performance of Refugee Girls in Primary Education**

The objective of the study was to find out how incentive psychosocial support influences academic performance of girls in refugee primary education. Data collected from teachers is shown in Table 4.7 and reveals that 16% of the teachers strongly agreed with the opinion that solar lamps are rarely provided to help girls study without interruption and thus, promote their performance, 12.1% agreed, 9.8% remained undecided, 32.8% disagreed while 29.4% strongly disagreed with the opinion that solar lamps are rarely provided to help girls study without interruption and thus, promote their performance.

**Table 4.7: Teachers’ Views on the Influence of Incentive Psychosocial Support on Academic Performance of Girls in Primary Education**

| Summary of Test Items  | SA<br>% | A<br>% | U<br>% | D<br>% | SD<br>% |
|--|---------|--------|--------|--------|---------|
| Solar lamps are rarely provided to help girls study without interruption and thus, promote their performance | 15.9    | 12.1   | 9.8    | 32.8   | 29.4    |
| Uniforms and sanitary wear provided to girls are not adequate  | 29.1    | 33.5   | 2.7    | 15.9   | 18.8    |
| Schools in Dadaab refugee camp do not have separate latrines for girls and boys                              | 3.9     | 4.2    | 4      | 40.3   | 47.6    |
| Learning materials provided to schools are not adequate for all girls  | 31.4    | 26.1   | 2.1    | 23.9   | 16.5    |

n= no. of teachers

During FGDs, the girls agreed with the views expressed by the teachers to some extent that solar lamps provided to aid their studies during preps time as previously done by humanitarian agencies are not enough. One girl noted;

*“In our school, we do not have night prep due to security concerns. This is because many girls in our school do not have solar lamps, and this paralyses revision, private studies and even doing of homework. This has really compromised our performance in internal and national examinations”*(Student 2).

Another girl also observed;

*“Sometimes, it is very difficult to finish homework in time and even conduct evening studies at home due to lack of electricity or effective solar lamps. In our home, we have a dim solar lamp that is not effective for study. In most cases, we are forced to sleep and post pone daily academic tasks”* (Student 3).

During interviews, similar views were expressed by head teachers, SMC members and education officers who indicated that due to the dwindling funding situation in the refugee camps, girls have recently not been provided with solar lamps which could be used for night study and revisions.

In line with the findings, data from Concern World Wide (2017), pointed out that more than 1.5 billion people around the world do not have access to adequate electricity. This means nights are either dark, students depend on dim and unhealthy kerosene lamp or candle. The poor quality lighting poses danger to the eyes of children and affects their educational achievements.

Similarly, Matthew (2015), explains that electricity access presents a key challenge in many parts of the developing world including refugee camps. Efforts to alleviate such challenges includes providing solar lamps to girls in refugee areas where access to electricity is unreliable or nonexistent, hence improving their academic performance.

The study reveals that 29.1% of the teachers strongly agreed with the opinion that uniforms and sanitary wear provided to girls were not adequate, 33.5% agreed, 2.7% remained undecided, 16% disagreed while 19% strongly disagreed with the opinion. In addition, a negligible 4% of the teachers strongly agreed that many schools in Dadaab refugee camp do not have separate latrines for girls and boys, 4.2% agreed, 4.0% remained undecided, 40.3% disagreed while 47.6% strongly disagreed.

The views were supported by head teachers, SMC members and education officers who indicated that provision of solar lamps have not been prompt and continuous owing to inadequate financial resources and support from donors. In addition, there are challenges concerning mothers of school girls using the lamps for cooking at night and in few instances, fathers wanting to use it for night reading at home, somehow competing with girls.

The stakeholders also reported that a good proportion of the solar lamps initially distributed by humanitarian agencies are now not working properly and require replacement. This concurrence of views indicate that source of lighting such as solar lamps helps in the improvement of academic performance amongst refugee girls.

On latrines and bathrooms, as explained by Cueto and Secada (2014), the lack of latrines and bathrooms affects the school attendance of girls and ultimately lowering their academic performance. In the absence of latrines, girls experience problems during menstruation periods. In the same token, World Bank (2013), also asserts that poor conditions of school facilities such as

absence of separate latrines for girls discourages girls themselves and their parents for girls to be in such schools.

Similarly, Lazarus, Elizabeth & Winnie (2014), explained that the most common sanitation facilities in rural areas and refugee camps are pit latrines and when the facility is clean, girls feel comfortable and are not threatened with diseases. This motivates them to regularly attend class, which also improves their academic performance.

In most refugee camps, adolescent girls do not have access to adequate sanitation facilities at school, for example separate latrines for girls and boys. With inadequate water supply and low sanitary pads availability, menstruating girls are forced to be away from school. According to FAWE (2014), poor sanitation facilities in refugee settings affect girls more worse because facilities are unlikely to be gender responsive and often appalling, posing health challenge and other associated negative impacts to girls. In most of such schools, proper hand-washing facilities are absent.

This means separate latrines and sanitary wear are at the center of enhancing girls' motivation to attend school and perform well. This is because the on-set of menstruation highly contributes to the drop-out, absenteeism, poor performance and low completion rates for girls, and compromises the quality of education, especially when sanitary facilities are inadequate.

Table 4.7 shows that 31.4% of teachers strongly agreed that learning materials provided to refugee schools are not adequate for girls, 26.1% agreed, 2.1% remained undecided, 23.9% disagreed while 16.5% strongly disagreed.

Similarly, girls who participated in FGDs echoed similar sentiments as did the head teachers, SMC members and education officers.

One head teacher explained:

*“Provision of teaching and learning materials form an important component for effective instruction and academic performance. But, in our school, provision of such instructional resources has been a challenge due to huge enrollments and inadequate resources”*(Head teacher 2).

In agreement with the above findings, Molteno, Ogadhoh, Cain and Crumpton (2010), explained that education facilities in terms of in-school resources are linked to quality teaching, learning and academic performance. In addition, Elisabetta and Scott (2010), through random evaluation on the provision of teaching/learning materials, uniforms and other academic resources to girls in Kenya, found dramatic increase in attendance and, further, increased test scores for students who received uniforms. These proves that teaching, learning and other academic materials are regarded as very important pedagogical tools which supplements teachers’ work and thus, should be provided to girls in refugee primary schools.

#### **4.5.1 Inferential Findings on the Influence of Incentive Psychosocial**

##### **Support on Academic Performance of Girls in Primary Education**

To ascertain the possibilities of having difference between provision of incentive psychosocial support and academic performance of girls in primary education, data were collected on girl-book ratio in primary schools and girls’ academic performance in KCPE and results are shown in Table 4.8.

It was revealed that refugee schools having lower girl-book ratio had girls register good academic performance in KCPE. This in concurrence with Molteno et al. (2010), opinion that education facilities in terms of in-school resources are linked to quality learning and performance.

**Table 4.8: Results of Girl-Book Ratio in Primary Schools and 2017 KCPE**

**Performance of Girls**

| Girl-Book Ratio in Primary Schools | 2017 KCPE Performance of Girls in Marks |
|------------------------------------|---|
| 7                                  | 178                                     |
| 7                                  | 189                                     |
| 7                                  | 201                                     |
| 6                                  | 209                                     |
| 6                                  | 212                                     |
| 5                                  | 220                                     |
| 5                                  | 221                                     |
| 5                                  | 223                                     |
| 4                                  | 227                                     |
| 4                                  | 231                                     |
| 4                                  | 233                                     |
| 3                                  | 237                                     |

Source: Field Data (2018)

The results obtained on girl-book ratio in primary schools and 2017 KCPE performance of girls were further subjected to linear regression analysis and results are shown in table 4.9:

**Table 4.9: Linear Regression Analysis Showing Relationship between Girl-Book Ratio in Refugee Primary Schools and Girls' Academic Performance in Primary Education**

| Model                                      | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|--|-----------------------------|------------|---------------------------|--------|------|
|  | B                           | Std. Error | Beta                      |        |      |
| 1 (Constant)                               | 280.741                     | 8.078      |                           | 34.755 | .000 |
| Girl-Book Ratio in Refugee Primary Schools | -12.506                     | 1.494      | -.936                     | -8.373 | .000 |

a. Dependent Variable: Girls' Academic Performance in KCPE

Table 4.9 shows a linear model of the form; Girls' Academic Performance in KCPE = 280.741 – 12.506 Girl-Book Ratio in Primary Schools generated from linear regression analysis. The results indicate that the coefficient for girl-book ratio is -12.506. This implies that for every decrease in girl-book ratio in refugee primary schools, girls' academic performance in KCPE could increase by a factor of -12.506. The value 280.741 shows that girls' academic performance in KCPE is not only dependent on provision of incentive psychosocial support but also on teaching and learning materials. However, there are number of other factors such school internal and external factors that determine academic performance.

Thus, the results in Table 4.9, the p value, 0.000 shows less than 0.05, i.e. a low p value (0.000 < 0.05), hence provision of incentive psychosocial support through instructional materials such as books, solar lamps, sanitary wear and separate latrines for girls have a significant influence on girls' academic performance in primary education.

#### **4.6 School Facilities and Academic Performance of Girls in Primary Education**

The study intended to establish the levels of adequacy of school facilities available in refugee primary schools and their influence on academic performance of girls. Table 4.10 reveals that 23.0% of the teachers strongly agreed with the opinion that there are not enough course books in the refugee primary schools, while 21.5% of the teachers agreed, 4.5% remained undecided, 27.5% disagreed while 23.5% of teachers strongly disagreed.

A head teacher explained;

*“The primary school I am heading lacks sufficient physical resources. Most importantly, resources such as course books are not enough, some of the classrooms not conducive for learning nor are physical education facilities are up to the required standard for our uses. This has had reduced learners and teachers morale and has negatively affected on our performance in examinations”* (Head Teacher 3).

Additionally, the researcher conducted FGDs amongst girls and interviews with school head teachers concerning the influence of school facilities on girls academic performance in refugee primary schools. The data and results from teachers is shown in Table 4.10:

**Table 4.10: Teachers’ Views on the Influence of School Facilities on Academic Performance of Girls in Primary Education**

| Test Items   | Ratings |        |        |        |         |
|--|---------|--------|--------|--------|---------|
|  | SA<br>% | A<br>% | U<br>% | D<br>% | SD<br>% |
| There are no enough course books in the refugee primary schools                  | 23      | 21.5   | 4.5    | 27.5   | 23.5    |
| Most primary schools do not have conducive classrooms                            | 35      | 20.5   | 3      | 24.5   | 17      |
| Safe playgrounds are not common in many refugee primary schools                  | 21      | 18.5   | 2.5    | 28.5   | 29.5    |
| Furniture in refugee primary schools are not enough to cater for all girls       | 35.5    | 31.5   | 4      | 19     | 10      |
| Physical education facilities in refugee primary schools are not well-maintained | 45      | 36.5   | 4.5    | 8.5    | 5.5     |

N=252

The girls also supported the view that school facilities in the refugee primary schools are not adequate. The head teachers, SMC members and education officers who took part in the study echoed similar views, admitting that the refugee primary schools lack adequate physical facilities meant to boost girls’ academic performance. A head teacher noted;

*“In our school, course books, classrooms and playground are not up to the standard we would want, in addition, most of the important resources are not enough to cater for the needs of all girls. For example, books stores have limited relevant course books, some classrooms are not conducive, nor are physical education facilities enough for all girls. This has negatively affected performance of girls in examinations”* (Head Teacher 4).

As noted by Malaba (2014), learning resources in some primary schools are outdated. Thomas and Martin (2011), further revealed that primary schools

with enough course books show impressive academic performance when compared to those schools that don't have adequate course books. This means enough course books help develop necessary skills to perform well in examinations.

The study revealed that 35% of the teachers strongly agreed with the opinion that most refugee primary schools do not have enough conducive classrooms, 20.5% agreed with the opinion while 3.0% remained undecided. Similarly, 24.5% of the teachers disagreed while 17.0% strongly disagreed with the opinion. During FGDs, girls expressed similar opinion as teachers and head teachers, who noted that some refugee primary schools lacked conducive classrooms. One head teacher noted;

*“Some of the classrooms in our school are in bad shape, the iron sheets over or head get so heated and hence not conducive for learning. Some lack enough ventilation while the floors of other have several potholes and broken windows. This has negatively impacted girls’ academic performance”* (Head Teacher 5).

SMC members also indicated that classrooms in some refugee primary schools are old and pose numerous challenges to learners and teachers. Education officers also noted that some classrooms lack proper air flow as they lack sufficient space to accommodate all school children. A head teacher observed;

*“In our school, some classrooms are not spacious enough to cater for all learners without congestion. This challenge is compounded with lack of proper ventilation and has affected the performance of children”* (Head Teacher 6).

It is revealed through study conducted by Aijaz (2012), that the availability of conducive physical facilities such as classrooms are prerequisite for acquiring desired educational outcomes as overcrowded classes affects teaching/learning process. In addition, a study conducted in Venezuela, Wakeham (2010), revealed that when primary schools have overcrowded classrooms, learners have shown increased levels of aggression. In addition, overcrowded classrooms leads to decreased levels of learning, ultimately leading to decreased academic results.

The findings shows that poor condition of school facilities affects both teachers' and learners' productivity. It can also be concluded that successful curriculum delivery alone doesn't better academic performance.

On the opinion that safe playgrounds are not common in the refugee primary schools, 21% of the teachers interviewed strongly agreed, 18.5% agreed while 2.5% of teachers remained undecided. Similarly, 28.5% of teachers disagreed while 29.5% strongly disagreed. Girls and head teachers also had similar opining with the teachers that some refugee primary schools lacked safe playgrounds.

A head teacher notes;

*“Despite the concerted efforts of parents, humanitarian agencies and other well-wishers in supporting our school with resources and facilities, our primary school still does not have conducive playgrounds for games.” (Head Teacher 7).*

SMC members and education officers also indicted that some schools lacked safe playgrounds in the refugee primary schools. An SMC member noted:

*“The primary school my children attend does not have a well leveled playgrounds. Some parents are therefore concerned on the safety of our children during sporting activities. I believe this has negatively affected our girls’ academic performance” (A SMC Member 2).*

On furniture in the refugee primary schools, a sizable number of teachers (35.5%) strongly agreed with the opinion that furniture in the refugee primary schools are not enough to cater for the needs of all girls, while 31.5% agreed. Only 4% of the teachers were undecided, 19% disagreed while 10% of the teachers strongly disagreed.

The findings agree with Sarah *et al* (2013) opinion that in many primary schools, girls do not have adequate desks and tables, and sometimes the classes are overcrowded. Insufficient classroom space compounded with lack of enough furniture affects both teaching/learning process. Therefore, education actors in the primary schools need to provide adequate basic infrastructure such as classes, chairs, desks and tables in the primary schools. As explained by Abenga (2013), schools should offer a safe and conducive environment for all children. In addition, it’s curriculum content should be connected to the reality children’s lives and it should have enough learning resources with all stakeholder involved in its decision making process.

The supply of adequate facilities and their proper maintenance in primary schools is very essential for having better learning outcomes of girls. On physical education facilities in refugee primary schools, 45.0% of the teachers strongly agreed with the opinion that physical education facilities in refugee primary schools are not well maintained while 36.5% agreed with the opinion.

However, only 4.5% remained undecided, 8.5% disagreed while 5.5% strongly disagreed.

Concerning physical education facilities in the refugee primary schools, the participants of focus groups and key informants noted that many schools do not have enough physical education facilities in conducive status. A head teacher further noted;

*“in opinion, the present physical education facilities in our primary school are not adequate to a level of enhancing performance of girls in KCPE”.* (Head teacher 8)

The findings support results from a study conducted by the UK Department of Education (2011), which explained that enough classroom space is very necessary for learning. In addition, enough classroom spaces leads to having private study areas and learning centers that are important when learners are revising and would want to avoid interruptions. Therefore, presence of adequate learning space improves the academic performance of girls. Moore (2013), also explains that healthy classroom facilities are important for learning, as classrooms without free circulation of fresh air from outside may lead to respiratory challenges. This therefore means health benefits overrides space and ventilation costs of classrooms.

#### **4.6.1 Inferential Findings on the Influence of School Facilities on Academic Performance of Girls in Primary Education**

Results indicates that refugee primary schools which have adequate school facilities such as course books, safe playgrounds, conducive classrooms and adequate physical education facilities have girls register better academic

performance in KCPE. The research findings are in agreement with the views of Abagi (2012), that inadequate or poor school facilities contribute to refugee primary school girls performing poorly in examinations. In order to further reveal the relationship between school facilities and girls' academic performance in primary education, data were collected on levels of adequacy of school facilities in the refugee primary schools and girls' performance in KCPE and results are shown in Table 4.11.

**Table 4.11: Results of the Levels of Adequacy of School Facilities in refugee Primary Schools and Girls' Performance in 2017 KCPE**

| Levels of Adequacy of School Facilities in Primary Schools | 2017 KCPE Performance of Girls in Marks |
|--|---|
| 1  | 178                                     |
| 2  | 189                                     |
| 2  | 201                                     |
| 2  | 209                                     |
| 2  | 212                                     |
| 3  | 220                                     |
| 3  | 221                                     |
| 3  | 223                                     |
| 4  | 227                                     |
| 5  | 231                                     |
| 5  | 233                                     |
| 5  | 237                                     |

N=938 girls Source

Results from levels of adequacy of school facilities in refugee primary schools and girls' performance in 2017 KCPE was subjected to linear regression analysis shown in Table 4.12:

**Table 4.12: Linear Regression Analysis Showing Relationship Between Levels of Adequacy of School Facilities in refugee Primary Schools and Girls' Academic Performance in 2017 KCPE**

| Model                                   | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|---|-----------------------------|------------|---------------------------|--------|------|
|   | B                           | Std. Error | Beta                      |        |      |
| 1 (Constant)                            | 178.685                     | 6.154      |                           | 29.036 | .000 |
| Levels of Adequacy of School Facilities | 11.805                      | 1.835      | .897                      | 6.434  | .000 |

a. Dependent Variable: Girls' Academic Performance in KCPE

Source: SPSS Generated (2018)

Table 4.12 shows linear regression analysis that generated a linear model of the form; Girls' Academic Performance in KCPE = 178.685 + 11.805 Levels of Adequacy of School Facilities in Primary Schools. The results shows that the coefficient for girl-book ratio is 11.805. This implies that for every increase in the levels of adequacy of school facilities in primary schools, girls' academic performance in KCPE is thought to increase by a factor of 11.805. The value 178.685 indicates that girls' academic performance in KCPE is not only dependent on school facilities, but on other factors such as parental characteristics and factors that touch on the lives of girl. From Table 4.12, the p value, 0.000 is less than 0.05, that is, a low p value ( $0.000 < 0.05$ ). hence it can be concluded that there is significant relationship between adequacy of facilities in primary schools and girls' academic performance.

As explained by Chiriswa (2012), effective teaching and learning are affected by number of factors including adequacy of resources such classrooms, science laboratories, text books, etc. Hence inadequate and poor school facilities contributes to refugee primary schools performing poorly in examinations. Similarly, Asiabaka (2012), also explained that effective policy directive on training of teachers in primary schools and the presence of minimum standards and physical facilities has led to wide disparities seen in the academic performance of girls.

#### **4.7 Community Support and Academic Performance of Girls in Primary Education**

Different education stakeholder such as SMC member, education officers, primary school girls, head teachers and teachers who participated in the study had similar thoughts with teachers that community support has clear influence on the academic performance of girls in primary education. The findings support the views of Reay (2011) that the wider school community, SMCs and teachers' have responsibilities to alter negative ideologies. This implies that SMC members and even teachers need basic training on gender that promotes their better understanding of how gender interacts with education so that they can recognize their own gender perspectives and their students' expectations, beliefs and attitudes. To be effective in their profession, teachers therefore need to possess the professional skill, attitude and knowledge that enable them perform this task effectively.

The study intended to establish the influence of community support on academic performance of girls in primary education. Data collected from refugee primary school teachers were organized into specific thoughts and then summarized as shown in Table 4.13.

**Table 4.13: Teachers’ Views on the Influence of Community Support on Academic Performance of Girls in Primary Education**

| Summary of Test Items   | SA<br>% | A<br>% | U<br>% | D<br>% | SD<br>% |
|---|---------|--------|--------|--------|---------|
| Lack of sensitization by community on the importance of girls’ education has demoralized girls to perform better at school          | 49.1    | 19.4   | 1.1    | 16.9   | 13.5    |
| Community members haven’t regularly mobilized boys and adult men to support girls’ education to improve their performance at school | 71.4    | 17.9   | 2.3    | 5.2    | 3.2     |
| Community members have not protected girls while at school and home to motivate them to attend school and do well in examinations   | 25.1    | 22.7   | 2.7    | 26.1   | 23.4    |
| Schools rarely engage role models to motivate girls to see the need to attend school and perform well in examinations               | 67.4    | 13     | 2.1    | 7.3    | 10.2    |

n=254

Table 4.13 reveals that 49.1% of the teachers strongly agreed with the opinion that lack of sensitization by community members on the importance of girls’ education has demotivated girls to perform better in primary education. Similarly, 19.4% agreed, only 1.1% remained undecided, 16.9% disagreed while 13.5% strongly disagreed.

The study also found out that more than 70% of the teachers strongly agreed with the opinion that community members have not regularly mobilized boys and adult men to support girls’ education to improve their performance at

school as required, while 17.9% of the teachers agreed to this notion. However, only 2.3% of the teachers remained undecided, 5.2% disagreed while 3.2% of the teachers strongly disagreed.

Through FGDs, girls also reported that there has been little sensitization on the importance of girls' education. In addition, there has been little community mobilization and sensitization of boys and men to appreciate the value of education for girls. The views of head teachers, SMC members and education officers were similar to the ones echoed by teachers.

One head teacher noted:

*“The general community has done something but still very little to sensitize its members such as boys and men on the importance of girls' education. A good portion of the community still holds onto retrogressive and outdated cultural practices and beliefs which relegate girls and women to lower societal status and thus, need no education. (Head teacher H9)*

These findings from the study are similar to those of Lloyd et al (2010), who urged that most teachers in primary schools gave more attention, class time and advice to boys more than girls. This has therefore contributed to the lower academic outcomes of girls in primary schools. This a clear justification that there is need to work on changing teachers' attitudes towards girls as part of a bigger gender equity and equality strategy for improved learning outcomes for all children. In addition, it is important to break down the barriers that undermine girls' learning opportunities - requiring integrated strategy geared towards changing societal perceptions about girls' education.

The study also found out that more than 25.5% of the teachers interviewed strongly agreed that community members have not protected girls while at school and home to motivate them to attend school and do well in examinations. Similarly, 22.7% of the teachers agreed, 2.7% remained undecided, 26.1% disagreed while 23.4% of the teachers strongly disagreed.

The study also established that many teachers (67.4%) strongly agreed with the view that schools rarely engage role models to motivate girls to see the need to attend school and perform well in examinations. On the other hand, 13.0% of the teachers agreed, 2.1% remained undecided, 7.3% of the teachers disagreed while 10.2% strongly disagreed.

Similar to the study findings, UNESCO (2013), explained that promotion of role model such as female teachers and other female prominent personalities in the community has been a better strategy to encourage girls' education particularly those in refugee primary schools and has been widely accepted as a means of promoting greater gender equality in education. Female role models in schools can motivate and encourage girls to complete their education and compete equally with boys in terms of academic performance.

The findings are also similar to the views of Jackie (2012), that, in refugee and remote schools where girls are marginalized or are minority, the presence of female teachers helps ensure protection of girls in the schools from sexual abuse and exploitation by male members of the school. This means use of role models in primary schools are very important to girls since they influence girls' ability to work hard academically, enhance girls' self-efficacy and motivate them to register better academic performance in examinations.

#### **4.7.1 Inferential Findings on the Influence of Community Support on**

##### **Academic Performance of Girls in Primary Education**

As noted by Lloyd et al (2010), many teachers in primary schools give boys more class time and advice than girls. This means girls are not motivated in education and hence show lower academic expectations than boys in many situations. This therefore requires collective effort in changing attitudes of teachers and the community as part of a bigger education strategy for gender equity and improved academic performance.

To understand if there are possibilities of having difference between community support and girls' academic performance, data were collected on the number of occasions community partner with schools to support girls' education and girls' academic performance in KCPE and results. This is shown in Table 4.14.

**Table 4.14: Results of the Number of Occasions Community Partners with Schools to Support Girls' Education and Performance in 2017**

**KCPE**

| Number of Occasions Community Partners with Schools to Support Girls' Education | 2017 KCPE Performance of Girls in Marks |
|---|---|
| 1   | 178                                     |
| 1   | 189                                     |
| 2   | 201                                     |
| 2   | 209                                     |
| 2   | 212                                     |
| 2   | 220                                     |
| 3   | 221                                     |
| 3   | 223                                     |
| 3   | 227                                     |
| 3   | 231                                     |
| 4   | 233                                     |
| 4   | 237                                     |

Source: Field Data (2018)

Table 4.14 above shows that refugee primary schools which frequently partnered with their wider communities to support education of girls have better academic grades of girls in their internal and most importantly, external examinations. These results were subjected to linear regression analysis and results are shown in Table 4.15:

**Table 4.15: Linear Regression Analysis Showing Relationship between Girl-Book Ratio in Refugee Primary Schools and Girls' Performance in 2017 KCPE**

| Model  | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|--|-----------------------------|------------|---------------------------|--------|------|
|  | B                           | Std. Error | Beta                      |        |      |
| 1 (Constant)   | 173.152                     | 5.845      |                           | 29.625 | .000 |
| No. of Occasions Community Partners with Schools to Support Girls' Education | 16.773                      | 2.183      | .925                      | 7.682  | .000 |

a. Dependent Variable: Girls' Academic Performance in KCPE

Table 4.15 shows linear regression analysis model of the form - Girls' Academic Performance in KCPE = 173.152 + 16.773No. of Occasions Community Partners with Schools to Support Girls' Education. The result indicates that the number of occasions community partners with schools to support girls' education is 16.773, meaning that for every increase in the occasions community partners with schools to support girls' education, girls' academic performance in KCPE will increase by a factor of 16.773.

However, girls' academic performance is not only dependent on community support, but also on other factors such as school characteristics and other factors that touch on girls' lives. From Table 4.15, it shows a low p value (0.000 < 0.05) which indicates the influence of community support on girls' academic performance is significant.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents summary of the main research findings, conclusions, recommendations and suggestions for further research as discussed under the research objectives.

#### **5.2 Summary of the study**

The purpose of the study was to investigate the influence of psychosocial support on girl-child's academic performance in primary education, Dadaab refugee camp, Kenya. The objectives of the study included; assessing the influence of guidance and counseling support, incentive psychosocial support, school facility support and community support on girls' academic performance in primary education in Dadaab refugee camp, Kenya. The study was guided by academic achievement theory of Walberg that assumes educational outcomes of individual learners are influenced by psychological (cognitive, behavioral and attitudinal) characteristics and the immediate psychological environments. The study adapted a mixed methodology using qualitative and quantitative methods concurrently, as it suited the study (Creswell, 2014).

Chapter one of the study covers introductory part that covers study background, problem statement, purpose of the study, study objectives, research questions, significance of the study, study limitation, delimitation if the study, assumptions of the study, definitions of key terms and organization of the study. The second chapter provides review of related literature on

influence of psychosocial support on girls' academic performance in Dadaab refugee camp, Kenya. The theoretical and conceptual frameworks and identification of knowledge gaps which formed the basis of the objectives and research questions for the study are in the second chapter. The third chapter deals with research methodology comprising of research design, target population, sample size and sampling procedure, research instruments, validity and reliability of research instruments, data collection procedures, data analysis technique and ethical considerations.

The study used quantitative method in collecting quantifiable and numeric data which were subjected to statistical analysis. In addition, quantitative data were collected through questionnaires. Qualitative technique was used to collect data from words of respondents using interviews and FGDs. The study adopted descriptive research design as it was intended to enable the researcher to use both qualitative and quantitative methods.

### **5.3 Summary of Research Findings**

This part of the report details overview of the study findings basing on the study objectives that included: assessing the influence of guidance and counseling support, incentive psychosocial support, school facility support and community support on girls' academic performance in primary education in Dadaab Refugee Camp, Kenya.

#### **5.3.1: Background of respondents**

The study revealed that all the sampled head teachers and education officers in the study were males. In addition, 89.1% of the teachers were also males. SMC members were better, 58.2% of the participants being males. These

meant there was inadequate gender parity, and that the composition of the education stakeholder may have a dramatic gender implication on the academic performance of refugee primary school girls.

On education, close to half (45.5.0%) of the head teachers had Diploma qualifications, 36.4% having certificates, 18.1% had Bachelor's degree while none had postgraduate qualifications. Majority of the teachers (79.1%) had certificate qualifications, 19.3% had Diploma, a paltry 1.6% had Bachelors' Degrees while none had postgraduate qualifications. 39.8% of the SMC members were illiterate, close to half (45.9) had no formal education but can read and write while 9.2% had Certificate qualifications, 4.1% had Diploma and 1% had Bachelors' Degrees. 50% of the Education Officers had Bachelor's Degree while 50% had postgraduate qualifications. This means that a good number of the respondents had basic education and were thus, able to understand the extent to which different forms of psychosocial support influence the academic performance in primary education amongst girls in Dadaab refugee camp and were therefore capable of answering the study questions.

### **5.3.2 Direct Psychosocial Support and Academic Performance of Girls in Primary Education**

The study established that primary schools in Dadaab refugee camp, peer and group counselling, attitude change, life skills education and mentorship programs are adopted as strategies of motivating girls to perform better at school but needs more effort. This indicates that guidance and counselling, as forms of psychosocial support, occupy an important place in motivating girls

to manifest behaviors geared towards improving their academic performance. Through effective guidance and counselling, girls' behavior is improved which, in turn, leads to an improvement in their academic performance.

On peer counseling, 41.9% teachers disagreed with the view that schools rarely engage peer counselling in motivating girls to improve their performance at school, 24.5% strongly disagreed, 9.6% were undecided, 7.6% strongly agreed whereas 16.4% agreed. On group counseling, 51.3% of the teachers strongly agreed that use of group counselling has ensured that girls perform girls better in their primary school education, fair proportion, 32.7% agreed, 4.9% remained undecided, 6.4% disagreed while 4.7% strongly disagreed.

On strategies for attitudinal change among girls for better academic performance, 50% of the teachers strongly agreed, where as 40.1% disagreed, 3.1% remained undecided, 2.5 % disagreed while 3.3% strongly disagreed. On adoption of life skills, 70.3% of the teachers strongly agreed with opinion that schools have adopted life skills education in order to improve academic performance of girls, 10.4% agreed, 3.7% were undecided, 9.1% disagreed whereas 6.5% strongly disagreed.

On mentorship, 21.7% of the teachers strongly agreed that in refugee schools, mentorship programs have not been fully adopted as a strategy for improving girls' performance where as 28.3% agreed, 17.1% remained undecided, 22.7% disagreed while 10.2% strongly disagreed. During FGDs, girls were concurrence with the teachers that mentorship program have not been fully adopted in schools.

### **5.3.3 Incentive Psychosocial Support and Academic Performance of Girls in Primary Education**

The study established that primary school girls in Dadaab refugee camp were initially provided with solar lamps to help them study without interruption, but many now require replacement, there is no enough uniforms and sanitary wear, many schools have separate latrines for girls and boys and the teaching and learning materials provided by humanitarian agencies are not enough. This indicates that academic performance of girls faces uphill task, given that basic necessities which determine quality of primary education are not adequately provided. The study results point out that teaching/learning materials are regarded as very important pedagogical tools which supplements teachers' work and thus, must be provided.

On solar lamp provision, 15.9% of the teachers strongly agreed with the opinion that solar lamps are rarely provided to help girls study without interruption and thus, promote their performance, 12.1% agreed, (9.8%) remained undecided, 32.8% disagreed while 29.4% strongly disagreed. During FGDs, girls agreed with the views expressed by the teachers to some extent that solar lamps are not provided to aid their studies during prep time as previously done by humanitarian agencies. On uniform and sanitary wear provision, 29.1%. teachers strongly agreed with the opinion that uniforms and sanitary wear provided to girls are not adequate, 33.5% agreed, 2.7% remained undecided, 15.9% disagreed while 18.8% strongly disagreed.

Concerning separate latrines for boys and girls, a negligible 3.9% of the teachers strongly agreed with the opinion that many schools in Dadaab refugee camp do not have separate latrines for girls and boys 4.2% agreed, 4.0% were undecided, 40.3% disagreed whereas 47.6% strongly disagreed. On learning materials, many teachers (31.4%) strongly agreed with the opinion that learning materials provided to schools are not adequate for all girls, 26.1% agreed, 2.1% were undecided, 23.9% disagreed while 16.5% of the teachers strongly disagreed.

#### **5.3.4 School Facilities and Academic Performance of Girls in Primary Education**

The study also established that sampled primary schools in Dadaab refugee camp have no libraries, book stores are not well-stocked with relevant books and scholastic materials. It is therefore clear that some schools do not have enough conducive classrooms, playgrounds are not adequate for girls, furniture not adequate nor are physical education facilities up to the expected standards. Some refugee primary schools had insufficient, dilapidated and unutilized facilities and hence raises critical concerns about welfare teachers' and girls'. Hence, it can be deduced from the study findings that stakeholders need to contribute more in order to improve the academic performance of refugee girls in primary schools.

35% of the teachers strongly agreed that most refugee primary schools do not have conducive classrooms, 20.5% agreed, 3.0% were undecided, 24.5% disagreed while 17.0% strongly disagreed. On playgrounds, 21% of the teachers interviewed strongly agreed that safe playgrounds are not common in

many refugee primary schools, 18.5% agreed, 2.5% were undecided, 28.5% disagreed whereas 29.5% strongly disagreed.

A sizable number of teachers (35.5%) strongly agreed that furniture in the refugee primary schools are not enough to cater for the needs of all girls, 31.5% agreed, 4.0% were undecided, 19.0% disagreed while 10.0% strongly disagreed. Close to half of the teachers strongly agreed (45.0%) that physical education facilities in refugee primary schools are not well-maintained, 36.5% agreed, 4.5% were undecided, 8.5% disagreed whereas 5.5% strongly disagreed.

### **5.3.5 Community Support and Academic Performance of Girls in Primary Education**

From the study findings, it is also evident that lack of sensitization by communities on the importance of girls' education. Community members have also not adequately protected girls while at school and home to motivate them to attend school nor do primary schools engage role models to motivate girls to see the need to attend school and perform well in examinations. This implies that teachers and SMC members need specialized training on gender and education in promoting their understanding of how gender issues in the community interacts with other factors and promotes their gender dynamic understanding before they can recognize and work on their community's attitudes, expectations and beliefs on gender.

To be effective in their profession, teachers need to possess the professional skill, attitude and knowledge that can help enable them work effectively. In doing so, it is important to have an understanding of the community's

practices that undermine girls' learning opportunities. This in turn requires the development of a robust strategy geared towards changing societal perceptions about girls' education. The study therefore points out that the primary role models such as parents, friends and teachers are very important to girls as they enter school since they influence girls' ability to work hard at school, enhance girls' self-efficacy and offer additional motivation so that they can have better academic results.

Almost half of the teachers (49.1%) strongly agreed that lack of sensitization by community members on the importance of girls' education has demoralized girls to perform better at primary schools, 19.4% agreed, 1.1% remained undecided, 16.9% disagreed while 13.5% strongly disagreed. Overwhelming majority of the teachers (71.4%) strongly agreed that community members have not regularly mobilized boys and adult men to support girls' education to improve their performance at school as required, while 17.9% agree, 2.3% remained undecided, 5.2% disagreed while 3.2% strongly disagreed.

On girls' protection at school and at home, 25.5% of the teachers strongly agreed that community members have not protected girls while at school and home to motivate them to attend school and do well in examinations, 22.7% agreed, 2.7% remained undecided, 26.1% disagreed while 23.4% strongly disagreed. In addition, many teachers (67.4%) strongly agreed that schools rarely engage role models to motivate girls to see the need to attend school and perform well in examinations, 13.0% agreed, 2.1% were undecided, 7.3% disagreed whereas 10.2% strongly disagreed.

#### **5.4 Conclusions**

Drawing from the study findings, it is evident that, in primary schools in Dadaab refugee camp, peer and group counselling, attitude change, life skills education and mentorship programs have been adopted as strategies of motivating girls to perform better at school, but more effort needs to be placed. School counselors provide children with competencies that are important for their survival and for coping with daily challenges, but this needs to be revamped. From the study, it is evident the girls' capacity to cope with challenging situations can be enhanced through guidance and counselling.

Similarly, girls in Dadaab refugee primary schools, especially those in upper primary were initially provided with solar lamps to help them study without interruption, although many are now faulty and need replacement. Uniforms and sanitary wear were also provided, although stakeholders have reported such efforts have recently reduced due to lean funding situation in Dadaab camps. In addition, boys and girls in Dadaab refugee primary schools have separate latrines, though not adequate.

Humanitarian agencies operating in Dadaab refugee camp have endeavored to provide teaching and learning materials although not adequate. The study points out that academic performance of girls in internal and national examinations is affected by inadequate basic necessities which determine quality of primary education achievement. Primary schools in Dadaab refugee camp have no libraries, for schools that have book stores, they are not well-stocked with relevant books and scholastic materials. Classrooms in some

schools are not conducive, especially on hot days, playgrounds are not safe in some cases, furniture not adequate nor are physical education facilities up to expected standards.

It is revealed through the study that there is inadequate community sensitization on the importance of girls' education, community members have not adequately protected girls while at school and home to motivate them to attend school and engagements of role models in the primary schools to motivate girls needs to be increased for girls perform well in examinations. In addition, SMC members and teachers need more training on gender and education that helps promote a better understanding of how gender interacts with community dynamics so that they can better understand the community's beliefs, expectations and attitudes towards girls' education. To be effective in their profession, teachers specifically need to possess the skill, attitude and knowledge that enable them effective.

### **5.5 Recommendations**

Based on the findings, the study highlights the following recommendations:

- I. On guidance and counselling and girls' academic performance in primary education, it is recommended that head teachers work closely with school counsellors to train learners as lay peer counsellors which may enable them acquire basic skills to motivate girls to work hard and perform well at school. In addition, it is recommended that teachers ensure that life skills' lessons are well utilized and content be geared towards enabling girls to develop good behavior patterns. The MoE officials should ensure that every refugee primary school has a trained teacher-counselor who is tasked to

conduct counseling and help change girls' behavior patterns so as to improve their academic performance in internal and national examinations.

- II. On incentive psychosocial support and girls' academic performance in primary education, it is recommended that stakeholders in education in emergencies help mobilize for resources in providing girls with adequate supply of sanitary wear and relevant scholastic materials such as course books, learning materials and other forms of curriculum materials to improve girls' academic performance in internal and national examinations.
- III. On school facility support and girls' academic performance in primary education, the study recommends that donors, MoE officials the general education stakeholders in education in emergencies to help improve school facilities such as conducive classrooms and effective physical education facilities at school level.
- IV. On community support and girls' academic performance in primary education, the study recommends that stakeholders increase sensitization of communities on the importance of girls' education and their key roles towards such realization.
- V. Education stakeholders should help mobilize more resources and funds for schools so that head school teachers can be efficient by maintaining and replenishing resources. This is more so on interventions that help girls stay in school and perform better. Doing such endeavor will improve the standards and quality of education offered to girls in refugee camps.

### **5.5.1 Suggestions for Further Research**

- I. Research on assessing the influence of head teachers' management strategies on girls' academic performance in primary education Dadaab refugee camp, Kenya could be carried out.
- II. A study could be carried out to find the influence of teachers' attitude on girls' academic performance in primary education in Dadaab refugee camp, Kenya.
- III. A study to determine the influence of community support on girls' academic performance in primary education in Dadaab refugee camp, Kenya, could be carried out.

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## **APPENDICES**

### **Appendix I: Letter of introduction**

University of Nairobi,  
Department of Educational Administration and Planning,  
P.O. Box 30197, Nairobi.

Dear Sir/Madam,

#### **RE: REQUEST TO CONDUCT RESEARCH IN YOUR SCHOOL**

I am a Postgraduate student at the University of Nairobi pursuing Master of Education (Education in Emergencies). I am intending to carry out research based on the influence of psychosocial support on girl-child's academic performance in primary education in Dadaab refugee camp, Kenya. This is to request you to allow me carry out research in your school.

The information you provide will be treated with utmost confidentiality and will only be used for the purpose of the research. You are also assured that no respondents' identity will be revealed. You however have a right to consent or decline to take part in the study. The purpose of the questionnaire is to obtain data for the study.

Yours faithfully,

Mohamed Abikar Ali.

## Appendix II: Questionnaire for Teachers

Dear respondent,

The researcher is a student undertaking a course in Master of Education in Education Emergencies of the University of Nairobi carrying out a study on the Influence of Psychosocial Support on Girls' Academic Performance in Primary School Education in Dadaab refugee camp, Kenya. The information you provide will be treated with confidentiality and entirely used for purposes of this study.

### Section A: Background Information

1. Gender: Male  Female
2. Level of Education: Certificate  Diploma  Bachelors' Degree  Postgraduate

### Section B: Girls' Academic Performance in KCPE for from 2014 to 2018

1. Please, indicate the academic performance of girls in 2014-2018 KCPE

| Year of Examination | KCPE Performance in Marks |
|---------------------|---------------------------|
| 2014                |                           |
| 2015                |                           |
| 2016                |                           |
| 2017                |                           |
| 2018                |                           |

### Section C: Guidance and Counselling and Girls Academic Performance in Primary Education

1. Please, indicate how often your primary school engages girls in guidance and counselling activities on weekly basis

Key: O-Often S-Sometimes U-Rarely N-Never

| Test Items                       | O | S | R | N |
|----------------------------------|---|---|---|---|
| Peer counselling activities      |   |   |   |   |
| Group counselling activities     |   |   |   |   |
| Attitude change activities       |   |   |   |   |
| Life skills education activities |   |   |   |   |
| Mentorship programs              |   |   |   |   |

2. Rate the extent to which you agree with the following statements on the influence of guidance and counselling on academic performance of girls in your primary school:

Key: SA-Strongly Agree A-Agree U-Undecided D-Disagree SD-Strongly Disagree

| Test Items  | SA | A | U | D | SD |
|---|----|---|---|---|----|
| Schools rarely engage in peer counselling as a way of motivating girls to perform better  |    |   |   |   |    |
| Use of group counselling has ensured that girls perform girls better in their primary school education                          |    |   |   |   |    |
| Strategies for attitude change amongst girls adopted schools have not been effective in improving academic performance of girls |    |   |   |   |    |
| Schools have adopted life skills education in order to improve academic performance of girls                                    |    |   |   |   |    |
| In refugee schools, mentorship programs have not been fully adopted as a strategy for improving girls' performance              |    |   |   |   |    |

#### **Section D: Incentive Psychosocial Support and Girls Academic Performance in Primary Education**

1. What is the girl-book ratio in your primary school?.....
2. Rate the extent to which you agree with the following statements on the influence of incentive psychosocial support on academic performance of girls in your primary school:

Key: SA-Strongly Agree A-Agree U-Undecided D-Disagree SD-Strongly Disagree

| Test Items  | SA | A | U | D | SD |
|---|----|---|---|---|----|
| Schools rarely provide solar lamps to help girls study without interruption and thus, promote their performance |    |   |   |   |    |
| Uniforms and sanitary wear provide to girls are not adequate  |    |   |   |   |    |
| Schools in Dadaab Refugee Camp do not have separate latrines for girls and boys                                 |    |   |   |   |    |
| Learning materials provided by schools are never adequate for all girls   |    |   |   |   |    |

**Section E: School Facilities Support and Girls Academic Performance in Primary Education**

1. How would you rate the level of adequacy of physical facilities in your primary school?.....  
.....

2. Rate the extent to which you agree with the following statements on the influence of provision of school facilities on academic performance of girls in your school

Key: SA-Strongly Agree A-Agree U-Undecided D-Disagree SD-Strongly Disagree

| Test Items   | SA | A | U | D | SD |
|--|----|---|---|---|----|
| There are no enough course books in refugee primary schools                      |    |   |   |   |    |
| Most refugee primary schools do not have conducive classrooms                    |    |   |   |   |    |
| Safe playgrounds are not common in many refugee primary schools                  |    |   |   |   |    |
| Furniture in refugee primary schools are not enough to cater for all girls       |    |   |   |   |    |
| Physical education facilities in refugee primary schools are not well-maintained |    |   |   |   |    |

**Section F: Community Support and Girls Academic Performance in Primary Education**

1. In which occasions does your school partner with community to support girls' education?.....

2. Rate the extent to which you agree with the following statements on the influence of community support on academic performance of girls in your primary school

Key: SA-Strongly Agree A-Agree U-Undecided D-Disagree SD-Strongly Disagree

| Test Items   | SA | A | U | D | SD |
|--|----|---|---|---|----|
| Lack of sensitization by community on the importance of girls' education has demoralized girls to perform better at school             |    |   |   |   |    |
| Community members have not regularly mobilized boys and adult men to support girls' education has improved their performance at school |    |   |   |   |    |
| Community members haven't regularly mobilized boys and adult men to support girls' education to improve their performance at school    |    |   |   |   |    |
| Schools rarely engage role models to motivate girls to see the need to attend school and perform well in examinations                  |    |   |   |   |    |

Thank you,

Mohamed Abikar Ali

### **Appendix III: Interview Guide for Head teachers**

Dear respondent,

The researcher is a student undertaking a course in Master of Education in Education Emergencies of the University of Nairobi carrying out a study on the Influence of Psychosocial Support on Girls' Academic Performance in Primary School Education in Dadaab Refugee Camp, Kenya. The information you provide will be treated with confidentiality and entirely used for purposes of this study.

#### **Section A: Background Information**

1. Gender:.....
2. What is your highest level of education?.....

#### **Section B: Girls' Academic Performance in KCPE for from 2014 to 2018**

1. What is the academic performance of girls in KCPE from 2014-2018?  
.....

#### **Section C: Guidance and Counselling and Girls Academic Performance in Primary Education**

1. How often your does your primary school engage girls in guidance and counselling activities on weekly basis? .....
2. To what extent does guidance and counselling influence academic performance of girls in your primary school? .....

#### **Section D: Incentive Psychosocial Support and Girls Academic Performance in Primary Education**

1. What is the girl-book ratio in your primary school?.....
2. What is the influence of incentive psychosocial support on academic performance of girls in your primary school? .....

#### **Section E: School Facilities Support and Girls Academic Performance in Primary Education**

1. How would you rate the level of adequacy of physical facilities in your primary school? .....
2. What is the influence of provision of school facilities on academic performance of girls in your primary school? .....

**Section F: Community Support and Girls Academic Performance in Primary Education**

1. In which occasions does your primary school partner with community to support girls' education? .....
2. To what extent does community support influence academic performance of girls in your primary school? .....

Thank you,

Mohamed Abikar Ali

## **Appendix IV: Interview Guide for Education Officers**

Dear respondent,

The researcher is a student undertaking a course in Master of Education in Education Emergencies of the University of Nairobi carrying out a study on the Influence of Psychosocial Support on Girls' Academic Performance in Primary School Education in Dadaab Refugee Camp, Kenya. The information you provide will be treated with confidentiality and entirely used for purposes of this study.

### **Section A: Background Information**

1. Gender: .....
2. What is your highest level of education? .....

### **Section B: Guidance and Counselling and Girls Academic Performance in Primary Education**

1. How often do primary schools engage girls in guidance and counselling activities on weekly basis? .....
2. To what extent does guidance and counselling influence academic performance of girls in primary schools? .....

### **Section C: Incentive Psychosocial Support and Girls Academic Performance in Primary Education**

1. What is the influence of incentive psychosocial support on academic performance of girls in primary schools? .....

### **Section D: School Facilities Support and Girls Academic Performance in Primary Education**

1. How would you rate the level of adequacy of physical facilities in primary schools? .....
2. What is the influence of provision of school facilities on academic performance of girls in primary schools? .....

### **Section E: Community Support and Girls Academic Performance in Primary Education**

1. In which occasions do primary schools partner with community to support girls' education? .....
2. To what extent does community support influence academic performance of girls in primary schools?.....

Thank you, Mohamed Abikar Ali

## **Appendix V: Focus Group Discussion Guide for Girls**

Dear respondent,

The researcher is a student undertaking a course in Master of Education in Education Emergencies of the University of Nairobi carrying out a study on the Influence of Psychosocial Support on Girls' Academic Performance in Primary School Education in Dadaab Refugee Camp, Kenya. The information you provide will be treated with confidentiality and entirely used for purposes of this study.

### **Section A: Guidance and Counselling and Girls Academic Performance in Primary Education**

1. How often your does your primary school engage you in guidance and counselling activities on weekly basis? .....
2. To what extent does guidance and counselling influence your academic performance? .....

### **3. Section B: Incentive Psychosocial Support and Girls Academic Performance in Primary Education**

1. What is the girl-book ratio in your primary school? .....
3. What is the influence of incentive psychosocial support on your academic performance? .....

### **Section E: School Facilities Support and Girls Academic Performance in Primary Education**

1. How would you rate the level of adequacy of physical facilities in your primary school? .....
2. What is the influence of provision of school facilities on your academic performance? .....

### **Section F: Community Support and Girls Academic Performance in Primary Education**

1. In which occasions does your school partner with community to support your education?.....
2. To what extent does community support influence your academic performance? .....

Thank you,

Mohamed Abikar Ali

**Appendix VI: FGD Guide for Members of School Management  
Committees**

Dear respondent,

The researcher is a student undertaking a course in Master of Education in Education Emergencies of the University of Nairobi carrying out a study on the Influence of Psychosocial Support on Girls' Academic Performance in Primary School Education in Dadaab refugee camp, Kenya. The information you provide will be treated with confidentiality and entirely used for purposes of this study.

**Section A: Background Information**

1. Gender: .....
2. What is your highest level of education? .....

**Section B: Girls' Academic Performance in KCPE for from 2014 to 2018**

1. What is the academic performance of girls in KCPE from 2014-2018?  
.....

**Section C: Guidance and Counselling and Girls Academic Performance in Primary Education**

1. How often your does your primary school engage girls in guidance and counselling activities on weekly basis? .....
2. To what extent does guidance and counselling influence academic performance of girls in your primary school? .....
- .....
- .....

**Section D: Incentive Psychosocial Support and Girls Academic Performance in Primary Education**

1. What is the girl-book ratio in your primary school? .....
2. What is the influence of incentive psychosocial support on academic performance of girls in your primary school? .....

**Section E: School Facilities Support and Girls Academic Performance in Primary Education**

1. How would you rate the level of adequacy of physical facilities in your primary school? .....
2. What is the influence of provision of school facilities on academic performance of girls in your primary school? .....

**Section F: Community Support and Girls Academic Performance in Primary Education**

1. In which occasions does your primary school partner with community to support girls' education? .....
2. To what extent does community support influence academic performance of girls in your primary school? .....

Thank you,

Mohamed Abikar Ali

## Appendix VII: Introduction Letter from University of Nairobi



UNIVERSITY OF NAIROBI  
COLLEGE OF EDUCATION AND EXTERNAL STUDIES  
SCHOOL OF EDUCATION  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

Telegram: "CEES"  
Telephone: 020-2701902

P.O. BOX 30197, NAIROBI  
OR P.O. BOX 92  
KIKUYU

September 5, 2017

**Our Ref:** UON/CEES/SCE/A&P/1/4

### TO WHOM IT MAY CONCERN

**MOHAMED ABIKAR ALI - E55/76759/2014**

This is to certify that **Mohamed Abikar Ali** is a Master of Education student in the Department of Educational Administration and Planning at the University of Nairobi. He has completed his course work and is summarizing his research proposal on *"Influence of Psychosocial Support on Refugee Girl-Childs' Academic Performance in Primary Education in Dadaab Refugee Camp, Kenya"*. His area of specialization is Education in Emergencies.

Any assistance accorded to him will be highly appreciated.

A handwritten signature in black ink, appearing to read 'Jeremiah M. Kai Ai', written over a circular official stamp. The stamp contains the text 'Department of Educational Administration and Planning, University of Nairobi, Kikuyu, P.O. Box 92 - 0902' and the date '05 SEP 2017'.

**DR. JEREMIAH M. KAI AI**  
Chairman

Department of Educational Administration and Planning

JMK/ran

**Appendix VIII: Research authorization by National Commission For  
Science, Technology and Innovation (NACOSTI)**



**NATIONAL COMMISSION FOR SCIENCE,  
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471.  
2241349,3310571,2219420  
Fax: +254-20-318245,318249.  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/17/91456/19158**

Date: **19<sup>th</sup> September, 2017**

Mohamed Abikar Ali  
University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Influence of psychosocial support on refugee girl-childrens’ academic performance in primary education in Dadaab Refugee Camp, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Garissa County** for the period ending **19<sup>th</sup> September, 2018.**

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**GODFREY P. KALERWA MSc., MBA, MKIM  
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The Commissioner  
Department of Refugee Affairs.

The County Commissioner  
Garissa County.

The County Director of Education  
Garissa County.

**THIS IS TO CERTIFY THAT:  
MR. MOHAMED ABIKAR ALI  
of UNIVERSITY OF NAIROBI, 0-70100  
Garissa, has been permitted to conduct  
research in Garissa County**

**Permit No : NACOSTI/P/17/91456/19158  
Date Of Issue : 19th September,2017  
Fee Received :Ksh 1000**

**on the topic: INFLUENCE OF  
PSYCHOSOCIAL SUPPORT ON REFUGEE  
GIRL-CHILDS' ACADEMIC PERFORMANCE  
IN PRIMARY EDUCATION IN DADAAB  
REFUGEE CAMP, KENYA**



**for the period ending:  
19th September,2018**

**Applicant's  
Signature**

**Director General  
National Commission for Science,  
Technology & Innovation**

### CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



**REPUBLIC OF KENYA**



**National Commission for Science,  
Technology and Innovation**

**RESEARCH CLEARANCE  
PERMIT**

**Serial No.A 15819**

**CONDITIONS: see back page**

**Appendix IX: Research authorization by Refugee Affairs Secretariat**

**(RAS)**



**OFFICE OF THE PRESIDENT  
MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL  
GOVERNMENT  
REFUGEE AFFAIRS SECRETARIAT**

Website: [www.refugeeaffairs.go.ke](http://www.refugeeaffairs.go.ke)  
E-mail: [refugeeaffairs@interior.go.ke](mailto:refugeeaffairs@interior.go.ke)  
Tel: +254-020-4405057

When replying please quote:

Castle House, James Gichuru Rd  
P.O. Box 42227 -00100  
Nairobi, Kenya

**9th, November 2017**

**RAS/OPER/2/22/Vol. III (71)**

**Mohamed Abikar Ali**

P.O Box 105-70100  
Nairobi.

**RE: AUTHORIZATION TO VISIT DADAAB REFUGEE CAMPS**

We refer to your letter received on 7<sup>th</sup> November 2017 regarding the above subject.

Authority has been granted to: **Mohamed Abikar Ali**, ID. 22427644 to visit Dadaab refugee camp from 10<sup>th</sup> November 2017 to 31<sup>st</sup> December 2017.

The purpose of the visit is to undertake a research based on psychosocial support on girl child academic performance in primary education.

On arrival, you are advised to report to the camp manager before transacting any business in the camp.

A. KIMANI

**FOR: COMMISSIONER FOR REFUGEE AFFAIRS**

Copy to: Camp Manager  
Dadaab refugee camp



Scanned with  
CamScanner

## Appendix X: Research authorization by County Commissioner, Garissa

### THE PRESIDENCY

MINISTRY OF INTERIOR & CO-ORDINATION OF NATIONAL GOVERNMENT

Telegrams: "COUNTY" GARISSA.  
Telephone: Garissa  
[ccgsacounty@gmail.com](mailto:ccgsacounty@gmail.com)



OFFICE OF THE  
COUNTY COMMISSIONER  
P.O BOX 1-70100  
GARISSA COUNTY

When replying please quote

REF.NO: CC/EDU/7/3/(77)

31 October, 2017

Mohamed Abikar Ali  
University of Nairobi  
P. O. Box 30197-00100

**NAIROBI.**

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

Refer to your letter Ref. No. NACOSTI/P/17/91456/19158 dated 19<sup>th</sup> September, 2017 from National Commission for Science, Technology and Innovation on application for authority to carry out research on "***Influence of Psychosocial support on Refugee Girl-Child's' academic performance in Primary Education in Dadaab Refugee Camp, Kenya***" for the period ending 9<sup>th</sup> October, 2018.

I am pleased to inform you that you have been authorized to undertake your research in Garissa County.

A handwritten signature in black ink, appearing to read 'Ruth N. Mbuli'.

Ruth N. Mbuli  
For: County Commissioner

**GARISSA COUNTY.**