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SOCIAL FACTORS AFFECTING ACADEMIC PERFORMANCE OF CHILDREN IN REFUGEE CAMPS: A CASE STUDY OF KAKUMA REFUGEE CAMP, IN TURKANA COUNTY, KENYA

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A DISSERTATION REPORT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A MASTER'S DEGREE IN DEVELOPMENT STUDIES TO ST PAUL'S UNIVERSITY

JUNE, 2025

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DECLARATION

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DEDICATION

This research dissertation is dedicated to my loving sons Brilliant and Bramwell for their moral support.

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LIST OF ABBREVIATIONS

AOD	Alcohol and Drugs
ESL	English as a Second Language
EFA	Education for All
KCPE	Kenya Certificate of Primary Education
NGOs	Non- governmental organizations
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations International Children's Education Fund
UK	United Kingdom
UN	United Nations
U.S.A	United States of America

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ABSTRACT

The issue of obtaining a decent basic education for refugee children, particularly girls, is not assured owing to numerous disruptions that result in dropouts and subsequent failure to complete Primary Education. Researchers have researched the general factors affecting refugees' educational performance, leaving out social factors. the Against this background, this study aimed to determine social factors affecting children's educational performance in refugee camps The study's specific objectives were to determine how language barriers, drug abuse, cultural beliefs, and insecurity affect the academic performance of children at Kakuma Refugee Camp. This study used systems theory and socio-cultural theory. A descriptive survey design was used to carry out the study. This study was carried out in Kakuma refugee camp, which in the North-western region of Kenya. The study targeted 267 standard 7 and 8 pupils in primary schools in Kakuma refugee camp, 15 class teachers, and 8 school heads, These respondents were targeted since they gave the correct information on the subject matter of this research. The researcher used a purposive sampling technique to select 15 class teachers and 8 head teachers. Simple random sampling was then used to pick a sample size of 80 class 7 and 8 students. Therefore, the whole sample size of the study was 103 respondents. Responses from the selected respondents were collected using a set of structured questionnaires and an interview guide, which were able to capture data relevant to research objectives. The data collected was both qualitative and quantitative. Quantitative data was analyzed using descriptive statistics, while qualitative data was analyzed through thematic review. The R-squared in this study was 0.572, which shows that the four independent variables (language barrier, drug abuse, cultural beliefs, and insecurity) can explain 57.2% of on performance of Academic performance of children at Kakuma refugee camp, while other factors explain 42.8%. The researcher concluded that cultural beliefs affect the performance of refugee children. Ethnic conflicts wreak havoc on society and affect access to schooling further, the effect of early marriages on the performance of children is very high and cultural beliefs affect understanding of education concepts. The researcher concluded that insecurity makes students suffer mentally and emotionally and may affect academic performance. Fear and insecurity affect the performance of children to a very high extent, and conflict damages schools and thus limits educational opportunities. The study analyses social factors affecting the educational performance of children in refugee camps. Kakuma hosts refugees from multiple countries, including South Sudan, Somalia, Ethiopia, and the Democratic Republic of Congo. This diversity creates a unique context to study how different social, cultural, and economic backgrounds impact the academic performance of children in a refugee setting.

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CHAPTER ONE
INTRODUCTION

1.0 Overview of the Chapter

This chapter contains the background of the study, problem statement, general objectives, specific objectives, justification of the study, scope and limitations, assumptions, and definition of key terms**.**

1.1 Background of the Study

In the framework of an educational system geared at boosting students' academic Performance and developing human resources, academic performance is paramount. Academic performance is used to evaluate a child's education, and it is at the core of the wider idea of educational development (Chhabra,2021). Although they are usually disregarded in elementary schools, performance standards are crucial at all levels of education and are reflected in certification tests in every country. Academic performance standards are the grades that a student should get in each subject covered in a country's curriculum, as determined by professional educators, parents, and the legislative process.

Because of refugee experiences, educational performances may be both beneficial and negative. If children are displaced for either short or long periods due to conflict or crisis, they may be denied access to education. Before establishing in a new region, children usually go through a time of transition during which they may be unable to attend school. The family may choose to reside in a remote area where they would not have access to schooling. Furthermore, children who have been moved are more likely to get infections (Connolly et al., 2022), experience food shortages (Charvadeh, 2021), and use coping mechanisms such as early marriage, all of which may damage their schooling (Woodward, 2024). Increased property and financial loss during the war may also be connected to international relocation (Fransen et al. 2017), as well as the requirement for children to engage in income-generating activities.

The number of African refugee students in major cities around the world has increased, particularly in the United States, Canada, the United Kingdom, and Australia (Bamgboye, 2024). However, research shows that this growth has not been matched by adequate educational and specialized support aimed at helping these students acculturate, integrate, and succeed academically—especially those from war-torn regions with interrupted schooling and cultural, linguistic, and religious backgrounds that differ significantly from those of their host countries. While some schools have implemented refugee assistance programs, many of

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these initiatives lack input from refugees themselves or evidence-based evaluations of their effectiveness (Johnson, 2022).

A lack of informed and targeted educational support, as well as various forms of documented discrimination against African refugee students in host countries (Laryea 2021), may cause poor academic performance, high school dropout rates, and social alienation among African refugee students in host countries, limiting their economic and social opportunities in their new countries. Academic performance has been studied extensively all around the globe, with mixed findings. In the United States, for example, there is still a disparity in academic performance across races and socioeconomic classes of pupils (National Assessment of Educational Progress, 2019), while Aturupane (2021) observed that kids in both public and private schools in Sri Lanka performed poorly.

Sidhu and Taylor (2017) revealed in a study of policy and provision for refugee students in Australia that refugee students were seldom targeted with a particular plan focused on boosting their academic performance. Rather, they were mixed in with other student groups, such as ESL students, or were entirely disregarded. In research conducted in the United Kingdom, Smith (2022) revealed that measures focused explicitly asylum seekers and refugee students seldom addressed their requirements. Learning, social, and emotional factors all influenceon migrants' academic success, According to Annott and Pinson. They observed, however, that schools tended to prioritize ESL concerns and emotional difficulties above curriculum, which has a major influence on refugee children's academic performance. Other learning requirements of the children, such as assisting their integration into society, received less emphasis. In times of disaster, quality education is not only a vital human right but also a tool for refugee children's rehabilitation. Schooling and of its related advantages are restored to the youngsters who have been touched by the availability of education. It also assists the country in transforming and rebuilding the institutions and processes that were devastated during the catastrophe (UNICEF, 2012).

United Nations International Children's Emergency Fund 2019. In times of emergency, education is increasingly seen as a cornerstone of humanitarian assistance, alongside food, shelter, and health care (Hussain, 2024). The disruption of families and community structures during the sudden violent onset of catastrophes has a significant impact on refugee children, who are vulnerable since they are reliant and are still developing not just physically but also

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psychologically and emotionally (UNHCR, 2010). Education officials and academics have largely disregarded the needs of refugee pupils, focusing instead on migrant and multicultural education. These exclusions from public policy and academic research help to explain why there aren't enough targeted policies and organizational frameworks in place to address the considerable educational disadvantages that refugee adolescents face. The cultural, social, and economic integration of refugees has been hampered by their discursive invisibility in policy and research. Despite the Kenyan government's recent efforts to extend educational opportunities for refugee children, many of them still have access to education in Nairobi (UNHCR, 2010).

Grabska (2005) research in Cairo, Egypt, is one of the few to delve into the educational issues of Sudanese refugee children, as well as their parents' or guardians' legal and social status and survival techniques. According to the findings, the biggest barriers to Sudanese refugees enrolling and retaining their children in school were a lack of legal documentation and financial issues. As Namibia has proved, most kids in Sub-Saharan Africa struggle academically (Akpo & Jita, z2016). Scholars, educators, government officials, and parents are all concerned about the discrepancy in academic performance among Nigerian pupils (Igberadja, 2016).

As a result, it's vital to identify the relevant factors andto explore experimentally the impact of a variety of variables on students' academic performance. Kenyan government policy limits refugee children's access to school in Nairobi. In the city council primary schools, refugee parents and guardians must provide a suitable registration document, such as the UNHCR mandate certificate, in addition to the child's birth certificate. Even though many refugee children in Nairobi were born in Kenya, they are unable to enroll in Nairobi public schools due to a lack of birth certificates. Other barriers, like as prejudice and extortion, have kept refugee children out of of city elementary schools (Jacobsen, 2022). Despite evidence of urban refugees' low socioeconomic condition in Kenya, little study on their children's educational requirements and experiences, as well as how their urban livelihoods impact those experiences, has been done. Not just in African cities, but also in Western refugee resettlement nations like the United States, Australia, and the United Kingdom, research on the problems impacting Sudanese refugee children's schooling is minimal.

According to Mocheche (2021), refugees in Kenya's refugee camps of Dadaab and Kakuma

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do not have access to the same fundamental freedoms same as countries or to the 1951 treaty's rights. Their right to refuge in Kenya is conditional on their abiding by a series of stringent conditions. Refugees have restricted mobility, have difficulty acquiring job permits, do not have access to agricultural land, and do not have access to credit or savings. The refugees are limited mostly to the camp areas: Rossbach(2021) conducted more study on the predicament of Somali refugees in Kakuma, finding that the two causes outlined below impede the quest for a livelihood. To begin with, migrants are often forced to work in the informal sector because they lack legal work permits, making their economic activities technically illegal. Additionally, the Kakuma refugee camp is situated in an economically marginalized area, where limited access to natural resources makes it especially difficult for refugees to sustain their livelihoods.

The Kakuma Refugee Camp is in Kenya's Rift Valley province's Turkana District, near the Sudanese, Ethiopian, and Ugandan borders. Kakuma Camp is around 125 kilometers from the Sudanese border. Kenya's Kakuma Camp, according to sources, is one of the world's oldest and biggest refugee camps (UNHCR, 2020). The camp was created in 1992 when large numbers of Sudanese refugees started coming to Kenya. Many of these migrants were formerly Ethiopian refugees, but once Mengistu Haile Mariam was overthrown as Ethiopia's leader, the new state abandoned aid to the Sudan People's Liberation Army (SPLA), and Sudanese migrants fled to Kenya (Skuse, 2021). If the Sudanese government hadn't retaken Kapeota from the SPLA, the refugees would have remained in Sudan as internally displaced people, forcing them to escape to Kenya. Kubota is a town in the eastern equatorial area of southern Sudan that served as the headquarters for the SPLA's civil war relief efforts. The Lost Boys of Sudan, often known as unaccompanied minors, were among the first groups of Sudanese refugees to arrive in Kenya (Crisp, 2004). The Kenyan refugee camp was created exclusively for these unaccompanied minors.

The Kakuma Refugee Camp is situated in the northwestern part of Kenya and accommodates a population of more than 190,000 individuals who have sought shelter from several nations, such as South Sudan, Somalia, Ethiopia, and the Democratic Republic of Congo (UNHCR, 2021). The camp is home to a substantial number of children who are of school age, with over 43,000 of them attending schools (UNHCR, 2021). Nevertheless, despite efforts to enhance educational opportunities, secondary school students in Kakuma Refugee Camp encounter several obstacles that might detrimentally affect their academic

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achievements. One obstacle is the scarcity of resources, such as insufficient classrooms, textbooks, and educational supplies. These circumstances might pose challenges for pupils in attaining high-quality education and academic excellence (Nassir, 2017).

Another obstacle is the language barrier, since many refugee kids originate from varied linguistic backgrounds and may lack fluency in English or Swahili, which are the main languages used for teaching in Kenyan schools. This may be a challenge for children in comprehending and actively participating in classroom topics, hence harming their academic achievement (UNHCR, 2018). Moreover, some pupils who are refugees in Kakuma may have encountered psychological distress and tension as a result of their forced relocation. Consequently, they may want mental health assistance to confront these difficulties and attain academic accomplishments (UNHCR, 2021).

The purpose of this study is to address the gap in understanding how social factors influence the academic performance of children in Kakuma Refugee Camp. While previous studies have explored challenges faced by refugee students, limited attention has been given to the specific social factors, such as language barriers, cultural differences, and the psychological impacts of displacement that directly affect their academic success. By focusing on these social factors, this study aims to provide insights into the unique needs of refugee pupils and recommend strategies for improving their educational outcomes, thereby contributing to a more inclusive and effective education system.

1.2 Statement of the Problem

According to research conducted by the Norwegian Refugee Council, 76% of children and teenagers in Kakuma Refugee Camp have experienced at least one traumatic incident, such as witnessing violence or being forced to flee their homes (Norwegian Refugee Council, 2017). These traumatic experiences are strongly associated with mental health challenges, including depression, anxiety, and post-traumatic stress disorder (PTSD). Such psychological difficulties negatively impact students' academic performance by impairing their ability to concentrate, engage with classroom content, and retain knowledge (Hatchimonji, Swaray & Mugunga, 2018). Additionally, issues such as overcrowded classrooms, inadequate resources, and language barriers further exacerbate stress and mental health challenges, compounding the difficulties faced by students in accessing quality education.

Kakuma Refugee Camp, located in northwestern Kenya, is home to over 190,000 refugees from countries such as South Sudan, Somalia, Ethiopia, and the Democratic Republic of

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Congo (UNHCR, 2021). Of these, approximately 43,000 are school-aged children enrolled in schools (UNHCR, 2021). However, the camp faces persistent challenges, such as a lack of sufficient classrooms, textbooks, and learning materials, which undermine students' ability to achieve academic success (Nassir, 2017). The situation is worsened by the constant influx of refugees. For instance, approximately 2,000 Somali refugees are estimated to arrive at the camp monthly, adding to the already overstretched resources. According to UNESCO (2019), the camp has 57,536 school-aged children, but only 70% are currently enrolled in school, leaving 13,300 children without access to basic education. This gap continues to grow as new arrivals place additional strain on existing infrastructure.

Children who are excluded from education in Kakuma face heightened risks, including human trafficking, child labor, sexual exploitation, and gender-based violence. They may also be recruited into conflicts in their home countries and exploited as child soldiers. Over time, these factors could result in a generation of illiterate and unproductive youth, unable to contribute to the development of their home nations. Despite efforts to improve educational access, primary education in the camp remains underdeveloped, with 44% of primary-aged children not attending school. Existing schools are overcrowded, with some classrooms hosting up to 150 students, and many students, particularly girls, face disruptions that lead to dropouts before completing primary education.

Although previous studies have examined general factors influencing the educational performance of refugee children, there remains a significant gap in understanding the specific social factors that impact their academic outcomes in refugee settings. In particular, limited research has been conducted on how family dynamics, peer relationships, community support, and cultural barriers affect the academic performance of refugee children in the Kakuma Refugee Camp in Turkana County, Kenya. This lack of focused inquiry hinders the development of effective, context-specific interventions. Therefore, this study seeks to investigate the social factors that influence the educational performance of children living in refugee camps in Turkana County, Kenya.

1.3 Objectives

1.3.1 General objective of the study

The general objective of the study was to establish social factors affecting the academic performance of children in refugee camps at Kakuma refugee camp Turkana County, Kenya.

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1.3.2 Specific Objective

i. To determine how language barriers affect academic performance of children at Kakuma refugee camp Turkana County, Kenya.
ii. To establish the effect of drug abuse on the academic performance of children at Kakuma refugee camp, Turkana County, Kenya.
iii. To determine how cultural beliefs affect the academic performance of children at Kakuma refugee camp, Turkana County, Kenya.
iv. To examine the effect of insecurity on the academic performance of children at Kakuma refugee camp, Turkana County, Kenya.

1.4 Research Questions

i. Does language barrier affect the academic performance of children at Kakuma refugee camp, Turkana County, Kenya?
ii. Does drug abuse affect the academic performance of children at Kakuma refugee camp, Turkana County, Kenya?
iii. Do cultural beliefs affect the academic performance of children at Kakuma refugee camp, Turkana County, Kenya?
iv. Does insecurity affect the academic performance of children at Kakuma refugee camp, Turkana County, Kenya?

1.5 Justification of the Study

Kakuma refugee camp hosts a diverse population of refugees, many of whom are children. Understanding their academic challenges helps in designing targeted interventions to improve their educational outcomes, which is crucial for their future and their potential contributions to society. Education plays a crucial role in social integration. Improving educational opportunities for children in Kakuma can foster social cohesion within the camp and between refugees and host communities, promoting peaceful coexistence and stability.

The study analyzed social factors affecting the educational performance of children in refugee camps. Kakuma hosts refugees from multiple countries, including South Sudan, Somalia, Ethiopia, and the Democratic Republic of Congo. This diversity creates a unique context to study how different social, cultural, and economic backgrounds impact the academic performance of children in a refugee setting.

The study's findings may be useful to a variety of education stakeholders, including school heads, in identifying the issues that impede refugee students' education and academic success. The findings could also aid classroom teachers in mitigating the impact of school curricular

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elements on refugee children during content delivery. As a result, the findings may aid in resolving the issue of learners' disparities in academic performance in the KCPE. These findings and recommendations may be used by policymakers such as the Ministry of Education and the Kenya Institute of Education to create appropriate administrative initiatives aimed at enhancing the academic performance of refugee students in the KCPE.

1.6 Scope of the Study

This study focused on social factors affecting the academic performance of refugee children in refugee camps. This study was carried out in the Kakuma refugee camp which is in the North-western region of Kenya. This study targeted 290 respondents, 267 grade 7 and 8 pupils in primary schools in Kakuma refugee camp, 15 class teachers, and 8 school heads. The study applied a descriptive survey design.

1.7 Limitations of the Study

The researcher was confronted with many difficulties, including a lack of cooperation from respondents in providing critical information. However, the researcher over overcame this obstacle by stating that the study's objective is solely academic and that all information obtained would be kept confidential. Some respondents were hesitant to provide confidential information that is critical to the study due to fear of being victimized by their superiors; nevertheless, the researchers assured them that the information provided was kept confidential and utilized solely for academic purposes.

1.8 Assumptions

The study was carried out with the following assumptions. Respondents were sincere in responding to the questionnaires and the interviews. All questionnaires were returned in good time.

1.9 Definition of Terms

Academic Performance	Refers to the measurable outcomes of a child's educational achievements and abilities within the structured learning environment of the camp.
Cultural Beliefs	Refer to the shared values, norms, customs, and traditions that influence how individuals within a specific community perceive and interact with the world.
Drug Abuse	Refers to the excessive or harmful use of substances such as alcohol, tobacco, and illicit drugs, leading to physical, psychological, and social consequences.
Insecurity	Refers to a state of instability, fear, or lack of safety due to factors such as violence, crime, political unrest, or conflicts.

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Refugee Camps	Are temporary settlements established to provide shelter, basic services, and protection to people who have been forced to flee their homes due to conflicts, persecution, or natural disasters.
Language Barrier	Refers to difficulties in communication caused by differences in language or limited proficiency in the language of instruction.
Social Factors	Refer to the conditions, influences, and structures within a society that impact individuals' behavior, opportunities, and overall well-being.

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CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

The chapter provides the empirical review, theoretical literature review, conceptual framework, and the research gap on social factors affecting the educational performance of refugee children in refugee camps.

2.2 Theoretical Review

2.2.1 System Theory

General Systems Theory (GST), developed by Ludwig von Bertalanffy in the 1940s, provides a framework for understanding systems as interconnected and interdependent parts that function together to achieve a shared purpose. The theory posits that systems operate by acquiring inputs from their external environment, transforming them through internal processes, and producing outputs that are fed back into the environment. In the context of education, schools are viewed as systems where inputs, such as students, teachers, and learning resources, transform the teaching and learning process, resulting in outputs like graduates equipped with specific skills and attitudes (Bertalanffy, 1968).

GST highlights the importance of interrelations among components within a system. For schools, these components include teachers, students, parents, and resources. The theory also emphasizes that increasing variety within a system, such as providing additional resources, fostering greater communication, or involving more stakeholders, enhances the system's ability to adapt to changes and improve performance. This approach allows for a comprehensive understanding of how various elements contribute to achieving desired outcomes (White et al., 2014)

Systems Theory is highly relevant to this study as it provides a structured approach to examining the factors influencing academic performance at Kakuma Refugee Camp. The educational system in Kakuma operates within a unique environment, with inputs such as refugee students, teachers, and limited teaching materials. The transformation process in this system involves overcoming challenges such as language barriers, cultural diversity, and resource scarcity to provide effective education. The theory also underscores the importance of considering outputs, which in this case are the academic performance and overall development of the students. These outputs reflect the effectiveness of the inputs and transformation processes. Moreover, feedback mechanisms, such as assessing student progress and adapting teaching methods, are crucial for enhancing outcomes in this context.

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2.2.2 Socio-cultural theory

Lev Vygotsky, a Russian psychologist, is widely known for his sociocultural theory, which emphasizes the fundamental role of social interaction and cultural context in cognitive development. According to Vygotsky (1978), human learning and development are deeply influenced by the social and cultural environments in which individuals are embedded. He argued that cognitive abilities are formed and advanced through guided interaction with more knowledgeable others such as parents, teachers, or peers and through engagement in culturally meaningful activities (Vygotsky, 1978; Daniels, 2001). Sociocultural theory suggests that individuals are products of their culture, as norms, values, beliefs, and behaviors are internalized through socialization processes (Moll, 1990). Vygotsky's perspective underscores the significance of learning within a cultural context, asserting that such contexts shape an individual's identity, self-image, and perception of reality.

In Vygotsky's view, the development of cognitive abilities is linked to three forms of learning: imitative learning, where a child learns by copying others; instructed learning, where a child follows directions given by a teacher or mentor; and collaborative learning, where learning is shared within peer groups working towards a common goal (Kids Development, 2000). Vygotsky also observed that children, particularly toddlers and preschoolers, engage in "private speech," or talking aloud to themselves, as they process thoughts and understand new concepts. This form of self-talk decreases with age as cognitive development progresses, transitioning into internalized thinking (Vygotsky, 1986).

Vygotsky argued that exposing children to diverse social and cultural experiences is essential for their cognitive development. He emphasized that introducing children to concepts and ideas beyond their current knowledge level is crucial for their intellectual growth. By imitating others, following instructions, and engaging in collaborative learning, children can expand their knowledge base and continue to develop throughout their lives (Vygotsky, 1986). Thus, socio-cultural theory suggests that human learning is an ongoing process, continuously influenced by the social environment and culture.

Vygotsky's socio-cultural theory is relevant to the study of academic performance, particularly in settings like Kakuma Refugee Camp. In such environments, where children are exposed to diverse social and cultural influences, the development of their cognitive abilities is influenced not only by their immediate learning context (e.g., school) but also by their

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broader cultural and social experiences. The interactions between children, teachers, peers, and their family members contribute to their learning, and the availability of social tools (e.g., language, community resources) shapes their perceptions and understanding.

In the context of Kakuma Refugee Camp, children's cognitive and academic development is likely shaped by a range of cultural influences, including those from refugee parents, teachers, and the broader camp community. Vygotsky's theory suggests that providing these children with opportunities for exposure to diverse social and cultural situations will help them grow intellectually. For example, engaging in peer collaboration and imitative learning, where children observe and copy adults or more knowledgeable peers, will aid their academic development despite the challenging circumstances. Moreover, addressing factors such as language barriers, cultural beliefs, and socialization practices can enhance their learning experiences and academic outcomes.

2.3 Empirical Review

According to Stojanović (2022), armed war, persecution, natural disasters, and economic hardship have compelled 65.3 million people to flee their homes.21.3 million are refugees, with more than half of them under the age of 18. (UNHCR, 2019). More than 10.65 million young refugees, out of the total number of refugees, require basic services such as health care and education. Due to rapid urbanization, two-thirds of refugees now live in cities around the world, compared to only one-third in refugee camps (UNHCR, 2019). The possibility of finding jobs in cities and having access to social services such as health care and education for their children attracts refugees. In urban areas, education may play a critical role in social integration and help those coming from rural areas to garner the necessary skills to become economically competitive (UNHCR, 2019).

Armed conflict, persecution, natural disasters, and economic hardship have forced 65.3 million people from their homes, according to the United Nations High Commission for Refugees (2020). More than half of the 21.3 million refugees are under the age of 18. (United Nations High Commissioner for Refugees, 2019). Out of the entire number of refugees, more than 10.65 million young people require essential services such as health care and education. Two-thirds of refugees currently live in cities around the world, compared to only one-third in refugee camps, due to growing urbanization (UNHCR, 2019). Refugees are drawn to cities by the prospect of finding work and having access to social services such as health care and education for their children. Teachers are the transitional framework and the main agencies of

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education. They provide organized periods, classrooms timetables, teaching methods, curriculum, evaluation techniques, and certification (Talabi, 2005).

According to the UNHCR (2019), the nature of the refugee education environment in Kenya necessitates help from the Ministry of Education to build a more sustainable and reinforced approach to education that can handle the sector's issues while also benefiting the national system. The UNHCR requested that knowledge, advice, and long-term support be made available through the Ministry of Education's educational policies. UNHCR, UNICEF, and UNESCO praised the Ministry of Education's support and advice in locating and supporting the delivery of high-quality education to all children inside Kenya's borders through the implementation and monitoring of the Kenyan Education Programme. Because it is a process of defining and selecting genuine information, the curriculum is typically a tough and contentious enterprise (Akar, 2023).

The curriculum refers to the teaching and learning that occurs once children have been enrolled and are attending school. As noted in the INEE Guidance Notes on Teaching and Learning, emergencies do not occur in a vacuum, and there are reasons to tailor the response to the circumstances. Following a curriculum from a nation of origin in a host country and supplementing it with specific priority areas such as life skills or peace education are two options for curriculum (Blackman, 2022). When urban refugees are incorporated into national institutions, for example, they must follow host country curricula, whether local integration or repatriation is the most likely long-term answer. The content that will be included in the curricula shapes what children know and how they think about themselves and imagine the future, both for themselves and society.

According to the UNHCR Education Field Guidelines (2019), the curriculum in refugee education programs should be the curriculum of the country of origin when the expected long-term solution is voluntary repatriation and local schools are unable to absorb refugee students due to the numbers and language of instruction. Teachers may find it difficult to deal with sensitive curricular issues, and contemporary conflict-related themes, such as Rwanda, are frequently omitted from curricula (Longman, 2024). The removal of the 1989 crisis from the curriculum in Mauritania, for example, contributes to the tense relationship between Moors and Black Mauritanians. Rather than a comprehensive understanding of the events leading to the returnee's exile in Senegal, Black Mauritanian children's only source of information on the ethnic groups and their relations is in their parents' discourse and a

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politicized version of the 1989 crisis learned in the refugee schools in Senegal (Rezzonico,2024).

The language barrier was the single greatest challenge to the successful assimilation of refugee pupils in the community and their capacity to excel in school, according to research conducted by the Women's Resettled Refugee Commission (2019) in Arizona, United States of America. Aliens' curricula, a lack of individualized attention from teachers, and a lack of academic support at home could all be obstacles. The problems that refugee students confront in acculturation, language acquisition, and educational success are exacerbated by trauma and bad experiences (Collier, 2022). According to Yarrow (2023), high school refugee kids struggle to cope with the difficult academic standards in a short period, compared to elementary and middle school students who do not encounter harsh academic strain and generally learn English rapidly. Many of these refugee students are expected to master content that native students have been exposed to since lower levels.

Even though the Kakuma Refugee Camp has been in operation for over two decades, experts note that its education system remains disorganized. Currently, the camp hosts six preschools, ten primary schools, and one high school (Wright & Plasterer, 2021).The UNHCR is in charge of this system, which is primarily handled through a network of international non-governmental organizations (I/NGOs). Refugee children have been legally allowed to attend government-run schools outside of Kakuma since 2014, but due to the high costs, only exceptional students are sponsored by NGOs. Nearly half of Kakuma's school-aged refugee children and teenagers are reported to be out of school (Bellino & Dryden-Peterson, 2018). For those still in school, significant infrastructure constraints mean that the average class size is 147 students, with 156 students in basic schools alone (Lutheran World Federation, 2024). Other concerns, such as low educational Performance, a high drop-out rate due to job or marriage, and a lack of teacher training and support, also contribute to high absenteeism.

2.3.1 Language Barrier on Academic performance of refugee children

Because language is the medium through which knowledge, values, and skills are communicated, it is a recurring theme in refugee education. English acquisition has been identified as the most difficult challenge for refugee students in Canada, hindering their academic progress (Yu, 2021). Students are bound to have difficulties in school if the language spoken at home is different from that used as a medium of instruction in school. Yu

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also notes that incoming refugee pupils' participation in classroom activities was limited, and they appeared to be withdrawn on occasion.

The push to help refugees quickly integrate into national education systems, many of which use languages other than the students' native tongues, has emphasized languages as a key educational concern for refugee children and teenagers once again. Language hurdles and acquisitions have long been a focus of educational research on refugee students in post-resettlement contexts (Varghese, 2023). Language has consistently been identified as one of the main challenges to educational quality and student Performance in countries of first asylum (Dryden-Peterson, 2023).

Even though language learning is recognized as a critical issue for refugee children and youth, existing research and policies in refugee education have rarely addressed the need for specific language planning and the development of language-in-education policies in refugee situations. This planning would include determining which language(s) will be used in the classroom, how they will be taught, and how different languages will be promoted. The default position appears to be to encourage refugees to learn the host country's language(s), based on the simplistic instrumentalist belief that this will improve their lives by allowing them to integrate into economies and societies. (Ameen & Cinkara, 2018). For example, the UNHCR's Global Education Strategy 2012-2016 only mentions 'language training' as one of the main actions for ensuring that refugee children learn better. 'Limited language competence,' according to the 2019 GEM Report on migration and displacement, is one of the biggest hurdles that refugee students encounter in attempting to assimilate into a new educational system.

For refugee students, education is a lifeline because it gives them a sense of hope and normalcy, as well as physical and psychosocial protection. Students must be actively involved in the educational process to reap these significant benefits. In the delivery of knowledge, skills, and attitudes, the medium of education is critical. According to the United Nations High Commission for Refugees (UNHCR, 2019), the language of education should be that of the refugee's home country, with additional time allocated to teaching the host country's language.

Gibbons (2019) distinguishes between ordinary conversational English, which is easily acquired by refugee students simply by mixing with English-speaking peers, and academic English, which is required for control of academic literacy in certain academic subjects.

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MacNevin (2021) revealed that refugee students' overall engagement in mainstream classrooms in Canadian secondary schools was hampered by their lack of English ability. The high speed of the lessons was too much for the refugee students to handle.

There were frequent breaks in communication between these refugee pupils and their teachers, according to MacNevin (2021). According to Okolie, (2021), "low English language competency" was a hindrance to refugee children's academic progress and participation in schools. Furthermore, Wilkinson (2023) emphasizes that the absence of participation of refugee students in schools leads them to reject Canadian mainstream culture in a study on the factors impacting the academic success of refugee students in Canada. The frustration and inability of refugee students to cope with an unfamiliar language of instruction are reflected in their rejection of mainstream culture.

Parslow (2023), in a groundbreaking study of Somali Bantu refugee students in the United States, links Somali refugee students' disruptive behavior to their inability to understand and communicate in English, the United States' medium of instruction. Some of the refugee pupils' sole means of expressing themselves were through violence and insults. These students felt excluded and alienated. They couldn't participate in any academic or non-academic activity. Their self-esteem may have suffered as a result of their reluctance to speak up in class. Refugee pupils are excluded merely because they do not understand the medium of instruction. They're perplexed and frustrated. The importance of language in the acculturation of refugee students cannot be overstated (Parslow, 2023).

A study into the literacy skills of refugee students conducted in Australia by Cranitch (2021) found that limited English proficiency was not only a barrier to their participation in the classroom but also in other activities such as sports, games, and drama. Furthermore, classroom observations of these refugee students indicated "difficulty staying seated, or on task, attention-seeking behavior, inappropriate outbursts such as anger or weeping and complaints of physical symptoms" (Cranitch, 2021). The inability to stay engaged in learning activities is a reflection of the disconnect that is the result of a language barrier. According to a study done by Gibson and Carrasco (2021), refugee students who could not interact with other students and teachers because of a language barrier were most likely to experience difficulties in participating in sports and other recreational activities while in the classroom confusion, detachment and inability to concentrate were noted in these students.

Sobantu and Warria (2013) discovered that language-related challenges, such as learning a

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second language, learning English in its own right, and interacting with peers and teachers in English, may have overwhelmed the participants and severely harmed their development and academic coping ability in South Africa. Students who do not speak the language of teaching have reduced self-esteem, lack confidence, shun classroom conversation, and isolate themselves (Windle& Miller, 2022). Teachers are critical to refugee pupils' progress in secondary school. Teachers' teaching strategies in the classroom can either engage and fascinate pupils, resulting in material mastery, or they might disinterest them, resulting in low academic Performance. Teachers in South Africa faced a difficult task in teaching and connecting with refugee children who had low English language skills and did not identify with the curriculum (Pausigere, 2019).

Kenya has 597,683 refugees, 418,379 of them are from Somalia, and 64,212 of them are in Nairobi (UNHCR, 2021). According to Munyua (2021), many of these refugees are only fluent in their native tongue, even though most schools in Kenya teach English and Kiswahili. This implies students will have to acclimatiz to a new language as well as a new curriculum. The substance of subjects taught in Kenyan schools may differ greatly from what they were taught in their native countries.

When Kakuma Refugee Camp's schools were opened, most refugees and some authorities wanted to adopt the Sudanese curriculum (Hamid, 2021). Following the Sudanese curriculum, for starters, would prepare the children and adolescents to reintegrate into the Sudanese educational system once they returned home. Second, most of the teachers in the camp at the time were Arabic-trained and did not speak English or Kiswahili well enough to teach the Kenyan curriculum. However, because obtaining the Kenyan Certificate of Primary Education (KCPE) and the Kenyan Certificate of Secondary Education (KCSE) is a requirement for finding gainful employment in Kenya, schools in Kakuma Refugee Camp have chosen to follow the Kenyan curriculum, which includes their policy on language of instruction. . According to Hamid (2021), the UNHCR's desire played a significant role in this decision. This decision, in addition to increasing the mismatch between pupils' home languages and the languages of instruction in schools, effectively stripped competent refugee teachers of their ability to teach, which was also one of the few methods to earn money in the camp.

In contrast to the Kakuma Refugee Camp, the Thai Myanmar refugee camps have a relatively well-established education system that is almost entirely managed by the

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refugee communities themselves (Maber, 2024). In the seven predominantly Karen camps, 64 basic education schools, 22 438 students, 1 005 teachers (Oh et al., 2019). Additionally, in the two Karenni camps in the north, there are also 11 schools. It is generally believed in the refugee community that access to education is equal for everyone: everybody who wants to can attend school and receive an education (Du, 2023). Although the Royal Thai Government officially has overall authority over the education in these camps, they have quite a laissez-faire approach to education and leaves educational policy and provision for refugee children to the community education management system. The less salient presence of UNHCR in the the border zone between Thailand and Myanmar has also allowed the refugee communities themselves to fill the position of the pseudo-state often assumed by UNHCR (McConnachie, 2012) The Karen and Karenni in exile each have their own Education Departments which provide standardized educational policymaking in the camps. This non-state, community-organized education system is so strong and well-coordinated, that some young people have specifically sought to become refugees and residents in the camps precisely for the educational opportunities offered there (Maber, 2021).

2.3.2 Drug Abuse on Academic performance of refugee children

Keeping up with academic responsibilities is one of the most common obstacles to drug usage among students. According to the National Institute on Alcohol and Alcoholism in the United States of America, approximately 25% of students struggle academically as a result of drug use. According to Takasana (2022), the majority of drug-abusing students were illiterate and had paranoia, which was characterized by high levels of anxiety, fear, mistrust, distrust, suspicion, and sadness.

Students' learning and academic performance were harmed as a result of these consequences. Low grades, missing classes, falling behind in schoolwork, and difficulties meeting academic duties were the most common outcomes of alcohol use among secondary school students, according to a study done in Sokoto state, Nigeria, by Ibrahim, Bakori, Abdul-Kadir, and Jabo (2019).In a study conducted by Samuel (2021) in Kenya's Matinyani District, it was discovered that drug usage was linked to high rates of absenteeism, lack of concentration in class, memory loss, failure to finish assignments, exam cheating, and low academic Performance . The findings of the research above show that drug and substance misuse have

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an impact on kids' academic performance as well as their health, discipline, conduct, and learning.

Akunna, & Lucyann, (2023) investigated the factors that influence drug and substance misuse in Namibia. The goal of the study was to see if drug availability and school-related factors influenced drug and substance misuse. They discovered that drug availability and school-related factors had an impact on drug usage. The study has a limited reach because it only looked at two criteria.

Mcheka (2021) conducted a study to determine the predictors of drug and substance (2013) conducted a study to determine the predictors of drug and substance addiction among teenagers in Mombasa County's higher education institutions. The study's goal was to see if peer interactions, as well as family, socioeconomic, and school-related factors, influenced drug and substance misuse. The findings found that drug and substance misuse were influenced by a lack of direction and purpose in life, monitoring, rejection, loneliness, and spiritual emptiness. It was also discovered that socioeconomic position, drug costs, parent education levels, family size, low self-esteem, careless school administrations, and poor academic Performance were all factors that influenced drug and substance usage.

Njeru and Ngesu (2014) conducted a study in Dagoretti Division, Nairobi West District, Kenya, on the causes and effects of drug and substance misuse among secondary school pupils. Peer pressure, media impact, availability, the tendency to emulate parental conduct, and the ability to acquire drugs (pocket money and trip allowances) were all identified as factors linked to drug and substance addiction in the study. Unlike the current study, this one did not focus on females.

Ongwae (2016) conducted a study on the causes and effects of drug and substance abuse among students in secondary schools in Starehe Sub-County, Nairobi County. It sought to establish the influence of paren' income, location of schools, school administration, and peer pressure on drugs and substance abuse. The sample consisted of two hundred and sixty-eight students, six guidance and counseling teachers, and six Principals. The study established that most students were driven into drugs by peer pressure. Ongwa 's study was on four specific factors, unlike the current one, which was an open investigation of determinants of drugs and substance abuse. In addition, the study did not focus on girls like the current one.

Teachers' handling of drugs and substance misuse in Eldoret was investigated in Maina's

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(2022) study. Peer pressure and associating with coworkers who indulge in the vice increased students' involvement in drugs and substance abuse, according to the study. According to the study, drug addicts frequently try to persuade others to join them in their addictions to get acceptance. Unlike the current study, it was very limited in scope, focusing solely on the management of drugs and substance misuse in the school setting. It didn't take place for the study of economic and home-related problems, and it didn't pay attention to girls.

Myers (2021) examined the extent and consequences of alcohol and drug (AOD) use by adolescents in three sentinel sites in South Africa, Cape Town, Durban, and Gauteng Province. Data was gathered between 1997 and 2001, from specialist treatment Centres, trauma units, students, rave party attendees, and arrestees. The survey observed high levels of alcohol misuse among high school students, while cannabis was the most frequently abused illicit drug among adolescents.

Omotoso, (2021) conducted a study on the prevalence of substance abuse among in-school adolescents in the Ibadan metropolis. Data was collected from 917 male secondary school students within the age range of 12 to 20 years drawn from 20 secondary schools in the Ibadan metropolis. The results showed that alcohol was the most prevalent, followed by cigarette smoking. It was also established that age, socio-economic status, and parent educational level did not significantly influence substance abuse

Okumu (2024) conducted a study in Tetu Sub-county, Nyeri County, Kenya, to investigate the impact of drug and substance misuse on pupils' performance in public schools. The data revealed that the majority of the pupils had engaged in drug and substance misuse at some point in their lives. Alcohol and Kuber were the most often abused narcotics. The data also revealed that drugs hurt KCSE performance.

In Embakasi, Sub County, Nairobi County, Orende (2021) did a study on drug and substance misuse among secondary school pupils. The goal of the study was to figure out which substances the pupils were abusing. Marijuana, cigarettes, Miraa, Khuber, Glue, Cocaine, and Heroin were the most often abused substances in schools, according to the research. According to the findings, most students believed that after using drugs, they could solve difficult problems, achieve their goals, cope effectively with unexpected events, and handle unexpected or unforeseen scenarios.

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2.3.3 Cultural Beliefs on Academic performance of refugee children

Through culturally responsive education, the focus is on being aware of and valuing the social

the structure that students belong to, the language they use, and the cultural identity they have (McMurry, 2022). However, understanding the differences is not enough alonehey should care at the same time. These differences should be valued, new pieces of knowledge should be built on these differences, and the students from different cultural backgrounds should be interacted with through these experiences (Mackay & Strickland, 2018). Culturally responsive teachers make use of communication processes reflecting students' values and beliefs (Monteiro, 2021). Bian (2021) asserted that culturally responsive education enables students to associate new learnings with the former experiences, and teachers can catch their interest by providing samples from their life and languages, and different dimensions can be added to learning processes through various activities.

Education and Conflict, according to the United Nations Children's Fund (UNICEF) (2019). Wars and other calamities, such as ethnic conflicts, devastate society and limit access to education. During emergencies and the transition period following a catastrophe, the right to education is most at risk. In 2011, 28 million children of primary school age were out of school in conflict-affected countries, accounting for 42 percent of the global total. In conflict-affected poor countries, just 79 percent of young people are literate. Furthermore, children living in violence are twice as likely as children in other poor nations to die before their fifth birthday. Education, according to UNICEF, can help countries get back on track after a catastrophe. Education is not only a basic human right; it is also a tool for recovery. It not only recovers schools and all their related benefits to affected people but it also helps countries to transform and rebuild or 'build back better' the institutions and systems destroyed during an emergency.

The international community is becoming more conscious of the necessity of education in post-crisis countries and has pledged funding to 12 UNICEF initiatives in this area. Back on Track was launched in late 2019 by UNICEF, with the help of funders and partners. This transition fund helps reconstruct education systems, prevent crises from repeating, and lessen the vulnerability of countries transitioning from crisis to normal development (UNICEF, 2021). The role of education in lessening the impact of ethnic conflict. When it comes to ethnic conflicts, education is a critical aspect that cannot be overlooked. In Kenya, for example, uneducated people have been organized by literate people with selfish motives to

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start fights. Severally, most of those who are actively involved in the conflicts are illiterate and poor. This is so that when they are offered a little amount of money to fight the 'enemy group', they only do it to make a little income for their daily bread (UNICEF, 2021).

Refugee experiences can have both beneficial and negative effects on education. For example, children who are physically fleeing, whether for a short or long period, do not have access to education. Children usually find themselves in a temporary circumstance when they do not have access to schools before moving to a new location. The family could potentially choose to live in a remote place where there are no schools. Furthermore, children who have been displaced are more likely to contract infections (Connolly et al. 2021), face food shortages (Kamelkova et al. 2023), and use coping techniques such as early marriage, all of which can damage education (Kunyu, 2022). International displacement may also be linked to increased property and financial loss during the conflict (Fransen et al. 2017), as well as the need for children to participate in income-generating activities.

Grisanti (2019) goes on to say that the gender distribution of displaced people in higher education institutions is yet unknown. According to UNHCR figures on Kenya's refugee population, there are seven females for every ten boys in primary school and four girls for every ten boys in secondary school (UNHCR, 2018). If the current pattern of lowering 30 percentage points in comparison to boys' attendance continues, Kenya will only have one refugee girl for every ten boys in higher education. As a result, the 1% figure indicates that 0.91 percent of displaced males and 0.09 percent of displaced women in Kenya are enrolled in higher education (UNHCR, 2018; Grisanti, 2019).

Intersectional types of discrimination in funding for girls' and women's education have been reported to have a direct influence on girls' transition rates to higher levels of education (Mwoma, 2021). Limited scholarship options for refugees and host community adolescents worsen the situation in refugee communities. As the document in Jordan shows, this has gradually made online learning programs a welcome choice in the provision of higher education for refugees (2021). However, there are specific barriers identified for entry into universities for refugees in Kenya, which include high fees, as well as a high cost of living that refugees are not able to afford. Lack of documentation, such as certificates acquired in high school that might have remained in the country of origin, and the need for travel documents to enable refugees to travel within Kenya exacerbate the situation for refugee youth in pursuing higher education. The situation may be worsened further for refugee

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women, as other factors such as gender-related challenges and culture hamper their access to higher education, as noted by UNHCR (2019), whereby fewer young women refugees than men were accessing higher education in 2011 in Kenya.

2.3.4 Insecurity on Academic performance of refugee children

Security, according to Atah (2021), is a dynamic condition involving a state's relative ability to counter threats to its basic values and interests, with citizens as its major beneficiaries. In addition, Iyenger (1977) agreed with Abraham Maslow that an insecure person sees the world as a life-threatening jungle, feels unsafe, unhappy, rejected, hostile, and gloomy, exhibits signs of tension, conflict, and guilt, and is neurotic and egotistical. It, therefore, seems that when a student studies in an environment that is characterized by insecurity, the student may suffer socially, mentally, and emotionally, and it makes sense hypothetically to state that all these are likely to affect not only his behavior and psychosocial adjustment but also his academic performance.

According to Abubakar and Otakey (2022), an insecure school atmosphere, including decaying surroundings and teachers' negative attitudes toward condoning and accepting students' emotional needs, may result in unwanted community influences and disputes interfering with school business. They also stated that in insecure school environments, students' psychological problems are never met or handled carelessly, that there are always segregations in the school community along religious, tribal, and sectarian lines, that students may disregard teachers' directives and may also challenge teachers on certain concepts, and that school property may be intentionally damaged by students to show their disapproval of management's decisions (Tor-Akwer, 2023).

Conflict ruins schools and thus limits educational prospects in war-torn communities, according to a United Nations report (2019), prompting children and their families to flee their homes and family separation. Children with disabilities, who require continual attention and care from their parents, are kept out of school by fear and uncertainty connected with confrontations.

Clark-Kazak (2021) suggested in research conducted in Canada that refugee migrations prompted by insecurity have become both a source of conflict between people living across borders and a threat to the host state's security, resulting in a jumbled education system. This may also be the situation in Kenya, given a large number of refugees in border areas such as West Pokot County, which borders Uganda to the east. Cases of

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insecurity have long been thought to convey ominous, if not alarming, messages to many countries (Goodrich, 2021)

In Kenya's educational system, security concerns are a source of concern, especially because terrorists and criminals appear to be everywhere (Millerite, 2018). While inter-state wars have decreased in recent years, an ever-increasing number of innocent civilians are nevertheless harmed by armed conflict and its repercussions, according to United Nations Development Program (UNDP) research (2019). This means that not even school-aged children, notably school principals, who oversee both the students and the schools in which they learn, are secure.

In the education sector, media sources claim that instability in West Pokot County has forced schools to close indefinitely. Schools such as Moi Mason, Turkwel Gorge, Lokacar, Nanyapong, Natemeni, and Chesegon mixed primary schools have all been shuttered due to insecurity difficulties in the county. Many additional learning institutions have been on the verge of collapse due to violent activities originating from warring communities in the form of ethnic confrontations among the people of West Pokot, according to the County Education Officer Report (2019). The report also mentions more than a hundred heinous occurrences of livestock rustling and banditry in the region between 2014 and 2015, indicating a high level of insecurity.

2.4 Conceptual Framework

A conceptual framework is a diagrammatic representation of the variables in the study and their relationship (Orodho, 2008). It is a postulated model which classifies the study variables which include dependent and independent variables. According to Mugenda and Mugenda (2003) independent variable can also be referred to as predictor variable as it forecast the rate of variance in another variable. The dependent variable is one which the researcher aims to explain in a study.

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Independent Variables, Moderating Variable, Dependent Variable

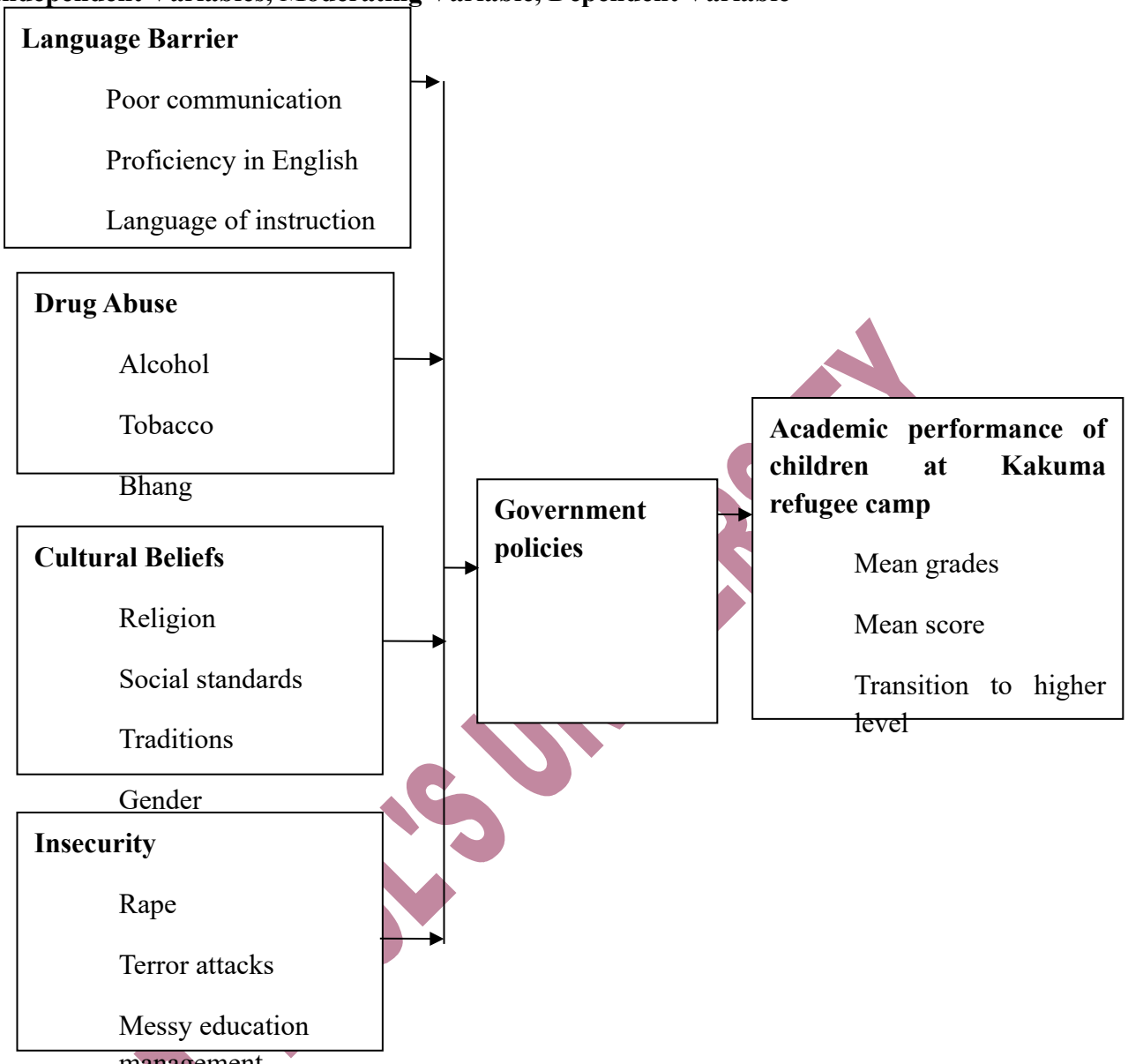


Figure 2. 1: Conceptual Framework

2.5 Summary and Gaps

Despite extensive research on language barriers faced by refugee students in host countries, there remains a critical gap in language-in-education policies tailored for refugee learners. While studies highlight the challenges of language acquisition in refugee education (Yu, 2021; Dryden-Peterson, 2023), existing policies largely focus on integrating refugees into national education systems without structured language planning (Ameen & Cinkara, 2018). The emphasis on host-country language acquisition overlooks the need for strategic curriculum adaptation and bilingual education approaches, which could ease refugee students' academic and social integration. Furthermore, refugee-led education models, such

as those in Thai-Myanmar camps, demonstrate alternative approaches that contrast with UNHCR-dominated systems (Maber, 2024). This gap underscores the need for more comprehensive, context-sensitive language policies that enhance both academic success and social inclusion for refugee students.

Various studies highlight how drug use contributes to poor academic outcomes, such as low grades, absenteeism, lack of concentration, and failure to complete assignments. For instance, in Nigeria, alcohol use was linked to missing classes and falling behind in schoolwork, while in Kenya, drug abuse was associated with high absenteeism and poor academic performance. Studies further show that peer pressure, availability of drugs, and socio-economic factors, including parental influence, play key roles in fostering substance misuse among students. However, many studies have a limited scope, focusing on specific regions, genders, or factors without a comprehensive investigation of all potential determinants. This research gap suggests the need for broader, more inclusive studies that address multiple contributing factors, particularly focusing on gender differences and incorporating diverse socio-economic and environmental contexts

Culturally responsive education emphasizes understanding, valuing, and incorporating students' social structures, languages, and cultural identities into the learning process (McMurry, 2022). This approach goes beyond awareness, encouraging teachers to build on these differences and engage students through personalized, culturally relevant experiences (Mackay & Strickland, 2018; Monteiro, 2021). By connecting new learning to students' lived experiences and languages, educators can foster deeper engagement (Bian, 2021). The importance of education extends beyond academic performance, particularly in post-crisis environments. According to UNICEF (2019), conflict and crises severely disrupt education, with millions of children in conflict zones deprived of schooling, which undermines their literacy and life expectancy. Education is crucial in recovery, as it rebuilds communities and restores systems (UNICEF, 2021). In Kenya, education is vital in reducing ethnic conflict, as illiterate individuals are often exploited in violent acts (UNICEF, 2019). Additionally, refugees face barriers to education, including limited access, gender-based challenges, and financial constraints, which hinder their opportunities for higher education (UNHCR, 2018; Grisanti, 2019; Mwoma, 2021). These systemic issues necessitate targeted interventions to ensure equitable access to education for displaced populations, especially women and girls.

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Security, as described by Atah (2021), is a dynamic condition reflecting a state's ability to counter threats to its core values and interests, with citizens being the primary beneficiaries. Iyenger (1977) further asserts that insecurity leads individuals to perceive their environment as threatening, which affects their emotional and mental well-being. This, in turn, can hinder a student's social, emotional, and academic development when studying in an insecure environment. Insecure school settings, as noted by Abubakar and Otakey (2022), where students' emotional needs are not adequately addressed, can lead to disruptive behavior, emotional distress, and conflicts among students, further undermining the learning process. In such environments, students may challenge teachers, engage in vandalism, and display signs of tension and defiance (Tor-Akwer, 2023).

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CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology used to carry out the research. It describes the research design, the population, the study location, the sources of data, the sampling methods, and the sampling technique used to select the sample size. The chapter further indicates the data collection instrument and procedure, the reliability and validity of the study, and data analysis.

3.2 Research Design.

The study adopted descriptive survey design. The study seeks to describe the social factors affecting academic performance among children in Kakuma refugee camp. A descriptive survey design is well-suited for this purpose as it focuses on understanding and explaining a specific population's characteristics, perceptions, and behaviors. Descriptive survey studies are concerned with describing the characteristics of a particular individual or group of individuals (Kothari, 2004). The methodology of the survey offers a variety of information describing the existing phenomena by asking people about their perceptions, attitudes, behavior, or values. It is also because of the vast nature of the target population, hence offering a quick, reliable, and cost-effective way of collecting data.

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3.3 The study site

This study was carried out in Kakuma refugee camp, which is in the North-western region of Kenya**.** Kakuma is in the North-western region of Kenya, Turkana County, about 120 kilometers from Lodwar town and 95 Kilometers from Lokichoggio on the Kenya-South Sudan border (UNHCR, 2019). Despite the efforts that have been made to enhance the provision of secondary education to refugees, a substantial number of refugees do not transition to secondary schools (UNHCR,2019). This is the problem that the study sought to solve. The UNHCR report indicated that less than 30% of the refugee children in Kakuma are attending secondary school. The report also indicated that the retention rate and access rate were low. Furthermore, it was revealed that academic performance in secondary schools in the camp has been far below average. In the year 2016, the KCSE mean score was 3.23(D), in 2017 it was 2.94 (D) and in the year 2018 it was 3.31(D).

3.4 Target population

In the view of Tromp and Kombo (2006), the target population is the total number of individuals given for specific research. This study targeted 290 respondents: 267 grade 7 and

8 pupils in primary schools in Kakuma refugee camp, 15 class teachers, and 8 school heads. The table below shows the list of UNHCR-supported schools in the Kakuma refugee camp.

Table 3. 1: Target Population

Name of the schools	Class 7 and 8 Teachers	Head teachers	Class 7 and 8 Students
Cush Primary School	2	1	36
Angelina Jolie Primary School A	2	1	45
Angelina Jolie Primary School B	2	1	33
Peace Primary School	2	1	36
Kakuma girls' primary school	2	1	30
Burma primary school	1	1	29
Fuji primary school	2	1	31
Horsed primary school	2	1	27
Total	**15**	**8**	**267**

Source: (Ministry of Education, Kakuma Refugee Camp, 2023)

3.5 Sample size determination

Sampling is a process of selecting several individuals or objects from a population such that the selected group contains elements representative of characteristics found in the entire group (Orodho, 2001).

3.6 Sampling techniques

Kothari (2004) defines a sample as a definite plan for obtaining a sample from a given population. Sampling is a procedure by which some elements of the population are selected as representatives of the total population using probability to acquire a representative degree of reliability in the selected area.

The researcher used purposive sampling to select class teachers and head teachers. Simple random sampling was then used to pick a sample size of class 7 and 8 students, which was 30% of the target population. According to Mugenda and Mugenda (2003), a sample size is to be accepted as a good representative sample if the researcher uses thirty percent of the target population. With simple random sampling, each population component has a recognized and equivalent chance of being selected.

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Table 3. 2: Sample Size

Name of the schools	Class 7 and 8 Students	30% of grade 7 and 8 Students
Cush Primary School	36	11
Angelina Jolie Primary School A	45	13
Angelina Jolie Primary School B	33	10
Peace Primary School	36	11
Kakuma girls' primary school	30	9
Burma primary school	29	9
Fuji Primary School	31	9
Horsed primary school	27	8
Total	**267**	**80**

Source: (Ministry of Education, Kakuma Refugee Camp, 2021)

Therefore, the whole sample size of the study was 103 respondents**.**

3.7 Data collection tools

Responses from the selected respondents were collected using a set of structured questionnaires and an interview guide. The questionnaires gathered information from the students, while an interview guide was utilized to gather information from the principals and class teachers. These instruments were picked because they enabled them to capture data relevant to the research objectives. In addition, Kothari (2004) noted that when collecting data from a large number of respondents, a questionnaire is one of the most appropriate tools, which is the case with this study. The questionnaires were drafted in a way that they could be used to objectively collect data that would tally with all the study variables.

The questionnaires were divided into five sections. Part A contained the background information, and parts B, C, D, and E contained the research variables. The use of a questionnaire is associated with several advantages which include ease of distribution and data collection, ease of data analysis, standardization of the questions, and cost-efficiency.

3.8 Data Collection Procedure

The researcher sought permission from the graduate school to collect data in the form of an introduction letter. After being granted permission, the researcher then applied for

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authorization from the National Commission for Science, Technology, and Innovations (NACOSTI) to collect data from the respondents. Both the introduction letter from the university and the research permit from NACOSTI clearly outlined the name of the researcher and the purpose of the study. With both letters, the researcher then proceeds to visit the respondents.

On the scheduled dates, the researcher visited the respondents at their respective schools with the printed questions for distribution. The researcher then issues the questionnaires to the study respondents, which were collected after one weeks, while one on one was done with the and interview guide This time allocated for the respondents to fill in the questionnaires is meant to improve the response rate which is desired in this study since the sample size is small. This method of questionnaire distribution and collection is called Drop-Off and Pick-Up.

3.8.1 Pilot Study

The pilot survey is a small-scale replica and rehearsal of the main study. It assists in determining the suitability and ease of use of the research instruments and the operational aspects of administering the questionnaires. The purpose of a pilot test is to discover possible weaknesses, inadequacies, ambiguities, and problems in any aspect of the research process. The pilot study was carried out in Dadaab refugee camp to assess the effectiveness of the data collection instruments before venturing fully into data collection. This consisted of 8 questionnaires representing 10% of the sample size. Daadab refugee camp was chosen because it has similar characteristics to Kakuma Refugee Camp.

3.8.2 Validity of Research Instrument

According to Orodho, (2005) validity is the extent to which research findings after analysis represents the phenomenon under study. There are two types of validity of the questionnaire, which are face validity and content validity. Face validity refers to the probability that a question is miscomprehended or misconstrued. On the other hand, content validity, also known as logical validity, refers to the degree to which a measure represents all facets of a given social construct. The content validity of this study will be enhanced through search of views of experts in the field of study, especially the supervisor. According to Cooper and Schindler (2015), pre-testing is a good way to ameliorate the probability of face validity.

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3.8.2 Reliability of Research Instrument

Reliability is a measure of the extent to which a research instrument yields constant grades or data after repeated trials (Kothari, 2004). Reliability enables the researcher to estimate errors and make the necessary corrections if any. This is because the larger the reliability the smaller the mistake and conversely, the larger the error, the smaller the reliability. Reliability in this study was enhanced by pre-testing the questionnaire with a selected sample that was not included in the main study. An internal consistency technique was adopted by utilization of Cronbach's Alpha. Internal consistency reliability is a measure of reliability employed in evaluating the level by which various test items that probe the same construct produce similar results. Higher values of alpha are more desirable. Kothari (2004) indicated that as a rule of thumb, reliability of 0.70 or higher (obtained on a substantial sample) is acceptable.

Table 3. 3: Results of Reliability

Study Variable	Number of Items	Cronbach's Alpha Coefficient
Language Barrier	5	0.754
Drug Abuse	5	0.786
Cultural Beliefs	5	0.985
Insecurity	6	0.998
Academic performance	4	0.982
Average	**5**	**0.901**

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3.9 Data Analysis

Data analysis is the process of bringing order, structure, and meaning to the mass information collected (Cooper & Schindler, 2003). Data analysis involves the reduction of accumulated data to a manageable size, developing summaries, looking for patterns, and applying statistical techniques. Data collected was quantitative and qualitative. Quantitative data was analyzed by use of descriptive statistic through Statistical Package for Social Sciences (SPSS) while qualitative was analyzed thematically. Descriptive statistics involved the use of means and standard deviation. Data was analysed using descriptive statistics and multiple regression analysis. Descriptive statistics involved the use of percentages, frequencies, measures of central tendency (mean), and measures of dispersion (standard deviation). Inferential statistics was used to determine the relationship between variables.

3.10 Ethical Consideration

The study was approved by St Paul's University and National Commission for Science, Technology, and Innovation (NACOSTI). In the schools, permission to collect data was sought from the head teachers. Verbal consent was obtained from each of the respondents.

Respondents' name was taken to be maintaining anonymity and codes not linked to individuals or schools was used. The results of the study were only be used for academic purposes. Informed consent was obtained from parents or guardians, and assent was provided by the children themselves. The interviews were conducted in a safe, non-threatening environment, ensuring privacy and confidentiality. Questions were designed to be age-appropriate, culturally sensitive, and non-invasive to avoid any distress. Institutional and legal guidelines were followed throughout the research, with the well-being of the children prioritized and the option to withdraw offered at any point without consequences.

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CHAPTER FOUR
FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents findings and discussions on social factors affecting the educational performance of refugee children at Kakuma refugee camp. The first part presents the response rate. The descriptive and inferential findings respectively are then presented and discussed. The findings are in line with the objectives of the study.

4.2 Response Rate

Response rate is defined as the number of questionnaires that are filled and returned or collected against the questionnaires that are issued to the respondents Maxwell, 2015).

Table 4. 1: Response Rate

No. of respodents	No. of questionnaires returned	Response Rate (%)
80	53	66

To this effect, 80 questionnaires were issued out of which 53 were fully completed, representing 66% response rate. Respondents were busy or lacked sufficient time to complete the questionnaire. According to Mugenda and Mugenda (2003), a 50% response rate is adequate, 60% good and above 70% rated as very good. This response was therefore rated as very good for the study.

4.3 Respondents Details

The study examined the respondents' information with respect to their gender, age of respondents.

4.3.1 Gender of Respondents

The respondents' gender was of particular interest to the study. Table 4.2 illustrates respondents' spread in terms of highest academic qualifications.

Table 4. 2: Genders of Respondents

Gender	Frequency of teachers	Percentage
Male	43	57%
Female	32	43%
Total	**53**	**100**

From the findings 57% of the students stated that they were male while 43% of the students stated that they were female. This gender distribution is crucial in understanding the social dynamics that may influence educational outcomes among refugee children, potentially highlighting gender-specific challenges or disparities in access to education and support services within the camp environment

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4.3.2 Age of the respondents

The researcher was interested in knowing the age bracket of the respondents. Table 4.3 illustrates the respondents' spread in terms of age bracket.

Table 4. 3Age of the respondents

Age	Frequency	Percent
12-13Years	25	33%
14-15 Years	28	37%
Above 15 years	22	29%
Total	**53**	**100**

It was established that 33% of the respondents were in the age of 12-13years, 37% of the respondents stated that they were in the age bracket of 14-15 years while 29% of the respondents indicated they were above the age of 15 years. In relation to the research study on social factors affecting educational performance of refugee children at Kakuma refugee camp, the age distribution of the respondents is indicative of the diversity in educational needs and social experiences among the students:

4.4 Descriptive Findings and Discussions

This part illustrates descriptive findings and discussions relative to study objectives. The findings were presented in measures of central tendencies (means) and measures of variation or dispersion (standard deviations). The analysis of the collected data was in line with the following five-point Likert scale: 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree and 1=Strongly Disagree.

4.4.1 Effect of language barrier on Academic performance of refugee children at Kakuma refugee camp.

The researcher sought to determine level of agreement on effect of language barrier on Academic performance of refugee children at Kakuma refugee camp Table 4.4 shows the respondent's views.

Table 4. 4: Effect of language barrier on Academic performance of refugee children at Kakuma refugee camp

Statement	Strongly disagree F %		disagree F	%	Undecided F	%	Agree F %	Strongest agree F	%	Mean
English learning has been considered the biggest challenge for refugee	6	8%	5	7%	1	1%	35 46%	28	37%	4.076

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students										
Students are bound to have difficulties in school if the language spoken at home is different from that used as the medium of instruction in school	2	3%	1	1%	2	3%	31 41%	39	51%	4.226
Lack of proficiency in English is a detriment to refugee students' overall participation in mainstream classes	2	3%	2	3%	2	3%	53 70%	16	21%	4.755
Language barrier causes breakdowns in communication between refugee students and their teachers.	6	8%	4	5%	3	4%	38 50%	24	32%	3.981
Limited English proficiency is not only a barrier to participation in the classroom but also in other activities	7	9%	2	3%	4	5%	27 36%	35	46%	3.981

From the findings, 83% of the respondents agreed that English learning has been considered the biggest challenge for refugee students. in addition majority of respondents, 92%, were in agreement that students are bound to have difficulties in school if the language spoken at home is different from that used as the medium of instruction in school. The majority of the respondents, 81%, agreed that lack of proficiency in English is a detriment to refugee students' overall participation in mainstream classes. Additionally, majority of respondents, 82%, agreed that language barrier causes breakdowns in communication between refugee students and their teachers. The study also indicated that the majority of the respondents, 82%, agreed that the limited English proficiency is not only a barrier to participation in the classroom but also in other activities. These finding resonates with research by Dryden-Peterson (2016), which emphasizes that language barriers are among the most significant hurdles refugee students face in host countries. Studies such as Hek (2015) and Roxas (2011) also confirm that limited proficiency in the host country's language impairs refugee students' ability to integrate academically and socially.

The teacher and head teachers indicated that:" *The language barrier significantly hinders students' comprehension and communication abilities, making it difficult for them to understand lessons and participate in class activities. This often leads to lower academic performance as students struggle to grasp key concepts and complete assignments*

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accurately. "Language barriers create a gap between teachers and students, limiting effective instruction and feedback. Students who are not proficient in the language of instruction may feel isolated and less confident, which negatively impacts their motivation and overall academic performance."

Furthermore, the communication gap between teachers and students limits the effectiveness of instruction and feedback. Students struggling with language may experience feelings of isolation and diminished confidence, which further diminishes their motivation and academic success. This situation underscores the critical need for strategies that address language barriers to improve educational outcomes and foster a more inclusive learning environment.

4.4.2 Effect of drug abuse on the Academic performance of refugee children.

The researcher sought to determine the level of agreement on the effect of drug abuse on the Academic performance of refugee children at Kakuma refugee camp. Table 4.5 shows the respondents' views.

Table 4. 5: Effect of drug abuse on the Academic performance of refugee children

Statement	Strongly disagree		disagree		Undecided		Agree	Strongest agree		Mean
	F	%	F	%	F	%	F %	F	%	
Students experience difficulties in academics due to drug use.	3	4%	1	1%	4	5%	28 37%	39	51%	3.9623
Majority of students who abuse drugs are indiscipline which led to poor academic performance	4	5%	2	3%	5	7%	34 45%	30	40%	4.169
Drug use led to high rates of absenteeism and lack of concentration in class, and consequently causes low academic performance.	3	4%	4	5%	5	7%	35 46%	28	37%	4.00
The use of alcohol has led to poor academic performance in the school	3	4%	3	4%	3	4%	35 46%	31	41%	4.190
Use of bhang and tobacco led students to keep up with academic responsibilities	4	5%	4	5%	3	4%	18 24%	46	61%	4.090

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From the findings, 88% of the respondents agreed that students experienced difficulties in academics due to drug use. In addition, 85% of the respondents were in agreement that students who abuse drugs are indisciplined, which led to poor academic performance. From the findings, 83% of the respondents agreed that drug use led to high rates of absenteeism and lack of concentration in class, and consequently causes low academic performance. Additionally, 87% of respondents agreed that the use of alcohol has led to poor academic performance in school. Finally, 85% of the respondents agreed that the use of bhang and tobacco led students to keep up with their academic responsibilities. The findings align with several recent studies examining the impact of drug use on students' academic performance. For instance, a study by Mwangi et al. (2022) found that over 80% of students using drugs exhibited poor academic performance and increased absenteeism. Similarly, research by Ouma and Wanyama (2023) highlighted that drug abuse among students leads to indiscipline and decreased focus in class, with a direct link to declining grades. Another study by Nyakundi and Kamau (2021) reinforced the correlation between alcohol and drug use, particularly bhang and tobacco, and students' failure to meet academic responsibilities, showing over 85% of affected students had lower academic performance.

Some of the teachers, and teachers indicated that**:** *"Drug abuse among students leads to decreased concentration, absenteeism, and behavioral issues. These factors collectively disrupt the learning environment and result in poor academic performance as affected students are unable to focus on their studies and miss out on crucial lessons. Students involved in drug abuse often exhibit declining health, a lack of motivation, and deteriorating cognitive functions. This significantly hampers their ability to perform academically, leading to lower grades and a higher dropout rate as they fail to keep up with their peers."*

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4.4.3 Effect of cultural beliefs on the Academic performance of refugee children

The researcher sought to determine level of agreement on effect of cultural beliefs on Academic performance of refugee children at Kakuma refugee camp. Table 4.6 shows the respondent's views.

Table 4. 6Effect of cultural beliefs on the Academic performance of refugee children.

Statement	Strongly disagree		disagree		Undecided		Agree		Strongest agree		Mean
	F	%	F	%	F	%	F	%	F	%	
Culturally responsive education enables students to associate new learning with the formers and teachers, which increase students' academic performance	4	5%	6	8%	3	4	32	42%	30	40%	3.962
Wars and other emergencies, like ethnic conflicts, wreak havoc on society and affect access to schooling	3	4%	3	4%	2	3%	35	46%	32	42%	4.019
Some cultural behaviors advocate for early marriages, which led to poor academic performance of girls	3	4%	5	7%	2	3%	37	49%	28	37%	4.018
Some students bring their cultural beliefs into class, which can lead to misconceptions in understanding educational concepts	2	3%	2	3%	3	4%	25	33%	43	57%	3.924
The social standards of students' background are a great determinant of their academic performance	2	3%	3	4%	2	3%	20	26%	48	65%	4.283

After the analysis, 82% of the respondents agreed that culturally responsive education enables students to associate new learning with the formers teachers, which increase students' academic performance. The findings 88% of the respondents agreed that wars and other emergencies like ethnic conflicts wreak havoc on society and affect access to schooling further, 86% of the respondents agreed that some cultural behaviors advocate for early marriages, which led to poor academic performance of girls. Additionally76% of respondents agreed that some students bring their cultural beliefs into class, which can lead to misconceptions in understanding educational concepts finally, 91% of the respondents agreed that the social standards of students' background are a great determinant to their academic performance. The findings from the analysis align with recent studies exploring the impact of cultural and social factors on academic performance. A study by Kimani et al. (2022) showed

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that culturally responsive education improves students' learning by allowing them to connect new knowledge with their cultural experiences, leading to better academic outcomes. Similarly, Mwangi and Njoroge (2021) found that conflicts, such as ethnic wars, disrupt access and cause long-term negative effects on students' academic progress. In line with these findings, Ochieng and Amina (2023) highlighted how cultural practices, such as early marriages, contribute to poor academic performance, particularly for girls, while the influence of social standards and students' backgrounds, as found in Onyango's (2020) study, plays a significant role in shaping academic success. These studies consistently emphasize the complex interaction between culture, conflict, and social conditions in determining educational outcomes.

Some of the teachers and head teachers indicated that**:**

Cultural beliefs that prioritize traditional roles over formal education can significantly hinder students' academic engagement and performance, especially for girls. When cultural norms favor domestic responsibilities and devalue education, it often results in lower attendance, reduced participation, and poor academic outcomes. These attitudes can also lead to discrimination, creating an unequal and unsupportive learning environment, which diminishes students' confidence and motivation. Consequently, the conflict between cultural beliefs and educational goals presents major obstacles to learning and personal growth.

4.4.4 Effect of insecurity on the Academic performance of refugee children.

The researcher sought to determine level of agreement on effect of insecurity on Academic performance of refugee children at Kakuma refugee camp. Table 4.7 shows the respondent's views.

Table 4. 7Effect of insecurity on the Academic performance *of refugee children.*

Statement	Strongly disagree		disagree		Undecided		Agree		Strongest agree		Mean
	F	%	F	%	F	%	F	%	F	%	
Insecurity makes students suffer mentally and emotionally and may affect academic performance	5	7%	3	4%	0	0%	36	47%	31	41%	4.170
Female staff and students complain of being raped or impregnated leading to school dropout.	2	3%	10	13%	1	1%	33	43%	29	38%	4.132

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	5	7%	5	7%	6	8%	39	51%	20	26%	4.208
Fear and insecurity associated with conflicts keep children out of school											
Conflict damages schools and thus limits educational opportunities	3	4%	7	9%	3	4%	34	45%	28	37%	4.019
Insecurity in the area causes occasional closures of schools, which affects students' academic performance	6	8%	6	8%	0	0%	23	30%	40	53%	3.98
Insecurity has led to messy education management in the school.	7	9%	3	4%	4	5%	31	41%	30	40%	4.170

After the analysis, 88% of the respondents agreed that insecurity makes students suffer mentally and emotionally and may affect academic performance. The findings showed that majority of the respondents 81% agreed that female staff and students complain of being raped or impregnated leading to school dropout. The study findings indicated that 77% of the respondents agreed that fear and insecurity associated with conflicts keep children out of school. The study findings indicated that 82% of the respondents agreed that conflict damages schools and thus limits educational opportunities. The majority of the respondents, 83%, agreed that insecurity in the area causes occasional closure of the school, which affects students' academic performance. Finally, 81% of the respondents agreed that insecurity has led to messy education management in the school. The findings resonate with several current studies on the effects of insecurity on education. A study by Kariuki and Njuguna (2022) revealed that mental and emotional stress caused by insecurity significantly hampers students' academic performance. Similarly, Otieno and Mwende (2021) found that incidents of sexual violence, including rape and unwanted pregnancies, contribute to high school dropout rates, particularly among female students. Research by Achieng and Omondi (2023) also supports the link between conflict-induced insecurity and reduced school attendance, with fear and school closures frequently disrupting education. Additionally,

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Muriuki and Wambua (2020) highlighted that damage to school infrastructure due to conflicts limits learning opportunities and complicates school management, echoing the findings that insecurity creates a chaotic educational environment, hindering academic success.

Some of the regular and head teachers teachersteachers, and head teachers indicated that: "*Insecurity in the area creates a constant sense of fear and anxiety among students, making it difficult for them to concentrate on their studies. Frequent disruptions due to violence or threats can lead to increased absenteeism and lower academic performance as students prioritize their safety over education. Insecurity often results in the displacement of families and interruptions in the school schedule. Students affected by these disruptions face challenges in maintaining continuity in their learning, leading to gaps in their education and ultimately poorer academic outcomes.*

Insecurity in an area fosters a pervasive sense of fear and anxiety among students, severely impacting their ability to concentrate on their studies. The presence of violence or threats frequently disrupts the learning environment, causing increased absenteeism as students prioritize their safety over attending school. The resulting instability often leads to family displacement and interruptions in the school schedule, which further disrupts the continuity of students' education. These interruptions create significant gaps in learning, as students struggle to catch up with missed lessons and maintain their academic progress. Consequently, the ongoing insecurity compromises students' academic performance, leading to poorer outcomes as they grapple with the combined challenges of safety concerns and educational disruption.

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4.4.4 Academic performance of refugee children.

The researcher sought to determine the level of agreement on the Academic performance of refugee children at Kakuma refugee camp. Table 4.8 shows the respondents' views.

Table 4. 8: Academic performance *of refugee children at Kakuma refugee camp*

Statement	Strongly disagree F %	disagree F %	Undecided F %	Agree F %	Strongest agree F %	Mean
Language barrier has caused low mean grades for students	3 4%	4 5%	0 0 %	35 46%	33 43%	3.962
The school has tried to curb drug abuse among	6 8%	3 4%	10 13%	33 43%	23 30%	4.094

students, which has translated to high mean scores over the years											
Since the government improved security in the area, there has been a high level of improvement in academic performance	3	4%	6	8%	3	4%	32	42%	31	41%	4.264
The high level of transition to higher levels by students can be related to the reduction in retrogressive cultural beliefs, which has encouraged more students to work hard in school	5	7%	5	7%	0	0%	28	37%	37	49%	4.132

The study result showed that 89% of the sampled population agreed that the Language barrier has caused low mean grades of students. In addition, 63% of the respondents agreed that the school has tried to curb drug abuse among students, which has translated to a high mean score over the years. 73% of the respondents agreed that since the government improved security in the area, there has been a high level of improvement in academic performance. Finally, 86% of the respondents agreed that the high level of transition to higher levels by students can be related to the reduction in retrogressive cultural beliefs, which has encouraged more students to work hard in school. The study results align with current research on the factors affecting students' academic performance. A study by Muthoni and Karanja (2022) found that language barriers significantly lower students' academic achievements, as seen in reduced mean grades.

Some of the regular teachers and head teachers indicated that*: Over the past five years, children's academic performance has been notably inconsistent, with periods of progress followed by declines. This inconsistency is driven by factors such as frequent changes in*

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teaching staff, fluctuating availability of educational resources, and varying external socio-economic conditions. Changes in teaching staff can disrupt the continuity of instruction, while inconsistent resources limit students' learning opportunities. Additionally, external socio-economic challenges can negatively impact students' focus and engagement. These combined factors underscore the importance of providing stable and supportive educational environments to achieve consistent academic progress.

4.5 Inferential Findings

Inferential analysis evaluates the strength and direction of relationship between variables inferring findings to the population (Bryman & Bell, 2015). In this study inferential analysis focuses on established the relationship between social factors affecting the Academic performance of children in refugee camps. The established relationship was further explained.

4.5.1 Effect of language barrier on the Academic performance of children

The relationship between the effects of language barrier on Academic performance of children at Kakuma refugee camp. The table shows the results of the correlation analysis.

Table 4. 9Correlation between language barrier and Academic performance *of children*

		Academic performance of children at Kakuma refugee camp
Language Barrier	Pearson Correlation	.605**
	Sig. (2-tailed)	.021
	N	53

**. Correlation is significant at the 0.05 level (2-tailed).

According to the findings, there is a positive association between effect of language barrier on Academic performance of children at Kakuma refugee camp as shown by a correlation coefficient of 0.605 and a p-value of 0.021. The p-value is less than 0.05 and hence the association was significant.

4.5.2 Effect of drug abuse on the Academic performance of children

The study determined the effect of drug abuse on the Academic performance of children at Kakuma refugee camp. The relationship between the two study variables was ascertained. Table 4.10 displays the results.

Table 4. 10Correlation between drug abuse on Academic performance of children

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		Academic performance of children
Drug Abuses	Pearson Correlation	.462**
	Sig. (2-tailed)	.001
	N	53

**. Correlation is significant at the 0.05 level (2-tailed).

The findings indicated that there is a significant positive association between **the** effect of drug abuse on the Academic performance of children at Kakuma refugee camp, as shown by a correlation coefficient of 0.462 and a p-value of 0.001.

4.5.3 Effect of cultural beliefs on Academic performance

The study determined the effect of cultural beliefs on the Academic performance of children at Kakuma refugee camp. The relationship between the two study variables was ascertained. The outcome of the analysis is shown in Table 4.11.

Table 4. 11Correlation between cultural beliefs on Academic performance

		Academic performance of children at Kakuma refugee camp
Cultural Beliefs	Pearson Correlation	.303**
	Sig. (2-tailed)	.007
	N	53

**. Correlation is significant at the 0.05 level (2-tailed).

The study established that there is a positive significant association between cultural beliefs on Academic performance of children at Kakuma refugee camp. This is shown by a correlation coefficient of 0.303 and a p-value of 0.007.

4.5.4 Effect of insecurity on the Academic performance of children at Kakuma refugee camp.

The study determined the effect of insecurity on the Academic performance of children at Kakuma refugee camp. The relationship between the two study variables was ascertained. The outcome of the analysis is shown in Table 4.12

Table 4. 12: Correlation between insecurity on Academic performance of children at Kakuma refugee camp

		Academic performance of children at Kakuma refugee camp
Insecurity	Pearson Correlation	.303**

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		Academic performance of children at Kakuma refugee camp
	Sig. (2-tailed)	.007
	N	53

**. Correlation is significant at the 0.05 level (2-tailed).

The study established that there is a positive significant association between effect of insecurity on Academic performance of children at Kakuma refugee camp. This is shown by a correlation coefficient of 0.303 and a p-value of 0.007.

4.5.5 Regression Analysis for Overall Model

The study evaluated how language barrier, drug abuse, cultural beliefs, and insecurity affect the Academic performance of children at Kakuma refugee camp. Using multiple regression analysis and Analysis of Variance (ANOVA), the combined effect of language barrier, drug abuse, cultural beliefs, and insecurity on the Academic performance of children at Kakuma refugee camp.

Table 4. 13: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.7563	0.57199	0.52761	2.56741

The R-squared is the proportion of variance in the dependent variable that can be explained by the independent variables. The R-squared in this study was 0.572, which shows that the four independent variables (language barrier, drug abuse, cultural beliefs, and insecurity) can explain 57.2% of on performance of Academic performance of children at Kakuma refugee camp while other factors explain 42.8%.

Table 4. 14Analysis of Variance

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	23.7930	2	11.8965	42.0520	0.000
	Residual	14.4290	51	0.2829		
	Total	38.2220	53			

The analysis of variance in this study was used to determine whether the model is a good fit for the data. From the findings, the p-value was 0.000 which is less than 0.05 and hence the

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model is good in predicting how the four independent variables language barrier, drug abuse, cultural beliefs and insecurity (y) affect Academic performance of children at Kakuma refugee camp, the F-calculated (42.0520) was more than the F-critical which shows that the model was fit in predicting the influence of the independent variables on the dependent variable.

Table 4. 15: Regression Coefficients

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		Beta	Std. Error	Beta		
1	(Constant)	2.026	.420		4.824	.000
	Language Barrier	.241	.147	.421	1.640	.008
	Drug Abuse	.219	.144	.286	1.517	.036
	Cultural Beliefs	.173	.117	.317	1.481	.045
	Insecurity	.201	.114	.297	1.771	.003

a. Dependent Variable: Academic performance of children at Kakuma refugee camp

Table 4.15 shows the overall significant test results for the hypothesized research model. The interpretations of the findings indicated the following regression model.

$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$

Therefore,

$Y = 2.026 + 0.241X_1 + 0.219X_2 - 173X_3 + 0.201X_4$

The unstandardized beta of 0.241 suggests that for each unit increase in the severity of the language barrier, the Academic performance increases by 0.241 units, assuming other factors are constant. The standardized beta of 0.421 indicates that the language barrier has a moderate positive effect on Academic performance relative to other predictors. With a significance value of 0.008, this effect is statistically significant at the 0.01 level, indicating a robust association. The unstandardized beta of 0.219 means that for each unit increase in drug abuse, Academic performance increases by 0.219 units, assuming other variables are held constant. The standardized beta of 0.286 shows a smaller, yet significant effect compared to other predictors. The significance value of 0.036 indicates that this effect is statistically significant at the 0.05 level. The unstandardized beta of 0.173 implies that each unit increase in cultural beliefs is associated with a 0.173 unit increase in Academic performance. The standardized beta of 0.317 indicates a moderate effect size. The significance value of 0.045 suggests this effect is statistically significant at the 0.05 level. The unstandardized beta of

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0.201 indicates that for each unit increase in insecurity, Academic performance increases by 0.201 units, with other factors constant. The standardized beta of 0.297 shows a moderate effect relative to other predictors. The significance value of 0.003 demonstrates that this effect is statistically significant at the 0.01 level, reflecting a strong relationship. All predictors are positively associated with Academic performance, and their effects are statistically significant, indicating that addressing these factors could potentially improve educational outcomes at the Kakuma refugee camp.

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CHAPTER FIVE
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of key descriptive and inferential findings. It also outlines the conclusions drawn from the summary. The chapter also contains recommendations in tandem with the conclusions drawn. The last sections outline areas suggested for further research.

5.2 Summary of Findings

5.2.1. Effect of language barrier on Academic performance of children at Kakuma refugee camp

The findings indicate that most respondents view English learning as the biggest challenge for refugee students, particularly when the language spoken at home differs from the medium of instruction at school. Respondents agree that a lack of English proficiency detrimentally affects students' participation in mainstream classes and causes communication breakdowns between students and teachers. This language barrier not only limits classroom participation but also impacts other activities. Teachers and head teachers highlighted that these barriers hinder students' comprehension and communication abilities, leading to lower academic performance and reduced motivation and confidence. The study also found a significant positive association between language barriers and educational performance among children at Kakuma refugee camp. According to the findings, there is a positive association between the effect of language barrier on Academic performance of children at Kakuma refugee camp as shown by a correlation coefficient of 0.605 and a p-value of 0.021. The p-value is less than 0.05 and hence the association was significant.

5.2.2 Effect of drug abuse on Academic performance of children at Kakuma refugee camp

The findings reveal that many respondents believe students experience academic difficulties due to drug use, with those abusing drugs often being indisciplined, leading to poor performance. Respondents also agree that drug use contributes to high absenteeism, lack of concentration, and low academic performance. Alcohol use, specifically, is linked to poor academic results, and substances like bhang and tobacco hinder students from maintaining their academic responsibilities. Teachers and head teachers noted that drug abuse leads to decreased concentration, absenteeism, and behavioral issues, disrupting the learning environment and causing affected students to miss lessons, lose motivation, and suffer declining health and cognitive functions. This results in lower grades and higher dropout rates. The study found a significant positive association between drug abuse and poor

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educational performance among children at Kakuma refugee camp. The findings indicated that there is a positive significant association between the effect of drug abuse on Academic performance of children at Kakuma refugee camp as shown by a correlation coefficient of 0.462 and a p-value of 0.001.

5.2.3 Effect of cultural beliefs on the Academic performance of children at Kakuma refugee camp.

The analysis reveals that most respondents believe culturally responsive education helps students connect new learning with previous knowledge, enhancing academic performance. They also agree that wars and ethnic conflicts disrupt society and hinder access to education. Some cultural behaviors, such as advocating for early marriages, negatively impact girls' academic performance. Additionally, some students' cultural beliefs can cause misconceptions in understanding educational concepts. The respondents also highlighted that the social standards of students' backgrounds significantly affect their academic performance. Teachers and head teachers noted that cultural beliefs that prioritize traditional roles or undervalue formal education can discourage students, particularly girls, from fully engaging in their studies. These beliefs often lead to lower attendance, reduced participation, and poor academic performance due to conflicting cultural norms. Furthermore, cultural biases can create an unequal learning environment, marginalizing some students and reducing their academic motivation and performance. The study found a significant positive association between cultural beliefs and educational performance among children at Kakuma refugee camp. The study established that there is a significant positive association between cultural beliefs on the Academic performance of children at Kakuma refugee camp. This is shown by a correlation coefficient of 0.303 and a p-value of 0.007

5.2.4 Effect of insecurity on the Academic performance of children at Kakuma refugee camp.

The analysis reveals that most respondents agree that insecurity causes mental and emotional distress in students, adversely affecting their academic performance. Female staff and students report incidents of rape and pregnancies, leading to school dropouts. Fear and insecurity associated with conflicts keep children out of school, and conflicts damage schools, limiting educational opportunities. Insecurity leads to occasional school closures, disrupting academic performance, and results in disorganized education management. Teachers and head teachers highlighted that constant fear and anxiety due to insecurity make it difficult for students to concentrate, leading to increased absenteeism and lower academic performance as students prioritize safety over education. Displacement of families and

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interruptions in the school schedule further challenge students, resulting in gaps in their education and poorer academic outcomes. The study found a significant positive association between insecurity and educational performance among children at Kakuma refugee camp. The study established that there is a significant positive association between the effect of insecurity on the Academic performance of children at Kakuma refugee camp. This is shown by a correlation coefficient of 0.303 and a p-value of 0.007

5.2.5 Performance of refugee children at Kakuma refugee camp

The study results indicate that most respondents believe that language barriers have led to low mean grades among students. Efforts to curb drug abuse have resulted in higher mean scores over the years, and improved security in the area has contributed to better academic performance. Additionally, the reduction in retrogressive cultural beliefs has encouraged more students to transition to higher education levels and work harder in school. Teachers and head teachers noted that children's performance over the last five years has been inconsistent, with progress and declines influenced by changes in teaching staff, resource availability, and external socio-economic conditions.

5.3 Conclusions of Findings

5.3.1. Effect of language barrier on Academic performance of children at Kakuma refugee camp

The researcher concluded that students have difficulties in school if the language spoken at home is not the one of instruction in school; further lack of proficiency in English is a detriment to refugee students, and communication between refugee students and their teachers is very high. The study reveals that learning English is a significant challenge for refugee students, especially when there is a language disparity between home and school. The lack of English proficiency severely hampers students' ability to participate effectively in mainstream classes and leads to communication breakdowns between students and teachers. This language barrier extends beyond the classroom, affecting students' involvement in other activities and overall academic engagement. Teachers and head teachers emphasized that these challenges significantly hinder students' comprehension and communication skills, resulting in lower academic performance, diminished motivation, and reduced confidence. Furthermore, the study identifies a strong positive correlation between language barriers and educational performance among children in Kakuma refugee camp, highlighting the critical need for targeted language support to improve educational outcomes for these students.

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5.3.2 Effect of drug abuse on the Academic performance of children at Kakuma refugee camp

The researcher concluded that the performance of students who abuse drugs is low in addition to the researcher concluding that the discipline of students who abuse drugs is low. The researcher concluded that the rate of absenteeism among students who abuse drugs is very high and that alcohol abuse leads to poor academic performance in school. The study underscores that drug use is a major factor contributing to academic difficulties among students, with those abusing substances often exhibiting indiscipline and poor academic performance. Respondents consistently link drug use to high absenteeism, lack of concentration, and low academic achievements. Alcohol use correlates with poor academic results, while drugs like bhang and tobacco impede students from fulfilling their academic responsibilities. Teachers and head teachers observed that drug abuse leads to decreased concentration, increased absenteeism, and behavioral issues, disrupting the learning environment and causing affected students to miss lessons, lose motivation, and experience declining health and cognitive functions. This ultimately results in lower grades and higher dropout rates. The study also highlights a significant positive association between drug abuse and poor educational performance among children at Kakuma refugee camp, emphasizing the urgent need for interventions to address substance abuse to improve educational outcomes.

5.3.3 Effect of cultural beliefs on the Academic performance of children at Kakuma refugee camp.

The researcher concluded that cultural beliefs affect the performance of refugee children. Ethnic conflicts wreak havoc on society and affect access to schooling. further, the effect of early marriages on the performance of children is very high, and cultural beliefs affect the understanding of education concepts. The study highlights the importance of culturally responsive education in enhancing students' academic performance by connecting new learning with prior knowledge. However, it also reveals that wars and ethnic conflicts severely disrupt society and hinder access to education. Cultural practices, such as early marriages, particularly negatively impact girls' academic performance. Additionally, some students' cultural beliefs can lead to misconceptions in understanding educational concepts. The social standards of students' backgrounds significantly affect their academic performance, with teachers and head teachers noting that cultural beliefs prioritizing traditional roles or undervaluing formal education can discourage students, especially girls, from fully engaging in their studies. These beliefs often result in lower attendance, reduced participation, and poor academic performance due to conflicting cultural norms. Furthermore,

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cultural biases can create an unequal learning environment, marginalizing some students and reducing their academic motivation and performance. The study found a significant positive association between cultural beliefs and educational performance among children at Kakuma refugee camp, indicating the need for strategies that address cultural barriers to improve educational outcomes.

5.3.4 Effect of insecurity on the Academic performance of children at Kakuma refugee camp.

The researcher concluded that insecurity makes students suffer mentally and emotionally and may affect academic performance. Fear and insecurity affect the performance of children to a very high extent, and conflict damages schools and thus limits educational opportunities. The study demonstrates that insecurity has a profound negative impact on students' academic performance. Most respondents agree that mental and emotional distress caused by insecurity significantly affects students' ability to perform academically. Female staff and students report incidents of rape and pregnancies, which often lead to school dropouts. The fear and insecurity stemming from conflicts deter children from attending school, and the physical damage to schools from conflicts further limits educational opportunities. Insecurity also leads to occasional school closures, disrupting academic performance and resulting in disorganized education management. Teachers and head teachers highlighted that constant fear and anxiety due to insecurity make it challenging for students to concentrate, leading to increased absenteeism as students prioritize their safety over education. Displacement of families and interruptions in the school schedule create additional hurdles for students, resulting in educational gaps and poorer academic outcomes. The study identifies a significant positive association between insecurity and poor educational performance among children at Kakuma refugee camp, underscoring the need for measures to address security issues to improve educational outcomes.

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5.4 Recommendations of the Study

The study recommends that targeted language support programs should be implemented to assist refugee students at Kakuma refugee camp. Providing additional English language classes and resources can help bridge the gap between home and school languages. Schools should also consider employing bilingual staff or interpreters to facilitate better communication between students and teachers. Additionally, integrating language development strategies into the curriculum can improve students' comprehension, participation, and overall academic performance.

Effective substance abuse prevention and intervention programs need to be established to address drug abuse among students. Schools should collaborate with local health services to provide counseling, support, and rehabilitation for students affected by drug abuse. Promoting awareness and education about the negative impacts of drugs on academic performance and personal development can also help reduce drug use. Establishing strict disciplinary measures and support systems for affected students can further mitigate the impact of substance abuse on education.

Schools should adopt culturally responsive teaching methods that respect and incorporate students' cultural backgrounds while promoting educational engagement. Educators need to work closely with communities to address harmful cultural practices, such as early marriages, that negatively impact education. Engaging with local leaders and parents to foster a supportive educational environment can help overcome cultural barriers. Initiatives that raise awareness about the importance of education and challenge misconceptions rooted in cultural beliefs can also improve students' academic performance.

Finally, the researcher recommends that measures to enhance school security and ensure a safe learning environment should be prioritized. Schools need to develop and implement comprehensive security plans to protect students from violence and conflict-related disruptions. Providing mental health support and counseling services to students affected by insecurity can help them cope with trauma and maintain academic focus. Collaborating with local authorities and organizations to address the root causes of insecurity and prevent conflicts can also contribute to a more stable educational setting.

5.5 Suggestions for Further Research

The study recommends that future research could explore the effectiveness of specific language intervention programs and their impact on academic performance among refugee students. Further studies could examine the effectiveness of different drug prevention and intervention strategies tailored for refugee populations. Research could also focus on the impact of community-based support systems and peer mentoring programs on reducing substance abuse among students. The study recommends that further studies should be done on the relationship between the availability of resources and the academic performance of refugee students.

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APPENDIX I: Questionnaire for Students

Dear Respondent, The researchers intend to carry out a study on **SOCIAL FACTORS AFFECTING EDUCATIONAL PERFORMANCE OF REFUGEE CHILDREN IN REFUGEE CAMPS.** I would like to request your assistance in filling in, the questionnaires provided. I also wish to assure you that the information given will be treated with the utmost confidentiality and will be used for the sole purpose of this study.

Section A. RESPONDENT'S DETAILS

Social factors affecting the educational performance of refugee children in refugee camps

1. What is your gender?

Male [ ]

Female [ ]

2. What is your age?

12-13years [ ]

14-15years [ ]

Above 15 years [ ]

PART A: LANGUAGE BARRIER

4. Indicate the level of agreement or disagreement with the following on effect of language barrier on Academic performance of refugee children at Kakuma refugee camp (1, Strongly Disagree; 2, Disagree; 3, Undecided; 4, Agree and 5, Strongly Agree, Tick where appropriate)

Statements	1	2	3	4	5
English learning has been considered the biggest challenge for refugee students					
Students are bound to have difficulties in school if the language spoken at home is different from that used as medium of instruction in school					
Lack of proficiency in English is a detriment to refugee students' overall participation in mainstream classes					
Language barrier causes breakdowns in communication between refugee students and their teachers.					
limited English proficiency is not only a barrier to participation in the classroom but also in other activities					

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PART B: DRUG ABUSE

5. Indicate the level of agreement or disagreement with the following on effect of drug abuse on the Academic performance of refugee children at Kakuma refugee camp (1, Strongly Disagree; 2, Disagree; 3, Undecided; 4, Agree and 5, Strongly Agree, Tick where appropriate)

Statements	1	2	3	4	5
Students experience difficulties in academics due to drug use.					
Majority of students who abuse drugs are indisciplined which led to poor academic performance					
Drug use led to high rates of absenteeism and lack of concentration in class, and consequently causes low academic performance.					
Use of alcohol has led to poor academic performance in the school					
Use of bhang and tobacco led students to neglect up with academic responsibilities					

PART C: CULTURAL BELIEFS

6. Indicate the level of agreement or disagreement with the following on the effect of cultural beliefs on the Academic performance of refugee children at Kakuma refugee camp (1, Strongly Disagree; 2, Disagree; 3, Undecided; 4, Agree and 5, Strongly Agree, Tick where appropriate)

Statements	1	2	3	4	5
Culturally responsive education enables students to associate new learning with the formers and teachers, which increase students' academic performance					
Wars and other emergencies, like ethnic conflicts, wreak havoc on society and affect access to schooling					
Some cultural behaviors advocate for early marriages, which led to poor academic performance of girls					
Some students bring their cultural beliefs into class, which can lead to misconceptions in understanding educational concepts					
The social standards of students' background are a great determinant to their academic performance					

PART D: INSECURITY

7. Indicate the level of agreement or disagreement with the following on the effect of insecurity on the Academic performance of refugee children at Kakuma refugee camp. (1, Strongly Disagree; 2, Disagree; 3, Undecided; 4, Agree and 5, Strongly Agree, Tick where appropriate)

Statements	1	2	3	4	5
Insecurity makes students suffer mentally and emotionally and					

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may affect academic performance					
Female staff and students complain of being raped or impregnated leading to school dropout.					
Fear and insecurity associated with conflicts keep children out of school					
Conflict damages schools and thus limits educational opportunities					
Insecurity in the area causes occasional closures of schools, which affects students' academic performance					
Insecurity has led to messy education management in the school.					

PART D: ACADEMIC PERFORMANCE

8. Indicate the level of agreement or disagreement with the following on the Academic performance of refugee children at Kakuma refugee camp (1, Strongly Disagree; 2, Disagree; 3, Undecided; 4, Agree, and 5, Strongly Agree, Tick where appropriate)

Statements	1	2	3	4	5
Language barrier has caused low mean grades for students					
The school has tried to curb drug abuse among students, which has translated to high mean scores over the years					
Since the government improved security in the area, there has been high level in improvement in academic performance					
The high level of transition to higher level by students can be related to the reduction in retrogressive cultural beliefs, which has encouraged more students to work hard in school					

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APPENDIX II: INTERVIEW GUIDE FOR TEACHERS AND HEAD TEACHERS

1. In your opinion, how does language barrier affect your Academic performance …….?
2. How does drug abuse affect the Academic performance of children in the school……?
3. How do cultural beliefs affect the Academic performance of children in the school…….?
4. How does insecurity in the area affect the Academic performance of the children……?
5. How have children performed in the last five years……?
6. How has been the mean score of students ……?

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APPENDIX III: CONSENT FORM FOR CHILDREN

RESEARCH TITLE: FACTORS AFFECTING THE ACADEMIC PERFORMANCE OF CHILDREN IN REFUGEE CAMPS AT KAKUMA REFUGEE CAMP, TURKANA COUNTY, KENYA

Researcher: [**Truphenah Ingolo**]

I am researching the factors affecting the academic performance of children living in Kakuma Refugee Camp. Your child has been selected to participate in filling in the questionnaire as part of this study. The purpose of the interview is to gather information about their experiences and perspectives on education.

The purpose of this research is to understand the challenges and factors that affect the academic performance of children in Kakuma Refugee Camp. The information gathered will be used to improve educational support and services for children in similar settings.

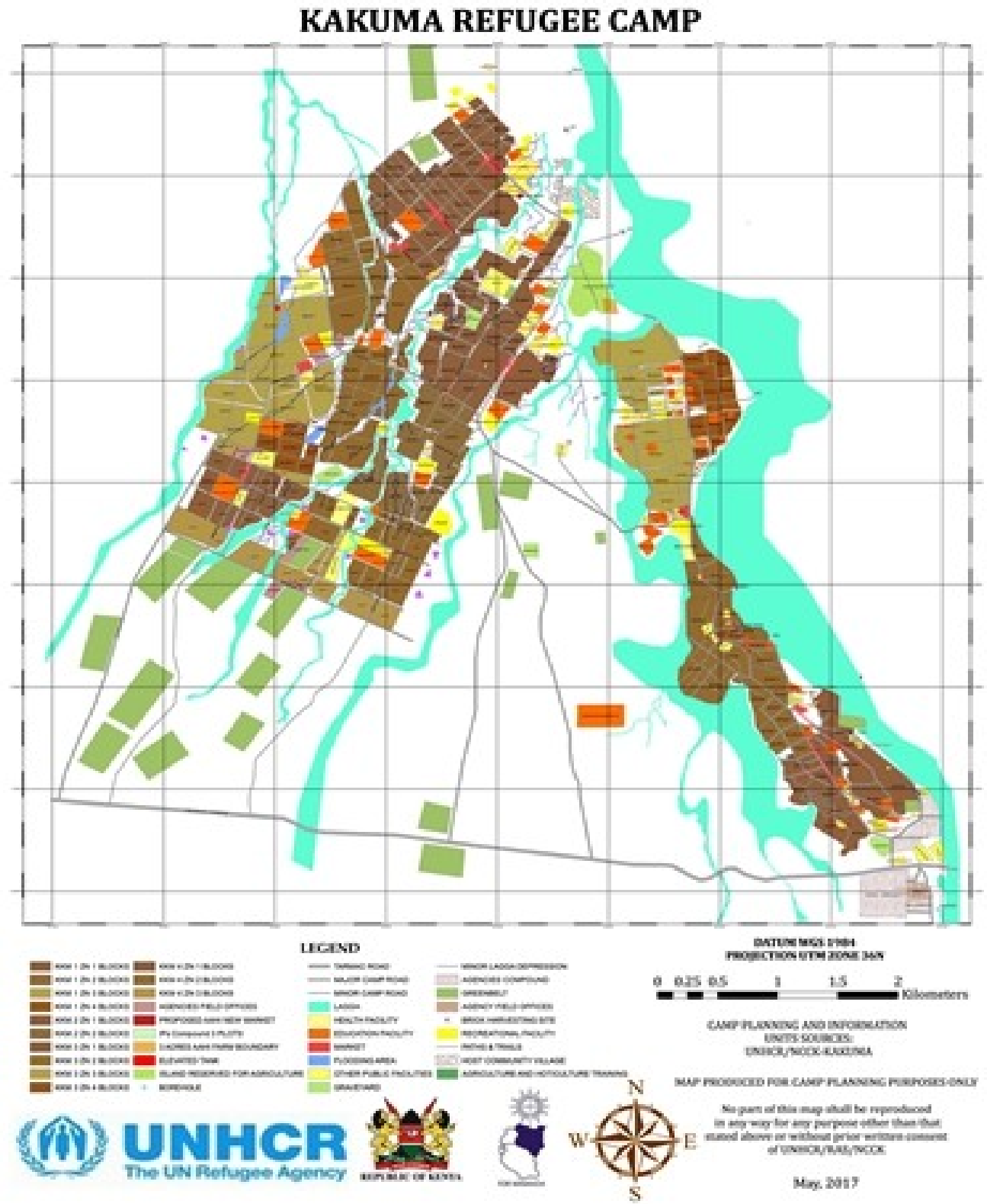
Your child will be invited to participate in a one-on-one session of filling in the questionnaire. All information collected during the filling in the questionnaire will be kept confidential. Your child's name and any identifying information will not be included in any reports or publications resulting from this research. Only aggregated data will be used to illustrate findings.

Participation in this filling of the questionnaire is voluntary. Your child has the right to decline to answer any question or withdraw from the filling in of the questionnaire at any time without consequence. There are no direct benefits to your child for participating in this research. However, your child's participation will contribute valuable insights that may benefit other children in similar circumstances in the future.

If you have any questions or concerns about this research or your child's participation, please feel free to contact me at [0720890733].

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APPENDIX IV: MAP OF KAKUMA REFUGEE CAMP



APPENDIX V. SPU LETTER

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BOARD OF POSTGRADUATE STUDIES

2nd August, 2022

National Commission for Science and Technology,
P.O. BOX 30623-00100,
Nairobi.

Dear Sir/Madam,

RE: RECOMMENDATION FOR TRUPHENAH INGOLO-MDSNKR222619–TO CONDUCT RESEARCH

This letter confirms the above-named person is a student of the Master in Development Studies Program at St. Paul's University.

The second year consists of a major research work leading to a dissertation. The student's selected topic is *" Social Factors Affecting Educational Performance of Children in Refugee Camps: A Case of Kakuma Refugee Camp."*

Kindly grant this student the required permit.

Yours Faithfully,

02 AUG 2022

Dr. Julius Kahuthia
Director, Board of Postgraduate Studies

APPENDIX VI. NACOSTI

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **957755**

Date of Issue: **17/August/2022**

RESEARCH LICENSE



This is to Certify that Ms.. TRUPHENAH ONEYA INGOLO of St. Paul's University, has been licensed to conduct research in Turkana on the topic: SOCIAL FACTORS AFFECTING EDUCATIONAL PERFORMANCE OF CHILDREN IN REFUGEE CAMPS A CASE STUDY OF KAKUMA REFUGEE CAMP for the period ending : 17/August/2023.

License No: **NACOSTI/P/22/19678**

957755

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

APPENDIX VII. TURKANA COUNTY DIRECTOR OF EDUCATION LETTER



REPUBLIC OF KENYA
MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telegram 'ELIMU', Lodwar
OFFICE,
Telephone 'Lodwar'054 21076
Fax/No: 054 21076
Email: cdeturkana@education.go.ke
When replying please quote

TURKANA COUNTY EDUCATION,

P.O. BOX 16- 30500,
LODWAR.
8th May, 2023.

Ref No.: MOE/CDE/ACT/9/VOLL IV (54-2023)

INGOLO ONEYA TRUPHENAH,
ST. PAUL'S UNIVERSITY,
P.O BOX 2795,
NAKURU.

RE: RESEARCH AUTHORIZATION
In reference to your license Ref. No **NACOSTI/P/22/19678**, dated 17th August, 2022 from National Commission for Science, Technology and Innovation NACOSTI), you are hereby granted the authority to carry out research on "**Social factors affecting Academic Performance of Children in Refugee camps A case study of Kakuma Refugee Camp**" for the period ending: 17th August 2023, within Turkana County.

We take this opportunity to wish you well during this data collection.

Yours Faithfully,

IPASO SAMUEL EKIRU

SCDE- TURKANA WEST SUBCOUNTY

SUB-COUNTY DIRECTOR OF EDUCATION
TURKANA WEST SUB-COUNTY
P.O. Box 25 - 30501,
KAKUMA

For:
County Director of Education,
Turkana.