FACTORS INFLUENCING ACADEMIC PERFORMANCE OF UNACCOMPANIED REFUGEE BOYS' IN PUBLIC PRIMARY SCHOOLS KAMUKUNJI CONSTITUENCY NAIROBI COUNTY

CATHERINE J. CHEBOIWO

A Research project Submitted in Partial Fulfillment of the Requirement for the Award of the Degree in Master of Education in Education in Emergencies University of Nairobi

2015

DECLARATION

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

_____

Catherine J. Cheboiwo

E55/82931/2012

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

_____

Dr. Loise Gichuhi

Lecturer

Department of Educational Administration and Planning

University of Nairobi

_____

Dr. Rosemary Imonje

Lecturer

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

This project is dedicated to my mother Roseline Kibowen, my husband Julius Cheboiwo my children Jero, Kiplimo, Kigen, Kiplenge and my sister Joan.

ACKNOWLEDGEMENT

TABLE OF CONTENT

CHAPTER ONE

INTRODUCTION

CHAPTER TWO

RELATED LITERATURE REVIEWED

CHAPTER THREE

RESEARCH METHODOLOGY

APPENDICES

LIST OF TABLES

LIST OF FIGURES

ABSTRACT

The refugee pupils in Nairobi, Kenya, face xenophobia and discriminative urban refugee policies, which preclude their admission into primary schools in the city. In turn, these pupils' enrolment in private schools in Nairobi is hindered by their parents' or guardians' precarious socio status. The study aimed at investigating the factors influencing academic performance of unaccompanied refugee boys' in public primary schools. This study employed descriptive survey. In this study, the target population consisted of 7 head teachers, 31 teachers and 112 unaccompanied pupils were the respondents of the study. From each school, there was one class teacher participating in the study. The class teachers were purposively selected because they are in close contact with pupils and they are better placed to give information on pupils' academic performance and class management in the schools. The study employed Mugenda and Mugenda formula in coming up with a sample size of 150 respondents. It adopted the use of questionnaires in primary data collection. The study generated both qualitative and quantitative data where quantitative data was coded and entered into SPSS and analyzed using descriptive statistics where presentation was done using frequency tables and figures. The study findings indicated that the major education intervention used to teach unaccompanied refugee boys was training for communicating with, relating to and teaching pupils. Further, respondents argued to focus on individuality of each pupil to unaccompanied refugee boys. However, other education interventions such as creating opportunities for pupils, family and community involvement, activities and support services were not used. The study concluded that understanding of English by unaccompanied refugee boys was below average as reported by majority of both head teachers and teachers. Consequently, it was also concluded that teachers in Kamukunji were not able to provide personalized attention to the unaccompanied refugee boy as this was attributed to the large number of pupils teachers had to handle at a time. The study findings led to the conclusion that the major education intervention used to teach unaccompanied refugee boys was training for communicating with, relating to and teaching pupils. However, other education interventions such as creating opportunities for pupils, family and community involvement, activities and support services were not used. There is also need for adjustment of host nation policies to create a conducive environment for unaccompanied refugee pupils. This can be achieved by formulating specialized policies aimed at enhancing academic performance of unaccompanied refugee pupils. There is also need for improved involvement of families or guardians to unaccompanied refugee pupils together with schools' management to discuss possible ways of enhancing the academic performance of unaccompanied refugees. There is also need for further research on other factors affective unaccompanied refugee pupils in other areas within Nairobi as this study was limited to Kamukunji. In addition, specific research can also be conducted on the measures that can be put in place to enhance the academic performance of unaccompanied refugees.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Refugees have been a part of human history as long as war, persecution, and natural disasters have existed. For centuries, people who were forced to flee their homes sought informal asylum granted by neighboring communities, rulers, religious institutions, or individuals. Communities of pre-modern times tended to view these newcomers as assets, as they would bolster the strength and production of its population. There was no formal conception of refugee until well after the formation of nation/states, and it was only in the very recent past that the international community officially recognized this group and developed formal regulations and practices relating to the rights and protection of refugees (Bixler, 2005).

The individual, social, and community functioning of unaccompanied refugee minors are impacted by a wide variety of risk and protective factors. These risk and protective factors include characteristics of the individual, social, and community environments prior to a refugee's war and displacement experiences, factors during persecution and flight, as well as aspects of the resettlement environment. Risk and protective factors help to explain individual differences in functioning in response to traumatic experiences and displacement (Vander veer, 1998).

Approximately half of most refugee populations are children (UNHCR, 2009). The majority of refugee children are accompanied by parents or other family members during

their escape and flight to neighboring countries, but there is also a substantial group of others who become separated from their families and therefore arrive in countries of asylum on their own. The parents or primary caregivers of these minors may have been killed or detained during conflict, died from conditions or dangers during flight, or simply gone missing or become separated in the chaos of escape. In some cases, children are sent away on their own by parents who are desperate to protect them from violence or forced military recruitment (Rutter, 2001).

Young boys, who may be at particular risk as targets of violence or forced participation in warfare, greatly outnumber females in most unaccompanied refugee minor populations (Spinhoven, Bean & Eurelings-Bontekoe, 2006). This increase has generally not been accompanied by appropriate educational and other specialized support specifically targeted to assist the acculturation, integration, and the academic performance of students who are from war-affected. Schooling plays a central role in the social integration and adjustment of unaccompanied boys. Teachers and peers not only become the agents of socialization for separated children attending schools in receiving countries, but also structure their first encounters with a larger society. Equally important, they play a significant role in the identity-formation process of separated children and, therefore, offer either positive or negative models of identification.

The first problem encountered by refugees' boys is registration in a school. Anecdotal information suggests that most schools in Scotland require documents for establishing the student's identity (for example, a passport, birth certificate, or immigration forms) It

seems reasonable that refugees children may not have any of these, may not know how to get them, or may not want to contact the appropriate institutions for fear of being reported to immigration authorities. Macaskill and Petrie (2000) reported that even when unaccompanied children are placed in schools soon after their arrival, they face an array of challenges.

Based on interviews with 33children and young people who were refugees and asylum seekers in Scotland, the authors identified five areas of concern: transition to a new style of education; difficulties associated with learning English; peer group support; bullying; sustaining their culture and language. To date, schools in Scotland have had little experience and gained relatively little knowledge in the education of such children. Their presence simply has been ignored in areas such as staff development or curriculum planning. Even at schools where multicultural and anti-racist policies were in place, unaccompanied children have reported racist attitudes and prejudices towards them on the part of teachers and students.

Yau (1995) study of refugee students in Toronto schools, identified the following challenges encountered by all refugee children, but likely to be exacerbated in the case of separated minors: little or no prior formal schooling; interrupted schooling; tendency to stay away from school for fear of authority/deportation; unfamiliarity with official languages in Canada; lack of parental supervision; financial difficulties; anxiety and stress related to past trauma and future uncertainty; social isolation; and joining of school in the middle of the academic year.

Other studies related to newcomer youth (for example, Anisef and Bunch 1994; Kilbride *et. al*. 2001) have found that the many academic and social challenges encountered by immigrant and refugee youth in Canadian schools, lead to high levels of failure and drop out. These studies have suggested that strong support by parents and ethnic communities helps to mediate the negative experiences of schools for the newcomer children. It seems reasonable that for separated boys, who's pre-migration, migration, and post-migration experiences are all likely to be more traumatic than those of other newcomers, and who do not have the kinds of familial and community supports that other newcomers are likely to have, the situation can be far worse.

In the case of unaccompanied children, several countries (including Canada, Finland, Norway, France, Switzerland, and the Netherlands) now require the appointment of legal counsel as well as a Designated Representative (DR) to safeguard the interests of the child. In some places, such as the UK, a person selected from an established panel of advisors is appointed to support and advocate for the child in the legal process, as well as in procuring health care, education, housing etc. Individuals with expertise in education, social services, health and legal work are usually selected as guardians. The model of guardianship developed in the Netherlands also deserves a closer look. The principle of matching is central to the Dutch approach: the guardians are recruited from among social workers with refugee backgrounds and with the same language and culture as unaccompanied children. They receive additional training and have regular contacts with immigration authorities and other organizations working with unaccompanied children.

The Canadian Guidelines do not specifically recommend the appointment of a guardian, but do specify the responsibilities of the DR: to retain counsel; to instruct counsel or to assist the child in instructing counsel; to make other decisions with respect to the proceedings or to help the child make those decisions; to inform the child about the various stages and proceedings of the claim; to assist in obtaining evidence in support of the claim; to provide evidence and be a witness in the claim; to act in the best interest of the child' (IRB 1999). Each one of the three major provinces that receive separated children, however, has a different support mechanism for separated children. When an unaccompanied minor arrives in Quebec, CIC officials immediately contact.

In a recent survey by the International Committee of the Red Cross (ICRC), of eight conflict-affected countries, fifty six percent(56%) of people affected by conflict had been displaced and in some conflicts, the percentages were far higher as nearly eighty percent (80%) in Africa and seventy percent (70%) were recorded in Afghanistan, (UNHCR, 2006). When people living in countries with conflict were asked about their greatest fears in a research cited in Ajdukovic & Ajdukovic (2010) fear of displacement was among their top three concerns, after losing a loved one and economic hardship, but above death, physical injury and sexual and gender-based violence.

United Nations General Assembly (2005) report states that an estimated sixty five percent (65%) of the 26 million people displaced by armed conflicts in Africa are children and youth under the age of eighteen. Amongst this percentage, forty five percent (45%) are unaccompanied. The last two decades of the 20th century have been characterized by

persecution, serious human rights abuses, armed conflicts, drought and famine and generalised situations of violence in many parts of the world. These have forced millions of people to flee their homes and become refugees, most of them in the Third World (Africa and Asia).

Recent events in Iraq, Afghanistan, Somalia, Kenya, Democratic Republic of Congo (DRC), Bosnia and Kosovo have also created new refugees while other long standing intractable conflicts in Sierra Leone and Sudan have resulted in large numbers of people is coming perpetual refugees. In Zimbabwe, the late 1990's to date have been characterized by inflows of refugees including unaccompanied and separated children coming into the country from other parts of the continent such as Burundi, Sudan, DRC, Congo Brazzaville, Rwanda, Ethiopia and Somalia.

Persons recognized as refugees under the 1951 UN Convention/1967 Protocol, the 1969 OAU Convention, in accordance with the UNHCR Statute, are persons granted a complementary form of protection and those granted temporary protection. The care and protection of these refugees in Zimbabwe is carried out by the UNHCR in conjunction with the Department of Social Welfare, and a few NGOs where some are implementing partners while others are operational partners to UNHCR.

These organizations play different roles in providing services, which are mainly camp based. Such services include: the provision of food, income generating projects, health services, provision of agricultural inputs and nutritional supplements by Christian Care,

accommodation, primary and secondary education, refugee status, assisting with voluntary repatriation of refugees by the Department of Social Welfare, sourcing and distribution of clothing to children and the bed ridden, counseling, vocational training, computer literacy by the Jesuit Refugee Services, (JRS). Spiritual support to refugees is given through advocacy in churches and awareness campaigns to promote integration of refugees into the local community by the Inter-regional Meeting of Bishops of Southern Africa (IMBISA and CARITAS) and tracing and reunification done by the International Committee of the Red Cross (ICRC).

In view of the magnitude of forced migration in Africa and its associated social problems, this research contributes to the understanding of plight of the unaccompanied refugee boy child since they form one of the most vulnerable groups in the world. According to UNHCR statistics released in August 2012, Africa alone had 1 434 350 unaccompanied refugee children. As of January 2013, the researcher established from camp statistics that Kenya has 436 unaccompanied minors, 194 girls and 242 boys.

Kenyan government has expanded educational access to refugee children; education remains inaccessible to many of them in Kenya. Kenyan government policy constrains refugee children's access to education in Kenya. In public primary schools, refugees are required to produce a proper registration document such as UNHCR mandate certificate. Many refugee boys in Nairobi do not have birth certificates, which hinder their enrolment into public schools in Nairobi. Other barriers, such as discrimination and extortion, have

prevented the enrolment of refugee children in some city public primary schools (Jacobsen, 2005).

Table 1.1: Overall Mean Scores attained by unaccompanied refugee pupils between 2010 and 2014 in Kamukunji District

Division				
Year of Examination	**Eastleigh South**	**Eastleigh North**	**Pumwani**	**Other students**
2014	**261.70**	**214.62**	**281.07**	**261.87**
2013	**281.58**	**217.65**	**224.73**	**283.11**
2012	**252.97**	**231.91**	**307.25**	**304.45**
2011	**300.01**	**243.06**	**271.022**	**293.31**
2010	**212.43**	**201.17**	**253.89**	**236.87**
Overall mean Performance	**261.73**	**221.68**	**267.59**	**275.9**

Source: DEOs' Offices, Kamukunji District

Table 1.1, it is evident that unaccompanied refugee pupils enrolled in school within Eastleigh North division perform poorly and least among the three divisions of Kamukunji District. Eastleigh North Division had overall mean performance of 221.68 below that of the whole district. Unaccompanied refugee pupils in Eastleigh South obtained a mean of 261.7 and Pumwani 267.59 between 2010 and 2014. This implies that there are factors influencing academic performance of unaccompanied refugee boys' which the researcher is seeking to investigate.

1.2 Statement of the Problem

The purpose of primary education is to develop quality of life of the learners so that they can properly serve the society according to their roles and responsibilities. To achieve the aim and improve pupils' performance in primary schools. As the refugee pupil's population in Kenyan public primary schools continues to become increasingly diverse in terms of Race, class ethnicity and language, teaching that is responsive to the different languages the unaccompanied refugee boys bring with them to Kenyan schools continues to be an important priority for teachers. There is lack of language of communication that empowers unaccompanied refugee boys intellectually, socially, emotionally and politically by using the host country's language to impact knowledge, skills and attitudes in order to improve their academic performance.

Gay (2000), asserted that teachers who use the different languages for refugee use the cultural knowledge, prior experiences and performance styles of diverse pupils to make learning more appropriate and effective for them. Non-Governmental Organizations (NGO's) have tried to support Kenyan refugees in order to have access to education in Kenya. Despite their efforts to provide all these basic needs in collaboration with the host government the performance of refugee pupils is still questionable. While several studies have been done relating to refugee pupils, no conclusive study has been done on the factors influencing unaccompanied refugee boys' performance in public primary school Kamukunji constituency Nairobi County.

1.3 Purpose of the Study

The purpose of this study was to investigate the factors influencing academic performance of unaccompanied refugee boys' in public primary school Kamukunji constituency Nairobi County.

1.4 Objectives of the Study

The objectives of this study included:

i. To examine the extent to which social factors influence academic performance of unaccompanied refugee boys' in public primary schools in Kamukunji constituency Nairobi County.

ii. To determine the extent to which registration process influences academic performance of unaccompanied refugee boys' in public primary schools in Kamukunji constituency Nairobi County.

iii. To establish the extent to which family background influences academic performance of unaccompanied refugee boys' in public primary schools in Kamukunji constituency Nairobi County.

iv. To establish the extent to which language of instruction influences academic performance of unaccompanied refugee boys' in public primary schools in Kamukunji constituency Nairobi County.

v. To determine the extent to which government policies influences academic performance of unaccompanied refugee boys' in public primary schools in Kamukunji constituency Nairobi County.

1.5 Research Questions

i. To what extent did social factors influenced academic performance of unaccompanied refugee boys' in public primary schools in Kamukunji constituency Nairobi County.

ii. To what extent did registration process influenced academic performance of unaccompanied refugee boys' in public primary schools in Kamukunji constituency Nairobi County.

iii. To what extent did family background influenced academic performance of unaccompanied refugee boys' in public primary schools in Kamukunji constituency Nairobi County.

iv. To what extent did language influenced academic performance of unaccompanied refugee boys' in public primary schools in Kamukunji constituency Nairobi County.

v. To what extent did government polices influenced academic performance of unaccompanied refugee boys' in public primary schools in Kamukunji constituency Nairobi County.

1.6 Significance of the Study

In studying thefactors influencing unaccompanied refugee boys' performance in public primary school in Kamukunji constituency Nairobi County, it is hoped that the results of the study would helpclassroom teachers to cushion the impact and influence of school curriculum factors on unaccompanied refugee boys' during content delivery. The findings may therefore help in solving the problem of learners' disparity in the

unaccompanied refugee boys' performance in public primary school. Policy makers such as the Ministry of Education and Kenya institute of Education may use these findings and recommendations to implement appropriate administrative strategies aimed at improving the academic performance of unaccompanied refugee boys in public primary schools.

1.7 Limitations of the Study

The researcher was in a position to control the attitudes of the respondents as they were responding to research instruments. The respondents were free to respond to the research instruments.

1.8 Delimitations of the Study

The study was conducted in Kamukunji constituency Nairobi County Other areas in Nairobi were not included in the study. The study was conduct in 7 public primary school schools in Kamukunji constituency. Other schools such as private schools did not take part in the study. The7 head teachers, 31 teachers and 112 unaccompanied pupils were the respondents of the study.

1.9 Basic Assumptions of the Study

The study assumed that all the respondents were available and that they give true and accurate information to enable credibility of the findings. The study was also based on the assumption that respondents were willing to fill up the questionnaires.

1.10 Definition of Significant Terms

This section gives definitions of the significant terms as used in this study.

Family Background Factors: Refers to the conditions within a home that inhibit teach for example Poverty, Broken/ Quarrelsome families, inadequate reading space.

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

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

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

Unaccompanied Refugee refers to youth under the age of 18 who are resettled alone, without a parent, relative or other responsible adult to care for them.

1.11 Organization of the Study

The study was organized in five chapters. Chapter one provides details about the background to the study, statement of the problem, purpose of the study, research objectives, research questions, limitations and delimitations of the study. Chapter two covers related literature reviewed of thefactors influencing academic performance of unaccompanied refugee boys'. Chapter three describes research methodology which includes research design, target population, sample size and sampling procedure, research instruments, validity of instruments, reliability of study, data collection and analysis procedure. Chapter four comprises of data analysis, presentation and

discussionon thefactors influencing academic performance of unaccompanied refugee

boys'. Chapter five provides, summary, findings, conclusions and recommendations

CHAPTER TWO

RELATED LITERATURE REVIEWED

2.1 Introduction

This section provides the reviewed literature of the studies that have been done on the factors influencing unaccompanied refugee boys' performance in public primary school and has been divided under the following sub-headings: social factors, government policies, family background, Language, registration and conceptual framework.

2.2 Influence of Social Factors on Unaccompanied Refugee Boys' Performance

Research on the social factors of refugees, and unaccompanied refugee boys' in particular, has been far more extensive than investigations into aspects of their social functioning. The primary areas related to social adaptation that have been explored include social support, language skills, peer relationships, family relationships, relationships with one's ethnic community and the host community, and the impact of discrimination on refugee.

The ability of unaccompanied refugee boys to function socially within the host culture depends in large part on their ability to communicate in the host language. Most unaccompanied refugee boys' in the U.S. today come from non-English-speaking countries, and studies show that developing proficiency in a new language can take many years (estimates suggest that 1 to 3 years are needed to become proficient in conversational English for those with no prior education in English, and 5 to 7 years are required to develop fluency) (see Pipher, 2002, for review; Potocky-Tripodi, 2002).

One's acquisition of language skills depends on age, prior education, opportunities for practice, motivation, trauma (which can hinder one's learning), and level of literacy in one's native language all of which vary widely in unaccompanied refugee boys populations (McBrien, 2005, for review; Potocky-Tripodi, 2002; Rutter, 2001). Language barriers may also increase the likelihood that unaccompanied refugee boys' are misdiagnosed with learning disorders or mental health problems (Pipher, 2002). Several studies have shown that adolescent refugees may face unique language challenges, as their mastery of academic, English may still be insufficient for effective communication with U.S. peers, whose speech has been shown to include frequent use of local slang (Bates et al., 2005; see McBrien, 2005).

In a study of unaccompanied refugee boys' ten years following their resettlement in Sweden, former unaccompanied refugee boys reported that their acquisition of greater language skills had been critical in improving their overall quality of life (Wallin and Ahlstrom, 2005).unaccompanied refugee boys with better English language skills have more positive adaptation at school, better integration into the host society (Nicassio, 1983; Nicassio & Pate, 1983; Oikonomidoy, 2007), fewer experiences of harassment, higher employment and educational status and goals, improved self-esteem, and a greater sense of well-being (McBrien, 2005).

It is well documented that peer relationships become increasingly important in unaccompanied refugee boys, and that the quality of peer relationships is associated with unaccompanied refugee boys functioning as well as later adjustment in adulthood.

Among refugees who resettle as children or adolescents, and particularly unaccompanied minors, their entire peer social networks are typically disrupted and must be entirely rebuilt. Studies have demonstrated that refugee adolescents tend to place a higher degree of importance on peer relationships than accompanied or younger children (Marvit, 2003; Pipher, 2002), Peer relationships can have positive or negative influences on unaccompanied refugee boys adjustment (Bates , 2005; Pipher, 2002).

Several studies of refugee children, including one with unaccompanied refugee boys, found that peer relationships were among the best predictors of children's adjustment (Almquist & Broberg, 1999; Goodman, 2004; Kovacev & Shute, 2004). In other studies, Sudanese and Somali URMs have identified relationships with peers from their home country as one of their primary sources of support and contributors to their overall well being. As the researchers in these studies note, these relationships may be particularly important for unaccompanied refugee boys who endured extreme hardship together and who had no family to rely on but one another, as in the case of many Lost Boys of Sudan (Goodman, 2004; Roussea., 1998; Stow Bolea, 2003). Refugee youth, including unaccompanied refugee boys, have been shown to have peer social networks that consist primarily of minors from their home countries, with smaller numbers of friends from countries other than the host country, and the fewest number of friendships with peers from the host culture (Bates, 2005; Trickett & Birman, 2005; Yau, 1995).

2.3 The Influence of Registration on Unaccompanied Refugee Boys' Performance

The lack of birth registration of unaccompanied refugee boys' is another issue which can significantly hinder unaccompanied refugee boys' from enjoying their full rights. These books do not legally exist because they were not registered at birth and have no formal or official identity. Birth certificates are needed to enroll in schools and to participate in exams. The lack of birth registration can significantly limit the child's access to health care and education and further increase the risk of daily exploitation as school access and attendance have been noted to make children less vulnerable to trafficking and exploitation.

With regards to birth registration, the Government of the Commonwealth of Dominica has tried to address the issue of stateless unaccompanied refugee boys'. Children born in Dominica to Haitian parents are granted full rights including birth certificates, immunization, access to public health care, and the right to education from pre-school level upwards. This model has resulted in a positive effect on the integration of Haitians in the Dominican society. Most schools require documents for establishing the student's identity (for example, a passport, birth certificate, or immigration forms), immunization status, and residence (for example, bank statements, telephone bills, rent agreements).

Unaccompanied refugee boys' may not have any of these, may not know how to get them. Although many unaccompanied refugee boys in word do not have birth certificates, which hinder their enrolment into public schools in other barriers, such as discrimination

and extortion, have prevented the enrolment of refugee children in some city public primary schools (Jacobsen, 2005).

2.4 The Influence of Family Background on Unaccompanied Refugee Boys' Performance

Many researchers and scientists agree that success at school is associated with social background factors (e.g., Giddens, 1997), as these factors can greatly affect young children's cognitive skills. Disadvantaged children (children with poor social background) start schooling with significantly lower cognitive skills than their more advantaged peers. Unaccompanied refugee boys' are not eligible for adoption in the host county, and the local resettlement agency in which they are placed becomes their legal custodian and is responsible for providing them with housing and care until they reach the age of adulthood (Baker, 1982; Lutheran Immigration and Refugee Services, 2009). Prior to unaccompanied refugee boys' arrival in the country, agencies face the difficult task of selecting an appropriate foster home for them, typically with minimal information such as the minor's name, sex, age, and country of origin and within the limitations of currently available foster homes. When unaccompanied refugee boys' arrive in the U.S. for the first time, they are often met at the airport by a social worker and immediately placed in a foster home. This is typically the first time that they are given any information regarding what their living situation will be, and they usually have no idea what their rights or responsibilities are, or even what an American foster home is (Baker, 1982; Shen Ryan, 1997).

Typically having no prior experience with formal foster care systems, unaccompanied refugee boys' may be unsure of foster parents' motivation for bringing them into their home, and unaccompanied refugee boys' and foster parents may have very different expectations regarding the roles that they will have in relation to one another (Baker, 1982; Shen Ryan, 1997). A study of Sudanese unaccompanied refugee boys' in foster care found, for example, that unaccompanied refugee boys' and foster parents had different expectations regarding the relationship, with foster parents hoping for a more long-term, family relationship from the onset while unaccompanied refugee boys' had a wide range of expectations regarding the relationship, often expressing gratitude for foster parents' assistance but not necessarily considering themselves members of the new family (Bates et al., 2005).

unaccompanied refugee boys' have been shown to experience a range of emotions following resettlement, including positive feelings regarding the new environment and opportunities, while also grieving losses and experiencing the many challenges of acculturation. Foster parents may misunderstand or be unaware of the challenges that unaccompanied refugee boys' experience, and may misinterpret signs of sadness or stress as dissatisfaction with the foster home (Adler, 1985; Ashabranner & Ashabranner, 1987).

Unaccompanied refugee boys have been shown to have better adjustment to foster homes when foster parents understand what unaccompanied refugee boys' have experienced, show an interest in unaccompanied refugee boys' culture of origin and provide opportunities for minors to maintain connections to it, are flexible and supportive of

unaccompanied refugee boys' own goals and priorities, and when roles and expectations in the home are clearly understood and agreed upon (Ashabranner & Ashabranner, 1987; Bates., 2005; Mortland & Egan, 1987). Poorer adjustment to foster homes is more likely when unaccompanied refugee boys' have attachment problems or loyalty conflicts, are unmotivated to develop close relationships with foster families (Baker, 1982; Bates, 2005),

When foster parents are unable or unwilling to regularly spend time with the unaccompanied refugee boys' (Stow Bolea 2003), and when there are cultural differences in unaccompanied refugee boys' and foster parents' expectations regarding communication styles and the responsibilities in the home (Ashabranner & Ashabranner, 1987; Hickey, 2005; Shen Ryan,1997).

Unaccompanied refugee boys' do not only lose family members and friends during their displacement and resettlement; they lose their entire communities, which may be particularly challenging for minors from cultures in which close, supportive relationships are commonly formed well beyond the immediate family (Martin, 2004; UNHCR, 1994). Unaccompanied refugee boys' experience the loss of role models, neighbors, teachers, and all supportive adults in their communities, and therefore the relationships that Unaccompanied refugee boys' develop within education in host communities in the resettlement country are critical for rebuilding nurturing social networks in which minors can grow (Woldemikael, 1996).

Some Unaccompanied refugee boys' are placed in independent or semi-independent living arrangements, or in group homes or residential centers, rather than in foster homes. Studies have shown that Unaccompanied refugee boys' in group homes tend to have more opportunities for learning skills for independence, although they may have fewer opportunities to develop close relationships with caregivers (Ashabranner & Ashabranner, 1987).

2.5 The Influence of Language on Unaccompanied Refugee Boys' Performance

Schools are differentially affected by the dispersal policy. Voluntary organizations such as Save the Children, UNICEF, and the Children's Society, as well as researchers in the field. Hardwick and Rutter, 1998; Rutter 2001b; Rutter and Jones 1998) warn that recent immigration legislation has far-reaching effects on asylum-seeker and refugee children. Even though legally all asylum seeker and refugee children should have access to education, the new restrictions (such as dispersal) and the new support arrangements affect the possibility of these children making full use of their right of access to education.

Education for unaccompanied refugee's boys and youths may experience another setback if the issue of language is not addressed. The UNHCR prioritizes repatriation of refugees to their home country as one of the solutions to the problems to unaccompanied refugee's boys. The UNHCR advocates for education for repatriation which implies that students including children should be taught in their home language and curriculum while living at refugees camps so as to be acquainted with development back home before their arrival.

If unaccompanied refugee's boys attend school in host country using curriculum and language different from their own language, it could be of disadvantage to them during repatriation. That would mean all of their precious years of education could almost be in vain. It is vital that all pupils in the classroom, including those coming from minority backgrounds, see themselves represented in the curriculum both on a visual degree and a knowledge base degree (Campey, 2002).

Learning flourishes when content is relatable. Campey (2002), maintains that educators should ensure that reading and teaching materials are representative of the range of cultures present in the classroom. This inclusive representation creates a climate of respect for the home language of the immigrant pupils in the classroom. Furthermore, Gonzalez and Darling-Hammond explain that teachers should recognize and include all cultures in the curriculum as this recognition and inclusion leads to an increase in class participation from immigrant students. They recommend that teachers use information and ideas from the immigrant pupils' own experiences and home cultures as a way of promoting engagement in instructional tasks and creating a feeling of belonging.

Dei (2000) believes that teachers can represent minority immigrant pupils by incorporating them and their culture into the visual landscape of the classroom through books, posters, artwork, and other visual media. According to Hamilton and Moore (2001), increasing exposure to the host language should be a goal while providing encouragement for the maintenance other native language. Educators must address these language concerns because pupil acquisition of the host language is such an important

part in the socialization and acculturation process into the new country. Furthermore, educators must implement peer mentorship and tutoring programs between refugee pupils and host pupils so as to effectively enable the refugee child to practice using the host language as well as to create lasting friendships (Hamilton& Moore, 2001; Loewen, 2001).

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

2.6 Influence of Government Policies on Unaccompanied Refugee Boys' Performance

The United Nations 1951 convention clearly states the responsibility of host governments towards refugees. All unaccompanied refugees boys have fundamental rights to live at any destiny if feel threaten by governmental persecution.

However it is the country that determines who receives such status. Unaccompanied refugees' boys should be accorded welcome, be able to move freely, have access to work and have access to education like nationals. However, these opportunities are denied

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

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

The countries of the North Africa have allocated resources and modern technology that makes it difficult to allow refugee influx as compared with developing countries that lacks these basic requirements (Ager, 1999). With regards the relationship existing between unaccompanied refugees boys and host nation, both parties find themselves in a decisive state. The unaccompanied refugee's boys are concern with his safety as well as survival strategy whereas government planners and policy makers are confused about the objectives and approaches towards the problem.

Government policies usually dictated by economic and political considerations often changed and are difficult for the newcomer to understand. Frequently, new demands on migrants are made without sufficient explanations in understanding language. (Katzki, 1978). From all indications most unaccompanied refugees boys seeking asylum in a foreign country within the African context are those from the rural areas. Most of these people have limited education and exposure since most of the communities they originate from do not necessarily provide as much opportunity for education or advancements. There are also unaccompanied refugees boys who are educated and can easily differentiate between lines without much distinction.

The task of accepting and caring for unaccompanied refugees boys has been a serious point of concerns it relates to most host countries. However, the UNHCR and other Non Governmental Organizations are partners in the refugee's assistance programs and thus are working in fulfillment of the UN charter on refugees and cannot protect refugees as expected. It is usually the responsibility of the authorities of host nations to provide security for unaccompanied refugee's boy within their respective borders. In most cases, refugee camps or transit centers in host countries are closer to borders of the escapee's original country and this may not actually favour the safety of the unaccompanied refugee's boys since there may be cross border raids which may be at the detriment of the refugee. There exists an arbitrary behavior by nations to frustrate the attempt of refugees from the very beginning since they may not be in the position to uphold their status of protecting refugees (Amnesty International, 1997).

2.7 Summary of the Related Literature Reviewed

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

2.8 Theoretical Framework

This study adopts the assimilation theory, which was initially proposed by Jean Piaget (1970).Through assimilation, we take in new information or experience and incorporate them into our existing ideas. Piaget believed that there are two basic ways that you can adapt to new experiences and information. Assimilation is the easiest method because it does not require a great deal of adjustment. Through this process we add new information to our existing knowledge base, sometimes interpreting these new experiences so that they will fit in with previously existing information. Porters and Zhou's (1993) segmented assimilation theory posits three patterns of immigrant adaptation into a new society: (a) the straight line theory of upward mobility in which newcomers assimilate into the Caucasian, middle-class majority; (b) upward mobility and ethnic solidarity

found in successful ethnic enclaves that have established themselves through government and social policies; and (c) a third unsuccessful pattern consisting of a downward spiral resulting in assimilation into poverty, often in an inner city underclass. Portes and Zhou noted that refugees arriving since the 1980s are less likely to blend than their predecessors because of their racial and ethnic origins. Without significant social and economic support, recent unaccompanied refugee boy and youth are especially vulnerable to this unsuccessful pattern of acculturation.

2.9 Conceptual Framework

Figure 2.1 Conceptual framework showing factors influencing unaccompanied refugee boys' performance in public primary school

Dependant variable   **Independent**

Source **(2015)**
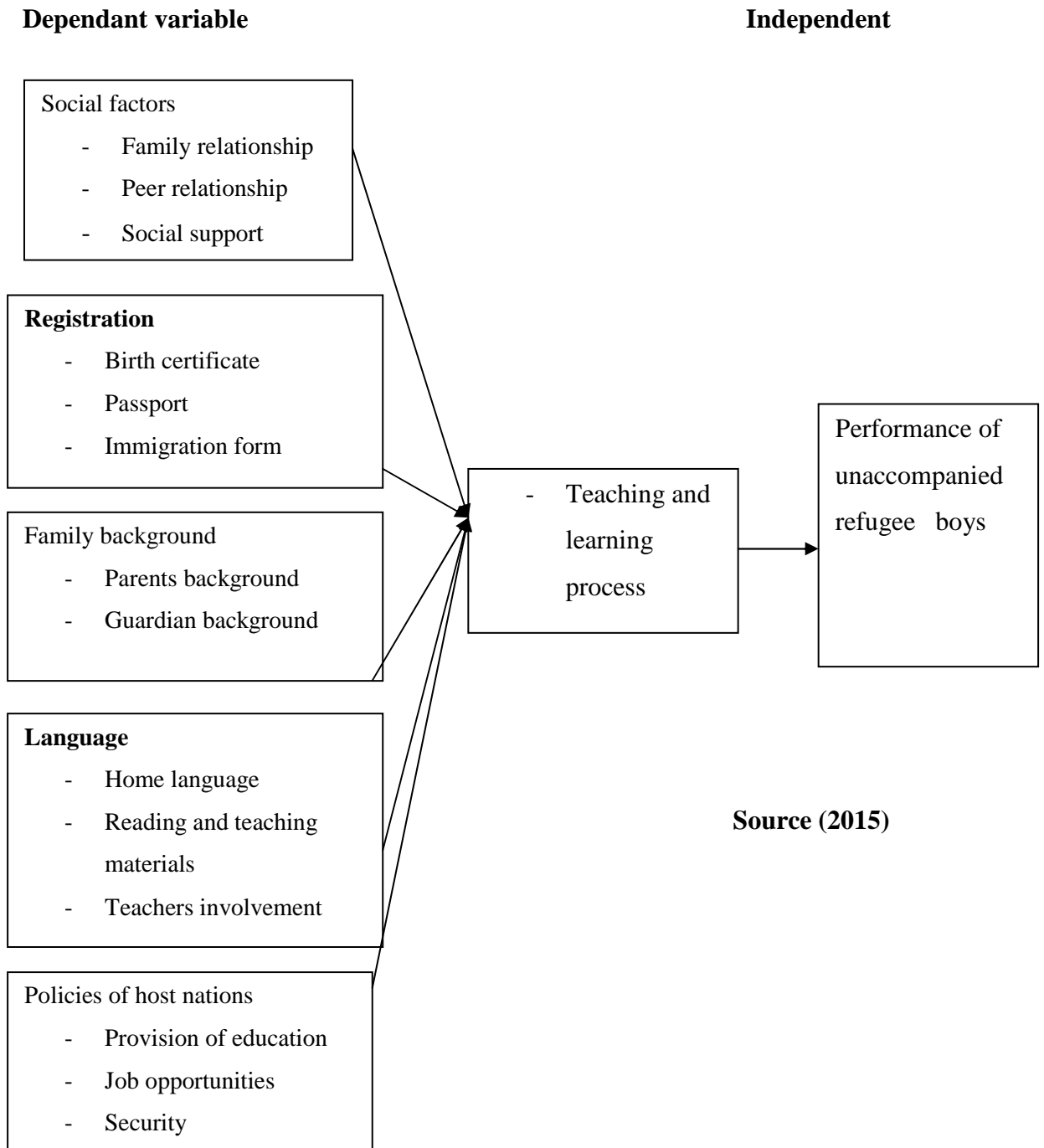
The conceptual framework illustrates five important variables that influencing unaccompanied refugee boys' performance in public primary school, the variable includes: social factors, Policies of host nations, family back ground, language and registration. The process in the conceptual framework is the learning of unaccompanied refugee boys while the outcome is the performance unaccompanied refugee boys' in public primary school.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section present research methodology under the following subheadings; research design, target population, sample size and sampling techniques, research instruments, instrument validity, instrument reliability, data collection procedure and data analysis techniques.

3.2 Research Design

A research design is a plan or blueprint of how the researcher intends to conduct the research (Babbie & Mouton, 2001). The study employed a descriptive survey research design. According to Kothari (2008) descriptive survey research design is a type of research used to obtain data that can help determine specific characteristics of a group. A descriptive survey involves asking questions (often in the form of a questionnaire) of a large group of individuals either by mail, by telephone or in person. The main advantage of survey research is that it has the potential to provide us with a lot of information obtained from quite a large sample of individuals. By employing this study design, this study focused on obtaining quantitative data from a cross-section of project members.

3.3 Target Population

A population refers to the specific cases that the researcher wanted to study (Neuman, 2000). According to Babbie and Mouton (2001) population can also refer to the collection of all individuals, families, groups that the researcher is interested in finding

out about. The target population for the study was 7public primary schools in Kamukunji constituency Nairobi County while study population was principals, teachers and pupils.

3.4 Sample Size and Sampling Procedure

The sample size consisted of a total of 150 respondents; 7 head teachers, 31 teachers and 112 pupils. The samples for the pupils were consisting of 40 % of the students' population of 280 drawn from an accessible population of students' in the public primary school schools. The entire population of head teachers in the seven public primary schools in Kamukunji constituency took part in the study. The head teachers were chosen for study because they are the persons involved directly in day to day management and administration of the schools. From each school, there was one class teacher participating in the study.

3.5 Research Instrument

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

3.6 Validity of Instrument

Validity refers to the accuracy and meaningfulness of inferences based on the research results (Mugenda & Mugenda, 2003) can be enhanced by absence of errors in the data collected. The research instruments were piloted in five schools which did not form part of the schools selected for the study. This ensured by going through the questionnaire with the respondents to ascertain that each of the items is framed in the least ambiguous way. The pilot study aimed at establishing construct validity of the instruments (Mugenda & Mugenda, 2003). The pilot study were assisted in identifying the problems which the respondents were encounter in the process of answering the questions put across to them.

3.7 Reliability of Instrument

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trial (Mugenda & Mugenda, 2003). Reliability answers the question were scores stable over time when the instrument is administered a second time (Creswell, 2003). To ensure reliability, the researcher used split-half technique to calculate reliability coefficient (Spearman-Brown coefficient) which should be within the recommended reliability coefficient of 0.7-1 (Nachmias and Nachmias 1996). This involved scoring two-halves of the tests separately for each person and then calculating a correlation coefficient for the two sets of scores. The instruments were split into the odd items and the even items. Statistical Program for Social Sciences (SPSS) was used to calculate the reliability of the instrument. This measure focused on the internal consistency of the set of items forming the scale (Rubin & Babbie (2010). The formula used was as follows:-

$$r = \left(\frac{N}{N-1}\right)\left(\frac{S^2 - \sum S_1^2}{S^2}\right)$$

Where

r = the reliability estimate

N= the number of items on the test

S^2 = the variance of the total test score

S_1 = the variance of the individual test items

$\sum S_1^2$ = summation of each individual item (Kaplan & Saccuzzo, 2010)

Through the use of above formula test -retest reliability was conducted and this involved administering the questionnaire to a group of respondents and there after the same questionnaire was administered to the same respondents at a later date. The correlation between scores of the two tests on the same respondents showed no variance thus showing the reliability of the questionnaire.

3.8 Data Collection Procedures

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

3.9 Data Analysis Techniques

Data was cleaned, coded, entered and analyzed using Statistical Package for Social Science (SPSS, Version 21.0). SPSS was used because it is fast and flexible and provides more accurate analysis resulting in dependable conclusions. Technically speaking, data processing implies editing, classification, coding, and tabulation of collected data so that they are amenable to analysis (Kothari, 2007). Data analysis involves computation of certain measures along with searching for patterns of relationships that exist between the dependent variables and independent variables. The data was analyzed according to variables and objectives of the study. Descriptive statistics was used to analyze, present and interpret data. Descriptive analysis was involved used of frequency distribution tables and figures which were used to generate values between dependent and independent variables used in the study. Content analysis was used for the qualitative data from the open ended questions in the questionnaire.

3.10 Ethical Considerations

The researcher considerate enough and followed the regularities of the sample populations. The researcher seeks permission from the school administration to allow the researcher to conduct the study. The researcher assured the respondents of proprietary measures that the findings were accorded and was used only for academic purpose and a copy would be availed to them upon their request. The researcher maintained confidentiality at all time.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

The following chapter presents the findings of the study. The chapter is organized based on the three segments of target population, that is, the head teachers, teachers and pupils. The findings were generated using an SPSS software which was used to generate values upon which interpretation of findings were made. Analysis of findings for this study was made using 7 head teachers.

4.2 Instrument Return Rate

4.2.1 Demographic Data

Table 4.1: Distribution of head teachers in gender

	Frequency	Percentage
Male	5	71.4
Female	2	28.6
Total	**7**	**100**

Table 4.1, it was revealed that majority of the respondents within the category of head teachers were comprised of the male which accounted for 71% while female head teachers were 29%.

Table 4.2: Education Qualification

	Frequency	Percent
Diploma	4	57.1
Degree	2	28.6
Any other	1	14.3
Total	7	100

According to table 4.2, majority of the respondents 57% were holders of a diploma while 28% had degree qualification and 14% had other qualifications respectively.

Table 4.3: Length of Service

	Frequency	Percent
6-10 years	1	14.3
11-15 years	2	28.6
16 years and above	4	57.1
Total	**7**	**100**

Table 4.4 showed that majority of the respondents had worked for a period of 16 years and above as indicated by 57% of the respondents. Consequently 28% of the respondents had worked for a period of 11-15 years and another 14% had worked for only 6-10 years.

Table 4.4: Size of the school

	Frequency	Percent
Single stream	1	14.3
Double stream	2	28.6
Three stream	3	42.9
Four stream	1	14.3
Total	7	100.0

The findings in table showed that most schools included in the study were three stream as indicated by 43% of the respondents. 28% were double stream and 14% were single stream and four stream respectively. These findings were presented in table 4.4.

Table 4.5: Presence of unaccompanied refugee boys

	Frequency	Percent
Yes	7	100

Table 4.5 revealed that all the schools targeted for the study had unaccompanied refugee boys.

Table 4.6: Number of unaccompanied refugee boys

<div align="center">N=7</div>

Unaccompanied refugee boys	Frequency	Percent
25-30	2	28.6
More than 30	5	71.4
Total	7	100

Table 4.6 showed that most schools had more than 30 unaccompanied refugee boys as shown by 71% of the respondents. 29% of the respondents reported that the number of unaccompanied refugee boys was 25 to 30.

Table 4.7: Rating understanding of English of unaccompanied refugee boys

<div align="center">N=7</div>

Teachers	Frequency	Percent
Average	2	28.6
Below average	5	71.4
Total	7	100

Table 4.8, majority of the respondents (71%) reported that understanding of English by unaccompanied refugee boys was below average while 29% reported their understanding as average.

Table 4.8: Ability to provide personal attention

	Frequency	Percent
Yes	5	71.4
No	2	28.6
Total	7	100

Table 4.9 indicated that majority of the respondents at 71% agreed to in a position to provide personal attention to unaccompanied refugee boys while 29% disagreed on the matter.

Table 4.9: Receipt of complaints from unaccompanied refugee

	Frequency	Percent
Yes	4	57.1
No	3	42.8
Total	7	100

Table 4.10, 57% of the respondents admitted to receive complains from unaccompanied refugee boys while 43% did not receive complains.

Table 4.10: Attitude of unaccompanied refugee boys

	Frequency	Percent
Positive	1	14.3
Neutral	1	14.3
Negative	5	71.4
Total	**7**	**100**

Table 4.11 showed that the attitude of unaccompanied refugee boys was negative as indicated by the majority of the respondents at 72%. Further, 14% reported that unaccompanied refugee boys' attitude was positive and another 14% were neutral on the matter.

Table 4.11: Effect social factors on academics performance of unaccompanied refugee boys

	N	Minimum	Maximum	Mean
Policies of host nation	7	2	5	4.00
Language	7	4	5	4.57
Social factors	7	1	4	3.29
Registration	7	2	4	3.29
Family background	7	2	5	3.71
Trauma on mental health	7	3	5	4.29
Quality and type of prior academic schooling	7	2	5	4.00
Degree of acculturation into mainstream culture	7	2	4	3.43
Lack of communication	7	4	5	4.57
Valid N (list wise)	7			

Table 4.12, majority of the respondents reported that policies of the host nation and family background affect academic performance of accompanied refugee boys to a great extent as indicated by means of 4.00 and 3.71 respectively. Consequently, it was agreed upon by majority of the respondents that language is a major social factor that influences the performance of unaccompanied refugee boys to a very great extent as indicated by a mean of 4.57. On the effect of social factors and registration status, respondents had no opinion.

Consequently, it was established that trauma on mental health and prior academic schooling also affected academic performance of unaccompanied refugee boys to a great extent as indicated by means of 4.29 and 4.00 respectively. In addition, lack of communication affected academic performance to a very great extent while respondents had no opinion on how degree of acculturation into mainstream culture affect academic performance as shown by a mean of 3.43.

Table 4.12: Education interventions used to teach unaccompanied refugee boys

	N	Minimum	Maximum	Mean
Focus on individuality of each pupil	7	2	4	3.63
Creating opportunities for pupils	7	1	2	1.43
Family and community involvement	7	1	2	1.71
Activities and support services to pupils	7	2	4	2.71
training for communicating with, relating to and teaching pupils	7	2	5	3.86
Valid N (list wise)	7			

The data in table 4.13 indicated that the major education intervention used to teach unaccompanied refugee boys was training for communicating with, relating to and teaching pupils as indicated by a mean of 3.86. Further, respondents argued to focus on individuality of each pupil to unaccompanied refugee boys as shown by a mean of 3.63 showing the use of this intervention to a great extent. However, other education interventions such as creating opportunities for pupils, family and community involvement, activities and support services were not used.

4.2.2 Report on the Opinion of Teachers

A total of 31 teachers were targeted for the study. A total number of 29 questionnaires were returned on time by the various teachers within Kamukunji hence the analysis for this section was done using 29 questionnaires. The findings were as follows;

Table 4.13: Background Information of teachers

N=29

	Teachers	Frequency	Percent
Gender	Male	22	75.9
	Female	7	24.1
Education qualification	Diploma	19	65.5
	Degree	7	24.1
	Masters	3	10.3
Duration of service	1-10 years	18	62.1
	11-20 years	8	27.6
	21-30 years	3	10.3
Presence of unaccompanied boys	Yes	29	100.0
Number of unaccompanied refugee boys	25-30	7	24.1
	More than 30	22	75.9

Table 4.14, it was revealed that majority (76%) of the teachers were male while their female counterparts comprised of 24%. In addition, majority (66%) of the teachers studied were holders of diploma qualification. Further, majority of the teachers had worked for a period of 1-10 years which accounted for 62% of the study sample size. It was overwhelmingly agree (100%) that there were unaccompanied refugee boys in the various schools within Kamukunji. It was also reported by majority (76%) of the teachers that the number of unaccompanied refugee boys was more than 30 in various schools and another 24% of schools had 25-30 unaccompanied refugee boys.

Table 4.14: Information on unaccompanied refugee boys

Variable	Category	Frequency	Percent
Understanding of English	Average	8	27.6
	Below average	21	72.4
Frequency of evaluating performance	Weekly	3	10.3
	Once a Fortnight	7	24.1
	Monthly	19	65.5
Ability to provide personalized attention	Yes	8	27.6
	No	21	72.4
Receipt of complaints	Yes	11	37.9
	No	18	62.1
Rating attitude	Positive	8	27.6
	Negative	21	72.4
Cases of unaccompanied dropping out	Yes	22	75.9
	No	7	24.1

The finding to table 4.15, the understanding of English among unaccompanied refugee boys was rated to be below average by majority (72%) of the respondents. Further, it was

reported by most teachers that evaluation of performance was conducted monthly as reported by 66% of the respondents in this category. It was also established that teachers in Kamukunji were not able to provide personalized attention to the unaccompanied refugee boys. It was also recorded that majority of the unaccompanied refugee boys do not forward their complains as reported by 62% of the teachers. The attitude of unaccompanied refugee boys was rated negative by 72% of the respondents in this category and that cases of unaccompanied boys dropping out of school was high as reported by 76% of teachers.

Table 4.15: Factors affecting academic performance

	N	Minimum	Maximum	Mean
Policies of host nation	29	2.00	5.00	3.79
Language	29	3.00	5.00	4.51
Social factors	29	1.00	4.00	2.48
Family background	29	2.00	5.00	3.51
Registration process	29	2.00	4.00	2.89
Valid N (list wise)	29			

The data in table 4.16, majority of the teachers agreed that language is the major factor affecting academic performance of unaccompanied refugee boys as indicated by a mean of 4.51. policies of the host nation were also reported to affect academic performance as indicated by a mean of 3.79 showing that majority of the teachers argued that it affected academic performance to a great extent. Teachers within schools in Kamukunji also

reported that family background also affected academic performance to a great extent as indicated by a mean of 3.51. It was reported that social factors affected academic performance to a very little extent (mean=2.48) and majority of teachers had no opinion (mean=2.89) on the effect of refugee registration process on academic performance of unaccompanied refugee boys.

4.2.3 Analysis of Pupils' Response

Table 4.16: Demographic information of pupils

		Frequency	Percent
Gender	Male	77	70.6
	Female	32	29.4
Absence of teachers	Yes	76	69.7
	No	33	30.3
Attendance of counseling sessions	Quite often	10	9.2
	Often	11	10.1
	Rarely	44	40.4
	Not at all	44	40.4
Total		109	100.0

Table 4.16, majority 71% of the pupils were male while only 29% were female pupils. In addition, the findings revealed that sometimes teachers were absent in class as reported by 70% of the pupils. Finally, it was revealed that pupils rarely attend counseling sessions as reported by 40% of the pupils while another 40% reported that they do not at all attend counseling sessions. Consequently, only 9% and 10% of the pupils reported that they attend counseling sessions quite often and often respectively.

Table 4.17: Classroom management practices

Teachers N=29

	N	Minimum	Maximum	Mean
		SA	D	
Curriculum and language used in school	109	1.00	4.00	2.19
Guidance and counseling	109	2.00	5.00	3.59
Lack of motivation	109	2.00	4.00	2.59
Cultural stress	109	2.00	5.00	2.80
Provision of personalized attention	109	2.00	4.00	3.19
Valid N (list wise)	109			

The data in table 4.17, majority of the respondents dis agreed that curriculum and language used in school was and effective classroom management practice as indicated by a mean of 2.19. Further, pupils reported that guidance and counseling would be effective as a classroom management practice as reported by majority of the pupils who agreed on the matter as indicated by a mean of 3.59. Pupils were however undecided (mean=2.59) on whether motivation would be an effective classroom management practice. The pupils were also not sure on the matter pertaining to imposition of cultural stress by either teachers or their fellow pupils as indicated by a mean of 2.80.

Table 4.18: Whether there was provision of personalized attention

N=7

	Frequency of respondents	Percent
Often	33	30.3
rarely	22	20.2
very rarely	54	49.5
Total	109	100.0

Table 4.18 showed that majority of the unaccompanied refugee boys at 70% argued that they rarely receive personalized attention while another 20% rated personalized attention as often.

Table 4.19: Nature of support to unaccompanied refugee boys

		Frequency of respondents	Percent
Assistance by fellow students	Often	22	10.1
	Less often	44	20.2
	Never	43	19.7
Concern by head teacher	Yes	87	40.0
	No	22	10.1

Table 4.19 showed that among the pupils (unaccompanied refugee boys), majority (20%) rated assistance from fellow pupils as less often and a considerable 19.7% argued that they never receive any assistance. However, the pupils responded positively when asked whether head teacher was showed some concern for them. This was indicated by40% of the pupils who agreed on the matter.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter contains the summary of findings as reported by respondents. The chapter is organized in terms of teacher and head teacher responses and finally the expressions of unaccompanied refugee boys on the topic of study.

5.2 Summary of Findings

5.2.1 Summary of Background Information

The study findings revealed that majority of the respondents within the category of head teachers were comprised of the male which accounted for 71%. In addition, majority (76%) of the teachers were male while their female counterparts comprised of 24%. In addition, majority (66%) of the teachers studied were holders of diploma qualification besides their head teacher's counterparts who majority at 57% were holders of diploma qualification. Further, majority of the teachers had worked for a period of 1-10 years which accounted for 62% of the study sample size. This was low compared to majority of the head teachers who had worked for 11-15 years.

The study findings also showed that most schools included in the study were three streams as indicated by 43% of the respondents. 28% were double stream and 14% were single stream and four stream respectively. In this regard it was revealed that all the schools targeted for the study had unaccompanied refugee boys which ranged above 30 as reported by majority of the respondents in both teacher and head teacher category.

5.2.2 Information on Unaccompanied Refugee Boys

It was reported by majority of the respondents (71%) reported that understanding of English by unaccompanied refugee boys was below average while 29% reported their understanding as average. This result was as per the head teachers view. The category of teachers also reported similar view where the understanding of English among unaccompanied refugee boys was rated to be below average by majority (72%) of the respondents.

Consequently, it was also established that teachers in Kamukunji were not able to provide personalized attention to the unaccompanied refugee boys. This result was contrary to the opinion of head teachers of whom majority 71% agreed to be in a position to provide personal attention to unaccompanied refugee boys

It was also recorded that majority of the unaccompanied refugee boys do not forward their complains as reported by 62% of the teachers. The attitude of unaccompanied refugee boys was rated negative by 72% of the respondents in this category and that cases of unaccompanied boys dropping out of school were high as reported by 76% of teachers. This was slightly higher than the response of head teacher of whom 57% admitted to receive complains from unaccompanied refugee boys. In addition, the study findings showed that the attitude of unaccompanied refugee boys was negative as indicated by the majority of the respondents at 72%.

5.2.3 Factors Affecting Academic Performance

According to study findings, majority of the respondents reported that policies of the host nation and family background affect academic performance of accompanied refugee boys to a great extent as indicated by means of 4.00 and 3.71 respectively. Consequently, it was agreed upon by majority of the respondents that language is a major social factor that influences the performance of unaccompanied refugee boys to a very great extent as indicated by a mean of 4.57. On the effect of social factors and registration status, respondents had no opinion.

On the other hand, according to findings on teachers, majority of the teachers agreed that language is the major factor affecting academic performance of unaccompanied refugee boys as indicated by a mean of 4.51. This perception was similar to that of head teachers. It was reported that social factors affected academic performance to a very little extent (mean=2.48) and majority of teachers had no opinion (mean=2.89) on the effect of refugee registration process on academic performance of unaccompanied refugee boys.

Consequently, it was established that trauma on mental health and prior academic schooling also affected academic performance of unaccompanied refugee boys to a great extent as indicated by means of 4.29 and 4.00 respectively. In addition, lack of communication affected academic performance to a very great extent while respondents had no opinion on how degree of acculturation into mainstream culture affect academic performance as shown by a mean of 3.43.

5.2.4 Education Interventions

The study findings indicated that the major education intervention used to teach unaccompanied refugee boys was training for communicating with, relating to and teaching pupils as indicated by a mean of 3.86. Further, respondents argued to focus on individuality of each pupil to unaccompanied refugee boys as shown by a mean of 3.63 showing the use of this intervention to a great extent. However, other education interventions such as creating opportunities for pupils, family and community involvement, activities and support services were not used.

5.2.5 Summary of Pupils' Response

According to the findings, majority 71% of the pupils were found to be male while only 29% were female pupils. In addition, the findings revealed that sometimes teachers were absent in class as reported by 70% of the pupils. Finally, it was revealed that pupils rarely attend counseling sessions as reported by 40% of the pupils while another 40% reported that they do not at all attend counseling sessions.

According to table 4.16, majority of the pupils disagreed that curriculum and language used in school was and effective classroom management practice as indicated by a mean of 2.19. Further, pupils reported that guidance and counseling would be effective as a classroom management practice as reported by majority of the pupils who agreed on the matter as indicated by a mean of 3.59. Pupils were however undecided (mean=2.59) on whether motivation would be an effective classroom management practice.

It was also found out that unaccompanied refugee boys at 70% who argued that they rarely receive personalized attention. Further findings showed that among the pupils (unaccompanied refugee boys), majority (40%) rated assistance from fellow pupils as less often and a considerable 35% argued that they never receive any assistance. However, the pupils responded positively when asked whether head teacher was showed some concern for them. This was indicated by 80% of the pupils who agreed on the matter.

5.3 Conclusions

The study concluded that understanding of English by unaccompanied refugee boys was below average as reported by majority of both head teachers and teachers. Consequently, it was also concluded that teachers in Kamukunji were not able to provide personalized attention to the unaccompanied refugee boy as this was attributed to the large number of pupils teachers had to handle at a time. The study also concluded that the attitude of unaccompanied refugee boys was generally negative which affected their academic performance and that majority of them do not submit complains to their teachers.

According to study findings, it was also concluded that policies of the host nation and family background affect academic performance of accompanied refugee boys to a great. Consequently, it was concluded that language was the major social factor that influences the performance of unaccompanied refugee boys to a very great extent. Consequently, it was concluded that trauma on mental health and prior academic schooling also affected academic performance of unaccompanied refugee boys to a great extent. In addition, lack of communication affected academic performance to a very great extent.

The study findings led to the conclusion that the major education intervention used to teach unaccompanied refugee boys was training for communicating with, relating to and teaching pupils. However, other education interventions such as creating opportunities for pupils, family and community involvement, activities and support services were not used.

5.4 Recommendations

To enhance the performance of unaccompanied refugee pupils, it is important to promote strategies that would first enhance their understanding of the English language. Further, there is need for high level of personal assistance and individual attention to the refugee pupils in order to motivate them for improved performance.

There is also need for adjustment of host nation policies to create a conducive environment for unaccompanied refugee pupils. This can be achieved by formulating specialized policies aimed at enhancing academic performance of unaccompanied refugee pupils. There is also need for improved involvement of families or guardians to unaccompanied refugee pupils together with schools' management to discuss possible ways of enhancing the academic performance of unaccompanied refugees. There is also need for further research on other factors affective unaccompanied refugee pupils in other areas within Nairobi as this study was limited to Kamukunji. In addition, specific research can also be conducted on the measures that can be put in place to enhance the academic performance of unaccompanied refugees.

REFERENCES

Ager, Alastair (1999). Refugees*: Perspectives on the experience of forced Migration.* London, New York: Alastair Ager and the Contributors. 1999.

AHEAD (2001).*Agency for Holistic Evangelism and Development*: Annual Report on Education. Buduburam: AHEAD Ministry.

Amnesty International (1997).*Refugees: human Rights have no Border.* London:Alden press.

Andrews, B. Lacey (2003).*When is a refugee not a refugee? Flexible Social Categories and Host/ Refugee Relations in Guinea*. New Issues in Refugees Research. Brown University Providence, Rhode Island, USA.

Biles, J., Tolley, E., & Zamprelli, J. (2006).*Immigration and diversity in Canadian cities: Something to talk about [Special issue].* Canadian Journal of Urban Research.*15* (Summer 2006 Suppl.), i-vii. Borg, R.W. & Gall, M.D. (1997). *Educational Research*. New York: Longman.

Canadian Scholars' Press. Dryden-Peterson, S. (2004). *Educating refugees in countries of first asylum: Thecase of Uganda.*Migration Information Source.Hamilton, R., & Moore, D. (Eds.).(2004). *Educational interventions for refugeechildren: Theoretical perspectives and implementing best practice.* New

Hamilton, R., & Moore, D. (Eds.). (2004). *Educational interventions for refugee children: Theoretical perspectives and implementing best practice.* New York: Routledge Falmer.

Jacobsen, K. (2005). *The economic life of refugees.* Bloomfield, CT: Kumarian Press.

Katzki, Kate (1978). *Uprooted Children, Migrants and Refugees*: *The role of Educational interventions for refugee children* (pp. 35-52). New York: Routledge Falmer.

Liberia. Paper Presented at the All Liberia National Conference. Columbia, Maryland. McBrien, J. L. (2005). *Discrimination and academic motivation in adolescent refugee girls.* Unpublished doctoral dissertation, Emory University, Atlanta, GA.
Loewen, S. (2001).*Second language concerns for refugee children.* In R. Hamilton, & D. Moore (Eds.).Malakpa, Sakui W. G. (2005).*Recommendations for Educational Reform.*

Mitler, Peter (2000). *Working Towards Inclusive Education: Social Contexts* London: David Fulton Publishers Ltd. (P.49).

Mugenda, O.M. & Mugenda, A.G. (2003*). Research Methods: Quantities and Qualitative Approaches*. Nairobi: Acts Press.

Mugenda, O.M. & Mugenda, A.G. (2003*). Research Methods: Quantities and Qualitative Approaches*. Nairobi: Acts Press.

Nachimias, C.F. & Nachimias, D. (1976).*Research Methods in the Social Sciences*. New York: St. Martins Press.

Nachimias, C.F. &Nachimias, D. (1976).*Research Methods in the Social Sciences*. New York: St. Martins Press. Nongovernmental Organizations. *Education Resources Information Center*.

Obessi, P. (1987). The Article 28 of the Geneva Convention of 1951 *Relating to the Status of Refugees Protection: Its Interpretation &Recent Developments In The Council Of Europe: The Refugee Problem on Universal, Regional and National Level.* Thesaurus Acroasiu.

Orodho A. J., (2004), *Element of Education and Social Science Research Method.*

Oso W.Y. and Onen D. C. (2009), *A general guide to writing a research proposal and report,* the Jomo Kenyatta Foundation, Sitima printers and stationersLtd.

Psacharopoulous, G. and Woodhall, M. (1985), *Education for development; An analysis of investment choices;* Washington, World Bank.

Reddy, K. (2006), *Administration of Secondary Education*. New Delhi, India: Rajat publications 110002.

Reuda, M. (2002), *How to make e-learning work for your company, workspan*vo l45: No. 12.

Rieber, L.P. (2001), Designing learning environments that excite serious play. Department of Instructional Technology, The University of Georgia, USA.

Sommers, M. (1999).*Emergency Education for Children*. Talabi, J. K. (2005). *Education Technology: Methods, Tools and Techniques for Effective Teaching.* University of Education, Winneba, Ghana.

APPENDICES
Appendix I: Introductory Letter

CATHERINE J. CHEBOIWO

Tel: 0722778400

Dear Sir/Madam,

REF: REQUEST TO CARRY OUT DATA COLLECTION.

I am a student at University of Nairobi pursuing a Master's degree of education in education in emergencies as a requirement in fulfillment of this degree, am carrying out a study on the '**FACTORS INFLUENCING UNCCOMPANIED REFUGEE BOYS' PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN KAMUKUNJI CONSTITUENY NAIROBI COUNTY.'**

You have been chosen due to your position to provide reliable information that will enable the study achieve its objectives. I intend to research on the above topic through the use of questionnaires. The identity of the respondents will be treated with confidence and any assistance given were highly appreciated as it was used purely for the purpose of the research. A final copy of the document may be availed to you upon request. Your assistance and cooperation will be highly appreciated.

Thank you in anticipation

Yours Faithfully,

CATHERINE J. CHEBOIWO

Appendix II: Questionnaire for Head Teachers

Please tick the appropriate box or write your answer for the questions below on the spaces provided.

SECTION A: Demographic Information

1. What is your gender?

 Male [ ] Female[ ]

2. Education qualifications?

 Diploma   [ ]   Degree   [ ]   Masters[ ]

Any other specify …………………………………………………..

3. Length of service?

 1 to 5 years [ ] 6 to 10year [ ]   11 to 15   [ ]

 16 years and above   [   ]

4. What is the size of your school?

 Single stream [   ]   Double stream [   ]Three streams [   ]

 Four streams   [   ]

SECTION B: Factors affecting academic Performance of unaccompanied refugee boys

5. Do you have unaccompanied refugee boys in your school?

Yes [   ] No [   ]

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

Below 20[   ] 20–24[   ] 25 –30 [   ]More than 30[   ]

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

Excellent [   ]Good [   ]Average [   ]Below average[   ]

(c) How does the understanding of English language affect the performance of

Unaccompanied refugee boys in your school......................?

7. Are you able to provide personalized attention to the unaccompanied refugee boys?

 Yes   [ ]   No [ ]

8. (a) Do you receive complaints from unaccompanied refugee boys on issues regarding

the Challenges they face in the school?

Yes   [ ] No [ ]

(b) If your answer above is yes, please mention the issues unaccompanied refugee boys

Complain about…………………………………………………………….

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

Positive   [   ] Neutral [   ] Negative [   ]

10. Please indicate with a tick (√) how the extent to which the following factors

Affect the performance of unaccompanied refugee boys.

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

Extent

	Factors	1	2	3	4	5
1	Policies of host nation					
2	Language					
3	Social factors					
4	Registration					
5	Family background					

11. To what extent do the following factors affect the academic performance of

Unaccompanied refugee boys?

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

12. To what extent do you use the following education interventions to teach

Unaccompanied refugee boy.

1 Very little extent   2 Little extent   3 No opinion

4 Great Extent   5 Very Great Extent

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

Appendix III: Questionnaire for Teachers

Please tick the appropriate box or write your answer for the questions below on the spaces provided

Section A: Demographic information

1. What is your gender?

   Male[ ]   Female[ ]

 2. Education qualifications?

   Diploma   [ ]   Degree   [ ] Masters[ ]

Any other specify _____

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

1-10yrs   [ ]   11-20yrs   [ ] 21-29 [ ]30 and above [ ]

Section B:

1 Do you have unaccompanied refugee boys in your class?

       Yes[ ]   No [ ]

2 (a) what is the average number of unaccompanied refugee boys in your class?

       Below 20[ ]   20-24 [ ]   25-30[ ] more than 30[ ]

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

       Excellent   [ ]   Good[ ]   Average [ ]Below average[ ]

(c) How does the understanding of English language affect the

performance of unaccompanied refugee boys in your class? _____

3 How does family background affect performance of unaccompanied refugee boys?

_____

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

Daily Once   [ ]   a week [ ]   Once a fortnight   [ ]

Once a month   [ ]   Any other specify _____

5 Are you able to provide personalized attention to the unaccompanied refugee boys?

      Yes [   ]No [   ]

6 (a) Do you receive complaints from unaccompanied refugee boys on issues regarding the challenges they face in class?

      Yes   [ ]   No[ ]

(b) If your answer is yes, please mention the issues unaccompanied refugee boys

      complain about _____

7 Rate the attitude of unaccompanied refugee boys towards learning in your class

      Positive   [ ] Negative [   ]Neutral   [ ]

8 Are there cases of unaccompanied refugee boys dropping out?

      Yes [   ]No [   ]

9 Please indicate with a tick (√) how the extent to which the following factors affect the performance of unaccompanied refugee boys.

1. Very little extent   2. Little extent   3. No opinion

4. Great extent   5. Very great extent

	Factors	1	2	3	4	5
1	Policies of host nation					
2	Language					
3	Social factors					
4	Family background					
5	Registration					

Thank you

Appendix IV: Questionnaire for Students

Please tick the appropriate box or write your answer for the questions below on the spaces provided.

SECTION A: Demographic Information

1. What is your gender?

  Male[ ]   Female   [ ]

2. What is your age? …………………………………

SECTION B: Factors affecting academic performance

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

  Yes [ ]No [ ]

4. When often do you attend counseling sessions in the school?

  Quite often[ ]   Often[ ]   Rarely   [ ]

  Not at all [ ]

(iii)   How   does   counseling   affect   your   general   academic performance……………………………………………………………………..

5. Which government policies affect the general participation or performance?

....

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

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

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

7. How often do teachers provide personalized attention to you?

     Very often [   ]   Often [   ]   rarely [   ]

     Very rarely[   ]

8. (a). How often do fellow pupils assist the you?

     Quite Often [   ] Often [   ] Less Often [   ]

     Never   [   ]

9. How does the head teacher ensure that you perform well in class work?

………………………………………………………………………..

10. Is the head teacher concerned about issues relating to in the School?

     Yes [   ]   No[   ]

Thank you for your cooperation