

## Psychological Factors Influencing Academic Performance of Secondary School Students in Refugee Camps in Kenya: A Case of Kakuma Refugee Camp

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### Abstract

Despite efforts to improve access to education, secondary school students in Kakuma Refugee Camp face several challenges that can negatively impact their academic performance. Some of the challenges include lack of resources, language barrier, trauma and stress due to their displacement. The specific objectives were to assess the influence of violence and conflict on the academic performance and to establish the influence of displacement on the academic performance of secondary school students in refugee camps in Kakuma refugee camp. The study was informed by Trauma Theory and Social Cognitive Theory. This study adopted descriptive research design. The total target population was 30 respondents. Since the target population was manageable the study adopted a census sampling technique. Primary data was collected using questionnaires. SPSS (Version 24) was used to conduct descriptive and regression analysis. The findings indicated that  $r=0.518$  and  $p=0.000$ . This indicated that there exists a moderate positive and significant relationship between violence and conflict and academic performance of secondary school students in refugee camps in Kakuma refugee camp. The study established that there exists a strong positive and significant relationship ( $r=.641$ ,  $P=0.000$ ) between displacement and academic performance of secondary school students in refugee camps in Kakuma refugee camp. The study recommended that teachers incorporate memory enhancement strategies such as repetition and mnemonic devices into their teaching techniques, mental health services, physical exercises and a safe and supportive learning environment should also be made available to students in order to help them manage their symptoms.

**Keywords:** Refugee Camps, Displacement, Inclusion, Multicultural education, Academic performance, Students, Psychological Factors

### 1.1 Introduction

The psychological factors that influence academic performance in secondary school students are complex and multifaceted. However, for refugee students living in camps, these factors are even more pronounced due to the challenges they face, such as displacement, trauma and uncertainty about their future. One of the most significant psychological factors that influence the academic performance of refugee students is trauma. Many refugee students have experienced traumatic events, such as war, persecution and displacement which can have a profound impact on their mental health and academic performance (UNHCR, 2019). According to a study by Betancourt Borisova and Soudiere, (2018) refugee students who have experienced trauma are more likely to have symptoms of depression, anxiety and post-traumatic stress disorder (PTSD) which can make it difficult for them to concentrate and learn in school.

Another psychological factor that can affect the academic performance of refugee students is acculturation stress. Acculturation stress occurs when an individual experiences stress due to adapting to a new culture and society (Berry, 2019). For refugee students living in camps, acculturation stress can arise from the challenges of adjusting to a new environment, such as learning a new language, adapting to different social norms, and dealing with discrimination (UNHCR, 2019). This stress can impact their academic performance, as it can lead to a lack of motivation, low self-esteem and poor academic achievement.

In addition to trauma and acculturation stress, social support is also a crucial psychological factor that can influence the academic performance of refugee students. Social support can come from family members, friends, teachers and community members; it can provide a sense of belonging, motivation and encouragement (Kobus, Karatzias, Shevlin & Fyvie, 2020). For refugee students, social support can be particularly important as it can help them to cope with the challenges they face and stay focused on their academic goals.

The academic performance of secondary school students in refugee camps can vary widely depending on the country and the specific context of the camp. In some countries such as Lebanon and Jordan, where large numbers of Syrian refugees are living, access to education for refugee students is limited (UNESCO, 2018). As a result, many students are forced to drop out of school and those who do attend may face overcrowded classrooms and a lack of resources. However, in countries such as Uganda and Ethiopia, where refugee education policies are more inclusive, the academic performance of refugee students has shown promising results. For example, in Uganda, where refugees have the right to attend school alongside their Ugandan counterparts, refugee students have achieved similar academic results to their peers in national exams (UNHCR, 2019).

Jordan hosts a large number of Syrian refugees, but access to education for refugee students is limited (UNESCO, 2018). Many refugee children are out of school and those who do attend may face overcrowded classrooms and a lack of resources. In addition, psychological factors such as stress and trauma may further impact academic achievement (Balsari, Abisaab & Patel, 2018). Lebanon hosts the largest number of refugees per capita globally, including many Syrian refugees (UNHCR, 2021). However, access to education for refugee students is limited. Many refugee children are out of school and those who do attend may face overcrowded classrooms and a lack of resources (UNESCO, 2018). These challenges can negatively impact the academic performance of secondary school students in refugee camps in Lebanon. Additionally, psychological factors such as stress and trauma may further impact academic achievement (Balsari, Abisaab & Patel, 2018).

Ethiopia has also implemented inclusive policies towards refugees, allowing them to attend public schools and take national exams (UNHCR, 2019). As a result, the academic performance of secondary school students in refugee camps in Ethiopia has also been promising. In 2018, 84% of refugee students in Ethiopia passed their national exams, compared to 74% of Ethiopian nationals (UNHCR, 2019). However, challenges such as limited resources and infrastructure in refugee camps may still impact academic achievement for some students. Uganda has one of the most inclusive policies towards refugees globally, allowing them to attend school alongside Ugandan students (UNHCR, 2019). As a result, the academic performance of secondary school students in refugee camps in Uganda has shown promising results. For example, in 2018, 95% of refugee students passed their primary leaving exams, and 89% of refugee students passed their O-level exams (UNHCR, 2019). This success is attributed to the inclusive education policies and practices implemented in Uganda, which prioritize education as a key component of refugee protection.

Kenya hosts over 400,000 refugees, with the majority coming from Somalia, South Sudan, and the Democratic Republic of Congo. Refugee students in Kenya face significant challenges accessing education, including limited resources, language barriers, and overcrowded classrooms (UNHCR, 2021). These challenges can negatively impact the academic performance of secondary school students in refugee camps in Kenya. In recent years, the Kenyan government has made efforts to improve access to education for refugee students. For example, the government has provided subsidies to schools that admit refugee students and has implemented a policy that allows refugee students to take national exams in their own language (UNHCR, 2021). However, these efforts are still limited, and many refugee students in Kenya continue to struggle with accessing quality education.

## **1.2 Statement Problem**

Kakuma Refugee Camp is located in the northwestern region of Kenya and hosts over 190,000 refugees from various countries, including South Sudan, Somalia, Ethiopia, and the Democratic Republic of Congo (UNHCR, 2021). The camp has a significant population of school-age children, with around 43,000 enrolled in schools (UNHCR, 2021). However, despite efforts to improve access to education, secondary school students in Kakuma Refugee Camp face several challenges that can negatively impact their academic performance. One challenge is the lack of resources, including inadequate classrooms, textbooks and learning materials. This can make it difficult for students to access quality education and achieve academic success (Nassir, 2017). Another challenge is the language barrier, as many refugee students come from diverse linguistic backgrounds and may not be fluent in English or Swahili, which are the primary languages of instruction in Kenyan schools. This can make it difficult for students to understand and engage with classroom materials, which can negatively impact their academic performance (UNHCR, 2018). Additionally, some refugee students in Kakuma may have experienced trauma and stress due to their displacement and may require mental health support to address these challenges and achieve academic success (UNHCR, 2021).

According to a study by the Norwegian Refugee Council, 76% of children and youth in Kakuma Refugee Camp have experienced at least one type of traumatic event, such as witnessing violence or being forced to flee their homes (Norwegian Refugee Council, 2017). The study also found that these traumatic experiences were associated with mental health challenges, including depression, anxiety and post-traumatic stress disorder (PTSD). Such mental health challenges can negatively impact the academic performance of students by reducing their ability to concentrate, engage with classroom materials, and retain information (Hatchimonji, Swaray & Mugunga, 2018). Additionally, overcrowded classrooms, limited resources and language barriers has contributed to stress and mental health challenges among students, further negatively impacting academic performance. Hence the need to conduct a study on the psychological factors influencing academic performance of secondary school students in Kakuma refugee camp, Kenya.

## **1.3 Objectives of the Study**

### **1.3.1 General Objective**

The general objective of the study was to assess the psychological factors influencing academic performance of secondary school students in refugee camps in Kakuma refugee camp.

### **1.3.2 Specific objectives of the Study**

The specific objectives of the study were:

- i.** To assess the influence of violence and conflict on the academic performance of secondary school students in refugee camps in Kakuma refugee camp.
- ii.** To establish the influence of displacement on the academic performance of secondary school students in refugee camps in Kakuma refugee camp.

## **1.4 Theoretical Review**

The study was informed on the concept of Trauma theory and Social Cognitive Theory.

### **1.4.1 Trauma Theory**

Trauma theory is a psychological theory that emphasizes the impact of traumatic experiences on an individual's psychological and emotional well-being. The theory suggests that exposure to violence, abuse and other traumatic events can lead to a range of symptoms, including anxiety, depression and post-traumatic stress disorder (PTSD). Traumatic experiences can also

impair an individual's ability to learn and retain information, which can impact academic performance, (Kellermann, 2013).

According to trauma theory, traumatic experiences can lead to psychological and emotional disturbances that can have a significant impact on an individual's life. These disturbances can include symptoms such as flashbacks, nightmares and hypervigilance, which can interfere with an individual's ability to concentrate and learn (Courtois & Ford, 2013). Trauma can also lead to negative coping mechanisms, such as avoidance and substance abuse, which can further impact academic performance (Briere & Scott, 2015).

One strength of trauma theory is its ability to explain the complex and varied impacts of trauma on an individual's life. Trauma can manifest in a range of ways, including physical, emotional and cognitive symptoms; trauma theory recognizes the interconnectedness of these symptoms (Van der Kolk, 2014). This holistic approach is important for understanding the complex experiences of individuals who have experienced trauma and can help inform interventions and treatments.

However, critics of trauma theory argue that it can be overly pathologizing and may not adequately account for the resilience and coping strategies of individuals who have experienced trauma (Herman, 1992). Additionally, some scholars argue that the focus on individual trauma may obscure the larger social and cultural factors that contribute to trauma, such as poverty, discrimination and political violence (Summerfield, 1999).

In the context of refugee students, trauma theory is particularly relevant given the high rates of exposure to violence and trauma among this population. Refugee students may have experienced multiple traumatic events, including war, displacement, and resettlement, which can have a significant impact on their academic performance. Studies have found that refugee students who have experienced trauma may have lower academic achievement and higher rates of absenteeism compared to non-refugee students. Thus, the theory helped in explaining the influence of displacement on the academic performance of secondary school students in refugee camps in Kakuma refugee camp.

#### **1.4.2 Social Cognitive Theory**

Social Cognitive Theory (SCT) was developed by Albert Bandura in the 1970s and focuses on the interaction between an individual's environment, behavior and cognitive processes (Bandura, 1986). The theory emphasizes the role of observation, imitation and reinforcement in the learning process. According to SCT, individuals learn by observing others and the consequences of their behavior; they can then reproduce that behavior or modify their own behavior accordingly (Bandura, 1986).

One of the strengths of SCT is its emphasis on the social context and its acknowledgement that behavior is influenced by both individual and environmental factors (Bandura, 1986). This is particularly relevant in the context of refugee students, who are often exposed to violence and trauma in their environments. The theory recognizes that individuals are not passive recipients of their environment but rather active agents who can learn and modify their behavior based on their experiences and observations (Bandura, 1986). This means that refugee students can develop adaptive coping strategies and resilience by observing positive role models and receiving positive reinforcement for their behaviors.

However, some critics of SCT argue that the theory overemphasizes the role of cognitive processes in behavior and ignores the influence of situational factors (Cook & Friend, 1995). Additionally, the theory does not account for the impact of cultural differences on behavior and learning, which may be particularly relevant for refugee students who come from diverse cultural backgrounds (Cook & Friend, 1995). Nevertheless, SCT provides a useful framework

for understanding the complex interplay between individual and environmental factors in the learning and behavior of refugee students.

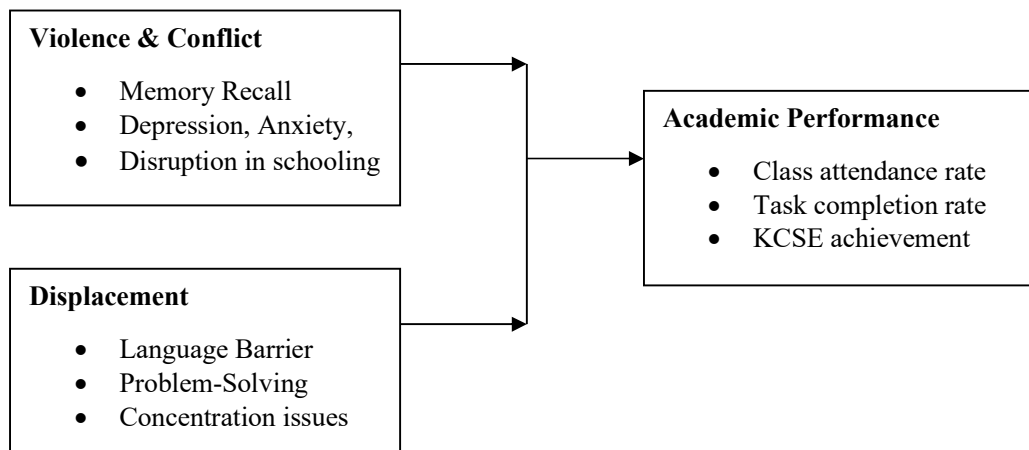
In the context of the academic performance of refugee students, SCT suggests that their experiences of violence and conflict can have a significant impact on their learning and behavior. For example, exposure to violence may lead to increased anxiety and fear, which can interfere with concentration and memory recall (Betancourt et al., 2011). On the other hand, positive experiences and reinforcement can promote academic engagement and success (Sulaiman-Hill & Thompson, 2012). Therefore, SCT highlights the importance of providing a supportive learning environment that promotes positive role models and reinforcement for adaptive behaviors among refugee students.

In conclusion, Social Cognitive Theory is a valuable framework for understanding the complex interplay between individual and environmental factors in the learning and behavior of refugee students. The theory emphasizes the role of observation, imitation and reinforcement in the learning process, it recognizes that behavior is influenced by both individual and environmental factors. While some critics argue that the theory overemphasizes the role of cognitive processes and ignores situational factors, SCT provides a useful framework for promoting adaptive coping strategies and resilience among refugee students. In the context of the academic performance of refugee students, SCT highlights the importance of providing a supportive learning environment that promotes positive role models and reinforcement for adaptive behaviors. Thus, the theory is helpful in explaining the influence of violence and conflict on the academic performance of secondary school students in refugee camps in Kakuma refugee camp.

### 1.5 Conceptual

#### Independent Variable

#### Dependent Variable



**Figure 1: Conceptual Framework**  
 Source: Researcher (2023)

## 2.0 Literature Review

### 2.1 Influence of violence and Conflict on the Academic Performance

The effects of violence and conflict on the academic performance of refugee students can be significant and long-lasting. Exposure to violence and trauma can have a profound impact on cognitive, emotional, and behavioral development, all of which are crucial for academic success (Betancourt 2019). One of the main effects of violence and conflict on academic

performance is that it can lead to disruptions in schooling. Many refugee students have experienced forced displacement, which can result in the loss of educational opportunities, interruptions in schooling and difficulty accessing educational resources (UNHCR, 2019). This can lead to gaps in knowledge and skills, which can make it difficult for refugee students to keep up with their peers and succeed academically.

In addition to disruptions in schooling, exposure to violence and conflict can also have negative effects on cognitive development. Trauma and stress can interfere with the development of memory, attention and executive function, which are all critical for academic success (Betancourt, 2019). For example, students who have experienced trauma may have difficulty with concentration, memory recall and problem-solving, which can make it difficult to succeed academically (Sulaiman-Hill & Thompson, 2018).

Furthermore, exposure to violence and conflict can also have negative effects on emotional well-being, which can in turn impact academic performance. Refugee students who have experienced trauma may be more likely to experience symptoms of depression, anxiety and post-traumatic stress disorder (PTSD) (Betancourt 2019). These symptoms can interfere with motivation, engagement and academic achievement (Sulaiman-Hill & Thompson, 2018).

Ahmad, (2018) did a study on the impact of conflict on children's educational attainment in Afghanistan. The study was conducted using a longitudinal design to assess the impact of conflict on children's educational attainment in Afghanistan. The sample included 1,000 children aged 6-16 years from three provinces in Afghanistan. The sample was selected using a multi-stage cluster sampling technique. Data was collected using structured interviews with children and their parents, as well as school records. The study found that children who were exposed to conflict had significantly lower educational attainment compared to those who were not exposed to conflict). The study also found that the impact of conflict on educational attainment was greater for girls than boys and that the effect of conflict on educational attainment was mediated by factors such as displacement, poverty, and lack of access to educational resources.

Eliyahu, (2019) focused on the effect of exposure to political violence on academic achievement: evidence from Israel. The study was conducted using a longitudinal design to examine the effect of exposure to political violence on academic achievement among Israeli high school students. The sample included 1,000 Jewish and Arab high school students from communities exposed to varying levels of political violence. Students were selected using a stratified sampling technique. Data was collected using self-report surveys that assessed students' exposure to political violence, including bombings, shootings and riots, as well as their academic achievement, including grade point average and standardized test scores. The study found that exposure to political violence had a negative effect on academic achievement and that the effect was stronger for Jewish students compared to Arab students. The study also found that exposure to political violence was associated with higher levels of anxiety and depression, which may partially explain the negative effect on academic achievement.

Almosaed, (2017) conducted a study on the war and education: the impact of the Syrian conflict on student performance. The study was conducted using a quasi-experimental design to assess the impact of the Syrian conflict on student performance in Aleppo, Syria. The sample included 1,000 students aged 10-18 years from schools in Aleppo, Syria. The sample was selected using a purposive sampling technique. Data was collected using standardized tests in mathematics, science and Arabic language before and after the outbreak of the Syrian conflict, as well as surveys that assessed students' exposure to violence and displacement. The study found that the Syrian conflict had a significant negative impact on student performance, with students experiencing a decline in academic achievement across all subjects. The study also

found that students who experienced higher levels of violence and displacement had lower levels of academic achievement compared to those who experienced lower levels of violence

Yumkella, (2018) focused on the effects of armed conflict on educational attainment: evidence from Sierra Leone. The study was conducted using a longitudinal design to examine the effects of armed conflict on educational attainment among Sierra Leonean youth. The sample included 1,500 youth aged 15-24 years from five districts in Sierra Leone, including both conflict-affected and non-conflict-affected districts. The sample was selected using a stratified sampling technique. Data was collected using self-report surveys that assessed students' exposure to armed conflict, including displacement and witnessing violence, as well as their educational attainment, including years of schooling and academic performance. The study found that armed conflict had a negative effect on educational attainment, with conflict-affected youth having fewer years of schooling and lower academic performance compared to non-conflict-affected youth. The study also found that the negative effect of armed conflict on educational attainment was mediated by interrupted schooling and lack of access to education.

Gobir, (2019) did a study on the impact of the Boko Haram insurgency on education in Northeastern Nigeria. The study was conducted using a mixed-methods design to examine the impact of the Boko Haram insurgency on education in Northeastern Nigeria. The sample included 2,000 students, parents, and teachers from primary, secondary, and tertiary educational institutions in Northeastern Nigeria, of which half were from conflict-affected areas and half were from non-conflict-affected areas. The sample was selected using a stratified sampling technique. Methods of data collection: Data was collected using surveys, focus group discussions, and in-depth interviews to assess the impact of the Boko Haram insurgency on education, including disrupted schooling, damaged infrastructure, and psychological distress. Findings: The study found that the Boko Haram insurgency had a negative impact on education, with conflict-affected students having lower academic performance and interrupted schooling compared to non-conflict-affected students (Gobir, 2019). The study also found that the negative impact of the Boko Haram insurgency on education was mediated by lack of access to education, psychological distress, and displacement.

## **2.2 Influence of Displacement on the Academic Performance**

Displacement is a common experience for refugees, and it can have a significant impact on academic performance. When refugees are forced to flee their homes, they often face significant disruptions to their education, including the loss of educational opportunities, interruptions in schooling, and difficulty accessing educational resources (UNHCR, 2019). These challenges can make it difficult for refugees to keep up with their peers and succeed academically.

One of the most significant challenges that displacement poses for refugees is the loss of educational opportunities. Refugees may be forced to flee their homes at a moment's notice, leaving behind their schools, teachers and textbooks. In many cases, refugees are unable to continue their education in their country of origin or in the country where they seek asylum. This can lead to gaps in knowledge and skills that can make it difficult for refugees to succeed academically, (Sulaiman-Hill & Thompson, 2018).

In addition to the loss of educational opportunities, displacement can also lead to interruptions in schooling. When refugees arrive in a new country, they may not have immediate access to educational resources, and they may need to wait for a period of time before they can enroll in school. This can result in significant gaps in schooling, which can make it difficult for refugees to keep up with their peers and succeed academically, (Kobus, Karatzias, Shevlin & Fyvie, 2020).

Furthermore, displacement can also make it difficult for refugees to access educational resources. For example, refugees may not have access to textbooks, computers or other educational materials which can make it difficult for them to complete homework assignments or study for exams, (Berry, 2019). Additionally, refugees may face language barriers or cultural differences that can make it difficult for them to understand the curriculum or communicate with their teachers.

Farah, (2017) did a study on the impact of Syrian refugee crisis on education in Lebanon. The study was conducted using a mixed-methods design to examine the impact of the Syrian refugee crisis on education in Lebanon. The sample included 1,000 Syrian refugee students and 1,000 Lebanese students from 20 public schools in Lebanon. The sample was selected using a random sampling technique. Data was collected using surveys, focus group discussions and in-depth interviews to assess the impact of the Syrian refugee crisis on education, including disrupted schooling, overcrowded classrooms and lack of access to educational resources. The study found that Syrian refugee students had lower academic performance and were more likely to drop out of school compared to Lebanese students. The study also found that the negative impact of the Syrian refugee crisis on education was mediated by psychological distress, poverty, and discrimination.

Boubacar, (2019) did a study on the impact of displacement on education in the Central African Republic. The study was conducted using a qualitative design to examine the impact of displacement on education in the Central African Republic. The sample included 30 displaced students and 30 non-displaced students from five schools in the Central African Republic. The sample was selected using a purposive sampling technique. Data was collected using focus group discussions and in-depth interviews to assess the impact of displacement on education, including interrupted schooling, lack of access to educational resources and psychological distress. The study found that displaced students had lower academic performance and were less likely to complete their education compared to non-displaced students. The study also found that the negative impact of displacement on education was mediated by psychological distress, poverty and lack of access to educational resources.

Ayuel, (2018) did a study on the educational impact of refugee crisis on children in South Sudan. The study was conducted using a mixed-methods design to examine the educational impact of the refugee crisis on children in South Sudan. The sample included 500 refugee students and 500 non-refugee students from 20 public schools in South Sudan. The sample was selected using a random sampling technique. Data was collected using surveys, focus group discussions and in-depth interviews to assess the impact of the refugee crisis on education, including interrupted schooling, lack of access to educational resources and psychological distress. The study found that refugee students had lower academic performance and were more likely to drop out of school compared to non-refugee students. The study also found that the negative impact of the refugee crisis on education was mediated by psychological distress, poverty, and lack of access to educational resources.

Aminu, (2017) did a study on the impact of Boko haram insurgency on education in Nigeria. The study was conducted using a quantitative design to examine the impact of Boko Haram insurgency on education in Nigeria. The sample included 1,000 students from 20 schools in Nigeria. The sample was selected using a random sampling technique. Data was collected using surveys to assess the impact of the Boko Haram insurgency on education, including disrupted schooling, psychological distress and lack of access to educational resources. The study found that the Boko Haram insurgency had a significant negative impact on education, with students in affected areas experiencing interrupted schooling, low academic performance, and a lack of access to educational resources. The study also found that the negative impact of the Boko Haram insurgency on education was mediated by psychological distress and poverty.



Cooc and Kim (2023) did a study on School Inclusion of Refugee Students: Recent Trends from International Data. The study used the Teaching and Learning International Survey of 2018 (TALIS 2018) which documents distribution of refugee students across 41 countries; highlighting their classroom contexts and characteristics of their schools. The analytic sample consisted of 130,803 lower secondary teachers in 8,054 schools. The sample was selected using a two-stage probability sampling design. Both schools in the public and private sectors were sampled. The study found that refugee students perform relatively poorer compared to their peers in their host countries who were not of refugee backgrounds. This was because of the negative effect of displacement on educational attainment which was mediated by poverty, unequal structural inclusion, gaps in the multicultural education and instructional practices.

Ababa, (2020) did a study on the displacement and educational outcomes in Ethiopia: evidence from a longitudinal study. The study was conducted using a longitudinal design to examine the relationship between displacement and educational outcomes in Ethiopia. The sample included 500 displaced students and 500 non-displaced students from 20 schools in Ethiopia. The sample was selected using a random sampling technique. Data was collected using surveys administered to students and their parents at three different time points over the course of three years. The surveys assessed the impact of displacement on educational outcomes, including interrupted schooling, lack of access to educational resources and psychological distress. The study found that displacement had a significant negative impact on educational outcomes, with displaced students experiencing lower academic performance and a higher likelihood of dropping out of school compared to non-displaced students (Ababa, 2020). The study also found that the negative impact of displacement on educational outcomes was mediated by psychological distress, poverty, and lack of access to educational resources.

### **3.0 Research Methodology**

This study adopted descriptive research design to investigate the psychological factors influencing academic performance of secondary school students in refugee camps in Kenya: a case of Kakuma refugee camp. The study targeted population comprised of principals, deputy principals and class teachers of the five secondary schools within Kakuma refugee camp. Therefore, the total target population was 30 respondents as indicated in table 1.

**Table1: Target Population**

<b>List of Secondary Schools</b>	<b>No. of Principals and their deputy</b>	<b>No. of class teachers</b>	<b>Total</b>
Kakuma Refugee Sec Sch	2	4	6
Napata Refugee Sec Sch	2	4	6
Bortown Refugee Sec Sch	2	4	6
Kakuma Sec Sch	2	4	6
Our Ladys Girls Sec Sch	2	4	6
<b>Total</b>	<b>10</b>	<b>20</b>	<b>30</b>

Since the target population was manageable the study adopted a census sampling technique. Primary data was collected using questionnaires. Quantitative data was analyzed and interpreted through simple statistical tools. This is where such data was organized, coded and manipulated using Statistical Package for Social Sciences (SPSS Version 24). This entailed data conversion into percentages, frequencies, mean and standard deviations. Data was presented in form of tables.

## 4.0 FINDINGS

### 4.1 Response Rate

Response rate equals the number of people with whom semi-structured questionnaires were properly completed divided by the total number of people in the entire sample (Fowler, 2014). The study administered 30 questionnaires for data collection. However, 28 questionnaires were properly filled and returned. This represented 93% overall successful response rates.

**Table 2: Response Rate**

Question Issued	Question Correctly Filled	Response Rate (%)
30	28	93

### 4.2 Gender of the Respondents

The respondents were also asked to indicate the gender representation of the study subjects. The findings were as presented in Table 3

**Table 3: Gender Representation of the Study Subjects**

Gender	Frequency	Percentage
Male	16	57
Female	12	43
<b>Total</b>	<b>28</b>	<b>100</b>

According to the findings, 16 (57%) of the respondents were male while 12 (43%) were female. Gender diversity in refugee camps can bring diverse perspectives and experiences to the camp community. When men and women, boys and girls are represented in the camp, there is a greater chance for different ideas and opinions to be heard and for innovative solutions to emerge.

### 4.3 Influence of Violence and Conflict on the Academic Performance

The respondents were asked to indicate the influence of violence and conflict on the academic performance of secondary school students in refugee camps in Kakuma refugee camp. The findings are presented in Table 4

**Table 4: Influence of Violence and Conflict on the Academic Performance**

Statement	S	A	A	U	D	SD	Mean	Std
	%	%	%	%	%			
Refugees who have experienced war or violence may have difficulty concentrating during class sessions.	37	34	10	16	3		3.855	1.185
Poor memory recall can lead to difficulties in tests and exams, which can negatively affect academic performance.	55	34	8	3	0		4.403	0.778
Depression and anxiety affects engagement in learning activities	44	46	7	3	0		4.307	0.738
Depression and anxiety lead to physical symptoms, such as fatigue and difficulty sleeping which affects performance	55	33	7	5	0		4.387	0.869
Depression and anxiety affect social interactions, making it difficult for children to form relationships with peers and teachers.	44	50	6	0	0		4.371	0.607
Disruption in Schooling results to learning gaps which affects academic performance	43%	2%	8%	0%	47%		4.22	0.453
Disruption in schooling leads to challenges in understanding and applying new concepts which affects performance in tests and exams	34%	3%	7%	0%	56%		4.46	0.321

According to the findings majority of the respondents (71%) agreed that refugees who have experienced war or violence may have difficulty concentrating during class sessions with a mean of 3.855 and a standard deviation of 1.185. Majority of the respondents (89%) also agreed that poor memory recall can lead to difficulties in tests and exams, which can negatively affect academic performance with a mean of 4.403 and a standard deviation of 0.778.

They further agreed (90%) that depression and anxiety affect engagement in learning activities with a mean of 4.307 and a standard deviation of 0.738. Majority of the respondents (88%) also agreed that depression and anxiety lead to physical symptoms, such as fatigue and difficulty sleeping which affects performance with a mean 4.387 and a standard deviation of 0.869. Majority of them (94%) also agreed that depression and anxiety affect social interactions, making it difficult for children to form relationships with peers and teachers with a mean of 4.371 and a standard deviation of 0.607. From the findings, 90% of the respondents agreed that disruption in Schooling results to learning gaps which affects academic performance (mean = 4.22; std dev = 0.453). Further, 90% the respondents agreed that disruption in schooling leads to challenges in understanding and applying new concepts which affects performance in tests and exams with (mean = 4.46; std dev = 0.321).

#### 4.4 Influence of Displacement on the Academic Performance

The researcher sought to assess the influence of displacement on the academic performance of secondary school students in refugee camps in Kakuma refugee camp. The findings are as indicated in table 5.

**Table 5: Influence of Displacement on the Academic Performance**

Displacement	SA	A	N	D	SD	Mean	Std
Language barrier makes it difficult for students to understand lectures, express their ideas, and complete assignments	46%	44%	4%	6%	0%	4.64	0.876
Language barrier results in social isolation which impact students' academic performance	43%	52%	2%	3%	0%	4.82	0.765
Refugee students have difficulties in problem-solving skills during tests and exams which affects academic performance	41%	52%	2%	5%	0%	4.46	0.567
Refugee students have difficulties in critical thinking which affects their academic performance	47%	33%	7%	10%	0%	4.17	0.641
Concentration issues can make it difficult for refugee students to focus on lectures and complete assignments	52%	33%	6%	9%	0%	4.23	0.643

From the findings, 90% of the respondents agreed with a (mean = 4.64; std dev = 0.876) that language barrier makes it difficult for students to understand lectures, express their ideas, and complete assignments. Moreover, the 95% of the respondents agreed that language barrier results in social isolation which impact students' academic performance with (amean =4.82; std dev = 0.765). From the findings 93% majority of the respondents agreed with a (mean = 4.46; std dev = 0.567) that refugee students have difficulties in problem-solving skills during tests and exams which affects academic performance. It was also noted that 80% of the respondents agreed (mean = 4.17; std dev = 0.641) that refugee students have difficulties in critical thinking

which affects their academic performance. In addition, 85% agreed that concentration issues can make it difficult for refugee students to focus on lectures and complete assignments with a (mean = 4.23; std dev = 0.643).

#### 4.5 Academic Performance

The researcher further sought to assess the academic performance of secondary school students in refugee camps in Kakuma refugee camp. The findings were as indicated in table

**Table 6: Academic Performance**

Academic Performance	SA	A	N	D	SD	Mean	Std
The class attendance has increased for the last one year	58	24	8	4	6	4.177	0.912
The students are able to complete class assignment on time	40	48	4	8	0	3.984	1.032
The students are able to complete their home works and submit it on time	50	34	8	4	4	4.145	0.921
Students performs well in their mid and end term examinations	54	36	2	5	3	4.563	.608
The schools have improved in their KCSE mean score.	48	40	3	5	4	4.181	.513

From the findings majority of the respondents strongly agreed that the class attendance has increased for the last one year (mean=4.177, SD=0.912). The respondents further agreed that in the students are able to complete class assignment on time (mean=3.984, SD=1.032). On the same note majority of the respondents agreed that the students are able to complete their home works and submit it on time (mean=4.145, SD=0.921). In addition, majority of the respondents agreed that students perform well in their mid and end term examinations (mean=4.563, SD=0.608). Moreover, majority of the respondents agreed that the schools have improved in their KCSE mean score (mean=4.181, SD=0.513).

#### 4.6 Correlation Analysis

The researcher undertook correlation analysis to establish the nature and strength of the relationships between the independent and the dependent variables of the study.

**Table 7 : Correlation between Violence and Conflict and Academic Performance**

		Violence and Conflict
Academic Performance	Pearson Correlation	.518**
	Sig. (2-tailed)	.000
	N	28

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The study conducted a correlation analysis between the influence of violence and conflict on the academic performance of secondary school students in refugee camps in Kakuma refugee camp. The findings indicated that  $r=0.518$  and  $p=0.000$ . This indicated that there exists a moderate positive and significant relationship between violence and conflict and academic performance of secondary school students in refugee camps in Kakuma refugee camp.

**Table 8: Correlation between displacement and Academic Performance**

		Displacement
Academic Performance	Pearson Correlation	.641**
	Sig. (2-tailed)	.000
	N	28

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

The study conducted a correlation analysis between displacement and academic performance of secondary school students in refugee camps in Kakuma refugee camp. The study established that there exists a strong positive and significant relationship ( $r = .641$ ,  $P=0.000$ ) between displacement and academic performance of secondary school students in refugee camps in Kakuma refugee camp. Therefore, the findings implies that displacement influences academic performance of secondary school students in refugee camps in Kakuma refugee camp to a very great extent.

#### 4.7 Regression Coefficients

**Table 9: Regression Coefficients**

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	6.748	.986		6.843	.000
	Violence and Conflict	0.877	.485	1.583	5.929	.016
	Displacement	0.433	.457	.842	3.135	.032

#### **Dependent Variable: Academic performance of secondary school students in refugee camps in Kakuma refugee camp**

The study also conducted a regression analysis to establish the regression coefficients connecting the independent and dependent variables as illustrated by the equation illustrated below:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2$$

From the findings the given equation was answered by the values of Unstandardized Coefficients (B) and all of them were statistically significant since their p values (Sig. <0.05) were less than 0.05. The results indicate that all the predictor variables in the study have a positive relationship with academic performance of secondary school students in refugee camps in Kakuma refugee camp. Thus,

$$Y = 6.748 + 0.877X_1 + 0.433X_2$$

This explains that, at any given time, academic performance of secondary school students in refugee camps in Kakuma refugee camp will be 6.748 holding other factors constant at 0. The results also illustrate that, a unit change in violence and conflict would result to 0.877 times change in academic performance of secondary school students in refugee camps in Kakuma refugee camp, a unit increase in displacement would result to 0.433 times increase in the academic performance of secondary school students in refugee camps in Kakuma refugee camp.

#### **5.0 CONCLUSION AND RECOMMENDATION**

From the findings the study concluded that refugees who have experienced war or violence may have difficulty concentrating during class sessions. The study also concluded that poor

memory recall can lead to difficulties in tests and exams, which can negatively affect academic performance. Moreover, depression and anxiety affects engagement in learning activities. Depression and anxiety lead to physical symptoms, such as fatigue and difficulty sleeping which affects performance. Depression and anxiety affect social interactions, making it difficult for children to form relationships with peers and teachers. Disruption in Schooling results to learning gaps which affects academic performance. Disruption in schooling leads to challenges in understanding and applying new concepts which affects performance in tests and exams.

The study further concluded that language barrier makes it difficult for students to understand lectures, express their ideas, and complete assignments. Moreover, the study concluded that language barrier results in social isolation which impact students' academic performance. The study also concluded that refugee students have difficulties in problem-solving skills during tests and exams which affects academic performance. Further, the study concluded that refugee students have difficulties in critical thinking which affects their academic performance. The study also concluded that concentration issues can make it difficult for refugee students to focus on lectures and complete assignments.

From the conclusions the study recommended that exposure to violence and conflict can impair a student's ability to concentrate, remember and recall information, which can hinder their academic performance. The study recommended that teachers can help by incorporating memory enhancement strategies such as repetition and mnemonic devices into their teaching techniques. Additionally, students can benefit from counseling and therapy sessions to help them manage their trauma and improve their memory recall.

The study also recommended that teachers and counselors should identify these students and provide them with support and assistance. Mental health services should also be made available to students in order to help them manage their symptoms. Moreover, teachers can provide support by offering remedial classes and individualized instruction to help these students catch up with their peers. Additionally, schools can provide extra support, such as tutoring or mentorship programs, to help students who have missed significant amounts of schooling due to displacement or other disruptions.

Many refugee students in Kakuma Camp come from diverse linguistic backgrounds and may have limited proficiency in the language of instruction in the camp's schools. Therefore, teachers can offer support by providing additional language lessons to students or employing bilingual staff to assist students who are struggling with language barriers. Schools can also create language exchange programs, pairing refugee students with peers who speak their native language to help them understand the new language better. Finally, schools can support students by providing a safe and supportive learning environment, offering counseling and support services, and encouraging physical exercise and mindfulness activities to help students relax and reduce anxiety. Teachers can also employ classroom strategies such as shorter, more frequent breaks, and using visual aids to help students focus and stay engaged.

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