

**INFLUENCE OF SELECTED SOCIOECONOMIC FACTORS ON KCSE
PERFORMANCE IN DADAAB REFUGEE CAMP GARISSA**

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DECLARATION AND APPROVAL

Declaration

This thesis/project is my original work and has never been presented for any academic award in any institution.

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DEDICATION

I dedicate this research project first to Almighty Allah, Secondly my family especially my Mother Zeinab Abdi who has been supportive to my academic pursuit.



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Mount Kenya University

ABSTRACT

Education, an essential human right and a catalyst for socioeconomic advancement, encounters numerous challenges, particularly evident in marginalized communities such as the Dadaab refugee camp in Garissa County, Kenya. Despite its significance, achieving quality education faces hurdles influenced by socioeconomic factors. In educational research, understanding the intricate interplay between socioeconomic factors and KCSE performance has been a focal point for decades. Socioeconomic status (SES) encompasses various dimensions including income, parental education level, parental occupation, and access to resources. This study aimed at investigating the influence of socioeconomic factors on KCSE performance among secondary school students in the challenging context of Dadaab Refugee Camp, located in Garissa, Kenya. The study recognized the significance of socioeconomic status (SES) as a crucial determinant of educational outcomes, particularly in marginalized and refugee communities where access to resources and opportunities may be limited. The research employed a mixed-methods approach, incorporating both quantitative surveys and qualitative interviews to gather comprehensive data. By employing a mixed research approach, this study can triangulate findings from quantitative and qualitative data, enriching the analysis and providing a more comprehensive understanding of the interplay between socioeconomic factors and KCSE performance in the context of a refugee camp. Quantitative surveys assessed demographic information, SES indicators, KCSE performance, and educational aspirations among secondary school students. Qualitative interviews with students, parents, teachers, and community leaders provided deeper insights into the lived experiences, perceptions, and challenges related to socioeconomic factors affecting academic achievement. Through statistical analysis and thematic coding, the study aims to identify correlations between SES variables and academic outcomes, as well as explore the underlying mechanisms and narratives shaping these relationships. Based on the findings therefore, the study concluded that the study indicates that was a moderate positive and statistically significant correlation between parents' level of education and KCSE performance among secondary school students in Dadaab refugee camp, Garissa County, ($r = 0.531$; $p < 0.05$). This means that parents' level of education impacted positively on KCSE performance among secondary school students in Dadaab refugee camp, Garissa County. The study showed that there was a moderate positive and statistically significant correlation between household income level and KCSE performance among secondary students in Dadaab refugee camp, Garissa County. ($r = 0.591$; $p < 0.05$). This means that household income level impacts positively on KCSE performance among secondary students in Dadaab refugee camp, Garissa County. The study showed that there was a moderate positive and statistically significant correlation between school strategies put in place and KCSE performance of secondary school learners in Dadaab refugee camp, Garissa County Kenya. ($r = -0.589$; $p < 0.05$). This showed that school strategies put in place improve KCSE performance of secondary school learners in Dadaab refugee camp, Garissa County.

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LIST OF ABBREVIATIONS AND ACRONYMS

A.B.M	AutomatedBankingMachine
A.M. T	AutomatedMoneyTransfer
A.T.M	AutomatedTellerMachine
C.B.K	CentralBankofKenya
E.F.T	ElectronicFundTransfer
I.C.T	InformationCommunicationTechnology
M.I.S	MoneyTransferServices
P.I.N	PersonalIdentificationNumber
P.O. S	PointofSale
S.M.S	ShortMessagesService
S.W.I.F.T	SocietyforWorldwideInterbankFinancial Telecommunication



CHAPTER ONE

INTRODUCTION

In educational research, understanding the intricate interplay between socioeconomic factors and KCSE performance has been a focal point for decades. Socioeconomic status (SES) encompasses various dimensions including income, parental education level, parental occupation, and access to resources. It has been consistently recognized as a significant determinant of KCSE performance among students across different contexts (Reardon, 2011).

The impact of socioeconomic factors on KCSE performance is particularly pronounced in marginalized communities such as refugee camps. Dadaab, located in Garissa County, Kenya, stands as one of the largest refugee camps globally, hosting thousands of refugees mainly from Somalia. The unique circumstances within refugee camps present multifaceted challenges to academic success, including limited access to quality education, economic instability, and psychological stressors stemming from displacement (Murray & Mbole, 2019; UNHCR, 2020).

In the context of Dadaab refugee camp, socioeconomic disparities intersect with educational outcomes, potentially exacerbating educational inequities. Despite efforts to provide educational services within refugee camps, students face various barriers that impede their academic progress. These barriers may include overcrowded classrooms, inadequate learning materials, and a lack of qualified teachers (UNESCO, 2019). Additionally, factors such as language barriers, trauma-related issues, and cultural differences further complicate the educational landscape for refugee students (Betancourt et al., 2011).

Understanding the role of socioeconomic factors as determinants of KCSE performance among students in Dadaab refugee camp is crucial for designing targeted interventions aimed at addressing disparities and promoting educational equity. By identifying specific socioeconomic variables that significantly influence academic outcomes, policymakers and educators can develop evidence-based strategies to mitigate the impact of socioeconomic disadvantage and enhance educational opportunities for refugee students.

This study aims to investigate the relationship between socioeconomic factors and KCSE

performance among students in secondary schools within Dadaab refugee camp, Garissa County. By examining factors such as parental education, household income, and to find additional strategies in improving performance. The study seeks to provide insights into the mechanisms through which socioeconomic status influences educational outcomes in this unique and vulnerable population.

1.2 Statement of the Problem

Education, an essential human right and a catalyst for socioeconomic advancement, encounters numerous challenges, particularly evident in marginalized communities such as the Dadaab refugee camp in Garissa County, Kenya. Despite its significance, achieving quality education faces hurdles influenced by socioeconomic factors, as highlighted by Smith (2016). Research, exemplified by Sirin (2005) and Reardon and Galindo (2009), underscores the profound impact of parental education, socioeconomic status, and poverty on academic success. In refugee environments like Dadaab, limited access to quality education, overcrowded classrooms, language barriers, and the psychological toll of displacement exacerbate the influence of socioeconomic dynamics on academic outcomes, leading to heightened dropout rates due to economic instability (Baker-Henningham&LópezBóo, 2010).

Furthermore, language barriers and mental health challenges resulting from displacement and conflict further impede KCSE performance (UNHCR, 2020; Betancourt et al., 2012). Cultural norms within refugee communities also play a significant role in shaping educational attitudes and perpetuating gender disparities in access to education, as well as influencing expectations regarding KCSE performance(Gyimah-Brempong&Asiedu, 2015). Despite efforts to mitigate these challenges, the intersection of socioeconomic factors and educational equity remains a formidable obstacle in refugee settings like Dadaab.

Despite efforts by humanitarian organizations and the Kenyan government to improve educational opportunities within refugee camps, persistent socioeconomic challenges continue to undermine KCSE performance among secondary school students in Dadaab. Therefore, there is a critical need for research to comprehensively examine the interplay between socioeconomic factors and academic outcomes in this context, in order to inform targeted interventions and policies aimed at promoting educational equity and excellence among refugee students.

The table below shows KCSE mean grade for two secondary schools in Dadaab refugee camp.

KCSE	2020	2021	2022	2023
Gedi secondary	D+	D	C-	D
Ifo secondary	D	D+	D	D

1.3 Purpose of the Study

The study on "Socioeconomic Factors as Determinants of KCSE performance Among Secondary School Students: A Case Study of Dadaab Refugee Camp, Garissa" delves into the intricate interplay between socioeconomic conditions and educational outcomes within the unique context of a refugee camp. By examining factors such as parental education, household income, and access to resources, the research aims to unravel the complexities shaping KCSE performance among secondary school students in Dadaab. Through rigorous analysis, the study seeks to provide a comprehensive understanding of the challenges faced by students in marginalized settings and offer insights that can inform targeted interventions.

At its core, the study endeavors to bridge the gap in KCSE performance by identifying the root causes of disparities among students in the Dadaab Refugee Camp. By elucidating the role of socioeconomic factors, it strives to pave the way for evidence-based interventions that address the underlying structural barriers to educational success. Moreover, the research aims to empower policymakers and educators with actionable insights that can drive meaningful change in refugee education policies and practices.

Ultimately, the findings of this study hold significant implications for promoting equity and inclusion in education. By advocating for policies that address the socioeconomic determinants of academic achievement, the research endeavors to create a more equitable learning environment where all students, regardless of their background, have the opportunity to thrive. In doing so, it not only contributes to the academic literature but also advances the broader agenda of social justice and human rights in refugee education.

1.4 Research Objectives

1. To find out the influence of parents' level of education on KCSE performance among secondary school students in Dadaab refugee camp, Garissa County.

2. To find out the influence of household income level on KCSE performance among secondary students in Dadaab refugee camp, Garissa County.
3. To find out the school strategies put in place to improve KCSE performance of secondary school learners in Dadaab refugee camp, Garissa County.

1.5 Research Question

1. What is the relationship between parents' level of education and the KCSE performance of secondary school students in Dadaab refugee camp, Garissa County?
2. How does household income level affect the KCSE performance of secondary students in Dadaab refugee camp, Garissa County?
3. What specific strategies have secondary schools in Dadaab refugee camp, Garissa County implemented to enhance the KCSE performance of their learners?

1.6 Significance/Rationale/Justification of the study

The research on socioeconomic factors as determinants of KCSE performance among students in secondary schools, particularly in the context of Dadaab refugee camp in Garissa County, holds significant implications. This study addresses a critical gap in understanding the intersectionality of socioeconomic status and KCSE performance within the unique setting of a refugee camp. Education is a fundamental human right, yet students in refugee camps often face multifaceted challenges, including limited access to resources, language barriers, and disrupted schooling due to conflict or displacement. By examining the influence of socioeconomic factors on KCSE performance in this specific context, policymakers, educators, and humanitarian organizations can gain insights into tailored interventions to support the educational needs of refugee students, thereby promoting their long-term empowerment and integration into society.

Furthermore, understanding the socioeconomic determinants of KCSE performance in the Dadaab refugee camp can contribute to broader discourse on educational equity and social justice. By uncovering the barriers faced by students from marginalized backgrounds, this research not only sheds light on the systemic inequalities within education systems but also underscores the importance of addressing socioeconomic disparities to ensure inclusive and quality education for all. The findings of this study may inform policy recommendations aimed at enhancing educational support structures, such as provision of scholarships, mentorship programs, and community engagement initiatives, to mitigate the impact of socioeconomic

factors on academic outcomes and foster a conducive learning environment conducive to the holistic development of refugee students in secondary schools.

1.7 The scope of the study

1.7.1 Literature Review

This literature review explores the role of socioeconomic factors as determinants of KCSE performance among students in secondary schools, focusing on the case of the Dadaab refugee camp in Garissa County.

Numerous studies have established a significant correlation between socioeconomic status and academic achievement. According to Sirin (2005), students from lower socioeconomic backgrounds tend to exhibit lower KCSE performance compared to their more affluent peers. This disparity can be attributed to various factors, including limited access to educational resources, inadequate parental involvement, and heightened stressors associated with economic hardship. Additionally, the intergenerational transmission of socioeconomic status influences educational outcomes, as children from disadvantaged backgrounds may lack the cultural capital and support systems necessary for academic success (Davis-Kean, 2005).

In the specific context of refugee camps, socioeconomic factors play a critical role in shaping educational experiences and outcomes. The Dadaab refugee camp, located in Garissa County, Kenya, is one of the largest refugee settlements globally, hosting a diverse population primarily composed of individuals fleeing conflict and persecution from neighboring countries such as Somalia. Research conducted by UNHCR (2019) underscores the challenges faced by students in refugee camps, including overcrowded classrooms, inadequate infrastructure, and limited access to qualified teachers and educational materials. Moreover, socioeconomic barriers, such as poverty and unemployment among refugee families, further exacerbate educational inequalities and hinder KCSE performance (UNESCO, 2019).

Parental education emerges as a key determinant of academic success among students in secondary school. A study by Conger and Donnellan (2007) found that parental education level significantly predicts children's KCSE performance, with higher levels of parental education associated with better educational outcomes. In the context of the Dadaab refugee camp, however, many parents have limited formal education due to displacement and disruptions

caused by conflict. As a result, students may lack the academic support and guidance needed to excel in their studies, perpetuating the cycle of educational disadvantage (Mazzucato et al., 2017).

Furthermore, socioeconomic factors influence students' psychological well-being and motivation, which, in turn, impact academic achievement. Research by Eccles and Roeser (2009) highlights the importance of socioemotional factors in academic success, emphasizing the role of self-efficacy, sense of belonging, and academic engagement. In environments characterized by poverty and instability, students may experience heightened stress and anxiety, detracting from their ability to focus on learning and academic tasks (Jimerson et al., 2000). Thus, interventions aimed at improving KCSE performance in secondary schools must address not only academic support but also socioemotional needs, particularly in refugee settings where students face unique challenges.

1.7.2 Research Methodology

De Vos, Delport, Fouché and Strydom (2011) identify two recognised approaches to research: the qualitative and the quantitative approach. The study will employ mixed method. A “method of data collection” is defined by Johnson et al. (2008, p. 201) as a “technique for physically obtaining data to be analysed in the research study”. Firstly, quantitative data will be collected through surveys administered to a sample of students from various secondary schools within the camp. The survey will gather information on socioeconomic background, including household income, parental education level, and access to resources like textbooks and study materials, and living conditions. Additionally, KCSE performance data will be obtained from school records, including grades, attendance, and standardized test scores. The research population is defined by as the “members of any well-defined class of people, events or objects” (Ary, Jacobs & Razavieh 2002, p. 167). Sowell (2001, p. 143) also stated that “population refers to a group that has one or more characteristics in common”. The qualitative data will be gathered through focus group discussions and interviews with key stakeholders such as teachers, parents, and school administrators. These discussions will provide insights into the perceptions and experiences of individuals regarding the impact of socioeconomic factors on KCSE performance.

Data analysis is the making sense of participants/respondent’s opinions through organization and explanation of the data collected (Cohen, 2010). The quantitative data collected will be analyzed

using statistical techniques such as regression analysis to determine the relationship between socioeconomic factors and academic achievement, while qualitative data will be analyzed thematically to identify common themes and patterns.

The data will be presented using tables, charts, and graphs to illustrate the relationship between socioeconomic factors and academic achievement. Descriptive statistics such as mean, median and standard deviation will be used to summarize the data. Additionally, comparative analysis will be conducted to examine differences in KCSE performance across different socioeconomic groups.

1.8 Limitations

While investigating the influence of socioeconomic factors on KCSE performance among students in secondary schools within the Dadaab refugee camp in Garissa presents a compelling premise, several limitations should be considered. Firstly, the generalizability of findings may be constrained due to the unique circumstances of the refugee camp setting, which may not fully reflect the broader educational landscape. The homogeneity of the population within the camp, primarily comprised of refugees facing similar socioeconomic challenges, might limit the variability required for robust statistical analysis and comparison with other educational contexts. Additionally, accessing reliable and comprehensive socioeconomic data within the camp could prove challenging, as refugee populations often lack documentation and formalized records, potentially leading to inaccuracies and biases in the analysis.

Secondly, while socioeconomic factors undoubtedly play a significant role in academic achievement, the project may overlook the complex interplay of other variables that contribute to students' educational outcomes. Factors such as cultural background, language barriers, access to quality education resources, and psychological well-being are crucial determinants that may interact with socioeconomic status in shaping KCSE performance. Focusing solely on socioeconomic factors might oversimplify the multifaceted nature of academic success and overlook important nuances within the educational experiences of students in the refugee camp. Thus, a more comprehensive approach that considers a broader range of contextual and individual factors is necessary to provide a holistic understanding of KCSE performance among students in this unique setting.

1.9 Delimitations

The study on socioeconomic factors as determinants of KCSE performance among students in Dadaab refugee camp, Garissa, faced several delimitations. Firstly, the study encountered challenges in accessing comprehensive socioeconomic data due to the transient nature of refugee populations and potential limitations in data collection infrastructure within the camp. Additionally, the study faced limitations in generalizability due to the unique context of Dadaab refugee camp, which may not fully represent other refugee camps or non-refugee educational settings.

Secondly, the study was constrained by the availability of resources and logistical difficulties inherent in conducting research within a refugee camp setting, such as language barriers, security concerns, and cultural sensitivities. These challenges could have affected the sample size, data quality, and the ability to control for confounding variables effectively. Furthermore, the study struggled to disentangle the complex interplay between socioeconomic factors and other determinants of academic achievement, such as access to quality education, trauma exposure, and mental health issues, which could limit the depth of analysis and interpretation of results. Overall, while the study offers valuable insights into the educational experiences of students in Dadaab refugee camp, its findings must be interpreted within the context of these delimitations.

1.10 Assumptions of the study

The study on socioeconomic factors as determinants of KCSE performance among students in secondary school within the Dadaab refugee camp in Garissa faces several key assumptions. Firstly, it assumed that socioeconomic factors play a significant role in shaping KCSE performance, with variables such as parental education, income levels, and access to resources influencing educational outcomes. Secondly, it presumed that the conditions within the Dadaab refugee camp are representative of broader challenges faced by refugee populations, including limited access to quality education, economic instability, and psychological stressors stemming from displacement. Additionally, the study assumed that data collected from the Dadaab refugee camp can provide valuable insights into the interplay between socioeconomic factors and KCSE performance in a unique context, offering potential implications for educational policies and interventions targeting marginalized communities.

However, the proposed study also acknowledges several delimitations that may have constrained the generalizability and scope of its findings. Firstly, it recognized the inherent complexity of socioeconomic factors and their multifaceted influence on KCSE performance, understanding that while the study may identify correlations, it may not establish causation due to the presence of confounding variables. Secondly, the study acknowledged potential limitations in data collection methodologies within a refugee camp setting, including challenges related to access, language barriers, and cultural sensitivities, which may impact the comprehensiveness and accuracy of the data gathered. Despite these delimitations, the study aimed to provide valuable insights into the relationship between socioeconomic factors and KCSE performance within the unique context of a refugee camp, informing future research and policy efforts aimed at addressing educational inequalities among marginalized populations.

1.11 Operational definitions

Operational definitions for the study on socioeconomic factors as determinants of KCSE performance among students in secondary school in the context of the Dadaab refugee camp in Garissa can include:

Socioeconomic Factors: For the purpose of this study, socioeconomic factors refer to the various social and economic elements that influence the KCSE performance of students. This includes but is not limited to family income, parental education level, household size, access to educational resources, and parental involvement in education.

Academic Achievement: KCSE performance pertains to the measurable outcomes of students' performance in various academic domains, such as grades, test scores, and completion rates. It encompasses both quantitative and qualitative indicators of academic success.

Secondary School Students: Secondary school students in this study specifically refer to individuals enrolled in secondary education within the Dadaab refugee camp in Garissa. This includes students across different age groups attending secondary education programs within the camp's educational institutions.

Dadaab Refugee Camp: The Dadaab refugee camp is one of the largest refugee settlements in the world, located in Garissa County, Kenya. For this study, it serves as the geographical context

within which socioeconomic factors and KCSE performance are examined among secondary school students.

Parental Education Level: Parental education level refers to the highest level of education attained by the parents or guardians of the students. This can include formal schooling, vocational training, or any other educational qualifications.

Family Income: Family income denotes the total earnings or financial resources available to the student's household. This encompasses wages, salaries, government assistance, remittances, and any other sources of income available to the family unit.

Household Size: Household size refers to the number of individuals living together in a single dwelling unit. It includes both nuclear and extended family members sharing common resources and living arrangements.

Access to Educational Resources: Access to educational resources includes availability and utilization of materials such as textbooks, school supplies, internet access, libraries, and educational facilities within the refugee camp environment.

Parental Involvement in Education: Parental involvement in education refers to the degree and nature of parents' engagement and participation in their children's educational activities. This can include attending parent-teacher meetings, assisting with homework, and providing emotional support for academic pursuits.

Academic Support Services: Academic support services encompass any additional educational assistance or interventions provided to students within the secondary school setting, such as tutoring programs, mentoring initiatives, and counseling services aimed at enhancing KCSE performance.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In exploring the intricate relationship between socioeconomic factors and KCSE performance among secondary school students, the lens widens to encompass the unique context of Dadaab Refugee Camp in Garissa. Within this dynamic environment, understanding how socioeconomic determinants intersect with educational outcomes becomes paramount. This chapter delves into existing literature, consolidating insights to illuminate the multifaceted nature of this relationship. By synthesizing findings, it seeks to unveil the nuanced mechanisms through which socioeconomic factors influence KCSE performance within the specific context of a refugee settlement.

2.1 Refugee camps

Refugee camps are temporary settlements established to accommodate and provide basic necessities for people who have fled their home countries due to persecution, conflict, violence, or natural disasters and are unable or unwilling to return. These camps serve as a sanctuary for refugees, offering shelter, food, water, medical care, and sometimes education and vocational training (Oxford Dictionary).

Africa hosts a significant proportion of the world's refugees, with countries like Uganda, Ethiopia, and Kenya shouldering substantial burdens. Research by Crisp (2015) emphasizes the protracted nature of displacement in African contexts, with many refugees languishing in camps for decades. Scholars highlight the strains placed on host countries' resources and infrastructure, as well as the social and economic tensions that can arise between refugees and host communities (Crisp, 2015; Long et al., 2017). However, there are also examples of innovative approaches, such as Uganda's progressive refugee policies, which emphasize inclusion and self-reliance (Long et al., 2017).

2.3 The Dadaab Refugee Camp

The Dadaab refugee camp, located in Kenya, is one of the largest refugee camps in the world. Established in 1991, it was initially designed to accommodate 90,000 individuals fleeing conflict in neighboring Somalia. However, due to continued instability in the region, the camp's

population has swelled to over 200,000, straining resources and presenting significant challenges for both refugees and humanitarian agencies.

2.3.1 Historical Context and Establishment

The origins of the Dadaab camp are rooted in the Somali civil war, which began in 1991 following the overthrow of President Siad Barre. The ensuing violence and instability forced hundreds of thousands of Somalis to flee their homes in search of safety. In response to this humanitarian crisis, the United Nations High Commissioner for Refugees (UNHCR) established the Dadaab complex, comprising several camps including Hagadera, Ifo, and Dagahaley, in northeastern Kenya (Yusuf, 2017).

2.3.2 Camp Infrastructure and Living Conditions

Research on the Dadaab camp frequently highlights the challenges associated with inadequate infrastructure and poor living conditions. Studies have documented overcrowded shelters, limited access to clean water and sanitation facilities, and insufficient healthcare services (Gorfu&Kihato, 2019). These conditions not only compromise the physical well-being of residents but also contribute to social tensions and conflict within the camp (Kusow & Bjørkhaug, 2016).

2.4 Secondary Schools in Dadaab Refugee Camp

Dadaab Refugee Camp, located in northeastern Kenya, has been a temporary home to hundreds of thousands of refugees fleeing conflict, persecution, and environmental disasters primarily from Somalia, since its establishment in the early 1990s (UNHCR, 2020). Education is recognized as a fundamental human right and a key pathway for empowering individuals and communities. However, providing quality education within the confines of a refugee camp presents unique challenges.

2.4.1 Challenges in Secondary Education in Dadaab

Secondary schools in Dadaab often grapple with overcrowded classrooms and inadequate infrastructure (UNESCO, 2018). Limited space and resources strain the capacity to deliver quality education and create a conducive learning environment. Scarce resources, including textbooks, teaching materials, and trained educators, pose significant barriers to effective

teaching and learning (Save the Children, 2019). The lack of access to essential resources hampers educational attainment and student engagement. Socio-cultural norms and practices within refugee communities may impact girls' access to education, leading to gender disparities in enrollment and retention rates (UNHCR, 2020).

2.4.2 Opportunities and Interventions

Engaging with the local community and refugee-led organizations can foster ownership and support for educational initiatives (Feldstein, 2019). Collaborative approaches that involve parents, community leaders, and educators can enhance the relevance and sustainability of interventions. Exploring innovative teaching methodologies, such as digital learning platforms and peer-to-peer tutoring, can optimize limited resources and cater to diverse learning needs (UNESCO, 2020). Leveraging technology can bridge gaps in access to educational materials and facilitate interactive learning experiences. Partnerships with non-governmental organizations (NGOs), United Nations agencies, and other stakeholders can augment resources and support holistic approaches to education (UNHCR, 2020).

2.5 Socioeconomic status (SES)

2.5.1 Definition of Socioeconomic Status

Socioeconomic status is a complex construct that incorporates various indicators of economic resources, such as income, wealth, and occupation, along with social factors like education, employment status, and neighborhood characteristics (Adler & Stewart, 2010). It reflects an individual's or a family's position within the social hierarchy and influences their access to material and social resources (Galobardes et al., 2006).

2.5.2 Measurement of Socioeconomic Status

Several measures have been proposed to assess socioeconomic status, each focusing on different dimensions of advantage or disadvantage. Commonly used indicators include income, education level, occupational prestige, and neighborhood deprivation (Braveman et al., 2005). Additionally, composite measures, such as the Socioeconomic Index (SEI) and the Socioeconomic Status Scale (SES Scale), integrate multiple indicators to provide a more holistic assessment of SES (Stewart et al., 2007).

2.5.3 Social Economic Factors

2.5.3.1 Individual Factors

One of the most significant predictors of KCSE performance is intellectual ability or cognitive skills. Individuals with higher cognitive abilities tend to perform better academically (Gottfredson, 2004). Motivation, including intrinsic motivation, goal-setting, and perseverance, is crucial for academic success. Self-regulation skills such as time management and study habits also significantly impact achievement (Zimmerman, 2000).

2.5.3.2 Socioeconomic Status (SES)

Parents' level of education and occupational status are strong predictors of academic achievement. Higher parental education and occupational status are associated with better academic outcomes for children (Sirin, 2005). Adequate financial resources, access to educational materials, and enrichment activities contribute to academic success. Lower-income families may face challenges related to resource availability, which can affect KCSE performance (Duncan & Brooks-Gunn, 1997).

2.5.3.3 School and Classroom Environment

Effective teaching practices, teacher-student relationships, and classroom climate influence academic achievement. High-quality instruction tailored to students' needs can enhance learning outcomes (Hattie, 2009). Peer interactions and peer norms within schools can impact academic achievement. Positive peer relationships and a supportive peer environment can foster academic success (Wentzel, 1998).

2.5.3.4 Family and Home Environment

Parental involvement in children's education, including monitoring homework, attending school events, and communicating with teachers, is associated with higher KCSE performance (Fan & Chen, 2001). Family structure, dynamics, and support systems play significant roles in shaping academic outcomes. Stable family environments and emotional support contribute positively to KCSE performance (Amato & Fowler, 2002).

2.6 Implications of Socioeconomic Status

Socioeconomic status has profound implications for various aspects of life, including health, education, and social mobility. Research consistently demonstrates a strong association between low SES and adverse health outcomes, including higher rates of chronic diseases, lower life expectancy, and increased mortality risk (Braveman et al., 2010). Moreover, individuals from disadvantaged socioeconomic backgrounds are more likely to experience barriers to educational attainment, limiting their opportunities for upward social mobility (Sirin, 2005).

2.6.1 Socioeconomic Factors

Socioeconomic factors refer to the social and economic circumstances that influence individuals' and communities' well-being, opportunities, and outcomes. These factors are often interrelated and mutually reinforcing, creating complex dynamics that impact various aspects of life. Wilkinson and Marmot (2003) define socioeconomic factors as "the social and economic conditions into which people are born, grow, live, work, and age." This definition underscores the holistic nature of socioeconomic influences, emphasizing their pervasive impact from birth to old age.

2.6.2 Income Inequality and Poverty

Income inequality, a key socioeconomic factor, reflects disparities in income distribution within a society. High levels of income inequality are associated with adverse outcomes, including reduced social mobility, health disparities, and social unrest (Pickett & Wilkinson, 2015). Moreover, poverty, a consequence of socioeconomic deprivation, has far-reaching effects on individuals' access to education, healthcare, and opportunities for advancement (Marmot, 2005).

2.6.3 Education and Social Mobility

Education is both a socioeconomic factor and a pathway to socioeconomic advancement. Access to quality education is crucial for breaking the cycle of poverty and promoting upward social mobility (Chetty et al., 2020). However, disparities in educational opportunities based on socioeconomic status persist, perpetuating inequalities across generations (Reardon, 2011). Addressing these disparities requires targeted interventions to improve access to education and mitigate the effects of socioeconomic disadvantage.

2.6.3 Occupational Status and Social Class

Occupational status and social class are important determinants of individuals' socioeconomic position. Occupational prestige, income level, and job security are factors that influence one's social standing and access to resources (Erikson & Goldthorpe, 1992). **2.6.4 Access to Resources and Opportunities**

Socioeconomic factors influence individuals' access to resources such as healthcare, housing, and employment opportunities. Disparities in access to essential services perpetuate inequalities and contribute to social exclusion (Diderichsen et al., 2012). Addressing these disparities requires policies that promote equitable distribution of resources and opportunities, as well as targeted interventions to support marginalized populations.

2.7 The Impact of Family Violence on KCSE performance among Secondary Students in the Dadaab Refugee Camp.

2.7.1 Prevalence of Family Violence in Refugee Settings

Research indicates that family violence is a prevalent issue in refugee settings, exacerbated by factors such as displacement, overcrowding, lack of resources, and trauma resulting from conflict and persecution. A study by Johnson et al. (2018) found that among refugee populations, rates of intimate partner violence and child maltreatment tend to be higher compared to non-refugee populations. Moreover, the unique stressors experienced by refugees, including uncertainty about the future, cultural adjustment, and economic hardships, contribute to heightened family tensions and increased risk of violence within households (Rees et al., 2020).

2.7.2 Impact of Family Violence on KCSE performance

The impact of family violence on KCSE performance is well-documented in the literature. Children and adolescents exposed to violence within their families often experience a range of cognitive, emotional, and behavioral difficulties that impede their ability to succeed academically (Evans et al., 2016). These difficulties may manifest as poor concentration, low self-esteem, depression, anxiety, aggression, and school avoidance (Fantuzzo et al., 2017). Furthermore, the chronic stress resulting from exposure to violence can disrupt neurodevelopmental processes, impairing memory, attention, and executive functioning, all of which are essential for learning and KCSE performance (Kerr et al., 2019).

Exposure to violence within the family can lead to symptoms of trauma, including anxiety, depression, and post-traumatic stress disorder (PTSD).

2.7.3 Specific Challenges Faced by Secondary Students in Dadaab

In the context of the Dadaab refugee camp, secondary students face unique challenges related to family violence. Due to the protracted nature of displacement and the lack of adequate support systems, many families experience heightened levels of stress, which may escalate into abusive behaviors within the household. Moreover, the limited access to mental health services and educational resources further exacerbates the impact of family violence on students' KCSE performance and psychosocial well-being. Research conducted by Ahmed et al. (2021) highlighted the prevalence of domestic violence among refugee families in Dadaab and its detrimental effects on children's educational outcomes, including increased absenteeism, decreased academic motivation, and lower grades.

2.7 Interventions and Recommendations

Addressing the impact of family violence on KCSE performance among secondary students in the Dadaab Refugee Camp requires a comprehensive and multi-sectoral approach. Interventions should be tailored to address the unique needs and challenges faced by students, families, and schools in this context. Some potential strategies include:

2.8 The Impact of Parents' Level of Education on KCSE performance Among Secondary School Students in Dadaab Refugee Camp

The level of parental education has been identified as a significant predictor of KCSE performance among students across various contexts. In refugee camps like Dadaab, where educational opportunities may be limited and socio-economic challenges abound, understanding the impact of parental education on KCSE performance is crucial for designing effective interventions to support students' educational outcomes.

2.8.1 Education and KCSE performance

Education is a multifaceted concept encompassing various dimensions such as access, quality, and equity. KCSE performance, a crucial aspect of education, is often measured by standardized test scores, grades, and educational attainment. Numerous studies have established a positive

correlation between parental education and KCSE performance among students in various settings (Davis-Kean, 2005; Sirin, 2005).

2.8.2 Socioeconomic Status and Academic Achievement

Parental education is closely linked to socioeconomic status (SES), which encompasses factors such as income, occupation, and education level. Higher SES is associated with greater access to resources, including educational opportunities, which can positively impact KCSE performance (Bradley & Corwyn, 2002). In refugee camp settings like Dadaab, where resources are often limited, SES can significantly influence students' academic outcomes.

2.8.3 Role of Parental Involvement

Parental involvement in children's education plays a crucial role in shaping academic success. This involvement can manifest through various forms, including parental expectations, monitoring homework, and engaging in school activities. Research indicates that parents with higher levels of education tend to be more actively involved in their children's education (Fan & Chen, 2001). In Dadaab refugee camp, parental involvement may be influenced by factors such as cultural norms, language barriers, and access to information.

2.8.4 Cultural Influences

Cultural factors also impact the relationship between parental education and KCSE performance. In some cultures, education is highly valued, and parents may prioritize their children's academic pursuits regardless of their own educational background. Conversely, in cultures where educational attainment is less emphasized or where traditional gender roles prevail, the effect of parental education on KCSE performance may vary (Hill & Tyson, 2009).

2.8.5 Challenges in Refugee Camp Settings

Refugee camps present unique challenges to education, including overcrowded classrooms, limited resources, language barriers, and trauma-related issues among students. These challenges may exacerbate the impact of parental education on KCSE performance. Moreover, displacement and instability can disrupt family structures and exacerbate socio-economic disparities, further influencing students' educational outcomes (UNHCR, 2012).

2.8.6 Interventions and Recommendations

Efforts to improve educational outcomes among secondary school students in Dadaab refugee camp should consider the multifaceted nature of the relationship between parental education and KCSE performance. Interventions aimed at enhancing parental involvement, providing support services for families, and addressing socio-economic barriers can mitigate the impact of low parental education on students' academic achievement. Additionally, culturally sensitive approaches that recognize the diversity within the refugee population and promote inclusive education practices are essential.

2.9 Impact of Parental Education on KCSE performance

The relationship between household income levels and KCSE performance among secondary students synthesizes the existing research to understand the effect of household income on the KCSE performance of secondary students in such settings.

Numerous studies have highlighted the positive correlation between parental education levels and KCSE performance among secondary school students. A meta-analysis conducted by Sirin (2005) found a significant association between parental education and children's KCSE performance across various ethnic and socioeconomic groups. Similarly, a longitudinal study by Davis-Kean (2005) revealed that parental education positively influences children's cognitive development and academic success, even after controlling for factors such as socioeconomic status and intelligence.

2.9.1 Mediating Factors

Several mediating factors may explain the relationship between parental education and KCSE performance.

2.9.1.1 Parental Involvement.

Parental involvement in their children's education, including parental expectations, support, and encouragement, has been consistently linked to higher KCSE performance (Fan & Chen, 2001). Household income also influences parental involvement in education, which is strongly correlated with academic success. Research by Fan and Chen (2001) demonstrated that parents from higher-income households are more likely to be actively engaged in their children's education, providing academic support, guidance, and encouragement. In contrast, parents facing

economic hardships may have less time and energy to devote to their children's educational needs, thereby affecting their KCSE performance.

2.9.1.2 Socioeconomic status (SES).

Additionally, parental socioeconomic status, access to educational resources at home, and the quality of the home learning environment play significant roles in shaping students' academic outcomes (Sui-Chu & Willms, 1996). SES measured by household income, is a key determinant of educational attainment. Research by Sirin (2005) found that students from lower-income households tend to perform worse academically compared to their peers from higher-income households. This relationship persists across various educational settings and is attributed to factors such as access to educational resources, parental involvement, and stressors associated with poverty (Sirin, 2005).

2.9.2 Household Income and KCSE performance in Refugee Camps

Limited research specifically addresses the impact of household income on KCSE performance among secondary students in refugee camps. However, studies on education in low-income and marginalized communities provide some insights into this issue.

In a study by Betts and Lofstrom (2018) on the educational outcomes of refugee children in the United States, household income emerged as a significant predictor of academic success. Children from higher-income refugee families were more likely to perform well academically compared to their counterparts from lower-income households.

Similarly, a study by Kessler et al. (2020) examined the educational experiences of refugee children in urban slums and found that household income was positively associated with school attendance and academic achievement. Higher-income families could afford educational expenses such as school fees, uniforms, and transportation, which positively influenced their children's academic outcomes.

2.9.3 The Impact of Household Income on KCSE performance

Household income is a significant determinant of educational outcomes, even in refugee contexts. Research in non-refugee settings consistently demonstrates a positive correlation between higher household income levels and KCSE performance (Sirin, 2005). Higher income

families often have access to resources such as educational materials, tutoring services, and enrichment activities that contribute to better KCSE performance among their children (Duncan & Magnuson, 2013).

However, the relationship between household income and KCSE performance is complex and influenced by various factors. A study by DeLuca et al. (2016) found that while income is associated with academic achievement, other factors such as parental education, family structure, and neighborhood characteristics also play significant roles.

2.9.4 Challenges in Refugee Contexts

In refugee camps like Dadaab, families face unique challenges that may exacerbate the impact of parental education on KCSE performance. Limited access to quality education, overcrowded classrooms, language barriers, and a lack of educational resources are common obstacles faced by refugee students (Betts & Lofgren, 2000). Moreover, the psychological stressors associated with displacement and uncertainty can negatively affect both parents' ability to support their children's education and students' overall academic well-being (Bronstein & Montgomery, 2011). A study by Dryden-Peterson (2018) highlights the multifaceted challenges faced by refugee students, including disrupted education, lack of educational infrastructure, and inadequate teacher training. Despite these challenges, there are opportunities for improving educational outcomes in refugee settings. Innovative approaches such as community-based education programs, flexible learning schedules, and the integration of technology have shown promise in enhancing access to education and improving KCSE performance among refugee students (UNHCR, 2020).

2.9.5 Challenges in Refugee Contexts

Refugee contexts present unique challenges that intersect with the relationship between household income and KCSE performance. Limited access to quality education, overcrowded classrooms, language barriers, and cultural adjustments are among the myriad challenges faced by refugee students (Dryden-Peterson, 2016). Within Dadaab, these challenges are compounded by resource constraints, inadequate infrastructure, and the protracted nature of displacement, creating additional barriers to academic success.

2.9.6 Interventions and Policy Implications

Addressing the impact of household income on KCSE performance among secondary students in Dadaab requires multifaceted interventions and policy initiatives. Targeted efforts to alleviate poverty, improve access to educational resources, enhance parental involvement, and provide psychosocial support are essential for mitigating the adverse effects of low household income. Additionally, interventions should be culturally sensitive, contextually relevant, and informed by the voices and experiences of refugee communities.

2.9.7 Interventions and Recommendations

Efforts to improve academic outcomes among secondary school students in refugee camps should prioritize interventions that address the multifaceted challenges faced by families and communities. Providing targeted support to enhance parental involvement in education, such as parenting workshops and literacy programs, can empower parents to play a more active role in their children's learning (De Luca & Wyman, 2012). Moreover, initiatives aimed at improving access to quality education, including teacher training, infrastructure development, and psychosocial support services, are essential for creating an enabling environment for academic success in refugee contexts (UNHCR, 2012).

2.10 The strategies employed to enhance the KCSE performance of secondary school learners in Dadaab refugee camp.

Drawing from scholarly articles, reports, and empirical studies, this review identifies various strategies adopted by schools in Dadaab to improve academic outcomes. The review highlights the importance of understanding the context-specific challenges and tailoring interventions to meet the needs of refugee learners.

2.10.1 Strategies to Improve KCSE performance

Involving the local community and refugee populations in educational decision-making processes can enhance the relevance and effectiveness of educational interventions (UNHCR, 2012). Providing teachers with training on trauma-informed pedagogy and equipping them with resources to address the diverse needs of refugee learners can improve teaching quality and student outcomes (Save the Children, 2018). Implementing language support programs that cater

to the linguistic diversity of refugee populations can facilitate better understanding and KCSE performance (Dryden-Peterson & Giles, 2017).

2.10.2 Community Engagement and Stakeholder Collaboration

Scholars (Smith et al., 2018) emphasize the importance of community engagement in improving educational outcomes in refugee contexts. Schools in Dadaab have established partnerships with local community leaders, non-governmental organizations (NGOs), and international agencies to garner support for educational initiatives. Collaborative efforts involve parents, teachers, and community members in decision-making processes, fostering a sense of ownership and commitment to education.

2.10.3 Teacher Training and Professional Development

Teacher quality significantly impacts student learning outcomes (UNHCR, 2020). Schools in Dadaab invest in teacher training programs to enhance pedagogical skills, promote culturally sensitive teaching practices, and address the specific needs of refugee learners. Professional development workshops, conducted by NGOs and educational institutions, focus on trauma-informed teaching, language support, and inclusive classroom practices.

2.10.4 Curriculum Adaptation and Contextualization

Adapting the curriculum to the socio-cultural context of refugee learners is crucial for relevance and effectiveness (UNESCO, 2019). In Dadaab, schools modify curriculum materials to incorporate local languages, cultural references, and real-life experiences of students. This approach enhances students' engagement, facilitates learning, and promotes a sense of identity and belonging.

2.10.5 Psychosocial Support and Well-being Services

Refugee students often grapple with trauma, anxiety, and stressors associated with displacement (Betancourt et al., 2018). Schools in Dadaab offer psychosocial support services, including counseling, peer support groups, and recreational activities, to address mental health needs and promote resilience among students. These interventions create safe spaces for expression, healing, and emotional well-being.

2.10.6 Technology Integration and Distance Learning

Leveraging technology can mitigate the limitations of physical infrastructure and enhance access to education (UNHCR, 2021). Schools in Dadaab have introduced e-learning platforms, mobile classrooms, and solar-powered devices to facilitate distance learning opportunities. These initiatives enable students to access educational resources, engage in virtual classrooms, and continue learning during disruptions such as pandemics or conflicts.

2.11 Theoretical and conceptual framework

2.11.1 Maslow Hierarchy Needs Theory

Maslow, renowned for his seminal work on human psychology, introduced the concept of Maslow's Hierarchy of Needs through his 1943 publication, "A Theory of Human Motivation." Maslow's Hierarchy of Needs, outlines human motivations in a pyramid structure, from basic physiological requirements to higher-level aspirations like self-actualization. These needs encompass physiological necessities, safety, social connections, esteem, and self-actualization. He emphasized a humanistic perspective, viewing individuals as integrated entities. Yang (2024) notes that Maslow posited the necessity for any theory of motivation to encompass fundamental human needs, addressing the entirety of human existence. Central to Maslow's framework is the hierarchical categorization of human needs into deficiency needs and growth needs, wherein the fulfillment of lower needs precedes the pursuit of higher ones (Huitt, 2007). These deficiency needs encompass physiological, love, safety, and esteem needs, leaving self-actualization as the sole component of growth needs. Organized in a pyramid-like structure, Maslow's hierarchy progresses from basic to higher-order needs, with advancement contingent upon the satisfaction of lower-level needs.

Moreover, career development, understood as a continuous process shaped by attitudes, values, and aspirations, bears resemblance to Maslow's hierarchy. It is delineated into two overarching categories: Inner Career Pathway and Outer-Career. This progression reflects a movement from basic employment to higher-level roles, mirroring the ascent through Maslow's hierarchy. Schulte (2018) highlights the alignment between Maslow's hierarchy and career progression, with each level of the hierarchy corresponding to distinct career stages. For instance, physiological and safety needs correspond to entry-level positions, while love and esteem needs align with advancement and specialization within one's field. Self-actualization needs signify the

pinnacle of both Maslow's hierarchy and career fulfillment, embodying the realization of one's full potential within their professional sphere.

In essence, Maslow's Hierarchy of Needs offers a conceptual framework that extends beyond individual psychology to encompass broader aspects of human experience, including career development. By recognizing the parallel between Maslow's hierarchy and career progression, individuals can navigate their professional journeys with greater insight and purpose, striving towards the fulfillment of their highest aspirations.

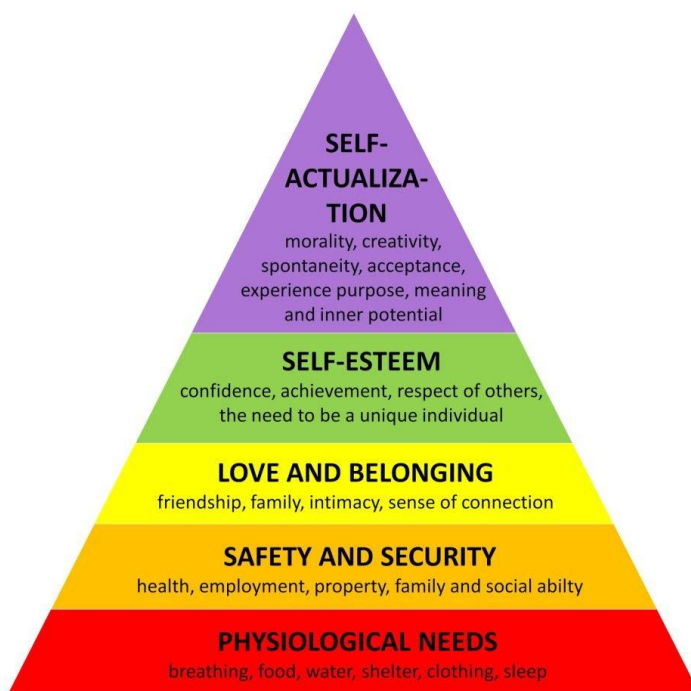
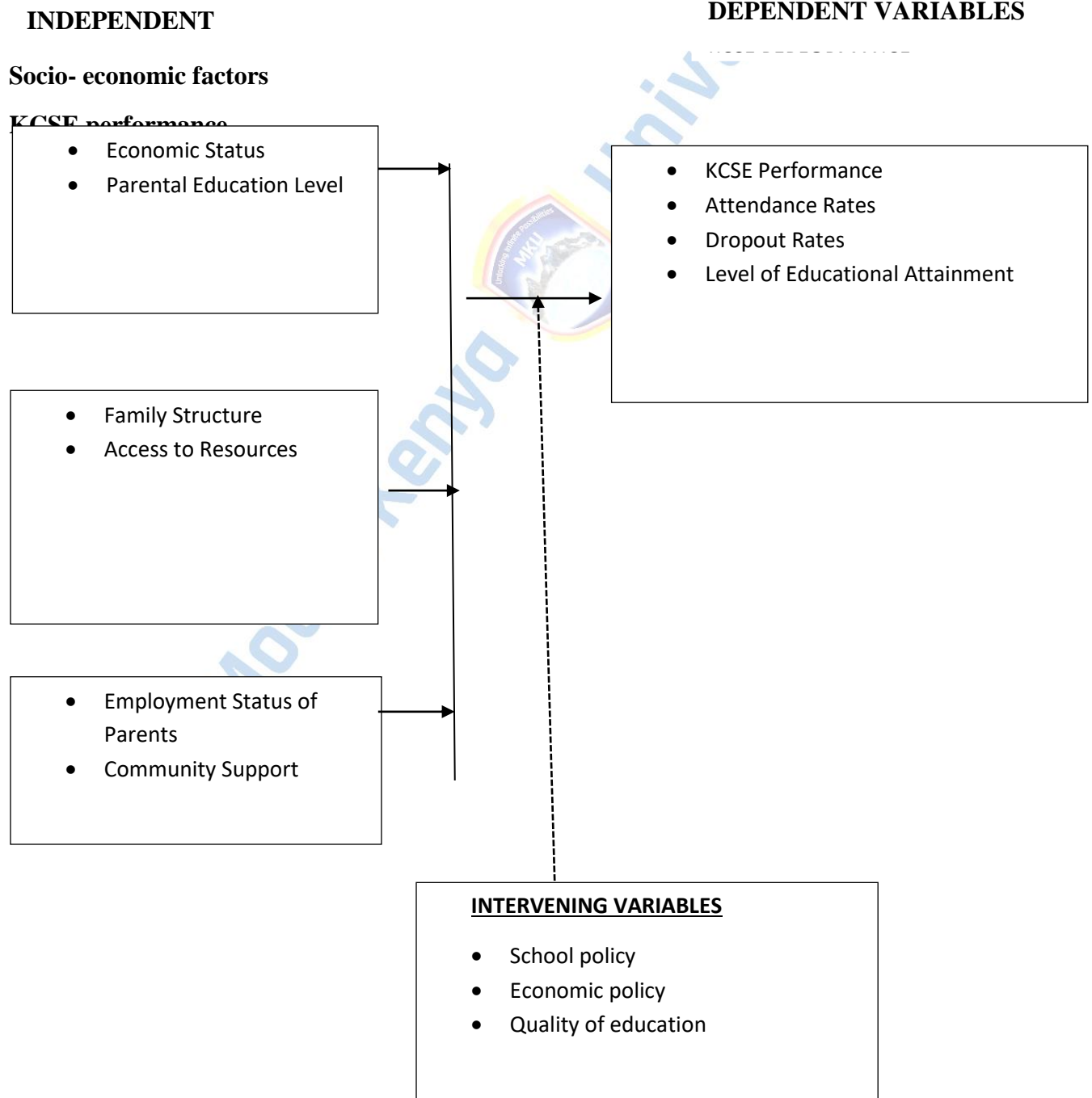


Figure 1

Applying this framework to the context of socioeconomic determinants of KCSE performance among secondary school students in a refugee camp like Dadaab reveals several implications. Physiological needs, including access to food, water, shelter, and healthcare, are often compromised, impacting students' physical well-being and ability to learn. Safety concerns such as violence and insecurity, along with unstable housing and limited healthcare access, contribute to anxiety and hinder KCSE performance. Love and belongingness needs suffer due to disruptions in family structures and social isolation, affecting emotional resilience and academic success. Esteem needs are challenged by discrimination and low societal expectations,

undermining students' self-esteem and motivation. Lastly, self-actualization, characterized by personal growth and academic pursuits, is hindered by limited resources and opportunities in the camp environment. Addressing these needs through support networks, inclusive learning environments, and educational opportunities can help mitigate socioeconomic challenges and enhance academic outcomes for refugee students in Dadaab

Figure 2.1: Conceptual Framework



In this conceptual framework, Socioeconomic Factors stand as the pivotal force shaping academic achievement. Positioned at the top, they exert influence over a myriad of interconnected variables. Economic status, Parental Education Level, Access to Resources, The conceptual framework delineates a nuanced understanding of the multifaceted dynamics shaping educational outcomes. By spotlighting socioeconomic factors as the bedrock of students' experiences, it underscores how disparities in economic status, parental education, and community resources can profoundly influence academic achievement. Moreover, it elucidates the direct impact of these factors on students' performance within the educational system, reflecting the unequal distribution of opportunities and support structures.

Furthermore, the framework accentuates the pivotal role of mediating factors in modulating the relationship between socioeconomic status and academic success. From the quality of education to psychological well-being and peer interactions, these intermediary variables illuminate the diverse pathways through which students navigate their educational trajectories. By recognizing the intricate interplay between socioeconomic factors, academic achievement, and mediating influences, the framework advocates for holistic interventions that address systemic inequities and foster an inclusive learning environment conducive to the success of all students.

2.12 Research gap

The Dadaab Refugee Camp, located in Garissa, Kenya, is one of the largest refugee camps globally, hosting thousands of displaced individuals, including children of school-going age. Within this context, understanding the determinants of KCSE performance among secondary school students is crucial for designing effective educational interventions. While numerous studies have examined the influence of socioeconomic factors on KCSE performance in various settings, there remains a significant gap in the literature regarding the specific case of Dadaab Refugee Camp.

Existing research on the relationship between socioeconomic factors and KCSE performance predominantly focuses on urban and rural settings, often overlooking the unique challenges faced by refugee populations. Studies conducted in different parts of the world consistently demonstrate that socioeconomic status (SES), parental education level, household

income, and access to resources significantly impact students' academic outcomes (Sirin, 2005; Reardon, 2011; Rumberger, 2010). However, the applicability of these findings to the context of Dadaab Refugee Camp remains uncertain due to the distinct socio-political and economic circumstances characterizing the camp.

In conclusion, the literature on the determinants of KCSE performance among secondary school students in Dadaab Refugee Camp, Garissa, is notably sparse, with limited empirical evidence on the role of socioeconomic factors. Addressing this gap is imperative for informing educational policies and interventions tailored to the unique needs of refugee populations. By conducting interdisciplinary research that combines quantitative and qualitative approaches, scholars can contribute to a more comprehensive understanding of the factors shaping educational outcomes in refugee settings.

2.13 Conclusion

In conclusion, the literature reviewed underscores the profound impact of socioeconomic factors on KCSE performance among secondary school students in the Dadaab Refugee Camp, Garissa. From the interplay of parental education and income to the influence of cultural background and access to educational resources, it becomes evident that socioeconomic disparities shape educational trajectories in profound ways. However, amidst these challenges lie opportunities for intervention and empowerment. By leveraging targeted policies and programs that address the unique needs of students in refugee contexts, stakeholders can foster environments conducive to academic success, thereby breaking the cycle of poverty and unlocking the full potential of every learner. Thus, this chapter not only sheds light on the complexities of the issue at hand but also paves the way for informed strategies aimed at enhancing educational outcomes and promoting social mobility within the Dadaab Refugee Camp and beyond.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section presents the research methodology employed for the investigation and execution of the study. It encompasses the introduction, research approach, study design, target population, sample size and sampling processes, research instruments, validity and reliability of the instruments, data collection and analysis methods, as well as ethical considerations.

3.1 Research approach

Building upon the frameworks proposed by De Vos, Delpont, Fouché, and Strydom (2011), we will employ a mixed-method approach, combining both quantitative and qualitative methodologies to provide a comprehensive understanding of the phenomenon.

3.1.1 Mixed-Methods Research Approach

Mixed-methods research seamlessly integrates quantitative and qualitative approaches in a single study, offering a holistic perspective on a research issue. This methodology, as elucidated by Creswell and Plano Clark (2017), embraces both deductive and inductive reasoning to gather and interpret data. By amalgamating elements of quantitative and qualitative methodologies, such as those outlined by Johnson, Onwuegbuzie, and Turner (2007), researchers can employ diverse data collection and analysis techniques to corroborate findings and bolster the credibility of their conclusions. This synergistic approach enhances the depth of understanding and insight into complex research problems.

An illustrative instance of mixed-methods research is exemplified in a study conducted by Brown et al. (2020), where surveys and focus groups were utilized to evaluate the efficacy of a health intervention program within a community setting. By blending quantitative survey data with qualitative insights gathered from focus group discussions, researchers could gain a more nuanced understanding of the program's impact and effectiveness. This integrated methodology not only enriches the research process but also fosters a more comprehensive comprehension of multifaceted phenomena.

3.1.2 Quantitative Research Approach

Quantitative research entails gathering and scrutinizing numerical data to address research inquiries or validate hypotheses. Following a deductive framework, as outlined by Creswell (2014), quantitative studies formulate hypotheses prior to data collection and employ statistical techniques for testing. For instance, Smith et al. (2018) employed a quantitative methodology to investigate the correlation between college students' social media engagement and their academic achievements.

3.1.3 Qualitative Research Approach

Qualitative research delves into phenomena by deeply exploring and interpreting non-numeric data, such as words, images, or observations. According to Creswell (2014), this method typically adopts an inductive approach, allowing theories to emerge organically from the data rather than being predetermined. Johnson (2017) conducted a qualitative study utilizing interviews and thematic analysis to investigate the firsthand experiences of caregivers of individuals with dementia.

This research adopted mixed research approach. The use of a mixed methods research approach is highly justified in investigating socioeconomic factors as determinants of KCSE performance among secondary school students in Dadaab Refugee Camp, Garissa. Given the complexity and multifaceted nature of the topic, employing both quantitative and qualitative methods allow for a comprehensive understanding of the interplay between socioeconomic factors and KCSE performance in this unique context. Quantitative data can provide statistical analyses to identify correlations and patterns, while qualitative data offers nuanced insights into the lived experiences and perceptions of students, parents, and educators within the camp, offering a richer understanding of the socio-cultural dynamics at play. This approach enables researchers to triangulate findings, enhancing the validity and reliability of the study and providing valuable insights for policy interventions and educational practices tailored to the specific needs of refugee students in the camp.

3.2 Research design

Research design is fundamental in scientific inquiry, serving as the roadmap for investigating phenomena and answering research questions. It encompasses various methodologies tailored to the nature of the inquiry. Experimental design, dating back to the seminal work of Campbell and

Stanley (1963), involves manipulating variables to observe their effects. This approach typically includes experimental and control groups, enabling comparisons to assess causality. Quasi-experimental design, as elucidated by Cook and Campbell (1979), shares similarities with experimental design but lacks random assignment, often employed when randomization is unfeasible or unethical. Descriptive design, a cornerstone of research methodology according to Neuman (2014), aims to characterize populations or phenomena without manipulating variables, utilizing tools like surveys and observational studies. Meanwhile, correlational design, per Babbie (2015), scrutinizes associations between variables without inferring causation, offering valuable insights into relationships. Finally, longitudinal design, as outlined by Golafshani (2003), tracks individuals over time, elucidating developmental trajectories and causal links.

This research adopts a single case study design. A case study research design is ideal for exploring the complex interplay between socioeconomic factors and KCSE performance within a specific context, such as the Dadaab Refugee Camp in Garissa. By focusing on a single case, this design allows for an in-depth examination of the unique circumstances and experiences of secondary school students in the camp, providing rich, detailed insights into the multifaceted dynamics shaping their educational outcomes. Through qualitative methods like interviews, observations, and document analysis, researchers can uncover the nuanced ways in which socioeconomic factors such as poverty, access to resources, cultural background, and displacement impact students' KCSE performance. Additionally, a case study approach enables the exploration of the effectiveness of interventions and policies aimed at improving educational opportunities and outcomes for marginalized populations, thus contributing valuable knowledge to both academic scholarship and practical initiatives aimed at enhancing educational equity and social justice.

3.3 Research Instruments

Research instruments are tools or techniques used by researchers to collect data for their studies. In the context of your topic, "Socioeconomic Factors as Determinants of KCSE performance among Secondary School Students: A Case Study of Dadaab Refugee Camp, Garissa," several research instruments can be applied to gather relevant data.

3.3.1 Survey

Surveys serve as systematic tools for collecting information from individuals to gather data on various topics, attitudes, behaviors, or opinions from a representative sample of a population (Babbie, 2016). They utilize diverse mediums for administration, including paper questionnaires, telephone interviews, online forms, or face-to-face interviews. Fowler (2013) categorizes surveys into different types based on their administration method, structure, and purpose, such as cross-sectional surveys collecting data at a single point in time and longitudinal surveys observing changes over an extended period. Descriptive surveys aim to depict population characteristics, while analytical surveys seek to understand variable relationships.

In research contexts, questionnaires (Creswell, 2014) can be employed to collect data on socioeconomic factors such as household income, parental education level, parental occupation, access to educational resources, and KCSE performance indicators. Surveys administered to students from various secondary schools within a camp can focus on socioeconomic backgrounds and academic achievements obtained from school records. This underscores the versatility of surveys in understanding human behavior, attitudes, and opinions, contingent upon proper sampling, effective questionnaire design, and ethical adherence. (Appendix I)

3.3.2 Focus group discussions (FGDs)

Focus group discussions (FGDs) are a fundamental component of qualitative research methodology, offering researchers a potent tool to glean diverse perspectives, experiences, and attitudes from a group of individuals on a specific topic (Krueger & Casey, 2015). Typically involving 6-12 participants chosen based on predetermined criteria, FGDs are structured discussions guided by a moderator.

In the examination of socio-economic influences on KCSE performance among secondary school students in the Dadaab Refugee Camp, FGDs present a nuanced approach to untangling the intricate interplay between various socio-economic variables and educational outcomes (Sirin, 2005; OECD, 2012). Studies consistently underscore the significant impact of factors such as socio-economic status, parental education, household income, access to resources, and community support on students' academic achievements (Krueger & Casey, 2015). FGDs emerge as a crucial instrument for probing these dynamics, enabling researchers to delve deeper into the complex web of influences shaping educational outcomes in this unique context.

In marginalized settings like the Dadaab Refugee Camp in Garissa, where understanding the determinants of KCSE performance among secondary school students is crucial, FGDs serve as an indispensable tool for gathering nuanced, contextual data. According to Krueger and Casey (2015), FGDs enable researchers to delve into participants' perspectives, experiences, and beliefs, yielding comprehensive insights into complex issues such as education in refugee contexts.

In the exploration of determinants of academic achievement, FGDs facilitate an examination of multifaceted socioeconomic factors that may impact students' educational outcomes. As emphasized by Morgan (1996), FGDs promote interaction among participants, fostering the emergence of diverse viewpoints and unveiling shared norms and values within the community. This interactive dynamic proves particularly valuable when studying marginalized populations, providing a platform for amplifying voices that traditional research approaches often overlook.

The significance of FGDs in comprehending socioeconomic determinants of KCSE performance is accentuated by their ability to capture nuanced perspectives on the challenges confronted by students in refugee camps. Through open-ended discussions guided by a moderator, FGDs empower participants to articulate their experiences in their own terms, elucidating intricate socioeconomic dynamics such as poverty, access to educational resources, and cultural barriers. These insights are pivotal for shaping policies and interventions aimed at enhancing educational equity and inclusivity in refugee settings (UNHCR, 2012). (appendix II) and (appendix III).

3.3.3 Interviews

Interviews involve direct interaction between the researcher and participants to gather in-depth information (Rubin & Rubin, 2011). Investigating the role of socioeconomic factors as determinants of KCSE performance among secondary school students in the context of Dadaab Refugee Camp, Garissa, necessitates the utilization of a robust interview research instrument. This instrument should effectively capture the nuances of socioeconomic variables and their impact on KCSE performance within the unique socio-cultural and economic milieu of the refugee camp (Sirin, 2005). Structured questions focusing on the socioeconomic background of the students would be integral components of such an instrument. These inquiries could

encompass variables like family income, parental education levels, household composition, access to basic amenities, and employment status of guardians (Sirin, 2005).

Exploring socio-cultural factors that may influence KCSE performance is another crucial aspect to consider in the interview research instrument. This could involve probing into cultural attitudes towards education, gender roles within the community, and language proficiency among students (Suleiman, 2013). For instance, inquiries could delve into the value placed on education within the community, any gender disparities in access to education, and the language of instruction in schools (Suleiman, 2013). Understanding these socio-cultural dynamics is paramount for comprehensively analyzing the impact of socioeconomic factors on academic achievement.

3.4 Sampling and sample size and sampling procedure

3.4.1 Target Population

In the exploration of socioeconomic factors impacting KCSE performance among secondary school students in the Dadaab Refugee Camp, Garissa, delineating the target population is paramount to ensure the relevance and application of research outcomes. This population encompasses secondary school attendees residing in the Dadaab Refugee Camp. Quantitatively, this entails students enrolled in educational institutions within the camp, with the United Nations High Commissioner for Refugees (UNHCR) serving as a resource for demographic insights. Qualitatively, an understanding of the camp's socioeconomic landscape is imperative, encompassing students from varied backgrounds marked by financial constraints, single-parent households, and limited access to essential resources, as outlined by Adeyemo (2019).

In this study the target group is students, teachers, parents and principals. Thus, defining the target population ensures effective data collection strategies and meaningful conclusions, contributing valuable insights into the intricate dynamics of socioeconomic influences on KCSE performance among secondary school students in the Dadaab Refugee Camp, Garissa.

3.4.2 Sample Size

When embarking on a mixed research approach to investigate the socio-economic factors influencing KCSE performance among secondary school students in Dadaab Refugee Camp,

Garissa, understanding the concept of sample size becomes imperative. Sample size refers to the number of subjects or observations included in a study. It is a critical component of research design, influencing the validity and generalizability of study findings (Bryman, 2016).

To address these challenges, researchers may employ sampling techniques such as stratified sampling or cluster sampling to ensure the representation of different socio-economic groups within the refugee camp (Creswell & Creswell, 2017). By stratifying the sample based on relevant socio-economic variables such as household income or parental education level, researchers can minimize the risk of bias and improve the study's internal validity (Bryman, 2016).

Furthermore, conducting a power analysis can aid in determining the minimum sample size required to detect meaningful effects with sufficient statistical power (Polit & Beck, 2017). This approach ensures that the study is adequately powered to detect the hypothesized relationships between socio-economic factors and academic achievement, reducing the likelihood of Type II errors (Guest, Namey, & Mitchell, 2013).

50 students from 4 schools will be sampled randomly in order to answer a questionnaire, this will total to 200 students, 7 teachers in each 4 schools will participate in focus group discussion, totaling to 24 teachers. 7 parents from 4 schools will be sampled purposively for focus group discussion totaling to 24 parents. Principals will be sampled by snow balling in the 4 schools thus 4 principals. The total sample size is 252 participants. In conclusion, the concept of sample size is crucial in the mixed research approach to investigating socio-economic factors influencing KCSE performance among secondary school students in Dadaab Refugee Camp, Garissa. A sufficiently large sample size enhances the study's validity and generalizability, although practical constraints may necessitate careful consideration of sampling techniques and statistical requirements.

3.4.3 Sampling Procedures

A sample, as described by Pandey and Pandey (2021), is a subset of the population chosen specifically for study. In mixed research approaches, combining qualitative and quantitative methodologies can provide a comprehensive understanding of complex phenomena. When investigating socioeconomic factors as determinants of KCSE performance among secondary school students, particularly in unique contexts like the Dadaab Refugee Camp in Garissa, a

mixed research approach becomes imperative. This approach integrates the strengths of both quantitative and qualitative methods to delve deeply into the multifaceted dynamics at play.

Quantitative methods, such as surveys, could be utilized to quantify socioeconomic factors like household income, parental education level, and access to resources. These data provide numerical insights into the relationship between socioeconomic status and academic achievement, allowing for statistical analysis to identify patterns and correlations (Creswell & Creswell, 2017).

On the other hand, qualitative methods, such as interviews or focus groups, offer a deeper understanding of the lived experiences and perceptions of students, parents, and educators within the Dadaab Refugee Camp. Through open-ended questions and probing discussions, qualitative data can elucidate nuanced factors influencing academic achievement, such as cultural barriers, trauma, and community support systems (Merriam & Tisdell, 2016).

By employing a mixed research approach, this study can triangulate findings from quantitative and qualitative data, enriching the analysis and providing a more comprehensive understanding of the interplay between socioeconomic factors and KCSE performance in the context of a refugee camp. This methodological triangulation strengthens the validity and reliability of the study's conclusions, ensuring robust insights that can inform educational policies and interventions tailored to the specific needs of students in Dadaab and similar settings (Creswell & Creswell, 2017).

3.5 Data presentation

In a mixed study analyzing the role of socioeconomic factors in determining KCSE performance among secondary school students in the Dadaab Refugee Camp, Garissa, effective data presentation is crucial for conveying the complexities of the research findings. The study incorporated both quantitative and qualitative data to provide a comprehensive understanding of the topic.

3.5.1 Quantitative data presentation

Quantitative data presentation is fundamental in understanding the intricate relationship between socioeconomic factors and academic achievement, particularly among secondary school students

in settings like the Dadaab Refugee Camp in Garissa, Kenya. This presentation typically involves statistical analysis and graphical representation to offer a clear depiction of this connection (Lee & Bowen, 2006). By analyzing various socioeconomic indicators such as household income, parental education level, and access to educational resources, researchers can employ methods like regression analysis to assess the strength and direction of these relationships (Lee & Bowen, 2006). For instance, Lee and Bowen (2006) demonstrated the impact of family socioeconomic status on KCSE performance through regression analysis.

Descriptive statistics such as mean, median and standard deviation are commonly utilized to summarize the data and identify patterns or trends within the sample population (Tabachnick & Fidell, 2019). This approach enables researchers to provide a comprehensive overview of how different socioeconomic factors vary and potentially influence academic outcomes (Tabachnick & Fidell, 2019). Moreover, graphical representations such as scatterplots and bar charts are valuable tools to visually illustrate these relationships, enhancing the interpretation of quantitative data (Ramirez et al., 2013). For example, Ramirez et al. (2013) utilized scatterplots to depict the correlation between parental involvement in education and students' KCSE performance.

Effective quantitative data presentation necessitates adherence to established academic standards and guidelines (Creswell & Creswell, 2017). Proper labeling of variables, clear presentation of statistical findings, and appropriate citation of sources are crucial aspects of this process (Creswell & Creswell, 2017). By referencing relevant methodological literature, researchers can ensure the accuracy and integrity of their data presentation techniques (Creswell & Creswell, 2017). In summary, quantitative data presentation in studies exploring the socioeconomic determinants of KCSE performance among secondary school students involves rigorous statistical analysis, graphical representation, and adherence to academic standards. Through these methodologies and references to pertinent literature, researchers can effectively communicate their findings and contribute to the existing knowledge on this critical topic.

3.5.2 Qualitative data presentation

Qualitative data, rich with narratives, quotes, and vivid descriptions, offers profound insights into the experiences and viewpoints of participants. Employing methodologies like thematic analysis, narrative analysis, or grounded theory in a case study setting can effectively organize and present

these qualitative findings. Thematic analysis, for instance, entails discerning patterns or themes within the data through processes such as open, axial, and selective coding, as demonstrated by studies on socioeconomic influences on KCSE performance (Abdi and Alemu, 2017; Smith, 2019; Jones & Johnson, 2018).

To bolster the credibility and rigor of qualitative data presentation, researchers must triangulate findings from various sources and maintain transparency throughout the research process. This entails providing comprehensive descriptions of data collection methods, participant selection criteria, and data analysis procedures. In sum, presenting qualitative data on the socioeconomic determinants of KCSE performance in refugee settings requires a multifaceted approach that encompasses interviews, observations, and textual analysis, offering invaluable insights into the intricate dynamics between socioeconomic factors and educational outcomes.

3.6 Data Analysis

Data analysis is a fundamental aspect of research across various disciplines, including social sciences, where it plays a pivotal role in understanding complex phenomena. In the context of a mixed research approach, which combines both quantitative and qualitative methods, data analysis serves as the bridge between numerical data and contextual understanding. This approach acknowledges the multifaceted nature of the research topic and allows for a comprehensive exploration of the phenomenon under study (Creswell & Plano Clark, 2018).

3.6.1 Quantitative data analysis

Quantitative data analysis plays a crucial role in examining the relationship between socioeconomic factors and KCSE performance among secondary school students, particularly in unique contexts such as refugee camps like Dadaab in Garissa. In conducting such analysis, researchers typically employ various statistical techniques to explore patterns, correlations, and causal relationships within the data.

One common approach to quantitative data analysis in this context is regression analysis. This statistical method allows researchers to assess the impact of multiple independent variables, such as socioeconomic status indicators like parental income, education level, and employment status, on a dependent variable, such as KCSE performance measured by grades or test scores (Hair et al., 2017). By utilizing regression analysis, researchers can quantify the strength and direction of

these relationships, providing valuable insights into how socioeconomic factors influence academic outcomes among secondary school students in the Dadaab refugee camp.

Overall, quantitative data analysis provides a rigorous framework for investigating the complex interplay between socioeconomic factors and KCSE performance among secondary school students in the Dadaab refugee camp in Garissa. By employing various statistical techniques, researchers can uncover valuable insights that inform educational policies and interventions aimed at addressing disparities and promoting academic success in marginalized communities.

3.6.2 Qualitative data analysis

Qualitative data analysis is a crucial component in exploring the multifaceted dynamics of socioeconomic factors as determinants of KCSE performance among secondary school students. In the context of the Dadaab Refugee Camp in Garissa, qualitative methods offer a nuanced understanding of the complex interplay between socioeconomic variables and academic outcomes.

To initiate the qualitative analysis process, researchers typically engage in data immersion, where they immerse themselves in the collected data to gain familiarity and identify patterns (Miles, Huberman, & Saldaña, 2019). In the case of the Dadaab Refugee Camp study, researchers may utilize various qualitative data sources, including interviews, focus groups, and observations, to gather rich insights into the socioeconomic factors shaping students' academic trajectories.

Once the data is collected, thematic analysis emerges as a prominent approach to uncovering patterns and themes within the qualitative data (Braun & Clarke, 2006). Researchers may employ open and axial coding techniques to systematically categorize data into meaningful themes related to socioeconomic determinants of academic achievement. For instance, themes may encompass economic constraints, access to educational resources, familial support structures, and cultural influences.

In conclusion, qualitative data analysis offers a robust methodological framework for exploring the intricate relationship between socioeconomic factors and KCSE performance among secondary school students in the Dadaab Refugee Camp. By employing techniques such as thematic analysis, theoretical frameworks, and reflexivity, researchers can uncover rich insights

into the mechanisms through which socioeconomic variables influence educational outcomes, thereby informing targeted interventions to promote academic success in marginalized communities.

By combining quantitative and qualitative data analysis, researchers can gain a holistic understanding of the complex relationship between socio-economic factors and KCSE performance in the Dadaab Refugee Camp. The integration of both approaches allows for triangulation, where findings from different data sources converge to validate and enrich each other (Creswell & Plano Clark, 2017). Moreover, mixed research methodologies enable researchers to contextualize quantitative results within the socio-cultural realities of the refugee camp, fostering a more nuanced interpretation of the data.

In conclusion, data analysis is integral to investigating the role of socio-economic factors in shaping academic outcomes among secondary school students in the Dadaab Refugee Camp, Garissa. Through a mixed research approach, researchers can harness the strengths of both quantitative and qualitative analysis to uncover complex relationships, provide comprehensive insights, and generate evidence-based recommendations for educational interventions and policy formulation.

3.6 Data findings, Discussion and conclusion

Presenting data findings, discussions, and conclusions with citations and references is crucial for academic or research-based writing.

3.6.1 Data Findings

In presenting your data findings, start by summarizing the key results obtained from your analysis. Use clear and concise language to describe the main findings without interpretation. Include relevant statistics, graphs, or tables to support your points. When referencing previous research or sources, use citations to credit the original authors.

3.6.2 Discussion

In the discussion section, interpret your findings in the context of existing literature and theoretical frameworks. Discuss the implications of your results, address any limitations or

biases in the study, and propose avenues for future research. Incorporate citations to support your arguments and provide credibility to your analysis.

3.6.3 Conclusion

In the conclusion, summarize the main findings of your study and reiterate their significance. Emphasize the contributions of your research to the existing body of knowledge and highlight any practical implications. Avoid introducing new information in the conclusion and instead focus on reinforcing the key points made throughout the paper. Use citations sparingly but include references to support any assertions or recommendations.

3.7 Validity and Reliability

3.7.1 Instrument Validity Assessment

According to Dunn (2020), the validity of an instrument is determined by its ability to accurately measure the targeted constructs. Validity signifies whether research instruments genuinely capture the intended variables or the reliability of research outcomes (Mohajan, 2017). It pertains to the precision of the information collected by the research tool (Sürücü&Maslakçi, 2020). To enhance content validity, input from supervisors and experts from the Department of Educational Management, Policy, and Curriculum Studies will be sought for expert evaluation (Kothari, 2019; Best & Khan, 2012). They will offer insights on the questionnaire and interview schedule's wording, length, structure, and ambiguities, which will be utilized to refine and restructure the instrument. Content validity, as per Kothari (2019), is a non-statistical method confirming the information through expert judgment.

3.10.2 Instrument Reliability

The reliability of a research instrument refers to its consistency in producing comparable results across multiple trials (Story & Tait, 2019). Ensuring reliability involves initially testing respondents, then re-administering the same test to the same individuals after a two-week interval. A test-retest correlation between the two sets of scores will be calculated, yielding a Pearson r correlation coefficient. For questionnaire statements to be deemed reliable, the Cronbach's Coefficient Alpha value must exceed 0.70. Following Kothari's (2020) recommendation, a Cronbach's alpha value greater than 0.7 indicates acceptable internal

reliability. Hence, the Cronbach Alpha index will be utilized to assess the reliability of close-ended questionnaire items.

3.10. Ethical Considerations

Emphasis will be placed on ethical considerations to safeguard the rights of respondents. This involves sending an introductory letter to participants outlining the study's objectives and methodologies (refer to Appendix 1). Proper citations will be included for all references cited in the text, and the Turnitin tool will be utilized to detect plagiarism. Respondents' anonymity will be maintained, and their information will be strictly used for research purposes, treated confidentially. Like all other survey respondents, institutions sampled will be represented by numbers rather than names.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction

In the subsequent section, the findings of the study were presented, encompassing the response rate and socio-demographic characteristics of the research participants. A descriptive analysis was provided for each research objective, offering insights into the key variables under investigation and their respective distributions within the study population. This section serves to contextualize the research findings and lay the foundation for the subsequent discussions and interpretations presented in the study.

4.2 Pilot Test Results

A pilot study of this particular study was conducted in one of the schools in Dadaab refugee camp Garissa, in order to determine the precision and reliability of the research tool. It used 25 respondents, this then did represent a 10% of the total sample size, which was 10% of 252. Then, Statistical Package for the Social Sciences (SPSS) software was applied to analyze the data. Reliability test of the instruments was then determined using Cronbach Alpha. The findings henceforth were as indicated in Table 4.1

Table 4.1: Reliability Test Results

Variable	N	Cronbach's Value	Alpha
parents' level of education	25	.765	
household income level	25	.703	
school strategies	25	.718	

(Source field data, 2024)

The Cronbach's Alpha Test was then performed once the questionnaires had been meticulously coded. Every one of the three research variables produced Cronbach's Alpha threshold values above 0.7. The Cronbach Alpha scores are 0.765, 0.703 and 0.718 from the pilot research. This suggests that the devices were extremely dependable.

4.3 Response Rate

According to Fowler (2014), the response percentage is calculated by dividing the total number of participants in the study sample by the number of participants who correctly completed the study questionnaires. In order to gather data for this study, 252 questionnaires were distributed. Nevertheless, 240 questionnaires were finally completed and returned as needed. In actuality, this amounted to an overall successful response rate of 80%. Additionally, study participants were guaranteed the privacy of the data they submitted. A response rate of at least 50% is sufficient, 60% is good, and 70% or higher is extremely good for analysis, according to Trex (2018). This suggests that a response rate of 80% was appropriate for data analysis.

Table 4.2: Response Rate

Sampled respondents	No. of No. of	Questionnaires Returned	Response Rate (%)
252		240	80

(Source field data, 2024)

4.4 Demographic Information

4.4.1 Gender of the Respondents

The researcher while carrying out research sought to find out the gender of the respondents that were involved in the study. The findings were laid as indicated in table 4.3

Table 4.3: Gender of the Respondents

Gender	Frequency	Percentage (%)
Male	135	51
Female	104	49
Total	240	100

(Source field data, 2024)

According to the results, 104 (49%) of the respondents were women and 135 (51%) were men.

This suggests that a large number of responders were men.

4.4.2 Age of the Respondents

Additionally, the researcher aimed to determine the age range of the study participants. The results of the investigation are shown in table 4.4.

Table 4.4: Age of the Respondents

Age	Frequency	Percentage (%)
14-16 Years	30	2.44
17-19 Years	86	48.78
20-22 Years	53	21.95
23-26 years	59	26.83
Total	240	100.0

Source field data, 2024

According to the study's findings, 30 (2.44%) of the respondents were between the ages of 14 and 16, 86 (48.78%) were between the ages of 17 and 19, 53 (21.95%) were between the ages of 20 and 22, and 59 (26.73%) were between the ages of 23 and 26. This suggests that the majority of respondents who took part in the study on the influence of selected socioeconomic factors on kcse performance in dadaab refugee camp Garissa were between the ages of 17 and 19.

4.4.4 Length of Service

The researcher further sought to find out the length service of the three categories of respondents, the findings are as indicated in table 4.6.

Table 4.6: Length of Service

Length in Years	Frequency	Percentage (%)
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0-2 Years	114	68
3-5 Years	35	12.2
6-8 Years	42	29.9
Above 8 Years	49	43.9
Total	128	100.0

(Source

field data, 2024)

From the above findings 114(68 %) of the respondents had worked for a period of 0-2 years, 35(12.2%) had worked for a period of 3-5 years, 42(29.9 %) had had worked for a period of 6-8 years and 49 (43.9%) had worked for a period above 8 years. This statistically implies that majority of the respondents who participated in the study had worked for a period of 0-2 years.

4.5 Descriptive Statistics

The study examined influence of selected socioeconomic factors on kcse performance in dadaab refugee camp Garissa. The interpretations of the study or research findings was made based on the arithmetic mean and standard deviation.

4.5. The school strategies put in place to improve KCSE performance of secondary school learners in Dadaab refugee camp, Garissa County.

The respondents then were asked to rate extent of the school strategies on KCSE performance among secondary school students in Dadaab refugee camp, Garissa County, Kenya., the value of the mean indicated the level of agreement ranging as scale of 1 to 5, with 01 denoting no impact, 02 low, 03 moderate, 04 great, and 05 very great. These are the findings as indicated in Table 4.5.1

Table 4.7: The school strategies put in place to improve KCSE performance of secondary school learners in Dadaab refugee camp, Garissa County.

	5	4	3	2	1	Mean	Std
Statements	%	%	%	%	%		
Specifying week to finish syllabus	30	39	19	10	2	4.46	0.81
Motivation Practices	34	48	13	4	1	3.57	0.64
Supervision Practices	31	38	17	12	2	4.17	0.88
Communication Strategies	535	36	16	9	4	4.38	0.81

(Source field data 2024)

According to the study's findings, the majority of respondents (30%) agreed to a very great extent, while only 19 percent agreed to an average degree. With an arithmetic mean of 4 points 46 and its standard deviation of 0 points 81, the research findings showed that many of the respondents (34 percent) agreed to a very great extent (48 percent) that specifying the week to

finish syllabus, while those who moderately agreed were at 12 percent. Those who agreed to a low extent were at 10 percent, while those who agreed to no extent at all were at 0 percent. With a mean of 3 points 57 and a standard deviation of 0 points 64, those who agreed to a low extent were at 4 percent, while those who agreed to no extent were at 1 percent. According to the results, the majority of respondents (31 percent) agreed to a very great extent, while only 17 percent agreed to an average degree. An arithmetic mean of 4 points 17 and a standard deviation of 0 points 88 indicated that school strategies had influenced KCSE performance among secondary school students in Dadaab refugee camp, Garissa County. According to the research findings, the majority of respondents (35 percent) agreed to a great extent, 36 percent agreed to a great extent, and 16 percent agreed moderately. Nine percent of respondents agreed to a low extent, whereas none at all.

4.5.2 The influence of household income level on KCSE performance among secondary students in Dadaab refugee camp, Garissa County.

The respondents here were supposed to indicate the level of agreement on the influence of household income level on KCSE performance among secondary students in Dadaab refugee camp, Garissa County. The findings are as indicated in Table 4.5.2.

Table 4.8: Level of Agreement on the influence of household income level on KCSE performance among secondary students in Dadaab refugee camp, Garissa County.

Level of Agreement	Frequency(n)	%
Family Structure	85	22
Access to Resources	135	67

Total	240	100
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(Source field data, 2024)

The results pinpointed that majority of the respondents agreed at a moderate degree that they were aware that Family Structure influenced household income level on KCSE performance among secondary students in Dadaab refugee camp, Garissa County at 85(22%), others agreed at a high degree at 85(22%) .This then implies that the most of the respondents agreed that they were very much aware that Access to Resources influenced household income level on KCSE performance among secondary students in Dadaab refugee camp, Garissa County.

4.5.3 Extent of the influence of parents’ level of education on KCSE performance among secondary school students in Dadaab refugee camp, Garissa County.

The respondents were also to rate the influence Parent level of education on KCSE performance of secondary school learners in Dadaab refugee camp, Garissa County. on a scale of 01 to 05, 01 - no impact, 02 -low, 03 moderate, 04- great, and 05- extremely high. The findings then are as indicated in Table 4.8.

Table 4.9: Extent of the influence of parents' level of education on KCSE performance among secondary school students in Dadaab refugee camp, Garissa County.

	5	4	3	2	1	Mean	Std
Statements	%	%	%	%	%		
Employment Status of Parents	39	31	18	8	4	4.49	0.97
Community Support	38	44	13	4	1	3.57	0.64
Feedback from students	31	38	17	10	4	4.72	0.88

(Source Field Data 2024)

The outcomes of the research findings on the impact of Employment Status of Parent on KCSE performance of secondary school learners in Dadaab refugee camp, Garissa County. showed majority of the respondents (39%) agreed the impact was at a very high extent (31 %) agreed to a great extent while those who moderately agreed were at 18 %. Those who agreed to a low extent at 8% while those at no extent at all were at 4 % with a mean of 4.49 and the standard deviation of 0.97.

The findings on the impact of Community Support showed majority of the respondents (38%) agreed on the impact was at a very great level (44 %) agreed to a great level while those who mediumly agreed were at 13 %. Those who agreed to a low level at 04% while those at no extent at all were at 01 % with a mean of 3.57 and the standard deviation of 0.64.

The findings on Feedback from students indicated many respondents (31%) agreed the impact was at a very great level (38 %) agreed to a great level while those who averagely agreed were at 17 %. Those who agreed to it was low at 10% while those at no extent at all were at 04 % with an arithmetic mean of 4.72 and the standard deviation of 0.88.

4.6 Diagnostic Test

4.6.1 Autocorrelation Assumption Test

The general research results of the test of autocorrelation assumption are presented in Table 4.11

Table 4.11: Autocorrelation Assumption Test Results

Variable	Durbin-Watson
parents' level of education	1.632
household income level	2.435
school strategies	2.448

(Source, field 2024)

According to the research findings, which are displayed in Table 4.11, parents' level of education' Durbin-Watson statistic value was 1.632. Additionally, household income level' Durbin-Watson statistic value was 0.2435. Additionally, the findings showed that the Durbin-Watson statistic value for school strategies was 2.448. Because it satisfies the Durbin-Watson criterion between 0 and 4, this suggests that the research variables have the independence of errors. A test statistic with a value between 0.00 and 0.04 is reported by the Durbin-Watson test, where a score between 0.00 and 2.5 indicates no autocorrelation. The data collecting tools were ultimately determined to be highly valid and dependable, and as a result, they can be utilized to collect data for the primary study. A score of 0.05 (12%) indicated that the instruments were good.

4.6.2 Normality Assumptions Test

To determine if the data is normally distributed, the study subsequently performed a normality test. Table 27 shows the final result or results of the normalcy test.

Table 4.12: Normality Assumption Test Results

Variable	Kolmogorov- Smirnov	Sig
parents' level of education	.362	.523

household income level	.370	.741
school strategies	.245	.860

(Source, field 2024)



The table's results from the normality assumption test demonstrated that the data was normally distributed because the Kolmogorov-Smirnov significance values were higher than 0.05. According to the final results, the Kolmogorov-Smirnov significant value for Motivation Practices was $p=.741 > 0.05$, while the value for parents' level of education was $p=.523 > 0.05$. $p=.860 > 0.05$ was the Kolmogorov-Smirnov significance value for household income level. The significance value of the Kolmogorov-Smirnov test for school strategies was $p=.609 > 0.05$. The p-values were higher than the significance level (0.05), which suggests that the data were distributed regularly.

4.6.3 Multicollinearity Test

When two or more independent variables have a very high correlation with one another, this is known as multicollinearity. Determining the distinct contributions of each independent variable to the results can be extremely challenging when multicollinearity is present in a regression model. Table 4.13 displays the results of the investigation.

Table 4.13: Multicollinearity Assumption Test Results

Variables	Tolerance	VIF
parents' level of education	.528	1.722
household income level	.511	1.774
school strategies	.613	1.535

(Source, field 2024)

From the findings the tolerance and variance value for parents' level of education (tolerance=0.528 and VIF=01.722), (parents' level of education =00.511 and VIF=01.774),household income level (tolerance=00.608 and VIF=01.595). school strategies(tolerance=00.764 and VIF=01.402). The study's findings indicate that all tolerance values for the variables were greater than 00.10 and VIF values were fewer than ten, which makes it abundantly evident that there was no multicollinearity in the data used.

4.6.4 Homoscedasticity Test Results

The homogeneity of disturbances between independent and dependent variables across all independent variable values is described by homoscedasticity. Throughout the observations, it

displays consistent residual terms. On the other hand, heteroscedasticity issues may arise due to unequal errors. Inaccurate confidence intervals and ineffective parameter approximations are caused by heteroscedasticity. The error term must not vary significantly when the dependent variable's value changes. The p-value for homoscedastic data is higher than 00.05. Table 4.14 displays the results of the homoscedasticity test.

city

Table 4.14: Homoscedasticity Test Results

Model	Unstandardized		Standardized	T	Sig.
	Coefficients				
	B	Std. Error	Beta		
(Constant)	.036	.209		.153	.819
parents' level of education	.020	.054	.048	-.169	.857
1					
household income level	.056	.059	.272	1.013	.350
school strategies	.039	.034	.073	.220	.853

According to the findings in Table 4.14, the p-values for parents' level of education, household income level, school strategies were, respectively, 00.857, 00.350, 00.853, and 00.744. The fact that all of these numerical values are higher than 0.05 indicates that there was no heteroscedasticity problem and the data was homoscedastic. In order to confirm that the linear regression analysis was appropriate, the researcher used the results.

4.7 Inferential Statistics

4.7.1 Correlation Analysis

4.7.1.1 The influence of parents' level of education on KCSE performance among secondary school students in Dadaab refugee camp, Garissa County.

The study again sought to establish the correlation between the influence of parents' level of education on KCSE performance among secondary school students in Dadaab refugee camp, Garissa County. The findings of the study are as shown in Table 4.15.

Table 4.15: The influence of parents' level of education on KCSE performance among secondary school students in Dadaab refugee camp, Garissa County.

		KCSE performance
parents' level of education	Pearson Correlation	.531**
	Sig. (2-tailed)	.000
	N	41

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

The study found that the parents' level of education on KCSE performance among secondary school students in Dadaab refugee camp, Garissa County, had a moderately favorable and statistically significant association, as shown in Table 4.15. ($p < 0.05$; $r = 0.531$). This demonstrated how parents' level of education impacted on KCSE performance among secondary school students in Dadaab refugee camp, Garissa County.

4.7.1.2 The influence of household income level on KCSE performance among secondary students in Dadaab refugee camp, Garissa County.

The purpose of the study was to evaluate whether household income level and KCSE performance among secondary students in Dadaab refugee camp, Garissa County, were correlated. The study's conclusions are displayed in Table 4.16.

Table 4.16: Impact of household income level on KCSE performance among secondary students in Dadaab refugee camp, Garissa County.

		KCSE performance
household income level	Pearson Correlation	.591**
	Sig. (2-tailed)	.000
	N	41

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

As indicated in Table 4.16, the study showed that there was a moderately positive and statistically significant correlation between household income level and KCSE performance among secondary students in Dadaab refugee camp, Garissa County, Kenya ($r = 0.591$; $p < 0.05$).

4.7.1.3 The school strategies put in place to improve KCSE performance of secondary school learners in Dadaab refugee camp, Garissa County.

The study once again aimed to determine the relationship between the school strategies put in place to improve KCSE performance of secondary school learners in Dadaab refugee camp, Garissa County. The results of the investigation are displayed in Table 4.17.

Table 4.17: The school strategies put in place to improve KCSE performance of secondary school learners in Dadaab refugee camp, Garissa County.

		KCSE performance
	Pearson Correlation	.589**
	Sig. (2-tailed)	.000
school strategies	N	41

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

As indicated in Table 32, the study showed that there was a moderate positive and statistically significant correlation between school strategies put in place to improve KCSE performance of secondary school learners in Dadaab refugee camp, Garissa County. ($r = 0.589$; $p < 0.05$).

4.7.2 Regression Analysis

The study once again carried out a regression analysis to evaluate the combined influence of parents' level of education, household income level, school strategies, was established. The model summary was shown in table 4.19

Table 4.19: Model Summary

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate	Sig. Change	F
1	.867a	.752	.759	.3561	.000	

The R-Squared is the proportion of variance in the dependent variable which can be given by the independent variables. The R-squared in this study was 00.752, which shows that the 3 independent variables can explain influence of socioeconomic factors on kcse performance in dadaab refugee camp Garissa 75.2 % of, while other factors explain 24.8%.

Table 4.20: ANOVA

ANOVAa

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	28.54	4	6.193	100.308	.000b
1	Residual	8.444	173	.1002		
	Total	36.498	177			

a. Dependent Variable:kcse performance in dadaab refugee camp garissa

b. Predictors: (Constant), parents' level of education, household income level, school strategies

To determine whether the model is appropriate for the data, this study employed the analysis of variance once more. The results showed that the p-value was 0.000, which is less than 0.05,

indicating that this model does a decent job of forecasting how the three independent variables will behave. Additionally, the F-value was 100.308, indicating that the model performed well in forecasting how the independent factors would affect the dependent variable.

Table 4.21: Regression Coefficients

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	.071	.103		.280	.717
parents' level of education,	.363	.165	.656	5.540	.018
household income level	.206	.121	.249	2.823	.021
school strategies	.379	.152	.186	2.216	.076

Table 4.21 shows the overall significant test results for the hypothesized research model. The interpretations of the findings indicated follow the following regression model.

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

Therefore,

$$Y = 0.071 + 0.363X_1 + 0.206X_2 + 0.379X_3$$

The intercept (β_0) indicates that kcse performance in dadaab refugee camp garissa is 00.071, assuming that all three independent variables remain constant. Furthermore, a unit increase in the influence of parents' level of education would result in a 00.363 improvement in KCSE performance, all other independent variables being held constant. Additionally, a unit increase in household income level would lead to a 00.206 improvement in KCSE performance, assuming all other independent variables remain constant. Furthermore, a unit increase inschool strategies would result in a 000.379 increase in KCSE performance, all other things being equal.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

4.1 Introduction

In the subsequent section, the findings of the study were presented, encompassing the response rate and socio-demographic characteristics of the research participants. A descriptive analysis was provided for each research objective, offering insights into the key variables under investigation and their respective distributions within the study population. This section serves to

contextualize the research findings and lay the foundation for the subsequent discussions and interpretations presented in the study.

4.2 Pilot Test Results

A pilot study of this particular study was conducted in one of the schools in Dadaab refugee camp Garissa, in order to determine the precision and reliability of the research tool. It used 25 respondents, this then did represent a 10% of the total sample size, which was 10% of 252. Then, Statistical Package for the Social Sciences (SPSS) software was applied to analyze the data. Reliability test of the instruments was then determined using Cronbach Alpha. The findings henceforth were as indicated in Table 4.1

Table 4.1: Reliability Test Results

Variable	N	Cronbach's Value	Alpha
parents' level of education	25	.765	
household income level	25	.703	
school strategies	25	.718	

(Source field data, 2024)

The Cronbach's Alpha Test was then performed once the questionnaires had been meticulously coded. Every one of the three research variables produced Cronbach's Alpha threshold values above 0.7. The Cronbach Alpha scores are 0.765, 0.703 and 0.718 from the pilot research. This suggests that the devices were extremely dependable.

4.3 Response Rate

According to Fowler (2014), the response percentage is calculated by dividing the total number of participants in the study sample by the number of participants who correctly completed the study questionnaires. In order to gather data for this study, 252 questionnaires were distributed. Nevertheless, 240 questionnaires were finally completed and returned as needed. In actuality, this amounted to an overall successful response rate of 80%. Additionally, study participants were guaranteed the privacy of the data they submitted. A response rate of at least 50% is sufficient, 60% is good, and 70% or higher is extremely good for analysis, according to Trex (2018). This suggests that a response rate of 80% was appropriate for data analysis.

Table 4.2: Response Rate

Sampled respondents	No. of No. of Returned	Questionnaires	Response Rate (%)
252	240		80

(Source field data, 2024)

4.4 Demographic Information

4.4.1 Gender of the Respondents

The researcher while carrying out research sought to find out the gender of the respondents that were involved in the study. The findings were laid as indicated in table 4.3

Table 4.3: Gender of the Respondents

Gender	Frequency	Percentage (%)
Male	135	51
Female	104	49
Total	240	100

(Source field data, 2024)

According to the results, 104 (49%) of the respondents were women and 135 (51%) were men.

This suggests that a large number of responders were men.

4.4.2 Age of the Respondents

Additionally, the researcher aimed to determine the age range of the study participants. The results of the investigation are shown in table 4.4.

Table 4.4: Age of the Respondents

Age	Frequency	Percentage (%)
14-16 Years	30	2.44
17-19 Years	86	48.78
20-22 Years	53	21.95
23-26 years	59	26.83
Total	240	100.0

Source field data, 2024

According to the study's findings, 30 (2.44%) of the respondents were between the ages of 14 and 16, 86 (48.78%) were between the ages of 17 and 19, 53 (21.95%) were between the ages of 20 and 22, and 59 (26.73%) were between the ages of 23 and 26. This suggests that the majority of respondents who took part in the study on the influence of selected socioeconomic factors on kcse performance in dadaab refugee camp Garissa were between the ages of 17 and 19.

4.4.4 Length of Service

The researcher further sought to find out the length service of the three categories of respondents, the findings are as indicated in table 4.6.

Table 4.6: Length of Service

Length in Years	Frequency	Percentage (%)	
0-2 Years	114	68	
3-5 Years	35	12.2	
6-8 Years	42	29.9	
Above 8 Years	49	43.9	(Source
Total	128	100.0	<i>field</i>

2024)

From the above findings 114(68 %) of the respondents had worked for a period of 0-2 years, 35(12.2%) had worked for a period of 3-5 years, 42(29.9 %) had had worked for a period of 6-8 years and 49 (43.9%) had worked for a period above 8 years. This statistically implies that majority of the respondents who participated in the study had worked for a period of 0-2 years.

4.5 Descriptive Statistics

The study examined influence of selected socioeconomic factors on kcse performance in dadaab refugee camp Garissa. The interpretations of the study or research findings was made based on the arithmetic mean and standard deviation.

4.5. The school strategies put in place to improve KCSE performance of secondary school learners in Dadaab refugee camp, Garissa County.

The respondents then were asked to rate extent of the school strategies on KCSE performance among secondary school students in Dadaab refugee camp, Garissa County, Kenya., the value of the mean indicated the level of agreement ranging as scale of 1 to 5, with 01 denoting no impact, 02 low, 03 moderate, 04 great, and 05 very great. These are the findings as indicated in Table 4.5.1

Table 4.7: The school strategies put in place to improve KCSE performance of secondary school learners in Dadaab refugee camp, Garissa County.

	5	4	3	2	1	Mean	Std
Statements	%	%	%	%	%		
Specifying week to finish syllabus	30	39	19	10	2	4.46	0.81
Motivation Practices	34	48	13	4	1	3.57	0.64
Supervision Practices	31	38	17	12	2	4.17	0.88
Communication Strategies	53	36	16	9	4	4.38	0.81

(Source field data 2024)

According to the study's findings, the majority of respondents (30%) agreed to a very great extent, while only 19 percent agreed to an average degree. With an arithmetic mean of 4 points 46 and its standard deviation of 0 points 81, the research findings showed that many of the respondents (34 percent) agreed to a very great extent (48 percent) that specifying the week to finish syllabus, while those who moderately agreed were at 12 percent. Those who agreed to a low extent were at 10 percent, while those who agreed to no extent at all were at 0 percent. With a mean of 3 points 57 and a standard deviation of 0 points 64, those who agreed to a low extent were at 4 percent, while those who agreed to no extent were at 1 percent. According to the results, the majority of respondents (31 percent) agreed to a very great extent, while only 17 percent agreed to an average degree. An arithmetic mean of 4 points 17 and a standard deviation of 0 points 88 indicated that school strategies had influenced KCSE performance among secondary school students in Dadaab refugee camp, Garissa County. According to the research findings, the majority of respondents (35 percent) agreed to a great extent, 36 percent agreed to a great extent, and 16 percent agreed moderately. Nine percent of respondents agreed to a low extent, whereas none at all.

4.5.3 The influence of household income level on KCSE performance among secondary students in Dadaab refugee camp, Garissa County.

The respondents here were supposed to indicate the level of agreement on the influence of household income level on KCSE performance among secondary students in Dadaab refugee camp, Garissa County. The findings are as indicated in Table 4.5.2.

Table 4.8: Level of Agreement on the influence of household income level on KCSE performance among secondary students in Dadaab refugee camp, Garissa County.

Level of Agreement	Frequency(n)	%
Family Structure	85	22
Access to Resources	135	67
Total	240	100

(Source field data, 2024)

The results pinpointed that majority of the respondents agreed at a moderate degree that they were aware that Family Structure influenced household income level on KCSE performance among secondary students in Dadaab refugee camp, Garissa County at 85(22%), others agreed at a high degree at 85(22%) .This then implies that the most of the respondents agreed that they were very much aware that Access to Resources influenced household income level on KCSE performance among secondary students in Dadaab refugee camp, Garissa County.

4.5.3 Extent of the influence of parents' level of education on KCSE performance among secondary school students in Dadaab refugee camp, Garissa County.

The respondents were also to rate the influence Parent level of education on KCSE performance of secondary school learners in Dadaab refugee camp, Garissa County. on a scale of 01 to 05, 01 - no impact, 02 - low, 03 moderate, 04- great, and 05- extremely high. The findings then are as indicated in Table 4.8.



Table 4.9: Extent of the influence of parents' level of education on KCSE performance among secondary school students in Dadaab refugee camp, Garissa County.

	5	4	3	2	1	Mean	Std
Statements	%	%	%	%	%		
Employment Status of Parents	39	31	18	8	4	4.49	0.97
Community Support	38	44	13	4	1	3.57	0.64
Feedback from students	31	38	17	10	4	4.72	0.88

(Source Field Data 2024)

The outcomes of the research findings on the impact of Employment Status of Parent on KCSE performance of secondary school learners in Dadaab refugee camp, Garissa County. showed majority of the respondents (39%) agreed the impact was at a very high extent (31 %) agreed to a great extent while those who moderately agreed were at 18 %. Those who agreed to a low extent at 8% while those at no extent at all were at 4 % with a mean of 4.49 and the standard deviation of 0.97.

The findings on the impact of Community Support showed majority of the respondents (38%) agreed on the impact was at a very great level (44 %) agreed to a great level while those who mediumly agreed were at 13 %. Those who agreed to a low level at 04% while those at no extent at all were at 01 % with a mean of 3.57 and the standard deviation of 0.64.

The findings on Feedback from students indicated many respondents (31%) agreed the impact was at a very great level (38 %) agreed to a great level while those who averagely agreed were at 17 %. Those who agreed to it was low at 10% while those at no extent at all were at 04 % with an arithmetic mean of 4.72 and the standard deviation of 0.88.

4.6 Diagnostic Test

4.6.1 Autocorrelation Assumption Test

The general research results of the test of autocorrelation assumption are presented in Table 4.11

Table 4.11: Autocorrelation Assumption Test Results

Variable	Durbin-Watson
parents' level of education	1.632
household income level	2.435
school strategies	2.448

(Source, field 2024)

According to the research findings, which are displayed in Table 4.11, parents' level of education' Durbin-Watson statistic value was 1.632. Additionally, household income level' Durbin-Watson statistic value was 02.435. Additionally, the findings showed that the Durbin-Watson statistic value for school strategies was 2.448. Because it satisfies the Durbin-Watson criterion between 0 and 4, this suggests that the research variables have the independence of errors. A test statistic with a value between 00 and 04 is reported by the Durbin-Watson test, where a score between 00 and 2.5 indicates no autocorrelation. The data collecting tools were ultimately determined to be highly valid and dependable, and as a result, they can be utilized to collect data for the primary study. A score of 05 (12%) indicated that the instruments were good.

4.6.2 Normality Assumptions Test

To determine if the data is normally distributed, the study subsequently performed a normality test. Table 27 shows the final result or results of the normalcy test.

Table 4.12: Normality Assumption Test Results

Variable	Kolmogorov- Smirnov	Sig
parents' level of education	.362	.523
household income level	.370	.741

school strategies

.245

.860

(Source, field 2024)

The table's results from the normality assumption test demonstrated that the data was normally distributed because the Kolmogorov-Smirnov significance values were higher than 0.05. According to the final results, the Kolmogorov-Smirnov significant value for Motivation Practices was $p=.741 > 0.05$, while the value for parents' level of education was $p=.523 > 0.05$. $p=.860 > 0.05$ was the Kolmogorov-Smirnov significance value for household income level. The significance value of the Kolmogorov-Smirnov test for school strategies was $p=.609 > 0.05$. The p-values were higher than the significance level (0.05), which suggests that the data were distributed regularly.

4.6.3 Multicollinearity Test

When two or more independent variables have a very high correlation with one another, this is known as multicollinearity. Determining the distinct contributions of each independent variable to the results can be extremely challenging when multicollinearity is present in a regression model. Table 4.13 displays the results of the investigation.

Table 4.13: Multicollinearity Assumption Test Results

Variables	Tolerance	VIF
-----------	-----------	-----

parents' level of education	.528	1.722
household income level	.511	1.774
school strategies	.613	1.535

(Source, field 2024)

From the findings the tolerance and variance value for parents' level of education (tolerance=0.528 and VIF=1.722), (parents' level of education =0.511 and VIF=1.774), household income level (tolerance=0.608 and VIF=1.595). school strategies (tolerance=0.764 and VIF=1.402). The study's findings indicate that all tolerance values for the variables were greater than 0.10 and VIF values were fewer than ten, which makes it abundantly evident that there was no multicollinearity in the data used.

4.6.4 Homoscedasticity Test Results

The homogeneity of disturbances between independent and dependent variables across all independent variable values is described by homoscedasticity. Throughout the observations, it displays consistent residual terms. On the other hand, heteroscedasticity issues may arise due to unequal errors. Inaccurate confidence intervals and ineffective parameter approximations are

caused by heteroscedasticity. The error term must not vary significantly when the dependent variable's value changes. The p-value for homoscedastic data is higher than 00.05. Table 4.14 displays the results of the homoscedasticity test.

Table 4.14: Homoscedasticity Test Results

Model	Unstandardized		Standardized	T	Sig.
	Coefficients				
	B	Std. Error	Beta		
(Constant)	.036	.209		.153	.819
parents' level of education	.020	.054	.048	-.169	.857
1 household income level	.056	.059	.272	1.013	.350
school strategies	.039	.034	.073	.220	.853

According to the findings in Table 4.14, the p-values for parents' level of education, household income level, school strategies were, respectively, 00.857, 00.350, 00.853, and 00.744. The fact that all of these numerical values are higher than 0.05 indicates that there was no heteroscedasticity problem and the data was homoscedastic. In order to confirm that the linear regression analysis was appropriate, the researcher used the results.

4.7 Inferential Statistics

4.7.1 Correlation Analysis

4.7.1.1 The influence of parents' level of education on KCSE performance among secondary school students in Dadaab refugee camp, Garissa County.

The study again sought to establish the correlation between the influence of parents' level of education on KCSE performance among secondary school students in Dadaab refugee camp, Garissa County. The findings of the study are as shown in Table 4.15.

Table 4.15: The influence of parents' level of education on KCSE performance among secondary school students in Dadaab refugee camp, Garissa County.

		KCSE performance
parents' level of education	Pearson Correlation	.531**
	Sig. (2-tailed)	.000
	N	41

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

The study found that the parents' level of education on KCSE performance among secondary school students in Dadaab refugee camp, Garissa County, had a moderately favorable and statistically significant association, as shown in Table 4.15. ($p < 0.05$; $r = 0.531$). This demonstrated how parents' level of education impacted on KCSE performance among secondary school students in Dadaab refugee camp, Garissa County.

4.7.1.2 The influence of household income level on KCSE performance among secondary students in Dadaab refugee camp, Garissa County.

The purpose of the study was to evaluate whether household income level and KCSE performance among secondary students in Dadaab refugee camp, Garissa County, were correlated. The study's conclusions are displayed in Table 4.16.

Table 4.16: Impact of household income level on KCSE performance among secondary students in Dadaab refugee camp, Garissa County.

		KCSE performance
household income level	Pearson Correlation	.591**
	Sig. (2-tailed)	.000
	N	41

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

As indicated in Table 4.16, the study showed that there was a moderately positive and statistically significant correlation between household income level and KCSE performance among secondary students in Dadaab refugee camp, Garissa County, Kenya ($r = 0.591$; $p < 0.05$).

4.7.1.3 The school strategies put in place to improve KCSE performance of secondary school learners in Dadaab refugee camp, Garissa County.

The study once again aimed to determine the relationship between the school strategies put in place to improve KCSE performance of secondary school learners in Dadaab refugee camp, Garissa County. The results of the investigation are displayed in Table 4.17.

Table 4.17: The school strategies put in place to improve KCSE performance of secondary school learners in Dadaab refugee camp, Garissa County.

		KCSE performance
	Pearson Correlation	.589**
	Sig. (2-tailed)	.000
school strategies	N	41

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

As indicated in Table 32, the study showed that there was a moderate positive and statistically significant correlation between school strategies put in place to improve KCSE performance of secondary school learners in Dadaab refugee camp, Garissa County. ($r = 0.589$; $p < 0.05$).

4.7.2 Regression Analysis

The study once again carried out a regression analysis to evaluate the combined influence of parents' level of education, household income level, school strategies, was established. The model summary was shown in table 4.19

Table 4.19: Model Summary

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate	Sig. Change	F
1	.867a	.752	.759	.3561	.000	

The R-Squared is the proportion of variance in the dependent variable which can be given by the independent variables. The R-squared in this study was 00.752, which shows that the 3 independent variables can explain influence of socioeconomic factors on kcse performance in dadaab refugee camp Garissa 75.2 % of, while other factors explain 24.8%.

Table 4.20: ANOVA

ANOVAa

Model		Sum of Squares	ofDf	Mean Square	F	Sig.
	Regression	28.54	4	6.193	100.308	.000b
1	Residual	8.444	173	.1002		
	Total	36.498	171			

a. Dependent Variable:kcse performance in dadaab refugee camp garissa

.

b. Predictors: (Constant), parents' level of education, household income level, school strategies

To determine whether the model is appropriate for the data, this study employed the analysis of variance once more. The results showed that the p-value was 0.000, which is less than 0.05, indicating that this model does a decent job of forecasting how the three independent variables will behave. Additionally, the F-value was 100.308, indicating that the model performed well in forecasting how the independent factors would affect the dependent variable.

Table 4.21: Regression Coefficients

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	.071	.103		.280	.717
parents' level of education,	.363	.165	.656	5.540	.018
household income level	.206	.121	.249	2.823	.021
school strategies	.379	.152	.186	2.216	.076

Table 4.21 shows the overall significant test results for the hypothesized research model. The interpretations of the findings indicated follow the following regression model.

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

Therefore,

$$Y = 0.071 + 0.363X_1 + 0.206X_2 + 0.379X_3$$

The intercept (β_0) indicates that KCSE performance in Dadaab refugee camp Garissa is 0.071, assuming that all three independent variables remain constant. Furthermore, a unit increase in the influence of parents' level of education would result in a 0.363 improvement in KCSE performance, all other independent variables being held constant. Additionally, a unit increase in household income level would lead to a 0.206 improvement in KCSE performance, assuming all other independent variables remain constant. Furthermore, a unit increase in school strategies would result in a 0.379 increase in KCSE performance, all other things being equal.

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APPENDICES

Appendix I: Student's Questionnaire

INFLUENCE OF SELECTED SOCIOECONOMIC FACTORS ON KCSE PERFORMANCE DADAAB REFUGEE CAMP GARISSA.

1. Demographic Information:

- a. Age:
- b. Gender:
- c. Nationality:
- d. Length of stay in Dadaab Refugee Camp:

2. Socioeconomic Background:

- a. What is the highest level of education completed by your parents or guardians?
- b. What is the primary source of income for your household?
- c. On a scale of 1 to 10, how would you rate the economic status of your family?

3. KCSE performance:

- a. What was your overall grade in the last academic year?
- b. How many hours per day do you spend on studying outside of school?
- c. Have you ever repeated a grade? If yes, how many times?

4. Access to Educational Resources:

- a. Do you have access to textbooks and other necessary educational materials?
- b. Are there any challenges in accessing educational resources? If yes, please specify.

5. Family Support:

- a. How often do your parents/guardians help you with your schoolwork?
- b. Do you feel supported by your family in your academic pursuits?

6. Employment Status:

- a. Are you or any member of your family employed? If yes, please specify the type of work.
- b. Do you have any responsibilities at home that affect your study time?

7. Psychological Factors:

- a. How do you perceive your academic abilities?
- b. Do you face any stress or anxiety related to KCSE performance?

8. Community Support:

- a. Are there any community-based programs or initiatives that support education in the Dadaab Refugee Camp?
- b. Have you participated in any community educational activities? If yes, please describe.

9. Perception of Equality in Education:

- a. Do you believe that all students in the Dadaab Refugee Camp have equal access to educational opportunities?
- b. Have you ever experienced or witnessed discrimination in the school environment?

10. Aspirations and Future Plans:

- a. What are your aspirations for further education or career?
- b. Do you believe your socioeconomic background will impact your future educational and career opportunities?

Appendix II: Interview Questions for Head Teachers

INFLUENCE OF SELECTED SOCIOECONOMIC FACTORS ON KCSE PERFORMANCE DADAAB REFUGEE CAMP GARISSA.

1. Can you provide an overview of the socioeconomic conditions prevalent in the Dadaab Refugee Camp, and how they may impact the KCSE performance of secondary school students?
2. From your experience, what are the primary socioeconomic factors that influence the KCSE performance of students in the Dadaab Refugee Camp?
3. How do you perceive the role of economic status in accessing educational resources such as textbooks, technology, and tutoring services for students in the camp?
4. In your opinion, how do cultural and social norms within the camp community affect students' attitudes towards education and their academic outcomes?
5. Can you discuss any specific challenges or barriers that students from low socioeconomic backgrounds face in achieving academic success in the Dadaab Refugee Camp?
6. How does the level of parental involvement and support impact students' KCSE performance, particularly among families with limited financial resources?
7. Are there any initiatives or programs implemented within the camp to address the socioeconomic disparities and support students in overcoming barriers to academic achievement?
8. How do you collaborate with external organizations or stakeholders to mitigate the impact of socioeconomic factors on students' academic success in the Dadaab Refugee Camp?
9. Can you share any success stories or examples of students who have excelled academically despite facing significant socioeconomic challenges in the camp?
10. In your view, what strategies or interventions would be most effective in improving the academic outcomes of students from low socioeconomic backgrounds in the Dadaab Refugee Camp?

Appendix III: Focus Group Discussion Questions for Parents

INFLUENCE OF SELECTED SOCIOECONOMIC FACTORS ON KCSE PERFORMANCE DADAAB REFUGEE CAMP GARISSA.

1. Can you share your observations or experiences regarding the socioeconomic background of families within the Dadaab Refugee Camp?
2. How do you think the socioeconomic status of families impacts the KCSE performance of secondary school students in the camp?
3. What are some specific challenges that families in the Dadaab Refugee Camp face in supporting their children's education financially?
4. In what ways do you believe access to resources such as textbooks, school supplies, and technology affects students' KCSE performance in the camp?
5. How do you think the employment opportunities available to parents within the camp influence their ability to support their children's education?
6. Have you noticed any differences in KCSE performance between students from families with varying socioeconomic backgrounds in the camp? If so, what do you think contributes to these differences?
7. How do cultural norms and practices within the camp affect parents' involvement in their children's education, particularly regarding socioeconomic factors?
8. What role do you believe the local community organizations or NGOs play in addressing socioeconomic barriers to KCSE performance among secondary school students in the Dadaab Refugee Camp?
9. Are there any initiatives or programs aimed at addressing socioeconomic challenges faced by families in the camp, and if so, how effective do you perceive them to be?
10. From your perspective, what additional support or resources do you think would be most beneficial in improving the academic outcomes of secondary school students in the Dadaab Refugee Camp, particularly in relation to socioeconomic factors?

Appendix IV: Teachers Focus Group Discussion Questions

INFLUENCE OF SELECTED SOCIOECONOMIC FACTORS ON KCSE PERFORMANCE DADAAB REFUGEE CAMP GARISSA.

1. What have you observed regarding how socioeconomic factors impact students' KCSE performance within the Dadaab Refugee Camp?
2. Based on your experience, which specific socioeconomic factors do you believe have the greatest influence on students' academic success?
3. How do you perceive the socioeconomic background of students influencing their access to educational resources such as textbooks, technology, and extracurricular activities?
4. Have you noticed any disparities in KCSE performance among students from various socioeconomic backgrounds within the camp? If yes, what do you think causes these differences?
5. In your view, how does the lack of economic stability or resources at home affect students' ability to concentrate on their studies and achieve academically?
6. Have you observed any initiatives or interventions aimed at lessening the impact of socioeconomic factors on students' KCSE performance in the camp? If so, how effective have they been?
7. What teaching strategies do you employ to support students who may be facing socioeconomic challenges?
8. How can the broader community within the Dadaab Refugee Camp contribute to improving the academic outcomes of students, particularly those from disadvantaged socioeconomic backgrounds?
9. Are there any educational policies or practices that you believe could be altered or introduced to better address the socioeconomic factors affecting students' academic achievement?
10. From your perspective, what role do teachers play in advocating for the needs of students impacted by socioeconomic challenges, and how can this advocacy be strengthened within the Dadaab Refugee Camp context?

Appendix V: Consent For Participation in Research Study

Mount Kenya University

Parent's/Guardian's Name

Dear Parent/Guardian,

SUBJECT: CONSENT FOR PARTICIPATION IN RESEARCH STUDY

We hope this letter finds you and your family in good health and spirits. We are writing to seek your consent for the participation of your child, a student at Ifo Secondary School, in a research study titled "influence of selected socioeconomic factors on kcse performance dadaab refugee camp garissa."

The purpose of this study, conducted by Abdullahi Hassan from Mount Kenya University, is to explore the impact of socioeconomic factors on the KCSE performance of secondary school students residing in the Dadaab Refugee Camp, Garissa. This research aims to shed light on the unique challenges and opportunities faced by students in such contexts and to propose interventions that can potentially improve their academic outcomes.

Your child's participation in this study will involve:

1. Completing a questionnaire that assesses various socioeconomic factors such as household income, parental education level, access to educational resources, and living conditions.
2. Granting access to academic records to analyze KCSE performance data.

We assure you that all information collected will be kept confidential and will only be used for research purposes. Your child's identity will be anonymized, and no personally identifiable information will be disclosed in any reports or publications resulting from this study.

Participation in this study is entirely voluntary, and your child has the right to withdraw at any time without facing any consequences. Your decision to consent or decline participation will not affect your child's standing within the school or their academic progress in any way.

If you agree to allow your child to participate in this study, please sign and date the attached consent form and return it to [Contact Person's Name] at [Contact Information] by [Deadline Date]. If you have any questions or concerns about the study, please do not hesitate to contact us.

Thank you for considering this request. Your support and cooperation are invaluable to the success of our research endeavor.

Sincerely,

Mount Kenya University



DIRECTORATE OF GRADUATE STUDIES

MED/2022/56775

10th January, 2025

National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki, Upper Kabete
P.O Box 30623- 00100
NAIROBI, KENYA

Dear Sir/Madam,


RE: ABDULLAHI HASSAN- REGISTRATION NO. MED/2022/56775

The purpose of this letter is to introduce the above named student who is pursuing **Master of Education** in the **Department of Educational Management and Curriculum Studies** in the **School of Education**.

The title of the research is **"Influence of Selected Socioeconomic Factors on KCSE Performance in Dadaab Refugee Camp Garissa."** It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **January, 2025 and March, 2025**.

Any assistance accorded to the student will be highly appreciated.

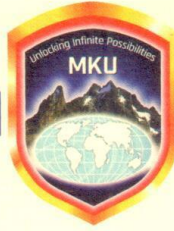
Thank you.


Dr. Samuel M. Karenga, Ph.D.
Director, Graduate Studies

Enc.



Mount Kenya University



REF: MKU/ISERC/4665
TO: ABDULLAHI HASSAN

Date: 08 January 2025

REG: MED/2022/56775

Dear Sir/Madam,

**RE: INFLUENCE OF SELECTED SOCIOECONOMIC FACTORS ON KCSE PERFORMANCE
IN DADAAB REFUGEE CAMP GARISSA**

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **3387**. The approval period is **08/01/2025 - 07/01/2026**.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,

Dr. Alfred Owino, PhD
Chairman, Mount Kenya University ISERC





REPUBLIC OF KENYA

Ref No: 472533

RESEARCH LICENSE



This is to Certify that Mr. HASSAN Hassan Abdullahi of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Garissa on the topic: INFLUENCE OF SELECTED SOCIOECONOMIC FACTORS ON KCSE PERFORMANCE IN DADAAB REFUGEE CAMP GARISSA for the period ending : 21/January/2026.

License No: NACOSTIP/25/415356

472533

Applicant Identification Number

Walter Wambui

Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

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See overleaf for conditions

**MINISTRY OF EDUCATION
STATE DEPARTMENT FOR BASIC EDUCATION**

Telegram: "SCHOOLING" Garissa
Telephone: 046-210-2458, Garissa.
Fax: 046-210-2002
Email: cdegarissacounty@gmail.com
When replying please quote



COUNTY DIRECTOR OF EDUCATION
GARISSA
P. O. Box 8-70100
GARISSA

REF: CDE/GSA/ED/5.2VOLI (13)

DATE: 13th JANUARY 2025

TO WHOM IT MAY CONCERN

**RE: RESEARCH AUTHORIZATION –ABDULLAHI HASSAN, ID
NO.36756369**

Refer to your letter *Ref. No. NACOSTI/P/25/415356* dated 13th JANUARY, 2025 from **National Commission for Science, Technology & Innovation** on application for authority to carry out research on **INFLUENCE OF SELECTED SOCIOECONOMIC FACTORS ON KCSE PERFORMANCE IN DADAAB REFUGEE CAMP, Garissa county Kenya**". For the period ending 21st, JANUARY 2026.

We are pleased to inform you that you have been authorised and given consent for your research outcome.

Yours sincerely,

A blue circular official stamp of the County Director of Education, Garissa. The stamp contains the text "COUNTY DIRECTOR OF EDUCATION", "C.D.E.-GARISSA", and "Box 8-70100, GARISSA". A handwritten signature is written over the stamp.

MOHAMUD.I.KUNO

FOR: COUNTY DIRECTOR OF EDUCATION
GARISSA COUNTY.

Cc: Regional Director of Education -**North Eastern.**

Abdullahi Hassan Musa Hassan Musa

Socioeconomic Factors as Determinants of KCSE performance Among Secondary School Students: A Case Study ...

 MBA 2025

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 Mount Kenya University

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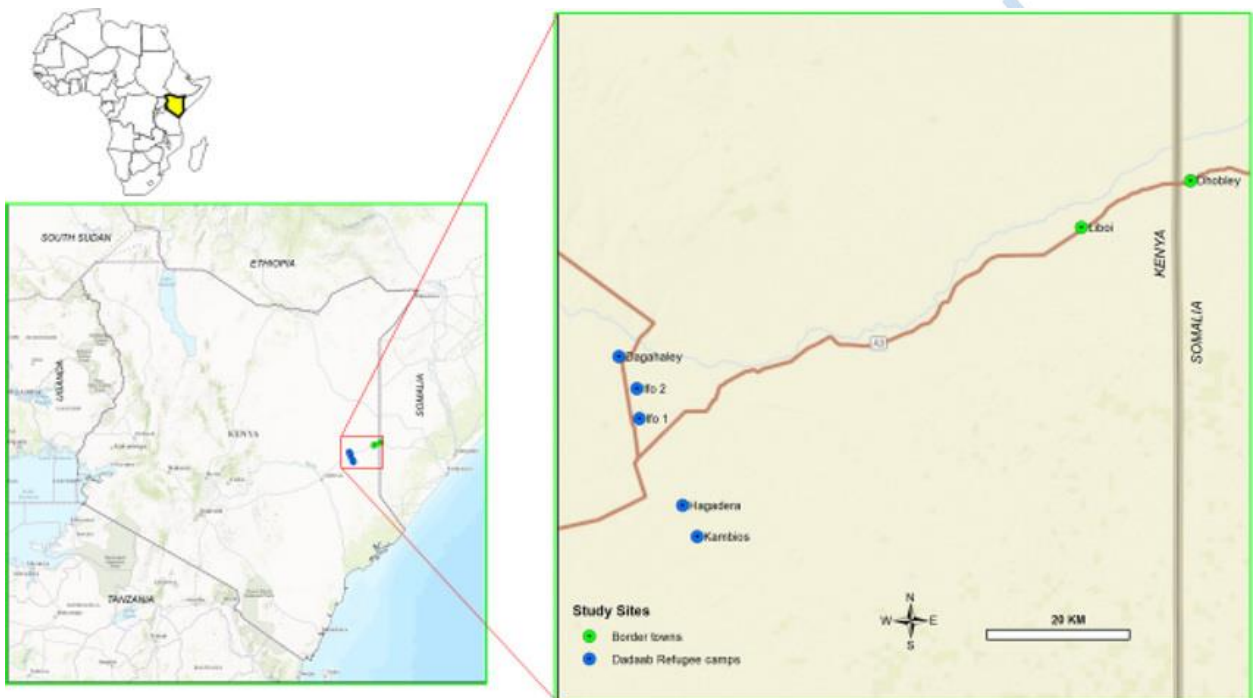
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