INFLUENCE OF PARENTAL INVOLVEMENT ON REFUGEE GIRLS' PARTICIPATION IN SECONDARY SCHOOLS IN KAKUMA REFUGEE CAMP, TURKANA COUNTY, KENYA

John Macheche Wekesa

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DECLARATION

This project is my original work and has not been submitted for the award of a degree at any university**.**

……..……

John Macheche Wekesa

E55 / 83843 / 2012

……..……

Dr. Caroline Ndirangu

Lecturer

Department of Education Planning and Administration;

University of Nairobi.

……

Dr. Rosemary Imonje

Lecturer

Department of Education Planning and Administration;

University of Nairobi.

DEDICATION

This study is dedicated to my family; first to my wife for her moral and psychosocial support, without which, I would not have made it this far; secondly to my children for giving me the energy and psyche to pursue my dream and my siblings for their encouragement.

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This project has been a long but worthwhile journey. Thanks be to God for the journey for I could not have realized my dream without Him. During this journey, many people who knew my heart and my motivation, offered words of encouragement and support. First and foremost I want to give my love and appreciation to my family their faith in me and patience as I persisted towards my goal. I would also like to thank my supervisors Dr. Carolyne Ndirangu and Dr. Rosemary Imonje who believed in me and gave me the opportunity to start this journey. They wholeheartedly picked up the pieces when things seemed to have fallen apart and provided the motivation to continue. Their insight, knowledge, wisdom, and patience is appreciated. Thanks to all who asked, "Are you finished yet?" Their words made me more determined to persist towards my goal. They knew that: *Success is not a place at which one arrives, but rather the spirit in which one undertakes and continues the journey. (*Noble, 2014).

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ABBREVIATIONS AND ACRONYMS

CCCs	Core Commitments for Children in Humanitarian Action
CRC	Convention on the Rights of the Child
EFA	Education for All
GEC	Girls Education Challenge
GPI	Gender Parity Index
IDPs	Internally Displaced Persons
IMF	International Monetary Fund
INEE	Interagency Network for Education in Emergencies
KICD	Kenya Institute of Curriculum Development
MFTs	Multi- Functional Teams
MoE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation
NGOs	Non-Governmental Organizations
PTA	Parents Teachers Association
RAS	Refugee Affairs Secretariat
RBA	Rights Based Approach
RTE	Right to Free and Compulsory Education
SGBV	Sexual and Gender-Based Violence
SMC	School Management Committee
UDHR	Universal Declaration of Human Rights
UNESCO	United Nations Educational, Scientific and Cultural Organization

UNDP	United Nations Development Programme
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
URMs	Unaccompanied Refugee Minors
WTI-K	Windle Trust International-Kenya
WUSC	World University Service of Canada

ABSTRACT

The study aimed at investigating parental influence on refugee girls' participation in secondary schools in Kakuma refugee camp, Turkana County. The objectives of the study were to determine the parents' involvement in school meetings, the influence of domestic chores, their involvement in homework and parents' levels of education (literacy) and their bearing on participation in schools. Research and fieldwork have shown that parent-school-partnerships improve schools, strengthen families, build community support, and increase student participation, retention, achievement and success. The study adopted descriptive survey design and participants were selected using purposive and simple random sampling. The study sampled 260 secondary school girls, 5 head teachers; 2 teachers and 2 Focus Group Discussion, FGD for boys. Data was collected from Form 3 and 4 girls' from the 5 secondary schools using questionnaires for girls, key informant interviews for the head teachers and teachers, interview schedules for the two focus group discussions, FGDs for boys. The study administered the questionnaires during the pilot and repeated after two weeks. Descriptive statistics has been used for data analysis and results presented using tables and frequencies. The study adopted Bronfenbrenner, Ecological Theory which postulates that a child typically finds himself simultaneously enmeshed in different ecosystems, from the most intimate home ecological system moving outward to the larger school system and the most expansive system which is society and culture. Each of these systems inevitably interacts with and influences each other in every aspect of the child's life. The findings show that when parents attend school meetings and discuss matters related to school with their daughters frequently (42.4%), their participation in school is enhanced. The higher the parents' representation in school the more effective is their involvement and commitment to supporting the participation of the refugee girls in education (72.5%). The study further notes that refugee girls are engaged in household activities (81.2%) mostly at the expense of their education while the boys are spared of such responsibilities through cultural obligations. Most parents lack interest in supporting their girls to perform their homework which is likely affected due to low academic levels of the majority of the parents (4.7%). The study recommends that schools must create meaningful activities that engage parents in educational decision-making, in leadership roles, and in school governance. Efficient NGOs and humanitarian relief agencies should be encouraged and supported to promote strategies to effect the progression of girls along the education continuum including secondary schools. It is important for the stakeholders to consider an extensive study in finding out ways in which all key stakeholders can contribute to curbing early and forced marriages in the refugee camps which accounts for high dropout in this study.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

In a report by Refugee Council (USA), it is seen that the dimension of uproot is most astounding in contrast to some other time ever. The report takes note that the greater parts of these displaced individuals have been dislodged by mistreatment, strife, environmental challenges and financial difficulties. It further calls attention to the fact that over a portion of every single enrolled displaced person are youngsters who have been denied their material belonging, statehood, and some of the time even friends and family including parents. They are looking for comfort and some solace in the refugee camps and spontaneous settlements (Outcast Board, 2016). In a different report, the UN Secretary-General saw that all inclusive, one in every 122 people is either a refugee dislodged or looking for shelter. He further observed that the world was witnessing a worldview change, an unchecked slide into a time in which the size of worldwide constrained relocation and the reaction required was predominating anything seen previously (UNHCR, 2014).

It was Irina Bokova, Secretary General for the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2014) who observed that gender equality in training is a fundamental human right, crucial to accomplishing

sustainable development. She further stated that in the increasingly global world, the societies that succeed are those with assured women access to education, thereby giving them the abilities and the possibilities to develop their talents, enabling them make contributions to building more potent and greater resilient communities. Other world leaders have highlighted the centrality of the course of refugee population as critical in various fora pointing at the significance of having concerted effort in responding to the plight of this vulnerable population. President Obama, for instance, described the refugee crisis as "a test of our common humanity," adding, that refugees are a result of bigger failures due to war, ethnic strain, or persecution. (UNHCR, 2015)

News reports tell of desperate exile journeys, as thousands escape the risks and desperation of wars or hunger in permeable boats and other hazardous means. Less in the news is a different face of the worldwide refugee crisis: over ten million people ensnared ceaselessly in camps designed as emergency shelters. The United Nations High Commissioner for Refugees (UNHCR) calls it the prolonged refugee situation where millions of refugees live in ostensibly infinite dilemma (UNHCR, 2015). The lot in Kenyan refugee camps is a good example of the forgotten humanitarian crisis situated in the arid north-eastern region of Dadaab, which is a complex of the world's biggest refugee camp hosting refugees from Somalia. Marshall notes that this human crisis which has strained national and international resources remains far from getting resolved despite continuing efforts. She further notes that this expanded refugee calamity is even

complicating and even accelerating religious anxiety in the people past Dadaab camp. Located in Northwestern Kenya, Kakuma camp, according to (Refugee Council USA, 2016) was founded in 1992 and is currently hosting more than 184,000 refugees and is managed by both Kenya's Department of Refugee Affairs, and the UNHCR. It further observes that the majority of refugees in Kakuma Camp originate from South Sudan (100,000) while others are from Somalia (55,000). In addition, it does assert that negligible employment opportunities and incidents of disease and malnutrition are very common (Refugee Council USA, 2016).

UNESCO, 2015 observes that 90% of the girls living in war torn states are most likely to void secondary school and young girls are roughly two and a half times more probably to avoid education (Girls' education, Oslo 2015). UNESCO's key findings in the Education for All Global Monitoring Report policy paper indicated that conflicting states divert further from delivering the education goals. It additionally does observe that the inequalities in children's access and development via schooling systems are exacerbated in war setting. According to UNESCO whilst imparting education in emergencies is imperative, over half of countries globally are predicted to achieve regularly occurring primary enrolment, the maximum prominent of the EFA goals, this falls to simply over 1/3 for conflict-affected nations.

In many countries, the position of girls is described in phrases of the domestic, unremunerated work they do to hold families running, and their reproductive function inside the circle of relatives. Financial dependence on men, loss of participation in public spheres including local governance structures and the labour market, physical and sexual violence and socio-cultural definitions of the 'appropriate' function of women all intersect to systematically deny women and ladies same rights — along with the one proper which has the most threat of remodeling their power and self-determination: education (World survey, 2009).

(Ragui, 2007) observes that girls' domestic labor is regularly unnoticed in analyses of children's activities. Specifically, it asserts that child labor literature often neglect the impediment of housework and childcare household tasks to hamper educational accomplishment. Using estimation method to verify the total impact of labor on schooling, correcting for both discernible and unobservable characteristics of the child and her household, the outcome signify that many girls who work for 14+ hours per week void school. Given the foregoing, the report notes that the drudgery of daily life, particularly among the poor, should not be underrated.

Kamphoefner, survey on low-income women in Cairo, therefore, observes that housework is as exhaustive day work (1996: 95). In the research carried out in the UK on whether parental education has a bearing on children's educational outcomes, the discussion paper does indicate that parents who stay in school

longer have children who also do better at school – from preschool assessment right through to GCSE (age 16) exams (Matt, 2013).

Numerous studies conducted show that parental involvement is immediately linked to the learning outcomes of students and as an entire, to the betterment of the school (Norton & Nufeld, 2002). The studies further suggest that the curriculum for instructor education programs must include getting to know opportunities directed in the direction of growing family involvement and those getting to know possibilities should offer not most effective the important awareness and knowledge but also the abilities needed to engage family participation in training. A‘ohe hana nui ka alu‘ia. – goes an ancient Hawaiian proverb “No task is too big when done together.” These studies do note that as limitations are overcome, school, domestic, and community can all over again discover commonplace ground. They may be woven collectively, like pandanus mats, into a basis that helps and fosters student mastering, participation and retention (Norton & Nufeld, 2002).

Related research on parental involvement imply that it will increase pupil’s possibility to research, and serves as a link among faculty (instructor) and home (student). This implies that the students will receive exceptional education during their schooling. the associated ripple outcomes of receiving first-rate education encompass stepped forward instructional success, students increase advantageous behaviors, advanced scholar retention in faculty, progressed grade

development and transition to higher degrees and specifically, mother and father experience that their sources and time on schooling inputs are optimally applied. When households, colleges and communities associate together closer to helping education of their kids, they devise a conducive surroundings for mastering, reinforce parenting and communication capabilities, improve their children's educational success and the society develops progressed social values and desirable citizenry (Murray et al, 2014).

The document dubbed 'state of affairs of women education - Kenya' states that gender parity is 0.97 at primary and 0.90 on the secondary stage. "further, gender inequalities turn out to be more mentioned via the duration of youth and are manifested mainly within the high inequality in girls get entry to schooling and the dropout charges from primary seven onwards. This report via UNICEF launched throughout the release of a local marketing campaign looking for to make sure 12 years of first-class training of ladies suggest that students from arid and semi-arid areas (ASAL) do now not have full access to schooling. The report further notes that the regional disparity in primary education is predominant in ASAL Counties, which includes Turkana County where the Kakuma camp is situated. In secondary education, the picture is even bleaker, with the wider gender gap in enrolment in ASAL counties - a huge regional disparity (UNICEF, 2018).

This study seeks to assess parental role as a key factor in influencing girls' retention and participation in secondary education in Kakuma refugee camp in

Kenya. It is intended to contribute to the contemporary discourses on critical issues surrounding education for girls in the refugee camps geared towards realizing increased retention and completion rates at secondary school levels for girls. The ultimate expected outcome as espoused in World Health Organization's skills for health is the acquisition of skills by girls necessary to negotiate key life decisions accruing from the long period of schooling (World Health Organization, 2000). This way the society would also be true to the assertion that the surest way to keep people down is to educate the men and neglect the women (Aggrey, 1927). He further noted that to educate a man is only individual benefits and education for a woman is for the good of the entire household.

1.2 Statement of the problem

Education is persist priority for Kakuma refugee camp. In 2017, the Education Programme in Kakuma refugee camp has 13 pre-schools, 21 primary and 6 secondary schools which contributed to the enrollment of 56% of pre-primary, 92% of primary and 6% of secondary of the eligible children (UNHCR Kakuma Office, 2017). This percentage is so insignificant given the numbers of school going age who cannot access education. Girls would be most disadvantaged given longstanding cultural views that favor boys at the expense of girls (UNESCO, 2016).

Being the top management agency of refugee camps, the UNHCR has 97 education programs working in collaboration with about 200 international and national Non-Governmental Organizations. As a result of unstable conditions in the camps, UNHCR has only 2 education posts, one in Geneva and one in South Sudan (Ahlen, 2016). This has the potential of resulting to serious gaps in learning outcomes for those most affected by forced and voluntary migration – especially the girl-child. Early marriage as well as gender discrimination are among the many factors hindering girls from accessing educational opportunities in the camps. In these environments, girls and young women are affected by lack of quality and accessible education. The cultural and structural hindrances that existed before the setting up of the camps can be exacerbated in emergencies and during insecurity. Furthermore, a gendered educational inequality commences at primary and goes on to secondary education level (UNESCO, 2016). UNESCO and the UNHCR approximate that almost 15 million girls will not attend school and that only a third of girls in refugee camps will attend secondary school (Ahlen, 2016).

Turkana County where Kakuma camp is located is home to largely pastoral and indigenous communities, where an estimated 6% of the residents attended formal primary level education (Exploring Kenya's Inequality, 2013). The report notes that lack of parental involvement in this fragile environment can be detrimental to the participation of girls' in secondary education. The teenage girls and boys drop out of school to take care of their siblings and have no

alternative option that can allow them attend school while taking care of their siblings. Consequently many girls drop out of school because of family chores which consume all their time, depriving them of opportunities to study and do homework. (Kakuma UNHCR-MFT, 2008). Moreso, underqualified teachers and weak school administration comprising of the Schools Parents, Teachers Associations, PTAs create challenges of non-attendance of school meetings and negatively affect education quality, retention and participation (WUSC, 2017). The report also notes that lessons in the camps are mainly delivered in English or Kiswahili, creating huge challenges for teachers, parents and students, all of who suffer low proficiency in both languages and low literacy levels.

The 2018 enrollment statistics do not make the situation any better; it is apparent that the envisaged equity in education as espoused in the UNHCR's Education Strategy (2012-2016) is far from getting realized. The girls' numbers lie far below their male counterparts as they go up the grades. As at beginning of 2018, the refugee secondary school projected population was 10, 657; 8, 041 Male, 2, 616 Female (Windle International Kenya, 2018). The ratio of Male 8,041: Female 2,616 is 75%:25%. This is a worrying trend given the need to ensure equity in education (UNHCR Kakuma, 2017).

1.3 Purpose of the study

This purpose of the study is to investigating the influence of the parental involvement on refugee girls' participation in secondary schools in Kakuma Refugee camp, Turkana County, Kenya.

1.4 Objectives of the study

The study was guided by the following:

i. To determine the influence of parental participation in schools' meetings and refugee girls' retention in secondary schools in Kakuma camp.

ii. To determine how domestic chores affect refugee girls' retention in secondary schools in Kakuma camp.

iii. To assess how parents' involvement in children's homework affects refugee girls' retention in secondary schools in Kakuma camp.

iv. To establish how parental level of education contributes to refugee girls' retention in secondary schools in Kakuma camp

1.5 Research Questions

The study was be guided by the following questions:

i. In which ways do parental participation in schools' meetings affect the retention of refugee girls in secondary schools in Kakuma camp?

ii. How does involvement in domestic chores influence retention of refugee girls in secondary schools in Kakuma camp?

iii. How does the parents' involvement in the children's homework influence the retention of refugee girls in secondary schools in Kakuma camp?

iv. To what extent does the parents' level of education affect retention of refugee girls in secondary schools in Kakuma camp?

1.6 Significance of the study

The findings of the study could be relevant to several players in the education sector. Firstly to the United Nations High Commissioner for Refugees, UNHCR in promoting community participation initiatives in education for refugees in the effort to promote ownership and active involvement by the refugee communities in the education of their children. This could eventually have a bearing on its sustainability and relevance in preparation of refugees for repatriation back to their countries of origin or resettlement to third countries. The school head teachers could use these findings in understanding the extent to which partnership with parents and communities can enhance learning and promote participation in schools both in the camps and the local refugee hosting communities as well as promoting a harmonious working relationship with the parents and the school community. This is critical in the attainment of education results and retention especially of girls in schools.

1.7 Limitations of the study

It is significant to appreciate the fact that in view of the specific location of study, being far away from the Kenyan capital, one of places categorized as marginalized and characterized by constant insecurity, there were challenges relating to data collection owing to access and distance. The researcher worked with the education implementing agency in the camp and identified a local research assistant. Among the Somali community who constitute a big percentage (over 70%) of the camp population, girls are a protected group and both cultural and religious practices limit their access and interaction with 'outsiders.' Some of the inhabitants of the camps, especially the new arrivals too had challenges understanding and speaking English owing to language barrier as most of them had no exposure to English being from non- English speaking backgrounds and with low language literacy in English and Kiswahili. The local research assistant familiar with the local language and acceptable to the community was engaged.

There's generally limited study on refugee education and this too might pose some challenge in accessing relevant literature for an exhaustive analysis. This too might have implications on adequacy of up-to-date data on enrolment, transition and retention at the 'Education in Emergencies' desk at the Ministry of Education, MoE. This study will benefit from triangulation of information from the different respondents.

1.8 Delimitations of the study

The study area was limited to Kakuma Camp to make it manageable. It focussed on secondary school girls specifically narrowing down to secondary school education implementing agency and United Nations High Commissioner for Refugees, UNHCR field office. Key players such as NGOs and religious organizations implementing refugee education in urban settings who would otherwise have provided useful perspectives were not included in this study since the scope would have been much broader and complex within the means and resources available.

1.9 Basic assumptions of the study

The study was anchored on the following premises:

i. That the respondents would be honest and truthful

ii. That data collection would go on uninterrupted

iii. That there would be cooperation by targeted stakeholders-regarding required information

iv. The presence of the researcher in the centres would not significantly influence respondent's feedback

1.10 Definition of Significant Terms

Domestic chores: refers to the work the girl child is exposed to involving the work at home and this consumes her time instead of concentrating on her studies.

Literacy: refers to the ability to read, write and meaningfully contribute to the education of the child

Parent: refers to any adult whose responsibility is to channel and accompany a child towards responsible adulthood. According to the Basic Education Act, [Act No. 14 of 2013, L.N. 126/2013, Act No. 17 of 2017]

Parental involvement: is the combination of time resource commitment and active participation by parents and caregivers to the school and to the children's education.

Participation: refers to taking active part in secondary schools activities such as reading, writing, discussing, writing examinations or tours.

Refugee: refers to someone who is in Kenya and accepted in the country by the Government of Kenya (GoK) according to provisions of the 1951 Refugee Convention.

Retention: refers to the ability of girls to remain in school after enrollment until the completion of that level to which she has been enrolled.

1.11: Organization of the study

The study is organized in five chapters. Chapter one explains the background of the study, statement of the problem, purpose of the study, objectives, study questions, significance, limitations, delimitations, basic assumptions, definition of key terms and its' organization. The second chapter has an introduction, parents' participation in school meetings, influence of domestic chores, involvement in homework, parents' levels of education, summary of review of related literature, theoretical perspectives as well as conceptual framework. Chapter three deals with research methodology, research design, sample size and sampling procedures, instruments for data collection, their reliability and validity, data analysis techniques and ethical considerations. Chapter four has focused on data analysis, presentation and interpretation whereas chapter five has discussed the findings of the study, made dependable conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents the review of literature on influence of parental involvement in participation of girls in secondary education in Kakuma refugee camp. The areas discussed include; Introduction, overview of parental involvement and refugee girls' retention in secondary education in Kakuma camp, parental participation in school meetings, involvement in domestic chores, parents' involvement in homework, parent's education levels and effect on girls' retention and summary findings. This section similarly discusses the theoretical and conceptual frameworks that guide this study.

2.2 **Overview of Parental Involvement and Refugee Girls' Retention in Secondary Education**

(Necsoi, Porumbu, & Beldianu, 2013) note that parenting is a fulfilling and rewarding responsibility. The parent - child relationship and its impact on the future scholarly, social and emotional development of the child is one of the variables that have been premeditated expansively. In the literature, parenting style and parental involvement are considered very important determinants of a child's intellectual achievement. Parents' involvement may be defined as different forms of participation in education and with the school (Cotton &

Wikelund, 2001). (Ireland, 2014) on the other hand suggests that, it refers to the quantity of contribution a parent makes for schooling and the child's life. She notes that the schools provide humble opportunities for parents participation through school procedures and volunteer chances, although it still remains the obligations of the parents to be involved with their children's education. (Nzyma, 2011) further shares that, parents involvement is the concern a parent shows in their children's school by encouraging them perform well school, appreciating them and chatting with the teachers about the child's progress. On the other hand, (Chemagosi, 2012) concurs and adds that learners whose parents were involved in their children's education and encouraged them to work hard, supported them and supervised their education performed better than those who did not.

The current approach to the paradigm of academic standards involves extending this activity from the complex of actions carried out by parents-children at home, in preparation for the school process, to all activities carried out by parents, including educational activities carried out by teachers (Cojocariu & Mares, 2014). (Porumbu and Necsoi, 2013) conclude that society in general and educators in particular view the participation of families as the main factors accountable for numerous successes as well as failures in education today.

Access to education is limited and uneven, particularly girls in secondary schools and in Eastern Africa and the Horn. Disadvantaged girls including

refugee girls need additional support to access education, feel motivated and empowerment for success. It includes positive role models for many girls to guide their education progress, extra academic support and lessons in key life skills to give girls mechanisms and self confidence to continue concentrating on their studies. Girls, including families, schools and communities, belong to different structures. If parents, siblings, teachers, administrators and community members do not support girls ' education, it is extremely difficult even for a dedicated girls to complete high school education (Girls' Education Program Project Team, 2010).

Highlighting the role of parents in education in the Project Team's report dupped '*school-home collaboration'*, it is observed that raising children is a journey, and as a parent you are your child's key growth navigator. The report also noted that the advancement of children is primarily at home and in school and that when these two structures are in keeping with one another, your child benefits most. The active involvement of both teachers and parents makes the partnership between school and home so easy, yet crucial and wealthy. Klepfer classified the role of parents into three: the role of the parent in promoting the education of their child; the participation of the parent in making their home a perfect place to learn as well as the role of the parent in assisting them with their schoolwork (Klepfer, 2011).

2.3 Parental participation in school meetings and refugee girls' retention in secondary education

The parent-teacher affiliation appears to be the main link between a school and the community, and School Management Committees for primary and secondary schools respectively. Many studies have shown that parental participation is directly related to the students ' learning outcomes and, as whole, to school improvement (Norton & Nufeld, 2002). When the Right to Free and Compulsory Education Act, 2009 (RTE Act) mandated the establishment of school management committees (SMCs) in all government - funded schools in India, it was to incentivize greater investment and, more specifically, parental active participation.

There are three kinds of parental involvement: parents as educators, parents as partners, and parents as decision makers. The RTE Act provides for the involvement of parents as decision - makers with the goal of making teachers and principals more responsible for the provision of education, which should lead to positive learning outcomes for students. If parents play an active role in school decision - making, they will also be encouraged to take part as educators. This would improve further retention and the learning outcomes of students. The other meetings where parents' participation is critical include the school clinics and open days as well as sports days. During the clinics, parents are able to have candid discussions with the teachers on the progress their children are making in

school. This does provide opportunities for both parents and teachers to identify ways of supporting the children both in school and at home. This collaboration works to create and reinforce conditions that promote growth and learning (Epstein and Connors' typology, 1993).

The school sporting events are equally significant in providing an informal environment which promotes practical learning and bonding between the school community comprising of the teachers, parents and learners resulting to cementing of healthy relations, boost learners self- esteem and confidence while reinforcing and recognizing talents and special attributes of learners.

2.4 Domestic chores and refugee girls' retention in secondary education

Traditional domestic work in Africa is an endeavor for women in the family (Sohoni, 2005); (UNICEF, 2002); (Crystyna, 2004); (Malenche, 2006) and (Hertz, 2006); agree that there are various domestic gender roles for girls and that they do not have the opportunity to attend school. Social and cultural arrangements that make man the head of the family jeopardize the matter more by empowering him to further decide who is going to school and who is staying home. Ultimately, the verdict might be to keep the girl at home whereas boys go to school (Mullopo, 1988) said that the sexual division of labor meant that mothers had to depend on the work of their daughter. Therefore, it is very crucial that this domestic work is shared between the boys and girls in the household so that the girl is not overloaded.

In many of the cultures found in the camps and surrounding areas, girls are socialized from a young age to be wives and mothers with little need for education. Both the local and refugee communities perceive Girls Education as a means of forcing them to adopt a foreign culture and abandon their own. Women and girls are considered as property of men, and if the men don't approve, girls can't go to school. They are in charge of most domestic work. Since household existence depends on the domestic work of girls, preference is given to attending school. The work at home also constrains the time for girls to study at home or perform extra classes. When household chores ranging from cleaning houses and family clothes, preparing food for the family, fetching water and collecting firewood take most of the time of the girls therefore leaving no time for attending to their school assignments and engaging in additional learning opportunities, then they do have a potential of negatively impacting on the girls learning due to sustained pressure. The most common manifestation is low achievement levels that eventually kill the morale leading to school dropout due to lack of morale (Kinoti et al., 2016).

In the analysis of children's activities, the domestic work of girls is also regularly ignored. In particular, the literature on child labour often ignores the capacity for household chores to tamper with the achievement of education. Exceptions include (Goulart and Arjun, 2008), who differentiate between implications of domestic work and market work on learning outcomes for children in Portugal,

and (Hazarika and Bedi, 2003), who look at the effects of schooling costs on both types of child labour in rural Pakistan. Levison and Moe, 1998) and (Knaul, 2001) report that an analysis of whether or not the work hampers education is empathetic to the definition of work, particularly for women. They also show that a traditional model of work exemplifies the differences between the sexes in the prevalence and predictors of child labor in Peru and Mexico. Although it is useful to distinguish market work from domestic work, the traditional definition of market work makes some apparently ambiguous distinctions between activities that are similar.

Unpaid work in a family firm and the preparation of food in a discount store is deemed work, while similar practices for domestic demand are not regarded work. Although such differences can make rational sense of national accounts or labor force figures, they can lead to prejudice in understanding the contexts of child labor and schooling (Levison, 2000). Whilst the measure of household work is much more inclusive of the workload that girls bear at home, this burden is definitely understated although childcare is often underestimated even when household chores are documented.

2.5 Parental involvement in homework and influence on refugee girls' retention in secondary education

Many children cannot succeed in school by themselves. They need parental support. (Ondieki, 2012) posits that homework is often presented as a school requirement for successful child learning. He believes that, parents create

structures to support homework success by ensuring the home environment is conducive for the children to do their homework. (Mwirichia, 2012) recognizes that when parents are involved in their children's school and education, they have higher grades, standardized test scores, improved behavior at home, better social skills and adaptation to school. The most common school activities that parents participate in according to this report are provision of instruction materials, sports days, annual academic day, parents' seminars and participation in different groups.

However, it is important that students have a convenient place to do their schoolwork. It should be a quiet, organized place, away from the pressures of the home (television, phone, and loud music). Parents would use lots of praise to encourage good work and effort and show the excellent work of their child. They have to express their feelings about their children schoolwork every day. You should check the homework of your children to make sure it is complete and ask your child questions about the homework. But they must not do the child's schoolwork. Parents may need to help their child learn a calendar of schoolwork. Parents will then need to help their other entire child carry out smaller duties and plan long - term tasks. Since they are at the heart of the home work process, teachers play a key role in helping parents participate effectively in homework for students. In exchanging ideas for the participation of homework with parents, school- age professionals and parent leaders, teachers increase local support for

student learning; research on parental support in homework for children (Hoover- Dempsey et al., 2001).

2.6 Parental levels of education and refugee girls' retention in secondary education

Parents' levels of education vary from pre- literacy to college and higher education and this determines how much a parent would be involved in their children's education. According to (Kamau, 2013), parent's education has some influence on the student's beliefs and behavior leading to positive outcomes. (Eccles and Davis-Kean, 2005) concur and add that, parents learn something during their own schooling that influences the way in which they interact with their children around learning activities. Education also influences their skills, values and knowledge of the education system, which improves their ability to intervene on their children's behalf. The education level of the parents may determine their level of involvement. Parents who have not attended school lack confidence and, at times, knowledge on how to support their children's learning; lack of education may also lead to parents having low paying and stressful jobs which undermine parent's mental health, making it difficult for the children to engage fully in the knowledge opportunities provided by the schools.(Eccles and Davis, 2005).

Gratz, 2006) In his study, parents who graduated high school and went on to earn added education appreciate the school's stresses and pressures and are better equipped to deal with their children as they go through school. They have far

less stress in their lives although they make more money while spending less money than those who were unable to graduate high school for one reason or another. Further, (Klepfer, 2011) suggests that the role of parents in supporting instruction in should be to help their children in their educational pursuits including supporting them in attaining multi-linguistic language proficiency. Parents are to facilitate the child's learning by providing them with the tools necessary in order to be successful.

2.7 Summary of Literature Review

The ' New Wave of Evidence ' report (Henderson, 2002) notes that when schools, families and community groups work together to promote learning, children tend to perform better in school, stay longer in education, and more like school. The results include: enhanced learning performance, school retention and better academic ambitions. The same document suggests that children whose families take part in all their other education have long - term effects associated with children whose families are involved in their education. These include higher test scores for children who are currently enrolled in educational programs that are deemed to be daunting, regular attendance at school, positive behavior and stronger coping skills. The report, a synthesis of parent intervention research in the past decade, also observed that, irrespective of household income or background, students with parents involved are more likely to earn higher degrees and test scores and participate in higher - level programmes. They have high chances of getting promoted, pass their classes,

and earn credits. They usually attend school and also have higher self - esteem, better habits and a good adaptation to school. They would also graduate and continue their post - secondary education. When schools establish relationships with parents that pay attention to parenting worries honor their contributions and share decision making responsibilities, they can maintain personal relationships that enhance the retention, progress and accomplishment of students. This collaboration is most needed especially in the refugee setting where the complexity of issues and challenges are real and enormous given the severe impact of displacement.

In addition, research carried out in a wide range of countries and regions has shown that education for girls is among the most effective ways to stimulate growth. It also notes that women's education generates potent synergies that empower people and generates immense inter - generational gains. It correlates positively with increasing economic productivity, stronger labor markets, higher incomes and improved social health and well - being (World Bank, 2008). (Stephen M et al., 2009) in '*The Gender Aspects of the HIV/AIDS Pandemic'*, notes that the girl child remains vulnerable to familial gender discrimination, cultural values, negative effects of the HIV / AIDS pandemic and poverty, as well as school - based variables that tend to negatively affect the engagement of the girl child in schooling. The world has made significant progress towards more gender equality, demonstrating that gender differences in schooling can be overcome through public policy and attitude changes, but only 59 out of 176

remains a long way to go as many countries have attained gender equality in both primary and secondary education.

It is sad to note that in confrontation or dispossession, some parents think that marriage protects their young daughters against sexual or physical assault or that marriage guarantees the financial security of girls and reduces the costs of the immediate family. Although marriage will provide a sense of comfort for these families, child marriage is not a safe alternative for girls. Girls who marry before 18 were more likely to exhibit getting humiliated and subjected to sexual harassment by their spouses than girls who marry later (Girls not Brides, 2014). It is clear in this case that education is not a priority to many care givers in conflict situations and is often omitted in prioritization for emergence response by stakeholders. The report, '*Make it Right for Girls'* (UNESCO, 2012) noted that 1 in 4 women could not read. This is a tragedy and a denial of rights on a massive scale.

(Kombo, 2004) too does point out that girls with formal secondary school education are more likely to promote the formal education of their children; they are also able to access formal employment than those with non- formal education thus positively influencing family income. The girls may also serve as role models for their children and other girls in general later in life, thus enhancing participation rates of girls in secondary school. Further, Kenyan Development Plans, Commission Reports, Working Party Reports, and Sessional Papers have spelt out educational policy strategies on girl's education. The Policy Framework

for Education, Training and Research Sessional Paper No. 1 (2005), for instance, sets specific objectives for girls' formal education. Kenya's education policy does not therefore discriminate against female participation. While the disparities in girls' participation may not appear alarming, retention and completion of formal secondary school education by girls is a major area of concern. This resonates with the concerns of the refugee camp secondary schools where participation, retention and completion are of greater concern in equal measure.

Studies show that parental involvement can result in higher academic achievement, better participation, more time spent on homework, higher school retention and fewer problems with discipline (Victorian Parenting Centre, 2005). In addition to the effective education results for students, schools must play a key role in the negotiations process for those born abroad, helping students and their parents feel that they belong and can contribute significantly to community. Parental involvement in education can also help bridge the gap between home and school life for students in family and cultural ties and can alleviate generational conflicts between the young people and their parents, enhancing the degree of family connection. Once parents are linked with schools, they can receive support with the education and social development of their children. It has been shown that feelings of connection with family, friends, community and school are the most important (Commonwealth of Australia, 2001). Most schools actively pursue the parents ' influence and recognize the benefits of such

participation. Schools are particularly interested in connecting with marginalized parents, often with refugees and migrants. Findings from the CALD Parents Connecting project also indicate that refugee and migrant parents often want more relevant information from schools and guidance on how to support their children's education (CMYI, 2006a).

Despite the positive commitment to working with multi - cultural communities, it is often hard for schools to indulge refugee and migrant parents due to stigma. Research from the project Connecting CLD Parents showed that parental interaction with schools was predominantly crisis-oriented and often linked to disciplinary problems. Families often had some trouble in any interaction with school, and the fear and stigma associated with school contact often precluded moral values. The expectations of participation in schools in the Australian education system have also been underlined as a three - way relationship between students, families and schools. However, school attendance in other countries can be really distinct. How parents communicate with schools often reflects their own schooling experiences abroad. For example, some parents can be used to separate the social and family life far more strictly, where parents are not anticipated to play a large role. Family roles also often change considerably due to migration. Young people can be more optimistic in English and seek a new role as a close family advocate, providing support and analyzing for settlement requirements. It can lead to a change of power in families with children who take a lot of accountability. Parents end up feeling helpless and less

confident about going directly to school. Youth can also shield their parents and be hesitant to involve them in school activities.

2.8 Theoretical Perspective

The right to education for refugees is articulated in Article 22 of the 1951 Convention relating to the Status of Refugees, (United Nations, 2010 a). The importance of education to UNHCR is also articulated in documents emanating from throughout the agency, as ‘a basic right’ and an ‘enabling right,’ (UNHCR, 2006, p. 6). A UNHCR report noted that schooling and development are of significant concern to refugee children, as dislocation has long - term effects on children and caregivers, often featuring trauma exposure and disturbance of family structures. The report also notes that repatriation brings with it extra stressors, as families negotiate their needs within foreign social structures with limited assistance. In this complex dynamic, a child enters a new learning environment and has to compromise numerous transformations, including family, friendship, schooling, community, language, culture and identity transitions (UNHCR, 2015).

This study, informed by the' Theory of Ecological Systems,' illustrates how a child's intrinsic qualities and environment converse to manipulate how it grows, develops and learns. In an effort to understand its development, Bronfenbrenner emphasized the importance of examining a child in numerous environments, also regarded as ecological systems.

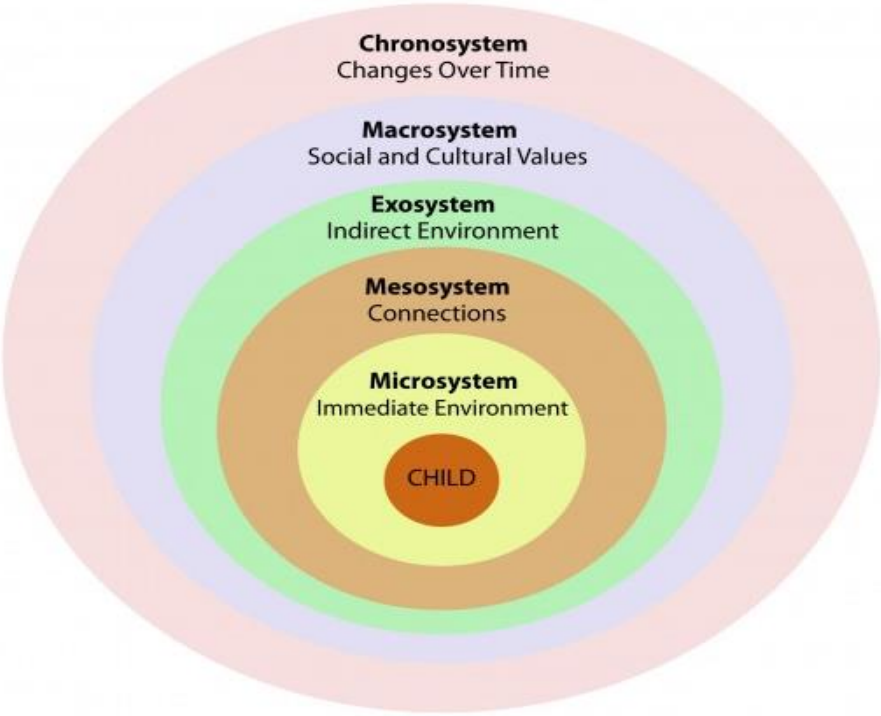

Fig.1: Bronfenbrenner's Ecological Systems Theory (Bronfenbrenner, 2013)

This theory suggests that a child is invariably embedded in vastly different ecosystems concurrently, from one of the most intimate and private home ecological system to the larger school system and the most expansive system of culture and society. Each of these systems invariably interferes with each other in all aspects of children's lives. The Bronfenbrenner model organizes development perspectives in five external influences. The levels are classified from the most intimate level to the broadest (Bronfenbrenner, 2013).

The microsystem is the lowest and most immediate environment where the child lives, according to Skinner (2010). The microsystem therefore includes the child's everyday home, school or day care, peer group or community

environment. Experiences within the microsystem mainly involve positive relationships with family members, colleagues, teachers and caregivers, in which there are influences. How these groups or individuals interact with the child will affect how the child grows. How these groups or people interact with the child affects the growth of the child. Likewise, the way the child responds to people in its microsystem also influences how much the child is treated in return. More encouraging and appreciative relationships and interactions will clearly promote the expanded development of the child. It is also noted that the mesosystem includes the interaction of the various microsystems in which the child develops. It is fundamentally a microsystem system and therefore involves connections between home and school, between peer group and family or between family and church. If the parents of a child are actively engaged in their child's friendships, invite friends to their home and spend time with them, then the development of the child is positively affected by harmony and parenthood. However, if the parents of the child dislike the peers of their child and openly criticize them, the child encounters disequilibrium and conflicting emotions, probably affecting his development and learning negatively.

The theory of Bronfenbrenner further argues that the exosystem relates to the links between two or more contexts, one of whom may not contain but indirectly affect the developing child. Other persons and places with which the child may not deal directly but still affect the child include the exosystem. Such places and persons might include the workplaces of parents, the wider neighborhood and

extended family. It is said that the macrosystem is the highest and most distant group of people and places for the child, which still has a strong influence on the child. It consists of the cultural trends and ideals of the child, especially the predominant beliefs and ideas of the child, as well as economic and political systems. For example, children in war - torn areas develop differently from children in communities in which peace reigns. The chronosystem finally adds the valuable element of time, which shows the leverage of change and firmness in the environment of the child. In addition to immense social alterations such as economic cycles and wars, the chronosystem can thus include a change in the family structure, address, parent's workforce status.

Parent participation bridges two key contexts in the early development of a child, namely the home and school environment. The home and school perspectives are characterized as autonomous microsystems within an ecological framework (Bronfenbrenner and Ceci, 1994) and parent participation is conceptualized as a mesosystem, which consists of interactions between key microsystems. Although each setting can independently influence a child, together the home and school contexts interact to offer a unique influence.

The participation of parents in this study is conceived as a item of the interaction between the influences of school and home environments by delivering consistency between two environments. For example, if parents know the educational goals of a teacher, they can provide support and resources to the

learning points at home. In the same way, parent participation in social development can facilitate the development of sustained disciplinary strategies at home and at school.

By examining the various systems that influence a child simultaneously, the ecological theory of Bronfenbrenner demonstrates the diversity of interrelated perspectives in the development of children. Context awareness can make us aware of variations in how a child can act in different environments. Such ecosystem factors could influence the overall behavior and social tendencies of the child, which directly dictate their retention in school, either negatively or positively.

2.9 Conceptual Framework for parental involvement in education

A conceptual framework is being used to illustrate what is expected in the research, including how the variables deemed could be interrelated (Swaen, 2015). It explains the relationship between the independent and dependent variables. In this study, the independent variables include; parental attendance of school meetings and participation in school activities, parental level of education, influence of domestic chores and parental support with homework.

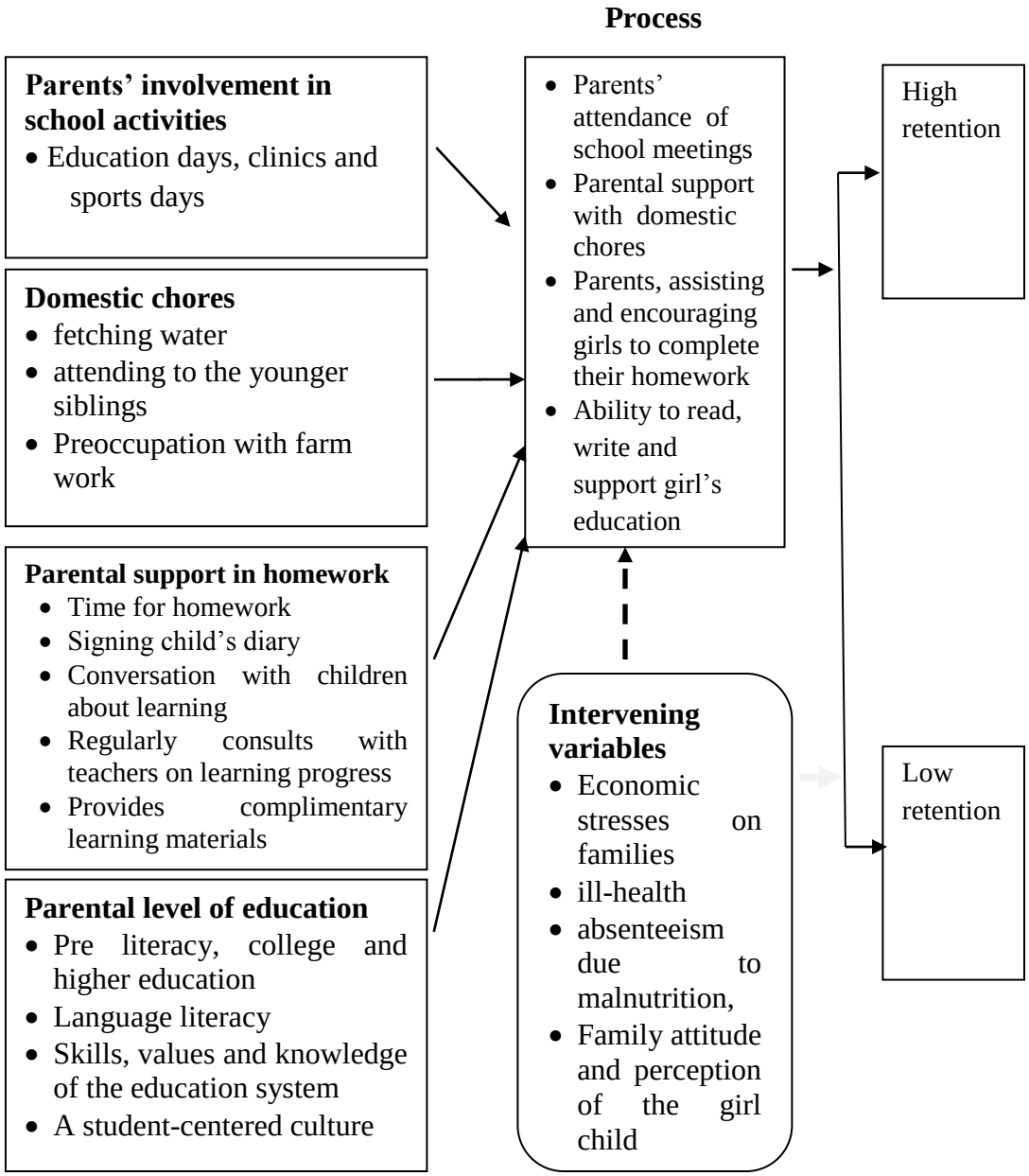

Figure 2: Parental factors influence refugee girls' participation in secondary education

When the necessary family care, support and reinforcement at home are coupled with quality teaching and learning process, the outcome is increased participation in schools which is likely to result to increased attainment and high transition rates among girls in secondary schools in Kakuma refugee camp. Factors that promote achievement in schools could have a positive bearing on the retention both in terms of school attendance and transition.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the study area, study design, study population sample size and sampling techniques, data collection methods and data analysis. The chapter finally discusses the ethical considerations guiding the study.

3.2 Research design

Research design according to (Kothari, 2004) is the relationship of data collection and analysis conditions in a way that combines relevance to the purpose of the study with process economy. The study adopted descriptive survey design to collect data. 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. Data was collected using interview schedules and questionnaires and was analyzed using descriptive statistics such as frequency of occurrence and percentages. The independent variables were taken as school meetings attended, support with homework, parental education level and involvement in household chores. The dependent variable is girls' participation in schools.

3.2 Target Population

In the view of (Tromp and Kombo, 2006) the target population describes the number of target population available from which a researcher attempts to select a sample for the study. This study targeted Form 3 and 4 girls in five UNHCR supported schools in Kakuma refugee camp, 5 school head teachers, 5 class teachers and two focus group discussions, FGDs for boys.

Table 3.1: Target Population

SCHOOL		**Form 3**		**Form 4**		**Total**	
		N	**%**	**N**	**%**	**N**	**%**
School A	Boys	616	76.7	396	75.6	2,560	72.7
	Girls	187	23.3	128	24.4	962	27.3
School B	Boys	780	97.1	117	90.7	2,042	87.1
	Girls	43	5.4	12	9.3	303	12.9
School C	Boys	279	89.7	300	81.3	1,498	79.7
	Girls	62	19.9	69	18.7	382	20.3
School D	Boys	381	80.7	250	87.7	1,454	74.3
	Girls	91	19.3	35	12.3	503	25.7
School E	Girls	84	100.0	74	100	352	100
Totals	**Boys**	**2,056**	**81.5**	**1,063**	**77.0**	**3,119**	**79.9**
	Girls	**467**	**18.9**	**318**	**23.0**	**785**	**20.1**
Grand Totals		**2,523**		**1,381**		**3,904**	**100.0**

Source: Windle International Kenya, School Data, 2018

3.3 Sample Size and Sampling Procedure

The study used cluster and purposive sampling techniques to determine the population for the study. Five secondary schools were identified through cluster sampling focusing on girls at Forms 3 and 4 whose total population was 3904 refugee girls. The sample size was calculated using the fishers' formula.

Purposive sampling on the other hand enabled the researcher to handpick the respondents for the Focus group discussion for boys from the same classes on the basis of his judgment. All the head teachers of the sampled schools and class teachers were included.

Sample size calculation:

n=z (squared) pq where SD= 0.5 (1.96) / d (Squared)

p= Proportion target population =50% (0.5)

Desired sample size =standard deviation

q= 1-p = 1-0.5 = 0.5; d = degree of accuracy

n=1.96(squared)*0.5*0.5 / 0.05*0.05 = 384.16 = 385

Tentative sample size = **385**

For population below 10,000; nf = n. n= desired sample size (385); N = Estimate of population= 785 1+n/N

Nf= 385/1+385/785 = 385/1.48 = 260 girls

Table 3.2: Form 3 and Form 4 Girls Enrolment in the Sample Schools

Name of School	F 3 Girls	F 3 Sample	%	F 4 Girls	F 4 Sample	%
A	187	60	32.1	128	43	33.6
B	43	14	32.6	12	5	33.3
C	62	20	32.3	69	23	33.3
D	91	30	33.0	35	13	37.1
E	84	28	33.3	74	24	32.4
Total	**467**	**152**	**32.5**	**318**	**108**	**33.6**

N=260

3.4 Data Collection Instruments

The study adopted both qualitative and quantitative data collection techniques. This was in form of interview schedules and questionnaires for the survey research design. This were supplemented by a family of qualitative research techniques such as key informant interviews, focused groups discussion, institutional mapping, detailed review of various sources of secondary data (studies, report and other documents with relevant information for example evaluation reports carried out in the refugee camps in Kenya) among others. The researcher formulated the questionnaire and interview schedules which were vetted by a panel of experts in the field, from the University of Nairobi. A pilot

study was carried out on 5% of the intended sample size to ensure the questions are designed to achieve the desired end.

Actual data collection was preceded by primary field work in the selected sites. The following measures were undertaken in order to get information: Proper formulation of questions in order to avoid ambiguity, proper sequencing of questions in the schedule and general practicality. Information generated during the field work was used to streamline key research instruments. The questionnaire was both open and closed ended.

3.5 Validity of the research instrument

Validity is seen as a measurement of the extent to which disparities with a measuring instrument show true differences between the measured items (Kothari, 2005). According to (Mugenda and Mugenda, 2003), an instrument is validated by proving that its items are to greater degree representatives of the characteristics it is supposed to measure. (Heffner, 2014) too indicates that validity is measuring what was truly intended to measure. In determining the validity of the research tool, the development of the questionnaire underscored an adequate representation of the study objectives. The study verified content validity using expert judgment through the supervisors who were connoisseurs in the area of study. To improve the validity of the instruments, the study conducted a pilot study in which the instruments were tested in one school and then followed by a discussion with the respondents who verified understanding

the questions. The study then factored in the corrections as per the discussion and came up with more relevant set of instruments before embarking on the actual data collection exercise.

3.6 Reliability of the research instrument

The reliability of an instrument is a measurement of the versatility with which a research instrument tends to result in the same time interval when administered to the same group (Kothari, 2005). It is a measure of how consistent results or data an instrument produces after repeated tests (Mugenda and Mugenda, 2003). The study administered the questionnaire once and repeated again after two weeks. The scores were then used to calculate the Pearson's product moment correlation coefficient (r) and results interpreted. The formula used to calculate the Pearson's moment correlation coefficient was:

$$r = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{[N\Sigma x^2 - (\Sigma x)^2][N\Sigma y^2 - (\Sigma y)^2]}}$$

Where:

N	=	number of pairs of scores
Σxy	=	sum of the products of paired scores
Σx	=	sum of x scores
Σy	=	sum of y scores
Σx^2	=	sum of squared x scores
Σy^2	=	sum of squared y scores

Positive correlation demonstrates that both variables actually reduce together, while negative correlation indicates that one variable decreases and vice versa as one variable increases. The reliability coefficient for research instrument was

0.83 which indicates that, should a similar study be conducted; the results would be more or less alike.

3.7 Data Analysis Techniques

(Tromp, 2009) noted that data collection is vital in everyday living and comprehensive data about the characteristics of the population gives clarity of fact .The methods used in data analysis are influenced by whether the research is qualitative or quantitative. Data was coded and entered into SPSS version 21. The analysis of qualitative data was carried out through measures of central tendencies like mean, and dispersion. Inferential statistics such as correlation analysis was used to determine the statistical relationship between groups.

3.8 Ethical Considerations

According to (Resnik, 2011), ethics refers to behavioral standards which differentiate acceptable from unacceptable behaviour. The researcher was careful to observe ethical issues relating to this particular study. Confidentiality and anonymity were observed in the course of the study. The questionnaires had an introduction section where the respondents were assured of the confidentiality and anonymity of the responses given. They did not put their names anywhere in the paper, to ensure anonymity. The researcher obtained a written letter from the institution for introduction. In addition, permission was sort from the government through application and issuance of the research permit.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

4.0 Introduction

Chapter four presents the findings of the study; influence of parental involvement on refugee girls' retention in secondary schools in Kakuma refugee camp. The study findings follow the objectives of the study; demographic information, influence of parental participation in schools' meetings and girls' retention; domestic chores effect on refugee girls' retention; involvement of parents in students' homework affects retention and parental level of education contribution to retention.

4.1 Questionnaire Rate of Return

Table 4.1 provides the information regarding the sample size and the questionnaires completed and returned:

Table 4.1 Return Rates

Respondents	Sample	Returned	Return%
School A	109	108	99.1%
School B	62	61	98.4%
School C	33	32	97.0%
School D	34	33	97.1%
School E	22	19	90.5%
Total	**260**	**253**	**97.7%**

The sample size of the study was 260 girls, 5 secondary school principals, 5 KII teachers, and 5 FGD Boys. The study presented 254 questionnaires to the girls' respondents and 4 secondary school principals, 3 teachers from the target schools and 2 FGDs conducted with the boys from the schools. Analysis shows the returned questionnaires as 253 which represents 97.7% rate of return which was considered appropriate for analysis and presentation. The return rates were considered reliable for the study as they were above 70% (Best and Kahn, 2006).

4.2 Demographic Information of the Respondents

To present accurate information and enhance validity of the study, it was necessary to collect data from various sources. 260 girls were sampled out in the sample schools. All the principals were interviewed as key informants as well as the class teachers. Two focus groups for boys were also included for

triangulation. The demographic information include: the age of the respondents and the population of the girls in each of the classes.

The researcher sought to find out the ages of the respondents. Table 4.2 presents the age brackets of the Form 3 and Form 4 girls who participated in the study.

Table 4.2: Ages of the Respondents

Ages	**Frequency (f)**	**Percent (%)**
Below 16	1	0.4%
17-20	153	60.5%
21-25	93	36.8%
Above 26	6	2.4%
Total	**253**	**100.0%**

Most of the respondents were from the age category of (17-20 years) 60.5%. The average ages of respondents were high for refugees, which refers to the general population of secondary school students within the refugee camps in the region. The education system in Kenya recognizes the ages of 14-18 years as secondary school age. The refugee girls' ages were way above (Mutegi, Muriithi, & Wanjala, November, 2017). However, UNESCO Institute of Statistics puts the ages of secondary school students as 12-17 years (UNESCO Institute of Statistics, 2018).

The researcher asked the respondents to indicate the number of girls in the sample schools and classes. Table 4.3 below shows the feedback received:

Table 4.3: Average population of girls in classes in Kakuma refugee camp secondary schools

Name of school	Mean	N	Std. Deviation
School A	65.77	74	52.463
School B	35.88	42	6.582
School C	48.00	22	21.383
School D	25.10	29	22.259
School E	51.80	5	19.215
Total	**48.94**	**172**	**39.906**

The class enrollment is highest in School A with a mean 65.8 and the lowest is School D with 25.1. On overall, the student retention is on a mean of 48.9 for all the schools under study.

The researcher also sought to find out the reasons for drop out of girls in class. Several of them were given including forced and arranged marriages which are prevalent among the Somali and Dinka communities cultural set up. Others were: teenage pregnancy among the refugee girls, resettlement to other countries

by UNHCR and others transferred schools. Some dropped out due to school fees, unsupportive parents and health challenges for students, lack of teachers and learning materials among others were mentioned as leading to drop out.

Several scholars have mentioned a number of reasons for high dropout rate among girls in secondary schools to inlcude early marriage, pregnancy rates and HIV rates (Mwingirwa, 2014). Early marriage is a product of socio-cultural norms and practices and value placed upon bride wealth influenced parents to marry off their daughters before maturity (Akinyi, 2013).

4.3 Parental participation in schools' meetings and girls' retention in secondary education

The study sought to find out the parental participation in school meetings and girls retention in secondary school education. The researcher asked several questions to elicit response on ways through which parents are involved in supporting participation of girls in education, whether or not schools held parents-teachers meetings and prioritized girls' education, parents involvement in new initiatives in school and mode of communication, frequency of invites to the school to discuss learning progress of their girls, holding of education days and roles of PTAs in participation of girls in education.

The researcher also sought to find out if parents discuss matters related to education with the refugee girls. The responses are shown in Table 4.4.

Table 4.4: Parents of refugee girls in discussing matters related to refugee girls' education

Parents' discuss with girls about schooling	Frequency (f)	Percent (%)
Daily	58	25.3
Weekly	15	6.6
Fortnightly	4	1.7
Monthly	29	12.7
Termly	97	42.4
Semi-annually	6	2.6
Yearly	20	8.7
Total	**229**	**100.0**

Majority of the respondents indicated that parents discuss matters related to schooling on a termly basis 42.4%. However, 25.3% discuss these matters on a daily basis. According to (Lichter et al, 1993), limited time parents and children spend together due to the increase in two earner families and the commensurate parental disregard for children's activities, such as tracking the performance of schools or inculcating academic values, leads to the dropout of students as shown in (Mwingirwa, 2014).

The researcher also asked the respondents to indicate if parents are given information on the things happening in school to enable them be involved and support girls as required. Table 4.5 below is the feedback provided:

Table 4.5: Parents to the refugee girls in Kakuma camp given information on things happening in school

School information given to parents	Frequency (f)	Percent (%)
Yes	173	71.2
No	22	9.1
Sometimes	43	17.7
Do not know	5	2.1
Total	**243**	**100.0**

The majority of the respondents 71.2% indicated that parents are usually given information on what is happening in school about their children. The parents are supposed to be involved in the activities of their children as frequently as possible to address their day to day challenges in school. There's however a significant number of girls, 9.1% who indicated that their parents are not given information and those who noted that only occasionally are they informed of what is happening in school, 17.7%. One of the most important rights of parents is the right to consent to certain actions of the school system in relation to their child (or not to do so) (Parental Consent, 2017).

The researcher too asked the respondents to mention the mode of communication the school was using to reach the parents. Table 4.6 presents the findings:

Table 4.6: Mode of communication with parents of refugee girls in secondary schools in Kakuma camp

Mode of communication	**Frequency (f)**	**Percent (%)**
Phone	13	6.1
Newsletter	44	20.8
On parade during assembly	5	2.4
Parents are invited to school for meetings	148	69.8
Other	2	9
Total	**212**	**100.0**

The majority of the respondents indicated that communication to parents is done through parents being invited to school for meetings, the figure standing at 69.8%. 20.8% of the respondents indicated that communication is done through newsletters. The findings show that the most ideal means of communicating with the parents is by inviting them to school meetings and providing them with school newsletters.

The communication is confirmed by the head teacher and the class teachers, indicating communication with parents is done through meetings, which are done in all the schools under study, newsletters are also used as well as communication made through students parades. The White Paper, 'Excellence in Schools, 1997' It highlighted three key points to improve the school- home partnership: providing information to parents; giving support to parents; and promoting parental relationships with schools (Excellence in Schools, 1997).

The researcher also sought to find out if the different classes in the sampled schools have PTA representatives. Table 4.7 presents the responses given.

Table 4.7: Parents class representatives in secondary schools in Kakuma refugee camp

Students indicated parents represented	**Frequency (f)**	**Parents representatives**	
		Yes	**No**
School A	Frequency	55	46
	%	54.5%	45.5%
School B	Frequency	54	7
	%	88.5%	11.5%
School C	Frequency	21	7
	%	75.0%	25.0%
School D	Frequency	25	4
	%	86.2%	13.8%
School E	Frequency	16	1
	%	94.1%	5.9%
Total	**Frequency**	**171**	**65**
	%	**72.5%**	**27.5%**

N=236

The study findings show majority of the respondents (72.5%) indicated that there were parents class representatives. School E has the highest percentage (94.1%)

of respondents indicating parents class representatives. The schools are required to involve the parents in school activities as much as possible including being class representatives.

Further, the researcher wanted to find out if the parents guide the refugee girls positively by supporting their participation in education. The findings are as shown in Table 4.8.

Table 4.8: Parents performing duties of guiding students positively and supporting refugee girls' participation in education

Parents guiding girls		**Yes**	**No**
School A	Frequency	41	14
	%	74.5%	25.5%
School B	Frequency	47	6
	%	88.7%	11.3%
School C	Frequency	19	1
	%	95.0%	5.0%
School D	Frequency	15	10
	%	60.0%	40.0%
School E	Frequency	13	3
	%	81.3%	18.8%
Total	**Frequency**	**135**	**34**
	%	**79.9%**	**20.1%**

N=169

The findings show that most of the respondents 79.9% indicated that the parents perform their duties of guiding students positively and supporting girls' retention in school. The majority of respondents 95.0% from School C indicated that parents perform their duties of guiding students positively and supporting girls' retention. The key informant interviews with teachers as well as the boys indicated that all the schools have Parents - Teachers Association, PTAs which represent the teachers, parents and students. The religious diversity is also taken into account. Research has shown that expectations impact on student academic performance. They need to be told directly that both parents and teachers believe that they have the ability to do well. This assumption in them inspires their achievement and their confidence that they can deal with a difficult task or improve their behavior. Students often work hard and act properly to show that their trust in them is legitimate (Kerman, Kimball & Martin, 1980).

(Chemagosi, 2012) concurs and adds that, parents who were involved in their children's education and encouraged them to work hard, supported them and supervised their education performed better than those who did not.

To show the levels of engagement of the parents' representatives, the researcher asked the respondents to mention the frequency of their visits to their classes. Table 4.9 shows their responses.

Table 4.9: The frequency of parents' representatives' visit to schools to encourage refugee girls in education.

PTA visit to schools		Daily	Weekly	Fortnightly	Monthly	Termly	Semi-annually	Yearly	Do not know
School A	Frequency	10	23	7	23	19	1	4	1
	%	11.4	26.1	8.0	26.1	21.6	1.1	4.5	1.1
School B	Frequency	0	8	0	6	22	0	5	0
	%	.0	19.5	.0	14.6	53.7	.0	12.2	.0
School C	Frequency	5	9	0	6	6	2	1	0
	%	17.2	31.0	.0	20.7	20.7	6.9	3.4	.0
School D	Frequency	1	6	2	10	7	0	3	0
	%	3.4	20.7	6.9	34.5	24.1	.0	10.3	.0
School E	Frequency	1	2	0	6	6	0	0	0
	%	6.7	13.3	.0	40.0	40.0	.0	.0	.0
Total	**Frequency**	**17**	**48**	**9**	**51**	**60**	**3**	**13**	**1**
	%	**8.4**	**23.8**	**4.5**	**25.2**	**29.7**	**1.5**	**6.4**	**0.5**

N=202

The majority of the respondents (29.7%) indicated that the parents' representatives visit schools termly. This varied from one school to another, for instance in School A the majority of respondents 26.1% indicated parent

representatives' visit schools weekly and monthly. For School B most respondents 53.7% indicated that parent representatives' visit the schools termly. In School C, the majority of respondents 20.7% indicated that the parent representatives' visit schools monthly and termly. For School D the majority of respondents, 34.5% specified that parent representatives visit schools monthly and termly basis. For School E the majority of respondents 40.0% indicated that parent representatives' visit schools monthly and termly basis. Epstein, 2009) acknowledged that the participation of parents and families in the education of their children is crucial for the academic achievement of the students. Allen, 2005) further argues that such a commitment signals a shift away from the century - old model school of the factory that rarely invites parents to school.

The researcher further asked the respondents to state if they engage in activities with their teachers and parents. The feedback, in Table 4.10 show that the activities undertaken jointly include games, academic oriented activities, cultural events, school social events and general school events.

Table 4.10: Refugee girls engaging in school activities with parents and teachers.

Engaging in activities with parents	**Frequency (f)**	**Percent (%)**
Yes	194	81.2
No	45	18.8
Total	**239**	**100.0**

The findings show that most of the respondents 81.2%, they engaged with their parents and teachers in school activities. Parents get to understand issues that lead to drop outs and thus address them within their households. Better yet, teachers are also affected positively if parents are interested. Involved parents promote positive classroom behavior, make sure children do their schoolwork, help them be more structured, enforce disciplinary procedures, and validate their effort (Harvard Family Research Project, 2005).

The respondents were further asked to state if the extra-curricular activities enhance their participation in education. Table 4.11 shows their responses.

Table 4.11: Extra-curricular activities promoting participation of refugee girls in education

School		**Yes**	**No**
School A	Frequency	95	5
	%	95.0%	5.0%
School B	Frequency	54	3
	%	94.7%	5.3%
School C	Frequency	31	0
	%	100.0%	.0%
School D	Frequency	24	4
	%	85.7%	14.3%
School E	Frequency	14	2
	%	87.5%	12.5%
Total	**Frequency**	**218**	**14**
	%	**94.0%**	**6.0%**

N=232

Most of them, 94.0% indicated that engaging in activities with parents and teachers help to promote learning and schooling retention. This varied in various schools, most respondents indicated activities help to promote learning and schooling retention, the lowest being 85.7% and the highest being 100.0%. The respondents indicated that these activities motivated them to continue learning,

due to improved confidence and self- esteem, development of talent and career modeling, parents and teachers encouraging learners and improved stakeholder relationship between the teachers, parents and students. Although there are many and different reasons why students leave schools, they were the most common. Higher education staff can develop efficient and cost- effective programs to increase retention rates and help students stay in school by comprehending these unique challenges (McAughttrie, 2016).

4.4 Domestic Chores influence Refugee Girls' Retention in secondary education

The researcher sought to find out how domestic chores affected refugee girls retention in secondary education. The researcher asked the respondents if they are given school work to do at home; whether or not they take completed assignments to school and reasons for non - completion if any. The researcher also wanted to find out if their brothers help out with home chores and what reasons are advanced for those who do not take part.

Table 4.12 provides the feedback provided regarding the respondents' involvement in domestic chores at the expense of homework.

Table 4.12: Refugee girls engaging in domestic work at the expense of homework

Students perform Domestic chores	**(f)**	**Yes**	**No**
School A	Frequency	86	11
	%	79.6%	10.2%
School B	Frequency	59	1
	%	96.7%	1.6%
School C	Frequency	Frequency	Frequency
	%	78.1%	12.5%
School D	Frequency	26	2
	%	78.8%	6.1%
School E	Frequency	17	1
	%	89.5%	5.3%
Total	**Frequency**	**213**	**19**
	%	**84.2%**	**7.5%**

N=232

Most of the respondents 84.2% indicated they conduct house chores. This varied in all the secondary schools under study with the most respondents from School B (96.7%) and the lowest School D (78.8%). The head teachers and teachers confirmed that the reasons for non- completion of homework was due to too much of domestic chores, lack of lighting at home, some girls have children and

hence extra responsibilities of taking care of their children and general disobedience.

Parents assigned more household activities to girls than boys thus considerably affecting their education and therefore making them develop a gender bias and resulted in lack of time for doing school activities such as homework. The study recommends that the humanitarian agencies should collaborate with local and refugee communities to mobilize resource for constructing dormitories for girls to reduce the problems of girls spending more time and energy doing household activities (Emmanuel, 2015).

The respondents were further asked if they go to school with completed assignments. Table 4.13 presents their responses.

Table 4.13: Refugee girls coming to school with completed homework

Students complete homework		**Yes**	**No**
School A	Frequency	70	28
	%	64.8%	25.9%
School B	Frequency	34	25
	%	55.7%	41.0%
School C	Frequency	15	13
	%	46.9%	40.6%
School D	Frequency	11	19
	%	33.3%	57.6%
School E	Frequency	10	7
	%	52.6%	36.8%
Total	**Frequency**	**140**	**92**
	%	**55.3%**	**36.4%**

N=232

Most of the respondents 55.3% come to school with completed work. This also varied by school the highest being school A 64.8% of respondents indicating they come to school with completed work. However, it has to be noted that most

respondents 57.6% from School D indicated they don't come to school with completed work. The majority of the girls interviewed gave reasons for not completing the assignment at home as a lot of house chores. Some of the household activities included cooking, collecting firewood, fetching water, washing clothes among others. When the chores are completed, the girls are already fatigued to do school work. Others indicated they were the only girls in their households and hence cultural household responsibilities fall upon her. Most households within the refugee camps lack sufficient lighting to enable the girls to do their assignments at night.

Several other reasons mentioned included peer pressure, lack of reading passion and concentration, lack of learning materials such as books, influence and distraction by social media (facebook, whatsapp and instagram), noisy home environment and long distances of travel from school. The remedy to the homework problem always starts with a precise diagnosis and acknowledgement of your child's requirements. Parents should never imagine a child resisting homework is "lazy." (Barish, 2012).

The researcher sought to find out if boys too are involved in homework as this would help balance out the work among both boys and girls in families. Table 4.14 gives the feedback.

Table 4.14: Refugee girls supported by their brothers in doing households chores.

Brothers assist with chores		**Yes**	**No**
School A	Frequency	26	69
	%	24.1%	63.9%
School B	Frequency	7	51
	%	11.5%	83.6%
School C	Frequency	4	28
	%	12.5%	87.5%
School D	Frequency	8	21
	%	24.2%	63.6%
School E	Frequency	5	13
	%	21.1%	68.4%
Total	**Frequency**	**50**	**182**
	%	**19.4%**	**71.9%**

N=232

The majority of respondents 71.9% indicated that the brothers do not support them in performing the household activities. This varied from one school to another, the highest response for do not support being School B 83.6% and the lowest being 63.3%. The reasons given by the majority of the girls was the

cultural responsibility of girls to perform house chores which is not the case for boys. This hindered the girls from engaging comprehensively in academic activities. Feedback from the head teachers and class teachers too indicated that majority of members of community perceive doing house chores as the girls' responsibility.

Parents want their children to grow up to be responsible adults. But when they neglect giving boys household chores, it teaches them that they can get away with making a mess and worse still, which the girls will clean up after them, and girls learn that housework is their responsibility. (Human Rights Watch, 2013).

4.5 Involvement of Parents in the Refugee Girls' Homework and Retention in Secondary education

The researcher study sought to find out the involvement of parents in students homework and how it affects retention. The researcher asked the respondents of their opinions with regards to the support they receive from parents in doing their homework, parents' follow up with the teachers in school on their education, communication from school to the parents and if fun activities are provided to involve parents.

Table 4.15 presents the responses on whether or not parents encouraged the refugee girls to complete their homework.

Table 4.15: Parents encouraging girls to complete homework

Girls encouraged to complete homework		**Yes**	**No**	**Sometimes**	**Not sure**
School A	Frequency	45	36	16	3
	%	41.7%	33.3%	14.8%	2.8%
School B	Frequency	32	16	11	0
	%	52.5%	26.2%	18.0%	.0%
School C	Frequency	17	6	5	0
	%	53.1%	18.8%	15.6%	.0%
School D	Frequency	13	12	2	0
	%	39.4%	36.4%	6.1%	.0%
School E	Frequency	1	10	2	0
	%	5.3%	52.6%	10.5%	.0%
Total	**Frequency**	**108**	**80**	**36**	**3**
	%	**42.7%**	**31.6%**	**14.2%**	**1.2%**

N=227

Most respondents 42.7% indicated that parents encourage them to complete their homework. Most respondents 53.1% from School C indicated that their parents encourage them to complete their homework while most respondents 52.6% from School E indicated that parents do not encourage them to complete their homework. The respondents indicated that the parents advised and encouraged

them to learn and provided them with ample time to study by taking over and relieving them of household responsibilities. In some cases parents hired house helps to free the girls of the house duties for them to concentrate on learning. The parents also provided them with basic needs like uniforms, food, lighting, sanitary towels, text books and revision books to support their learning. Those who did not have the support from parents mentioned the need for lighting to study when dark, desire to have learning materials such as pens, exercise books and revision books, to be relieved of household activities to enable them concentrate in learning, desired to get support in the payment of tuition fee and encouragement and moral support. The parents who frequently check their children's homework were positively related to students' academic achievement (Mudibo, 2014).

The respondents too were asked to indicate if the parents follow up with the teachers regarding the homework. Table 4.16 is a breakdown of the responses they provided.

Table 4.16: Parents follow up with teachers on homework for refugee girls

Parents follow up with teachers	**School A**		**School B**		**School C**		**School D**		**School E**		Total	
	F	%	F	%	F	%	f	%	f	%	f	**%**
No, s/he doesn't	39	40.2	22	36.1	10	35.7	14	51.9	7	46.7	92	**40.4**
Yes, signs my diary	20	20.6	6	9.8	6	21.4	5	18.5	3	20.0	40	**17.5**
Talks teacher on phone	4	4.1	2	3.3	2	7.1	0	0.0	0	0.0	8	**3.5**
Visits school sometimes	20	20.6	1	1.6	6	21.4	4	14.8	1	6.7	32	**14.0**
Buys me text books	6	6.2	16	26.2	0	0.0	1	3.7	0	0.0	23	**10.1**
Discusses home work	1	1.0	2	3.3	1	3.6	1	3.7	0	0.0	5	**2.2**
Tells me to do the homework after chores	5	5.2	11	18.0	3	10.7	1	3.7	1	6.7	21	**9.2**
Asks me to do homework in school	2	2.1	1	1.6	0	0.0	1	3.7	3	20.0	7	**3.1**
Totals	**97**		**61**		**28**		**27**		**15**		**228**	**100**

The researcher sought to find out if the parents encourage their girls to complete homework. On overall, the majority of the respondents indicated that 40.4%

parents don't follow up with teachers on homework. However, in three schools School A 20.6%, School C 21.4% and School E 20.0%, more than 20% of the respondents indicated that parents/guardians followed up with teachers on homework of their children. The teachers interviewed too concur with the fact that most of the parents only appear in schools to attend to disciplinary issues by their daughters when threatened with losing their space in schools. The respondents noted that most of the parents are reluctant when it comes to follow up on their girls' education. Addressing this challenge during parent's meetings would be a good way of ensuring an amicable way forward.

The researcher further asked the respondents if schools inform parents about the refugee girls' progress in education. Table 4.17 is the breakdown of their feedback.

Table 4.17: School keeps parents informed about the learners' progress in schools

Parents informed of learning progress	**(f)**	**Yes**	**No**	**Not sure**
School A	Frequency	38	43	12
	%	40.9%	46.2%	12.9%
School B	Frequency	15	36	7
	%	25.9%	62.1%	12.1%
School C	Frequency	5	16	6
	%	18.5%	59.3%	22.2%
School D	Frequency	10	13	2
	%	40.0%	52.0%	8.0%
School E	Frequency	2	10	2
	%	14.3%	71.4%	14.3%
Total	**Frequency**	**70**	**118**	**29**
	%	**32.3%**	**54.4%**	**13.4%**

N=217

The researcher asked the respondents if the parents follow up with teachers on homework. Most respondents 54.4% indicated school teachers don't keep parents informed about the student school learning. The findings further show that most respondents, 71.4% from School E indicated that teachers do not

inform parents about the students learning in order to support them. The ideal position is that the teachers are expected to provide constant information about the girls to the parents and vice versa.

Keeping parents informed is a year-long responsibility, but one that has huge potential to make a positive difference in a child's educational experience. Parents don't need to be sitting in the classroom to help their child, but they do need to know what to expect from their children. Connecting with them through positive communication helps reinforce the right academic habits and classroom behavior that will help students succeed. Telephone calls, email, class Web sites, newsletters, and handwritten notes are all effective ways to maintain communication with parents. (Keeping Parents Better Informed, 2014).

The researcher asked the respondents to indicate if the school provides fun activities for them to engage with their parents at home. Table 4.18 is a summary of the findings:

Table 4.18: School providing specific fun activities to students to do at home with their parents

Fun activities	**Frequency**	**Yes**	**No**	**I do not know**
School A	Frequency	14	70	2
	%	16.3%	81.4%	2.3%
School B	Frequency	11	48	0
	%	18.6%	81.4%	.0%
School C	Frequency	5	20	0
	%	20.0%	80.0%	.0%
School D	Frequency	9	17	0
	%	34.6%	65.4%	.0%
School E	Frequency	6	8	0
	%	42.9%	57.1%	.0%
Total	**Frequency**	**45**	**163**	**2**
	%	**21.4%**	**77.6%**	**1.0%**

N=210

The majority of the respondents 77.6% indicated that the school does not provide specific fun activities to students to do at home with their parents. There was an indication that two schools; School D (34.6%) and School E (42.9%) somehow the respondents indicated that the schools provided specific fun

activities to the students to do at home with their parents. Some of the activities mentioned by respondents included cultural dance, singing, entertainment, sports and games. Others included storytelling, playing which also included TV watching in school and home for fun.

It is not only that homework itself can be harmful to young children, it is also that homework replaces other fun, active learning and vital activities, which help them improve into healthy, happy adults (Smock, 2013).

4.6 Parental Level of education's and Influence on Retention of Refugee Girls in education

The researcher aimed at investigating the parental level of education and its contribution to retention of girls in secondary schools in Kakuma camp. The researcher asked the respondents about their parents' levels of education, the ease with which they follow meetings held in English and the languages they prefer for school meetings. They were also asked to explain the parents' lack of active participation in their education, if that was their perception. Responses from the head teachers and class teachers show that the determination of the school management towards retention of girls in schools cannot be over-stated. The teachers work towards protecting the girls from anti-social behavior, early marriages and pregnancies, ensure school attendance at all times and also provide a safe and conducive learning environment.

(Kamau, 2013) has noted that parent's education has some influence on the student's beliefs and behavior leading to positive outcomes. (Eccles and Davis-Kean, 2005) concur and add that, parents learn something during their own schooling that influences the way in which they interact with their children around learning activities. Education also influences their skills, values and knowledge of the education system, which improves their ability to intervene on their children's behalf.

(Gratz, 2006) in his study shows that parents who have already completed high school and have gone on to receive extra schooling understand the pressures and stresses of the school and are better equipped to deal with their children during school. They have far less stress in their lives because they make more money while spending less money than those who could not finish high school for one strange reason or another. They also provide improved role modeling for their children (Kamau, 2013). If parents can trust schools and neighborhoods to provide their children with many learning opportunities and few risks, they will probably enable their children to fully participate. (Eccles and Davis, 2005).

The researcher also sought to find out the levels of education of the refugee girls in the sample schools and classes. The responses were as shown in Table 4.19.

Table 4.19: Refugee girls' parents level of education influence on retention of refugee girls in education

Parents' level of education		No school	Lower primary	Upper primary	Secondary College / University	Not sure	I have no parent
School A	Freq.	43	17	9	13	15	2
	%	43.4%	17.2%	9.1%	13.1%	15.2%	2.0%
School B	Freq.	29	6	7	7	10	2
	%	47.5%	9.8%	11.5%	11.5%	16.4%	3.3%
School C	Freq.	15	2	1	5	5	0
	%	53.6%	7.1%	3.6%	17.9%	17.9%	.0%
School D	Freq.	14	3	1	4	7	0
	%	48.3%	10.3%	3.4%	13.8%	24.1%	.0%
School E	Freq.	10	0	1	1	3	0
	%	66.7%	.0%	6.7%	6.7%	20.0%	.0%
Total	**Freq.**	**111**	**28**	**19**	**30**	**40**	**4**
	%	**47.8%**	**12.1%**	**8.2%**	**12.9%**	**17.2%**	**1.7%**

N=232

The majority of the students' respondents 47.8% specified that their parents had not gone to school while 12.9% specified that their parents' highest level of

education was secondary college /university education. The findings by (Akinyi, 2013) shows that parents level of education was a factor that supported the parents with the desire to have their children enrolled in schools for education.

Further, the researcher asked the respondents to indicate if their parents understood school meetings held in English. Table 4.20 shows their responses.

Table 4.20: Parent (s) understanding of meetings held in English

Meetings held in English	**Frequency**	**Percent (%)**
Yes	107	47.3
No	117	51.8
No parents/guardian	2	.9
Total	**226**	**100.0**

Most of the girls' respondents 51.8% indicated that their Parent (s) /guardians would not understand meetings held in English. For their part, parents are sometimes hesitant to become involved in school because they don't have extra time or because they don't speak fluent English. But "the biggest problem is the disconnect between the school and the families," says Salinas. "Parents believe that they are not welcome. It comes in part from their own education history. They often have had a less-than-satisfactory experience with their own schooling, and so they don't feel like [being involved] is guaranteed to be a good experience." (Johnson & Duffett, 2003).

The researcher sought to find out if the parents would prefer to have meetings held in a different language other than English. Table 4.21 shows their feedback.

Table 4.21: Prefer school meetings be held in a different language

Prefer different language	**Frequency (f)**	**Percent (%)**
Yes	160	73.7
No	57	26.3
Total	**217**	**100.0**

Most of the respondents 73.7% indicated that their parents would prefer meetings to be held in a different language other than English. The more committed parents are to their children's education, the more likely they are to accomplish academic achievement (Harris and Goodall, 2008).

The respondents were also asked to mention in what language their parents would prefer to have school meetings conducted. Table 4.22 presents their responses.

Table 4.22: Languages preferred for use in communication with parents

Language preferred	Frequency (f)	Percent (%)
Acholi	1	0.7
Arabic	52	34.2
Dinka	15	9.9
English	7	4.6
Kiswahili	42	27.6
Local language	15	9.9
Nuer	4	2.6
Rwandese	1	0.7
Somali	15	9.9
Total	**152**	**100.0**

The findings show that most of the respondents prefer use of Arabic 34.2%, use of Kiswahili 27.6%, Dinka, Somali and Local language 9.9% each. Much too often parents ' social, economic, linguistic and cultural practices are more serious than highly valued knowledge. Schools should focus on ways to attract parents. If schools explain the different ways in which they value the language, culture and knowledge of parents in societies, parents can accept school requests more readily (Clark 1983, Delgado-Gaitan, 1991).

Finally, the researcher asked the respondents to mention the reasons they feel could explain the lack of active involvement of parents in their education. Table 4.23 provides their responses.

Table 4.23: Reasons for lack of active involvement in students' education

Lack of active involvement		**No education**	**Doesn't understand English**	**Bad experience in school**	**No parent/ guardian**
School A	Frequency	26	32	12	0
	%	37.1	45.7	17.1	.0
School B	Frequency	15	18	6	2
	%	36.6	43.9	14.6	4.9
School C	Frequency	7	10	3	0
	%	35.0	50.0	15.0	.0
School D	Frequency	12	6	1	0
	%	63.2	31.6	5.3	.0
School E	Frequency	4	11	1	0
	%	25.0	68.8	6.3	.0
Total	**Frequency**	**64**	**77**	**23**	**2**
	%	**38.6**	**46.4**	**13.9**	**1.2**

N=166

Most of the respondents 46.4% indicated the reasons for lack of active involvement in students' education because they did not understand English. Disaggregated by school, School E had the most respondents 68.8% had the same reason of not understanding of English. The head teachers and teachers indicated that most parents lacked interest in supporting their children mostly due to low academic levels. Some humanitarian agencies and private enterprises have started literacy classes and English as foreign language classes, EFL to help improve this.

The involvement of parents leads to other positive results, such as better attendance at school, better schoolwork and higher graduation rates **(**OERI, 1989**).**

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides information on the summary of the main findings of the study. The conclusions of the study is also provided and drawn from the findings. Based on the findings of the study, recommendations are provided which supports the study; 'Influence of parental involvement on refugee girls' retention in secondary schools in Kakuma refugee camp, Turkana County, Kenya.' Finally, the chapter suggests areas for further research which will contribute to creating a good learning environment for refugee students, especially girls within the refugee camps.

5.2 Summary of the study

The study focused on the influence of parental involvement on refugee girls' retention in secondary schools in Kakuma refugee camp, Turkana County, Kenya. The purpose of the study was to determine the role of parents' involvement on refugee' girls' retention in school. The study objectives included the influence of parental participation in schools' meetings and girls' retention; domestic chores influence on refugee girls' retention; involvement of parents in students' homework and retention as well as parental level of education contribution to retention. The study was based on a descriptive research design.

A sample of five schools was selected for the study. Data was collected from girls' from the sampled schools using questionnaires. Focus group discussions for boys were conducted while the teachers and head teachers were the key informants.

5.3 Summary of Findings

The mean ages of respondents was indicated as 20.3 years which is quite high compared to the standard ages of secondary school students in Kenya which 14-18 years. Data was collected from 253 respondents from the sampled schools in the rates of School A 42.7%, School B 24.1%, School C 12.6%, School D 13.0% and School E 7.5%. The average number of students in class was 92.6 for the secondary schools under study. The student retention is on a mean of 48.9 for all the schools under study. With specific reasons provided as forced marriage, teenage pregnancy, lack of school fees following introduction of cost sharing with regards to the financial obligation of the school in 2018, unsupportive parents and health challenges for students, lack of teacher, lack of learning materials and distance to school.

Regarding parents' participation in school meetings, the findings show that parents discuss matters related to school with their children on a termly basis 42.4%. This was confirmed with the head teachers and class teachers most of them indicting that the meetings are organized on a termly basis. The majority of the respondents (71.2%) indicated that parents are usually given information

on what is happening in school about their children mostly, as indicated by 69.8% of the respondents, through pparents being invited to school meetings and some through newsletters. The majority of the respondents (72.5%) indicated that there were parents' class representatives. The findings show that most of the respondents 79.9% indicated that the parents perform their duties guiding students positively and supporting girls' retention in school. The majority of the respondents (29.7%) indicated that the parents' representatives visit the school on a termly basis. Most of the respondents 81.2%, engaged with their parents and teachers in school activities. Most respondents 94.0% indicated that the students' activities help to promote learning and schooling retention. Schools must therefore create meaningful parental involvement activities that engage parents in educational decision-making, in leadership roles, and in school governance.

With regards to involvement in domestic chores**,** most of the respondents 84.2% indicated they conduct house chores. Most of the respondents 55.3% indicated that the girls come to school with completed work. The reasons for some not completing the assignment at home were due to house chores at home which included cooking, collecting firewood, fetching water, washing clothes and money others which causes fatigue to the girls. The houses within the refugee camps lack lighting to enable them read at night while most of the parents rarely assist their children. Other reasons mention included peer pressure, lack of reading passion and concentration, lack of learning materials such as books,

influence and distraction by social media (facebook, whatsapp and instagram), noisy home environment and long distances of travel from school. The majority of respondents 71.9% indicated that the brothers do not support them in performing the household activities.

As for support with homework by parents most respondents 42.7% indicated that parents encourage them to complete their homework. At the same time, the parents advised and encouraged them to learn and provided them with ample time to study by taking over and relieving them of household responsibilities. In some cases parents hired house helps to free the girls from the house duties for her to concentrate on learning. The parents also provided them with basic needs like uniforms, food, lighting, sanitary towels, text books and revision books to support their learning. Those did not have the support from parents mentioned the need for lighting to study when dark, desire to have learning materials such as pens, exercise books and revision books, to be relieved of household activities to enable them concentrate in learning, desired to get support in the payment of tuition fee, encouragement and moral support. The findings indicated more challenges to the girls, more so early marriage and sexual harassment leading to teenage pregnancies.

On overall, the majority of the respondents indicated that 40.4% parents/guardians don't follow up with teachers on homework. Most respondents 54.4% indicated school teachers don't keep parents informed about the student

school learning. The majority of the respondents 77.6% indicated that the school does not provide specific fun activities to students to do at home with their parents. Some of the fun activities mentioned by respondents included cultural dance, singing, entertainment, sports and games.

The majority of the respondents 47.8% specified that the parents' level or education is that they had not gone to school while 12.9% specified that their parents' highest level of education was Secondary College /University education. Most of the girls' respondents 51.8% indicated that their Parent (s) /guardians would not understand meetings held in English. Most of the respondents 73.7% indicated that their parents would prefer meetings to be held in a different language other than English such as Arabic 34.2%, Kiswahili 27.6%, Dinka, Somali and Local language 9.9% each. Most of the respondents 46.4% indicated the reasons for lack of active involvement of parents in school activities were due to not understand English. According to related studies, if parents already have- highly developed literacy and numeracy skills and practices and adequate literacy resources at home and in schools, they will have a positive effect on the future of their children.

5.4 Conclusion

In conclusion, it is important to acknowledge the fact that girls in schools in refugee camps do not have a conducive learning environment due to the trauma associated with their being refugees in a foreign land away from home. Therefore, they do not enjoy the full right to education as is enshrined in

Universal Declaration of Human Rights and the other conventions. It was observed that the girls and their parents struggled for the girls to earn some education but their efforts are frustrated by factors emanating from their lives status. The parents' involvement in the students learning is critical to girls' retention in schools. The girls have to be relieved of the heavy burden of household responsibilities which will compromise their education. Learning and getting the motivation of learning requires a good environment from home, peer groups and general conditions including sufficient food stuff, lighting among others.

Literacy issues are very valuable in parental support, as the study carried out shows that parents with a high level of literacy are more involved in their children's education than those with a low level of literacy. Parents who have graduated high school and have gone on to additional schooling comprehend the school's stresses and pressures and are better equipped to deal with their children when they go through school.

The academic performance of girls in high schools is significantly influenced by household activities that force them to be gender - based. Girls carried out household tasks such as cooking food for the whole family, which resulted in a lack of time for school activities such as homework. Last but not least, child marriage not only hinders the hopes and dreams of girls, but also hinders efforts to end inequality and ensure economic growth and fairness. The end of this practice is not just the moral requirement.

5.5 Recommendations

The following recommendations have been made based on the findings of this study.

- Disadvantaged girls including refugee girls need additional support to access education feel motivated and empowered for success.
- Those schools should holding regular meetings with the parents in order to encourage them to support girls and to encourage change of the cultural attitude and perspective of placing the household chores solely to girls.
- Parent participation programs should be well structured and lead to consistent parent involvement, not just a one- time event like a parent-teacher conference, a day of education or other related matters.
- Therefore, schools and home practices that promote parents to participate in the education of their children by giving them sufficient time to do their schoolwork and minimize their involvement in homework are important and need to be improved.
- Humanitarian agencies to work with local and refugee communities to organize resources to build girls ' dormitories to reduce the difficulties of girls spending too much time and energy doing household work

- Literacy classes for the adults are important in helping improve their confidence and increase their understanding and participation in school activities.

5.6 Areas for Further Research

The current study is based on the influence of parental involvement on refugee girls' retention in secondary schools in Kakuma refugee camp, Turkana County, Kenya. This study may not profoundly explain the home based factors that support the retention of secondary schools girls. Therefore, a study is required to exclusively establish the home based factors which determine the refugee girls' retention in secondary schools from the refugee camps.

It is also worth noting that the problem of early and forced marriages among girls in the refugee camp is alarming. It is important for the stakeholders to consider an extensive study in finding out ways in which all key stakeholders can contribute to curbing this vice hence improved retention of girls in secondary schools.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

University of Nairobi,

P.O. Box 30197 – 00100; Nairobi, Kenya.

Date: 18th July 2018

The Head Teachers,

Kakuma Refugee Secondary Schools, Turkana County, Kenya

Thro'

The Country Director, Windle Trust Kenya

P O Box 40521-00100, Nairobi, Kenya

Dear Sir / Madam,

Ref: Data Collection in your School

I am a post graduate student at the University of Nairobi pursuing a Master of Education Degree in Education in Emergencies. As part of the requirement for the fulfillment of the degree award, I wish to conduct a study on 'Influence of Parental Involvement in Education on Retention of Girls in secondary Schools in Kakuma Refugee Camp, Turkana West District, Turkana County, Kenya.'

Your School has been identified to participate in the study. The identity of the people who will participate in the study will remain confidential.

Yours Sincerely,

John Macheche Wekesa

Reg. No. E55/83843/2012

APPENDIX II: QUESTIONNAIRE FOR HEADTEACHERS AND TEACHERS

Introduction: Kindly be honest, the information shared will only be used for the study and will remain confidential. Do not write your name anywhere in this questionnaire (Tick (√) as appropriate)

Section A: Background Information

1. What is your highest professional qualification? …….
2. How long have you been a head teacher / class teacher in your current school?.....
3. Which population of refugees (nationality) do you have in your school/ class? ……
4. What is the total population of girls in your school/ class? ……...

Section B: Parents involvement in school meetings

5. In what two ways do refugee parents get involved in the education of their girls within your school to promote their retention?

   i. ……

   ii. ……...

6. Does your school have scheduled PTA meetings? i) Yes, ii) No iii) Do not know

a) If yes, who are the participants/ members? List at least the different groups they represent

i. ……..

ii. ……..

7. Are parents informed of and involved in new initiatives in school? i) Yes ii) No iii) sometimes iv) Do not know

   a) If yes, how is the information about these initiatives and intended involvement communicated to the parents? i) Phone ii) newsletter iii) on parade during assembly iv) parents are invited to school for meetings

   b) Is there a specific agenda on the education of the girls in the camps? i) Yes ii) No iii) Not sure

   c) If so what are the key concerns regarding girls' retention in school? List at least 3 in the order of priority

      i. …….

      ii. …….

      iii. …….

8. How often do you invite the parents to discuss about their daughters' performances? (i) Fortnightly (ii) Monthly (iii) Termly (iv) Semi-annually (v) Yearly

9. Do the parents respond towards the school when they are invited? i) Yes ii) No iii) sometimes

10. Do the parents' representative in classes perform their duties of promoting retention of girls? i) Yes ii) No iii) sometimes

    a) If yes how frequently do they visit the school? i) Daily ii) weekly iii) fortnightly iv) monthly v) Don't know

b) If not, what reasons do they give? Mention at least 2 reasons

i. ……

ii. …….

11. Do you conduct education days in the school to motivate parents and teachers? i) Yes ii) No

12. 12. Does having the education day improve the retention of girls in your school? i) Yes ii) No Comment on this: .....

13. In your opinion, do the following factors improve retention of girls in your school? Fill in using the key provided after the table:

a) Participation in PTA meetings	
b) Domestic chores (labour)	
c) Support with homework	
d) Parent's level of education	

KEY: SA- strongly agree (5); A-agree (4); N- Neutral (3); D- Disagree (2); SD- Strongly disagree (1)

14. Mark the statements in each of the categories A and B that are true of your school PTA in supporting girls' retention in schools using the key provided below the table:

a) Provide a supportive environment for learning and development of children	
b) Provide resources, e.g. physical facilities such as classrooms, toilets,	

furniture, playground	
c) Pay teachers for additional teachers required	
d) Protecting the children and ensuring their safety and security	
e) Actively organise school fund-raising events and manage the fundraisers.	
f) Mobilize parents to enrol children	
g) Solve problems faced by teachers, support staff and children	

KEY: SA- strongly agree (5); A-agree (4); N- Neutral (3); D- Disagree (2); SD- Strongly disagree (1)

Section C: Domestic chores and refugee girls' education

15. Are students given assignments to do from home after school? i) Yes ii) No

16. Do the girls often come to school with completed work? i) Yes ii) No

a) For those who do not complete their assignments, what reasons do they give as hindrances at home? List at least 2 in order of their prevalence among households represented in school.

i. ……

ii. ……

17. Do the boys help with house work at home as well? If not, what reasons are given?

i. ……

ii. ……

Section D: Supporting with Homework

18. Do the parents often follow up with the teachers regarding the homework for their children? i) Yes ii) No

a) If Yes, explain how this is done……

b) If No, briefly explain why you think they do not……..

19. Does the school and teachers keep parents informed of what they will be teaching in school so that parents can discuss this with their children at home? i) Yes ii) No iii) Not sure

20. Does the school provide specific fun activities for the parent/s do at home with their children? i) Yes ii) No

a) If Yes, Mention at least 2 of them.

i. ……

ii. ……

Section E: Parents' level of literacy

21. Do parents/guardians follow easily (understand) meetings held in English? i) Yes ii) No iii) Some iv) Most of them v) All of them

22. Would they prefer school meetings being held in a different language? i) Yes ii) No iii) Don't know.

a) If so, which language? (Mention……)

23. Which of the following do you think is the reason for most of the parent's lack of active involvement in their children's learning both at home and in school? i) No education, ii) Does not understand English iii) Had a bad experience in the school iv) lack of interest

APPENDIX III: QUESTIONNAIRE FOR REFUGEE GIRLS

Respond to the questions in the questionnaire by putting a tick ( ) or by filling in the empty spaces. Please note that all answers you give are correct according to your opinion.

Section A: Background information

1. What is your age? ……

2. Name of your school.....

3. How many students are in your form / class this year 2018? .....

a) How many of those who were admitted in form one with you are with you now in your class? …….....

b) If the number decreased, list 2 reasons for the decrease?

i. ……..

ii. ……

4. If the number increased, what caused the increase? ……..

Section B: Attendance and participation in school meetings

5. How often does your parent discuss with you on matters related to your schooling e.g your performance in school? i) Daily ii) weekly (iii) Fortnightly (iv) Monthly (v) Termly (vi) Semi-annually (vii) Yearly

6. Are your parents given information on things happening in school?

i) Yes ii) No iii) Sometimes iv) Do not know

a) If yes, how is this information and their intended involvement communicated to them? i) Phone ii) newsletter iii) on parade during assembly iv) parents are invited to school for meetings

7. Do you know the parents' representative in your class? i) Yes ii) No
   a) If yes, does s/he perform their duties of guiding the students positively and supporting girls' retention in school? i) Yes ii) No;
   b) How often does the parents' representative visit your class? (i) Daily ii) Weekly iii) Fortnightly (iv) Monthly (v) Termly (vi) Semi-annually (vii) Yearly viii) Do not know
8. Do you engage in any school activities with your parents and teachers together, e.g education days in the school to motivate both parents and teachers, sports day and others? i) Yes ii) No; If yes, which activity did you take part in most recently? .....
9. Do you think such activities help to promote learning and schooling (retention) of girls in your school? i) Yes ii) No
   a) Briefly state how you think the activity you have listed above would motivate you to choose to continue learning as…....

Section C: Domestic chores

10. Are you given school work to do at home? i) Yes ii) No iii) Not sure
11. Do you always come to school with completed work? i) Yes ii) No
    a) If you do not always complete your assignments at home, list at least 3 reasons.

i. ……

ii. ……

iii. ……

12. If you have brothers at home, do they help out with house work?

i) Yes ii) No iii) Sometimes

a) If not, what reasons are given for their lack of participation in house work?

……

…….

Section D: Supporting with Homework

13. Are you encouraged and assisted to complete your home work by parents at home? i) Yes ii) No iii) Sometimes iv) Not sure

a) If Yes, Mention 2 ways through which they provide the support in 2 above

i. ……..

ii. ……..

b) If No, mention 2 forms of support that would enhance your learning if parents provided

i. ……..

ii. ……

14. Does your parent follow up with the teacher regarding the homework? (Tick the one that applies). i) No, s/he doesn't; ii) Yes, signs my diary; iii) Talks to the teacher on phone iv) Visits the school occasionally to check on my progress; v) buys me text books vi) Discusses the home work with me;

vii) Tells me to do the homework after completing the house work; viii) Tells me to do the homework in school; xi) I am size 1

15. Does the school and teachers keep your parent informed of what you will be learning in school so that they can discuss this with you at home? i) Yes ii) No iii) Not sure iv) No parents

16. Does the school provide specific fun activities for you and parent to do at home? i) Yes ii) No iii) I do not know

a) If Yes, Mention at least 2 of them.

i. ……

ii. ……

17. Does your parent/ guardian spend one-to-one time with you and also enjoy shared family activities/visits? i) Yes ii) No iii) Never iv) I am size 1

Section E: Parents' level of literacy

18. What is your parent(s) highest level of education? i) No school ii) Lower primary iii) upper primary iv) Secondary v) College /University vi) Not sure vii) I have no parent

19. Do (es) your parent (s) follow easily (understand) meetings held in English? i) Yes ii) No

20. Do (they) prefer school meetings be held in a different language? i) Yes ii) No iii) Don't know.

a) If yes, which language? (Mention……)

21. Which of the following do you think is the reason for your parent(s) lack of active involvement in your education both at home and in school? i) No education ii) Do (es) not understand English iii) Had a bad experience in the school iv) Have no parent

APPENDIX IV: INTERVIEW SCHEDULE FOR REFUGEE BOYS

Respond to the questions in the questionnaire by putting a tick ( ) or by filling in the empty spaces. Please note that all answers you give are correct according to your opinion/judgment.

Section A: Background Information

1. What is the name of your school .....

2. How many students are in your form / class this year 2018? .....

   a) How many of your classmates are girls? .....

   b) How does the number of girls compare to that of boys? i) Low ii) High iii) Equal iv) unknown

   c) If the number of girls in your class is lower than that of boys, why is it so? Give 3 reasons

   i. ……

   ii. ……

   iii. ……

Section B: Attendance and participation in school meetings

3. Do your sisters engage in any school activities with your parents and teachers together, e.g education day, sports day and others? i) Yes ii) No

   a) If yes, which activity did they take part in most recently? .....……

Section C: Domestic chores

4. If your sister(s) does) not always complete their assignments, why is it so?

i. ……

ii. ……

5. Do you always help out with house work at home? i) Yes ii) No iii) Don't know iv) sometimes

a) If not, why? Mention at least 2 reasons…….

Section D: Supporting with Homework

6. Are your sisters given the same kind of support as yourself when it comes to doing their assignments at home? i) Yes ii) No iii) Sometimes iv) Not sure

a) Mention 2 ways in which they are supported / or why they are not supported in the same way

i. ……

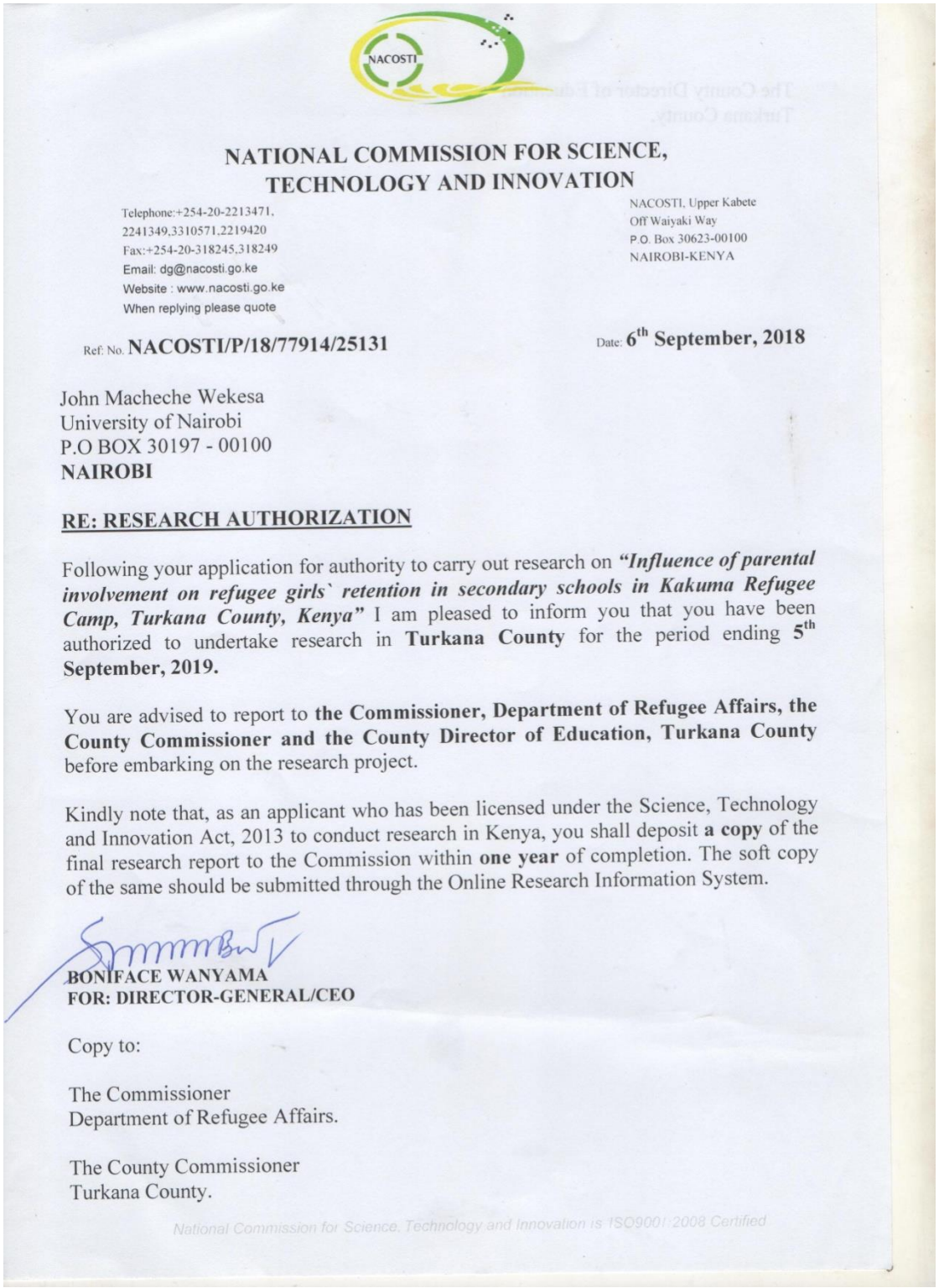
ii. ……

Section E: Parents' level of literacy

7. Do you think parents with low level of literacy would have challenges in supporting their girls in school are concerned? i) Yes ii) No iii) Don't know.

a) If yes, mention 2 of the challenges they may face ……

APPENDIX V: RESEARCH AUTHORIZATION LETTER



NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/18/77914/25131**

Date: **6th September, 2018**

John Macheche Wekesa
University of Nairobi
P.O BOX 30197 - 00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Influence of parental involvement on refugee girls` retention in secondary schools in Kakuma Refugee Camp, Turkana County, Kenya"*** I am pleased to inform you that you have been authorized to undertake research in **Turkana County** for the period ending **5th September, 2019.**

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

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

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The Commissioner
Department of Refugee Affairs.

The County Commissioner
Turkana County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

APPENDIX VI: THE RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. JOHN MACHECHE WEKESA
of UNIVERSITY OF NAIROBI, 72143-200
NAIROBI,has been permitted to conduct
research in *Turkana County*

on the topic: *INFLUENCE OF PARENTAL INVOLVEMENT ON REFUGEE GIRLS` RETENTION IN SECONDARY SCHOOLS IN KAKUMA REFUGEE CAMP, TURKANA COUNTY, KENYA.*

for the period ending:
5th September,2019

Permit No : NACOSTI/P/18/77914/25131
Date Of Issue : 6th September,2018
Fee Recieved :Ksh 1000

Applicant's Signature

Director General
National Commission for Science, Technology & Innovation