

**SOCIAL CULTURAL FACTORS INFLUENCING REFUGEE GIRLS IN
ACCESSING EDUCATION IN PUBLIC PRIMARY SCHOOLS IN
EASTLEIGH SUB-COUNTY, NAIROBI COUNTY, KENYA.**

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DECLARATION

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

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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 refugee girls 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 girls 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).

Every girl has a right to education regardless of gender, religion or country of origin (United Nations High Commission for Refugees, (UNHCR), 2011). In the midst of a conflict however, education is often seen as a luxury for refugees who are clearly struggling for basic necessities in life. Dropping out of school has become a major concern in the world refugee camps. Globally, the number of refugees was estimated to be 15.4 million by the end of 2012. According to UNHCR Global Trends, (2012), almost half the number of refugees was children under 18 years. The populations of

refugees are from, Afghanistan 2.6 million, Somalia 1.1 million, Iraq 746,000, Syria 728,500 and Sudan 569,200 refugees. More than 40 percent of the refugees girls in the world Drop out of school.

Preston (1991) notes that most research on access to schooling for child refugees has been done in countries of long-term settlement such as the United States of America, Canada and Australia. In these contexts, there have been interesting findings on access to education for refugees. For example, across these countries socioeconomic status access.

In Minnesota, Baizerman and Hendricks (1987) found that education was perceived to be a unifying factor for Southeast Asian youths of largely Vietnamese and Cambodian descent. In the United States, studies among refugees revealed that social factors of refugee families before exile is linked to their subsequent performance and careers in countries of settlement (Walker 1988).

Contrary to the situation in USA and Canada where refugees have access to education, the British system places restrictions on refugee access to education and this has had negative implications (Bull, 1989). It will be interesting to compare this with the situation of refugees in South Africa.

Access to education among the refugees girls globally face various challenges among them is the language of instruction among the refugee in the country of asylum. Children are better able to acquire literacy initially in their first language and then transfer those skills to the target language instruction (Abadzi, 2006; Glass, 2005). Children face not to understand what their teachers and peers in exile are saying and often get demoted to lower classes not as a result of their cognitive development or content knowledge but as a result of lack of proficiency in the language of instruction. For example a significant number of refugees Eastern Sudan chose not to attend the schools set up by UNHCR if teaching is conducted in Arabic but instead elected to attend informal schools under trees conducted in Tigrinya their native language (Dryden-Peterson, 2006).

An effect of certification on refugee education and certification on completion of one level of education in the country of asylum is a challenge to access education among the refugee children. A study carried out in Sierra Leone indicated that refugee children and youth who returned to their country after the war was over, the MOE did not recognize education they had received in the country of asylum (UNHCR, 2009). While the GOK guarantees the right to free primary education to both refugees and nationals, many refugees lack awareness of their rights and are unable to exercise them. Recognition and certification is essential at the end of a schooling cycle, completion for primary but also

important for the mid-cycle transfers especially that occur in mid-year so that a displaced pupil in the middle of the course is not forced to return to the beginning when she/he enrolls in a new school (Talbot, 2006; UNHCR, 2011).

In Africa, refugee education has mostly been limited to camp settlement structures (Dryden-Peterson, 2003: 2). Factors affecting access include prohibitive costs of education; Language of host country; certificate; and a lack of social stability for refugee children to integrate with local school children (Dryden-Peterson, 2003). Dryden-Peterson (2003) identifies these factors in an assessment of four settings of refugee access to education. These are primary schools in refugee settlements attended by refugees and some nationals; primary schools in refugee settlements attended by nationals and some refugees; government-aided.

In Uganda, Kampala is the largest urban centre in Uganda with over 80 government-aided schools and 800 private schools (Dryden-Peterson, 2003).

Dryden-Peterson (2003) takes the case of Katwe Primary School in Kengale to examine challenges to access for refugee children. There are 20 refugee children at the school of 620 students. The refugee children are primarily from Ethiopia, Somalia and Congo. Government subsidizes refugees and their parents only pay the basic Shilling 10,400 fee per term. Parents who cannot afford are under pressure to pay because their children are

forced to leave school if they do not. The school remains favourable to refugees because of its close proximity to their residential areas and government assistance.

Armed conflict in Somalia, Sudan, South Sudan and Democratic republic of Congo has continued to make Eastern Africa a home of large numbers of refugees. Kenya, Ethiopia and Djibouti continue receiving refugees from Somalia due to the ongoing conflict. Majority of East African refugees are from Somalia and Sudan. Women and children make up 80 percent of the refugees mostly residing in camps. Uganda receives a considerable number of refugees from the neighboring countries such as Sudan, Democratic Republic of Congo, and Kenya (UNHCR, 2012). Presently, almost 300,000 refugees are in Kenya. Their original countries are Burundi, Democratic Republic of Congo, Eritrea, Ethiopia, Rwanda, Somalia, Sudan and Uganda. In 2009 Kenya had 2,000 refugees girls in school but the number of refugees drop to 967 (Refugee Consortium of Kenya, 2008).

Early marriages, the patriarchal nature of Sudanese culture and ethnicity designated roles are some of the practices that hind refugee girls in accessing education (Khogali, 1999). Confronting the mentioned cultural practices is a challenge and in the end participation of refugee's girls in primary schools is highly affected and this further reduces the possibility of girls acquiring the universal primary education. This study

seeks to investigate the factors influencing drop-out rate among refugee girls in public primary schools in Eastleigh sub-county, Nairobi County, Kenya.

Table 1.1 illustrates the trend of drop-out rates for refugee girls as observed from six selected public primary schools in Eastleigh sub-county, Nairobi County, Kenya.

Year	Refugee Enrolment		Eastleigh sub county		Starehe sub county				Kasarani sub county			
	Girls	Boys	Number of drop-outs Girls	Boys	Refugee Enrolment Girls	Boys	Number of drop-outs Girls	Boys	Refugee Enrolment Girls	Boys	Number of drop-outs Girls	Boys
2008	121	54	9	2	43	34	6	1	33	45	0	1
2009	52	31	0	4	79	67	3	0	97	67	9	5
2010	78	17	20	0	42	49	0	0	128	32	7	0
2011	8	43	13	1	53	52	0	3	143	47	5	0
2012	67	23	8	4	13	23	2	0	32	78	1	1
2013	142	39	24	2	4	55	0	3	82	99	8	1
2014	90	13	28	9	57	23	11	2	57	89	7	5

Table 1.1: Refugee girls drop-out rate in public primary schools

Source: DEOs' Offices, Kamukunji District

1.2 Statement of the problem

Due to the increase in numbers of the refugees from 1832 to 2,235 in Nairobi county (Nairobi city council 2013), Eastleigh sub-county has resulted to high dropout rate of refugee's girls. Even after government of Kenya introduces free primary education in Kenya, girl child attendance was found to be very inconsistent (UNHCR, 2008). For refugee girls, it was even more difficult because some got married as young as eleven and twelve years of age (Caux, 2011). Eastleigh sub-county is the area that has continuously been a home for refugees especially from Somalia and Sudan. The challenge of acquiring quality basic education for the refugee children and more so for the girls is however not guaranteed due to many disruptions that lead to dropping out and subsequent missing out in achieving Primary Education.

1.3 Purpose of the study

The purpose of the study was to investigate factors influencing refugee girls in accessing education in public primary schools in Eastleigh sub-county, Nairobi County, Kenya

1.4 Objectives of the study

This study was guided by the following objectives:

- i. To establish the extent to which Social Factors influence refugee girls in accessing education in public primary schools in Eastleigh sub-county, Nairobi County, Kenya.
- ii. To assess the extent to which ethnicity influence refugee girls in accessing education in public primary schools in Eastleigh sub-county, Nairobi County, Kenya
- iii. To examine the extent to which language of instruction influences refugee girls in accessing education in public primary schools in Eastleigh sub-county, Nairobi County, Kenya
- iv. vi. To assess the extent to which registration process influence refugee girls in accessing education in public primary schools in Eastleigh sub-county, Nairobi County, Kenya

1.5 Research questions

This study a sought to answer the questions

- i. To what extent does Social Factors influence refugee girls in accessing education in public primary schools in Eastleigh sub-county, Nairobi County, Kenya
- ii. To what extent does ethnicity influence refugee girls in accessing education in public primary schools in Eastleigh sub-county, Nairobi County, Kenya

- iii. How does the language of instruction influences refugee girls in accessing education in public primary schools in Eastleigh sub-county, Nairobi County, Kenya
- iv. To what extent does registration process influence refugee girls in accessing education in public primary schools in Eastleigh sub-county, Nairobi County, Kenya

1.6 Significance of the study

The findings of this study was of paramount importance to the UNHCR policy makers since the study has established high drop-out rate among refugee girls in public primary schools. United Nations High Commissioner for Refugees and the Kenyan government assisted in that the findings of this study provided basis for new ways of approaching the challenges facing the refugee girls. This study also helped both the parents and the local communities to appreciate the problems, the information from this study was also important to managers in terms of planning and making budgetary allocations. The sponsors donors need to know the extent to which the population of the developing countries has access to basic education in order to estimate their annual funding to these actions. The study was further expected to assist The Government of Kenya in Planning and making decisions on educational Masters and issues affecting children.

1.7 Delimitations of the study

This study was delimited to 7 public primary schools in Eastleigh sub-county, Nairobi County, Kenya. This study includes head teachers, teachers and refugee pupils.

1.8 Assumptions of the study

This study was based on the following assumptions that:

- i. Those respondent cooperative and give reliable responses.
- ii. That respondent knowledgeable about the subject of discussion.

1.9 Definition of significant terms

Cultural practices are a manifestation of a culture especially regarding traditions and customary practices of a particular ethnic or a cultural group indicating return to an earlier state of affairs.

Early marriage is marriage before 18 years of age also referred to as child marriage

Refugee refers to a person who is outside his or her country of nationality and is unable to return due to a well-founded fear of persecution because of his or her race, religion, nationality, political opinion or membership and resides.

Free Primary Education - Refers to basic education of class one to class eight, that is fully funded by the government

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

Access to education: Attendance of school by children, without considering their race, gender, religion or disability

1.10 Organization of the study

This study is organized into five chapters. Chapter one consists of the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitations of the study, basic assumptions of the study and definitions of significant terms and organization of the study. Chapter two consists of review of literature related to the study. Chapter three covers research methodology that will be used to carry out this study. Chapter four consists of data analysis and discussion of the findings. Chapter five consists of summary of the findings, the conclusion and recommendations

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter consists of related literature on factors influencing refugee girls in accessing education in public primary. The section also includes an overview on girls access to education, social factors influence refugees girls in accessing education, ethnicity influence refugee girls in accessing education, language of instruction influence refugees girls in accessing education, registration process influence refugees girls in accessing education, summary of the literature review, theoretical and conceptual framework.

2.2 An overview on girl's access to education

General research on the phenomenon of school dropouts has shown that multiple factors are associated with dropping out and that such a phenomenon is a long-term process of disengagement that occurs over time and begins in the earliest grades. In the United States, the National Center for Education Statistics (NCES) and private research organizations have identified two types of factor related to dropping out: those associated with families and those related to an individual's experience in school (Aud,

2011). A number of family background factors, such as socioeconomic status, race/ethnicity, single-parent families, siblings' educational attainment, and family mobility are correlated with the likelihood of dropping out (Abdunnur, 2008; Bilagher, 2006; Bridgeland, 2006; Nicaise, 2000). Of these factors, socioeconomic status, most commonly measured by parental income and education levels, shows the strongest correlation with dropping out.

A number of studies have also found that dropping out is more likely to occur among pupils coming from single-parent families and pupils with an older sibling who has already dropped out, than among counterparts not possessing these characteristics, and pupils with disabilities (Berliner, 2008; Bridgeland, 2006; Fleisch, 2012). Other aspects of a student's home life, such as the level of parental involvement and support, parent's educational expectations, parent's attitudes about school, and stability of the family environment, can also influence a youth's decision to stay in school.

Pupils' past school performance is also related to the likelihood of dropping out. For example, some research shows that pupils with a history of poor academic achievement, evidenced by low grades and poor test scores, are more likely to drop out than pupils who have a history of academic success (Ampiah and Adu-Yeboah, 2009; Nicaise, 2000; Yi, 2012). In addition, pupils who are over the age of their grade level or have

repeated a grade are more likely to drop out. Other school factors related to dropping out include pupils having a history of behavioral problems and higher rates of chronic truancy and tardiness. Research also indicates that dropout rates are associated with various characteristics of the schools themselves, such as size of the school, level of resources, and degree of support for pupils with academic or behavioral problems. In an ethnographic study in China, Chung and Mason (2012) identified several factors associated with school dropout, such as poverty, lack of school resources, shortage of teachers, corporal punishment, and lack of meaningful connections between the curriculum and pupils' life in poor rural areas.

2.3 Social factors influence on refugee girls' in accessing education in primary schools

Research on the social factors of refugees, and Refugee's girls 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 Refugee's girls to function socially within the host culture depends in large part on their ability to communicate in the host language. Most Refugee's girls 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) (Pipher, 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 Refugee's girls populations (Rutter, 2001). Language barriers may also increase the likelihood that Refugee's girls 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 2005).

It is well documented that peer relationships become increasingly important in Refugee's girls, and that the quality of peer relationships is associated with Refugee's girls functioning as well as later adjustment in adulthood. Among refugees who resettle as children or adolescents, and particularly Refugee's girls, 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), Peer relationships can have positive or negative influences on Refugee's girls adjustment (Bates , 2005).

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 wellbeing. As the researchers in these studies note, these relationships may be particularly important for Refugee's girls. Refugee youth, including Refugee's girls, 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 (Birman, 2005 and Yau, 1995).

2.4 Ethnicity influence on refugee girls' in accessing education in primary schools

Conflict and Education According to UNICEF, (2012). Wars and other emergencies like ethnic conflicts wreak havoc on society and affect access to schooling. The right to education is most at risk during emergencies and during the transition period following a crisis. In conflict affected countries, 28million children of primary school age were

out of school in 2011-42 per cent of the world total. Only 79 per cent of young people are literate in conflict affected poor countries. Moreover, children living in conflict are twice as likely to die before their fifth birthday as children in other poor countries. UNICEF believes that education can get countries back on track after a crisis. Education is not only a basic human right; it is also a tool for recovery. It not only recovers school and all its related benefits to affected people but it also helps countries to transform and rebuild or 'build back better' the institutions and systems destroyed during emergency.

The international community is increasingly aware of the importance of education in countries recovering from crisis and has supported 12 related UNICEF efforts. In the late 2006, UNICEF was joined by donors and partners to create Back on Track. This transition fund supports interventions to rebuild education systems, prevent crises from recurring and reduce the fragility of countries making the transition from crisis to normal development. (UNICEF, 2012). Role of Education in reducing the ethnic conflict influence Education is a major factor which cannot be ignored when addressing the issue of ethnic conflicts. In Kenya for example, illiterate individuals have been mobilized by the literate who are full of selfish desires to initiate conflicts. Severally, most of those who are actively involved in the conflicts are illiterate and poor. This is so that when they are offered some little amount of money to fight the 'enemy group', they only do it to make a little income for their daily bread (food). This is why most of the

ethnic conflicts will be political, which is an expression of one group (literate) taking advantage of the other (Illiterate) to achieve their selfish ambitions and interests.

2.5 Language of instruction influence on refugee girls' in accessing education in primary schools

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. Rutter 2001) warn that recent immigration legislation has far-reaching effects on refugee children. Even though legally all 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 refugee's girls 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 refugee's girls. The UNHCR advocates for education for repatriation which implies that pupils including children should be taught in their home language and curriculum while living at refugees camps so as to be acquainted with development back home before their arrival. If refugee's

girls 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).

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 of 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 girls and host pupils so as to effectively enable the refugee child to practice using the host language as well as to create lasting friendships (Loewen, 2001).

Refugee's girls 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 refugee's girls' access 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 Registration process influence refugee's girls accessing education

The lack of birth registration of Refugee's girls is another issue which can significantly hinder Refugee's girls 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 Refugee's girls. 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).

Refugee's girls may not have any of these, may not know how to get them. Although many Refugee's girls 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).

2.7 Summary of Literature

Reviewed literature indicates that access to education among refugees is influenced by many factors. They are many factors that influence refugee girls in access primary education. They are family factors such as socio-economic status, race ethnicity, single parent families and availability of schools for the near schools. Mulinge did a study on factors influencing urban refugee access to primary education. These factors continue to cause inaccessibility and low retention among urban refugee children in secondary school in Nairobi County Kenya. The school factors that have been identified are, school documents for example school leaving certificate of the previous school or birth certificate which most of the time the refugees do not have. As agreed by Wagacha and Guiney (2008), majority of refugee parents are not employed and those who are earn very little which caters only for the basic needs, others consider working than joining secondary school to help raise the other siblings. Pavanello (2010) indicates that students also are required to pay their own school supplies including stationary, transport cost and uniforms. Refugee girls

cannot afford these costs considering their low levels of income. Research states that refugee girls 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, refugee girls are faced with the challenge of acculturation when they experience two cultures (the school culture and the home culture). The study hopes to fill the gap on the above challenges that affect factors influencing refugee girls in accessing education in public primary schools who despite getting access to primary education hardly.

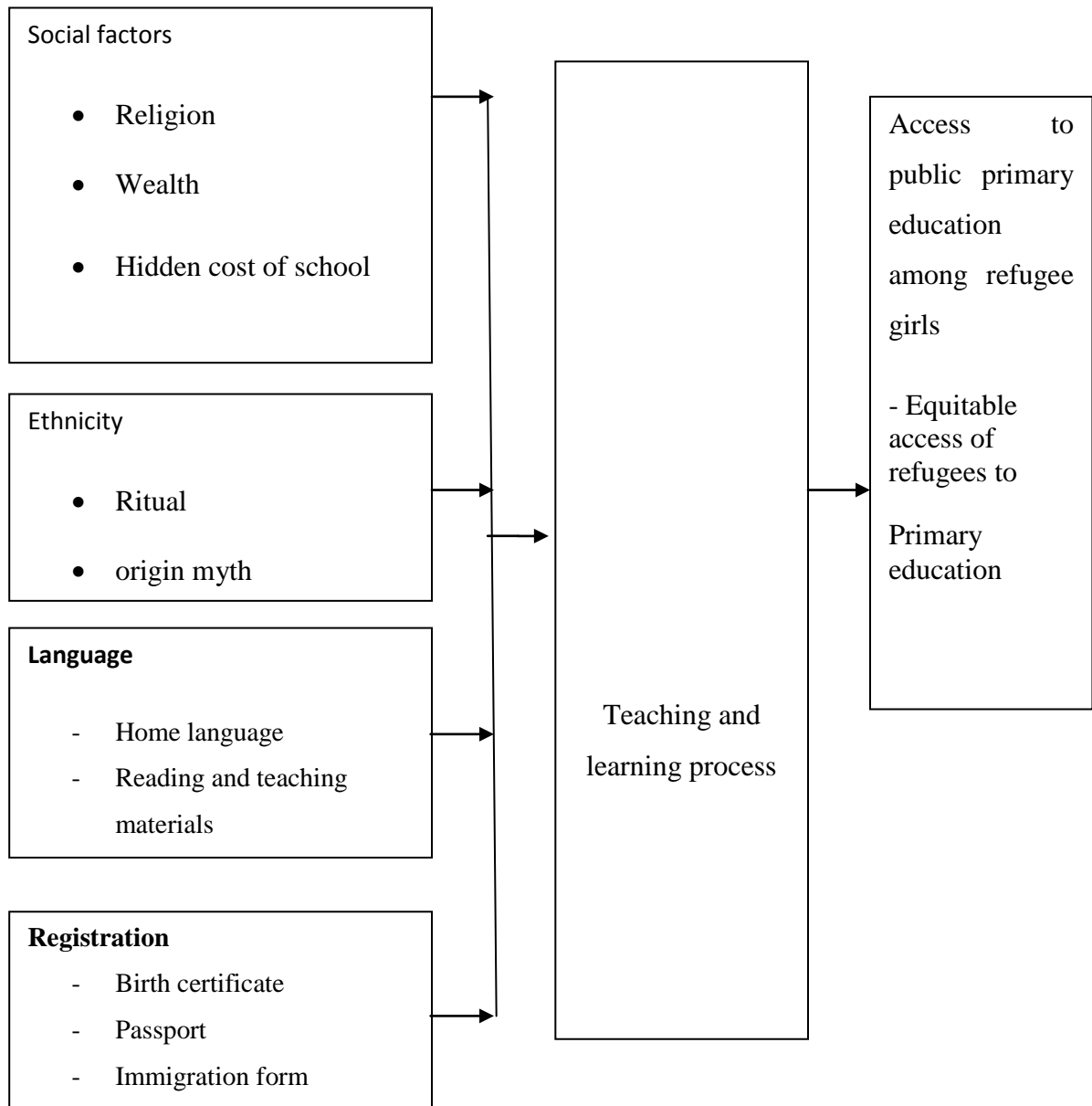
2.8 Theoretical Framework

This study is based on the Acculturation theory by William Isaac Thomas and Florian Witold Znaniecki (1918). The theory explains dynamics involved when people from diverse cultural backgrounds come into continuous contact with one another. The theory of acculturation has evolved from the unidirectional school of thought with an emphasis on assimilation to bi-dimensional and interactive perspectives which posit various acculturative outcomes. Psychological changes can occur in one's sense of identity, values, and beliefs; people may experience acculturation stress such as anxiety and depression as they try to adapt to a new cultures of their new destination.

The sociology of immigration recognizes that outcomes for immigrant minorities (including refugee immigrants) are significantly influenced by group's mode of incorporation, that is, the context in which immigrants enter, plays a decisive role in their process of adaptation, regardless of the human capital the immigrants may possess (Portes and Rumbaut 1990). Thus refugees girls who receive settlement assistance and are not subject to widespread discrimination are expected to experience a smoother process of social and psychological integration and faster economic progress. In this context, the refugees move from their country of origin to the asylum country, where they meet and live with its citizens and other refugees from different countries, and with different cultures and lifestyles. The Kenyan education system is unique in its own way, in terms of content, form and requirements and this makes it difficult for the refugees to exactly fit into the already existing education system.

2.9 Conceptual framework

Figure 2.1: showing factors influencing refugee girls in accessing education in public primary schools



From the diagram, it is clear that social economic factors such as hidden cost of school and poverty are likely to affect the access to primary school. An early marriage which is widely practiced in northeastern is also likely to negatively affect the girls enrollment, retention and completion of primary school. The government of Kenya activities in the refugee education has also significant effect on accessibility to education. The refugee schools use the-Kenyan curriculum which is perceived to child friendly compared to the countries of origin of the refugee children, it is also involved in teachers training thus equipping teacher with appropriate pedagogical skills.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter 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 (2007) 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. It was also be used to collect qualitative data from key informants.

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 7 public primary schools in Eastleigh sub 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 sample for the pupils will consist 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 Eastleigh sub County 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 was administered. There were three sets of questionnaires, that for the head teachers, teachers and for the refugee girls. 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 Instrument Validity

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 assisted in identifying the problems which the respondents encountered in the process of answering the questions put across to them.

3.7 Instrument Reliability

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 will scores stable over time when the instrument is administered a second time (Creswell, 2003). To ensure reliability, the researcher employed the test-retest technique. This involved administering the test to one appropriate group selected randomly. After two weeks, the same test was administered to the same group. 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, p.115)

Through the use of above formula test -retest reliability were 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 were presented to the District Education Officer (DEO) and District Commissioner, and Principals of all schools where the researcher intend to carry out the study. After securing permission from the relevant authorities the researcher proceeds and visited the selected schools. The researcher starts 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 involve use of frequency distribution tables and figures which was 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 and consideration

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 was accorded and 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 AND PRESENTATION

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 Response Rate

From the data collected, out of the 150 questionnaires administered, 145 (headteachers=7, teachers=29 and pupils=109) of them were filled and returned, which represents 97% response rate. This response rate is considered very good to make conclusions for the study. Mugenda and Mugenda (2003) observed that a 50% response rate is adequate, 60% good and above, while 70% rated very good.

This collaborates with Bailey (2000) assertion that a response rate of 50% is adequate, while a response rate greater than 70% is very good. This implies that based on this assertion, the response rate in this case of 97% is therefore excellent.

The recorded high response rate can be attributed to the data collection procedures, where the researcher pre-notified the potential participants of the intended survey, utilized a self-administered questionnaire where the respondents completed and these were picked shortly after.

4.3 Research Findings

4.3.1 Report on the opinion of Head teachers on the matters affecting education of refugee girls in public primary school

Table 4.1 Gender of respondents

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

According to 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 Level of education of respondents (head teachers)

Level of education	Frequency	Percent
Diploma	4	57
Degree	2	29
Any other	1	14
Total	7	100

According to table 4.2, majority of the respondents 57% were holders of a diploma while 29% had degree qualification and 14% had other qualifications respectively. The Basic Education Act (2013) is categorical that the minimum academic qualification for primary a head teacher is a diploma.

Table 4.3 Length of service

Length of service	Frequency	Percent
6-10 years	1	14
11-15 years	2	29
16 and above	4	57
Total	7	100

Table 4.3 showed that majority of the respondents had worked for a period of 16 years and above as indicated by 57% of the respondents. Consequently 29% of the respondents had worked for a period of 11-15 years and another 14% had worked for

only 6-10 years. This is an indication that for one to be a head of a school one must have served for a long time as a teacher. This confirms that the responses given by the head teachers were based on the experience on teaching and therefore the responses are reliable

Table 4.4 Size of the school

Number of stream	Frequency	Percent
Single stream	1	14
Double stream	2	29
Three stream	3	43
Four stream	1	14
Total	7	100.0

The study findings from table 4.4 also showed that most schools included in the study were three streams as indicated by 43% of the respondents. 29% were double stream and 14% were single stream and four stream respectively. This clearly shows the inadequate of classes to accommodate all the school going children hence makes it difficult for the refugee girls to be register.

Table 4.5; Number of refugee girls in selected schools.

No of refugee girls	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 refugee girls.as shown by 71% of the respondents. 29% of the respondents reported that the number refugee girls were 25 to 30, the higher number of the refugee girls of more than 30 revealed above was due to the larger number of Somali refugees in east Leigh than any other part of Nairobi.

4.4 How language influenced education of refugee girls

This section answer part of objective three; how does the language of instruction influences refugee girls in accessing education in public primary schools in eastleigh sub county.

Table 4.7 Rating understanding of English

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

According to table 4.7, majority of the respondents (71%) reported that understanding of English by refugee girls was below average while 29% reported their understanding as average since most of the refugees speaks their local Somali language this result concur with the research done by Bonfiglio,2010 which stated that most refugees’s girls face serious problems of integration into society and often rely on other refugees, who also may not have the best English language skills.

4.5 social factors

This section answer some part of objective one; to what extent does social factors influence refugee girls in accessing education on primary school, where the respondent were asked of the ability to provide personal attention to refugee girls in social factors affecting them.

Table 4.8 Ability to provide personal attention

	Frequency	Percent
Yes	5	71.4
No	2	28.6
Total	7	100

Table 4.8 indicated that majority of the respondents at 71% agreed to in a position to provide personal attention to refugee girls while 29% disagreed on the matter from

those who indicated No. sites different culture and religion as a major factors that hindering them.

Table 4.9 Receipt of complaints from refugee girls.

	Frequency	Percent
Yes	4	57.1
No	3	42.8
Total	7	100

According to table 4.9, 57% of the respondents admitted to receive complains form refugee girls while 43% did not receive complains, the high number of complains recorded since the refugees' girls were the most vulnerable gender in the society.

Table 4.10 Attitude of refugee girls.

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

Table 4.10 showed that the attitude of refugee girls was negative as indicated by the majority of the respondents at 72%. Further, 14% reported that refugee girl's attitude

was positive and another 14% were neutral on the matter, their negative attitude was as a result of what they were going through since most of them live in a very harsh society where they feel neglected and also fear of them being forcefully repatriated back to their mother country contributes a lot to their negative attitude

Table 4.11 Factors affecting refugee girls in accessing education

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

Table 4.11, answer objective number one; To establish the extent to which Social Factors influence refugee girls in accessing education in public primary schools in

Eastleigh sub-county, Nairobi County, Kenya. The respondents were given five range linkert scale ranging from very small extent to very great extent, the mean was used to measure their magnitude, where the majority of the respondents reported that policies of the host nation and family background affect refugee girls in accessing education 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 refugee girls in accessing education 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 refugee girls in accessing education to a great extent as indicated by means of 4.29 and 4.00 respectively. In addition, lack of communication affected refugee girls in accessing education to a very great extent while respondents had no opinion on how degree of acculturation into mainstream culture affect refugee girls in accessing education as shown by a mean of 3.43. this results concur with the results done by (Birman, 2005 and Yau, 1995). Refugee youth, including Refugee's girls, 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.

Table 4.12 Education interventions used to teach refugee girl's (N=7)

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

Table 4.12 indicated that the major education intervention used to teach refugee girl's 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 refugee girl's 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.

4.3.2 Report on the opinion of teachers on education of refugee girls

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 East Leigh hence the analysis for this section was done using 29 questionnaires. The findings were as follows;

Table 4.13 Background Information of 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 refugee girl's	Yes	29	100.0
Number of refugee girl's	25-30	7	24.1
	More than 30	22	75.9

According to table 4.13, 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 refugee girl's in the various schools within Eastleigh. It was also reported by majority (76%) of the teachers that the number of refugee girl's was more than 30 in various schools and another 24% of schools had 25-30 refugee girls this is due to high number of refugees in eastleigh area.

Table 4.14 Information on refugee girl's

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 refugee girl's dropping out	Yes	22	75.9
	No	7	24.1

According to table 4.14, the understanding of English among refugee girl's 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 Eastleigh were not able to provide personalized attention to the refugee girl's. It was also recorded that majority of the refugee girl's do not forward their complains as reported by 62% of the teachers. The attitude of refugee girl's was rated negative by 72% of the respondents in this category and that cases of refugee girl's dropping out of school was high as reported by 76% of teachers.

Table 4.14 Factors affecting refugee girls in accessing education (n=29)

	Minimum	Maximum	Mean
Language	3.00	5.00	4.51
Policies of host nation	2.00	5.00	3.79
Family background	2.00	5.00	3.51
Registration process	2.00	4.00	2.89
Social factors	1.00	4.00	2.48

According to table 4.14, majority of the teachers agreed that language is the major factor affecting refugee girls in accessing education as indicated by a mean of 4.51.

policies of the host nation were also reported to affect refugee girls in accessing education as indicated by a mean of 3.79 showing that majority of the teachers argued that it affected refugee girls in accessing education to a great extent. Teachers within schools in Eastleigh also reported that family background also affected refugee girls in accessing education to a great extent as indicated by a mean of 3.51. It was reported that social factors affected refugee girls in accessing education 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 refugee girls in accessing education.

4.2.3 Analysis of students' response

Table 4.15 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

According to table 4.15, 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 4.16 Classroom management practices (N=109)

	N	Minimum	Maximum	Mean
Guidance and counseling		2.00	5.00	3.59
Provision of personalized attention		2.00	4.00	3.19
Cultural stress		2.00	5.00	2.80
Lack of motivation		2.00	4.00	2.59
Curriculum and language used in school		1.00	4.00	2.19

According to table 4.16, majority of the respondents disagreed that curriculum and language used in school was an 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 4.17; whether there was provision of personalized attention.

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

Table 4.17 showed that majority of the refugee girl's at 70% argued that they rarely receive personalized attention while another 20% rated personalized attention as often. They rarely receive personalized attention due to language barrier and inferiority where they feel they don't belong to the same class with the rest.

Table 4.18 Nature of support to refugee girl's

		Frequency	Percent
Assistance by fellow students	Often	22	20.2
	Less often	44	40.4
	Never	43	39.4
Concern by head teacher	Yes	87	79.8
	No	22	20.2

Table 4.18 showed that among the pupils (refugee girl's), 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.

CHAPTER FIVE

SUMMARY OF STUDY, 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 refugee girl's on the topic of study.

5.2 Summary of Study

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 teachers 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 refugee girl's which ranged above 30 as reported by majority of the respondents in both teacher and head teacher category.

5.2.2 Information on refugee girl's

It was reported by majority of the respondents (71%) reported that understanding of English by refugee girl's 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 refugee girl's was rated to be below average by majority (72%) of the respondents.

Consequently, it was also established that teachers were not able to provide personalized attention to the refugee girl's. 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 refugee girl's It was also recorded that majority of the refugee girl's do not forward their complains as reported by 62% of the teachers. The attitude of refugee

girl's was rated negative by 72% of the respondents in this category and that cases of refugee girl's 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 refugee girl's.vIn addition, the study findings showed that the attitude of refugee girl's was negative as indicated by the majority of the respondents at 72%.

5.2.3 Factors affecting refugee girls in accessing education

According to study findings, majority of the respondents reported that policies of the host nation and family background affect refugee girls in accessing education 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 refugee girls in accessing education 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 refugee girls in accessing education as indicated by a mean of 4.51. This perception was similar to that of head teachers. It was reported that social factors affected refugee girls in accessing education 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 refugee girls in accessing education. Consequently, it was established that trauma on mental health and prior academic schooling also affected refugee girls in accessing education to a great extent as indicated by means of 4.29 and 4.00 respectively. In addition, lack of communication affected refugee girls in accessing education to a very great extent while respondents had no opinion on how degree of acculturation into mainstream culture affect refugee girls in accessing education 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 refugee girl's 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 refugee girl's 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 an 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 refugee girl's at 70% who argued that they rarely receive personalized attention. Further findings showed that among the pupils (refugee girl's), 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 refugee girl's was below average as reported by majority of both head teachers and teachers. Consequently, it was also concluded that teachers in were not able to provide personalized attention to the refugee girl's 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 refugee girl's was generally negative which affected their refugee girls in accessing education 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 refugee girls in accessing education to a great. Consequently, it was concluded that language was the major social factor that influences the refugee girls in accessing education to a very great extent.

Consequently, it was concluded that trauma on mental health and prior academic schooling also affected refugee girls in accessing education to a great extent. In addition, lack of communication affected refugee girls in accessing education to a very great extent.

The study findings led to the conclusion that the major education intervention used to teach refugee girls 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.

5.3 Recommendations

To enhance the refugee girls in accessing education, 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 girls in order to motivate them for improved refugee girls in accessing education .

There is also need for adjustment of host nation policies to create a conducive environment for refugee girls. This can be achieved by formulating specialized policies aimed at enhancing refugee girls in accessing education. There is also need for improved involvement of families or guardians to refugee girls together with schools' management to discuss possible ways of enhancing the refugee girls in accessing education.

There is also need for further research on other factors affective refugee girls in other areas within Nairobi as this study was limited to Eastleigh. In addition, specific research

can also be conducted on the measures that can be put in place to enhance the refugee girls in accessing education.

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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: FACTORS INFLUENCING DROP-OUT RATE AMONG REFUGEE GIRLS
IN PUBLIC PRIMARY SCHOOLS IN EASTLEIGH SUB-COUNTY, NAIROBI
COUNTY, KENYA**

I am a post-graduate student taking a Masters of Education degree course at the Department of Education Administration and Planning, Faculty of Education, University of Nairobi. I am undertaking the above mentioned study. This is in partial fulfillment for the award of degree in Masters of Education in Education in Emergencies. Kindly allow me to carry out a survey in your school. Thanks in advance for assistance offered to me.

Yours Faithfully Halima

Appendix II: Head teachers questionnaire

Instructions:

This questionnaire has five parts; you are required to answer all questions as instructed.

Your personal information is not required and the information you give will be treated with confidence. It will only be used for the purpose of this study.

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: Section B Socio Factors influencing primary education access

5. Do you have refugee girls in your school?

Yes [] No []

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

7. Are you able to provide personalized attention to the refugee girls

Yes [] No []

8. (a) Do you receive complaints from refugee girls on issues regarding the

Challenges they face in the school? Yes [] No []

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

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

Positive [] Neutral [] Negative []

10. Please indicate with a tick (√) how the extent to which the following factors Affect refugee girls in accessing education.

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

4-Great Extent, 5-Very Great Exten

	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 refugee girls

		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
refugee girls.

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 refugee girls in your class?

Yes No

2 (a) what is the average number of refugee girls 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 refugee girls in accessing education in your class? _____

3 How does family background affect refugee girls in accessing education _____

4 How often do you evaluate the performance of refugee girls 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 refugee girls?

Yes No

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

Yes No

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

7 Rate the attitude of refugee girls towards learning in your class

Positive Negative Neutral

8 Are there cases of refugee girls dropping out?

Yes No

9 Please indicate with a tick (√) how the extent to which the following factors affect refugee girls in accessing education.

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 refugee girls in accessing education

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 refugee girls in accessing education

.....

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

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

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

Very often [] Often [] rarely [] Very rarely []

8. (a). How often do fellow pupils assist t 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