

Impact of drug abuse on academic performance of children at Kakuma refugee camp, Turkana County, Kenya

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ABSTRACT

The issue of obtaining a decent basic education for refugee children, particularly girls, is not assured owing to numerous disruptions that result in dropouts and subsequent failure to complete Primary Education. Other researchers have researched on general factors affecting educational performance of refugees, leaving out social factors. It is against this background that this study aim was to determine social factors affecting academic performance of children in refugee camps. The specific objective of the study was to determine the effect of drug abuse on Academic performance of children at Kakuma refugee camp. This study used system theory and socio-cultural theory. A descriptive survey design was used to carry out the study. This study was carried out in Kakuma refugee camp which is located in the North-western region of Kenya. The study targeted 267 standards 7 and 8 pupils in primary schools in Kakuma refugee camp, 15 class teachers, and 8 school heads, these respondents were targeted since they gave the correct information on the subject matter of this research. The researcher used purposive sampling technique to select 15 class teachers and 8 head teachers. Simple random sampling was then used to pick a sample size of 80 class 7 and 8 students. Therefore, the whole sample size of the study was 103 respondents. Responses from the selected respondents were collected using a set of structured questionnaires and interview guide which were able to capture data relevant to research objectives. Data collected was both qualitative and quantitative. Quantitative data was analyzed using descriptive statistics while qualitative was analysed through thematic review. The researcher concluded that performance of students who abuse drugs is low. In addition, the researcher concluded that the discipline of students who abused drugs is low. The findings indicated that there is positive significant association between effect of drug abuse on academic performance of children at Kakuma refugee camp ($r=0.462$, $p<0.05$). The researcher concluded that the rate of absenteeism among students who abuse drugs is very high and that alcohol abuse led to poor academic performance in the school. The study underscores that drug use is a major factor contributing to academic difficulties among students, with those abusing substances often exhibiting indiscipline and poor academic performance. Effective substance abuse prevention and intervention programs need to be established to address drug abuse among students. Schools should collaborate with local health services to provide counseling, support, and rehabilitation for students affected by drug abuse. Promoting awareness and education about the negative impacts of drugs on academic performance and personal development can also help reduce drug use. Establishing strict disciplinary measures and support systems for affected students can further mitigate the impact of substance abuse on education.

Keywords: Academic Performance of Children, Drug Abuse, Kakuma Refugee Camp, Turkana County

I. INTRODUCTION

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

As a consequence of refugee experiences, academic performance may be both beneficial and negative. If children are physically fleeing for a longer or shorter period of time, they may be denied access to school. Before establishing in a new region, children usually go through a time of transition during which they may be unable to attend school. The family may choose to reside in a remote area where they would not have access to schooling. Furthermore, children who have been moved are more likely to get infections (Aldewereld et al., 2022), experience

food shortages (Pakravan-Charvadeh et al., 2021), and use coping mechanisms such as early marriage, all of which may damage their schooling (Samuel et al., 2021). Increased property and financial loss during the war may also be connected to international relocation (Fransen & Bilgili, 2018), as well as the requirement for children to engage in income-generating activities.

The number of African refugee students in major cities throughout the world has risen, notably in the United States, Canada, the United Kingdom, and Australia (Bamgboye, 2024). According to research, however, this increase has not been accompanied by appropriate educational and other specialized support specifically targeted to aid the acculturation, integration, and academic performance of students who come from war-affected, disrupted schooling backgrounds and whose culture, ethnicity, language and religion differ significantly from the mainstream of the host countries. Some schools offer refugee assistance programs that lack refugee involvement or research regarding their efficacy for particular refugee student groups (Johnson et al., 2017).

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

Moro and Grabska's research in Cairo, Egypt, is one of the few to delve into the educational issues of Sudanese refugee children, as well as their parents' or guardians' legal and social status and survival techniques. According to the findings, the biggest barriers to Sudanese refugees enrolling and retaining their children in school were a lack of legal documentation and financial issues. As has been proven in Namibia, most kids in Sub-Saharan Africa struggle academically (Akpo et al., 2023). Scholars, educators, government officials, and parents are all concerned about the discrepancy in academic performance among Nigerian pupils (Igberadja, 2016).

The Kakuma Refugee Camp is in Kenya's Rift Valley province's Turkana District, near the Sudanese, Ethiopian, and Ugandan borders. Kakuma Camp is around 125 kilometers from the Sudanese border. Kenya's Kakuma Camp, according to sources, is one of the world's oldest and biggest refugee camps (Lomo, 2020). The camp was created in 1992 when large numbers of Sudanese refugees started coming to Kenya. Many of these migrants were formerly Ethiopian refugees, but once Mengistu Haile Mariam was overthrown as Ethiopia's leader, the new state abandoned aid to the Sudan People's Liberation Army (SPLA), and Sudanese migrants fled to Kenya (Skuse, & Dowling, 2021). If the Sudanese government hadn't retaken Kapeota from the SPLA, the refugees would have remained in Sudan as internally displaced people, forcing them to escape to Kenya. Kubota is a town in the eastern equatorial area of southern Sudan that served as the headquarters for the SPLA's civil war relief efforts. The Lost Boys of Sudan, often known as unaccompanied minors, were among the first groups of Sudanese refugees to arrive in Kenya (Crisp, 2010). The Kenyan refugee camp was created exclusively for these unaccompanied minors.

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

1.1 Statement of the Problem

Based on the study done by the Norwegian Refugee Council, 76 percent of children and adolescents in Kakuma Refugee Camp have encountered at least one traumatic event, including witnessing violence or being asked to leave their homes (Norwegian Refugee Council, 2017). Such experiences brought about by trauma are closely linked with psychological difficulties, such as depression, anxiety, and post-traumatic stress disorder (PTSD). This type of psychological challenges affects academic output of students adversely by affecting their capacity to concentrate, grasp material taught in the classroom and memorizing knowledge (Hatchimonji et al., 2018). Moreover, further impediments on mental health and stress, highlighted by overcrowded classrooms, lack of resources, and language barriers, contribute to the already challenging situation of students when it comes to student access to quality education.

Housing more than 190,000 refugees (South Sudan, Somalia, Ethiopia, Democratic Republic of Congo, etc.), Kakuma refugee camp is located in Kenya (northwest of the country) United Nations High Commissioner for Refugees [UNHCR], 2021). Out of them, there are about 43,000 school-age youngsters who are attending schools (UNHCR, 2021). Nevertheless, the camp still experiences numerous difficulties, as there is a shortage of adequate classrooms, textbooks, as well as learning materials, which compromise the possibility of academic success in

students (Nassir & Benoliel, 2025). It is made worse by the continuous flow of refugees. By way of example, an estimated 2,000 Somali refugees have been pouring into the camp every month to augment an already overstrained facility. United Nations Educational, Scientific and Cultural Organization [UNESCO] (2019) has reported that the camp is home to 57,536 school-aged children with only 70 per cent of the children enrolled in the school, leaving 13,300 children deprived of the basic education. This deficit continues to widen as new immigrants cause an extra burden to the prevailing infrastructure.

Although there are existing studies on general influencing factors on the educational performance of refugees, a missing gap is exposed on the social factors that determine the performance of the refugees in academics. Some of these issues include family dynamics, peer relationships, local support and cultural barriers have not been well examined in the setting of Kakuma Refugee Camp. The importance of filling this research gap lies in designing specialized interventions in enhancing educational outcomes and developing all-faceted skills of children in refugee contexts. Against this backdrop, it is upon this premise that this study therefore proposes to determine the effect of drug abuse on academic performance of the children in Kakuma refugee camp Turkana County, Kenya.

1.2 Research Objectives

To determine the effect of drug abuse on academic performance of children at Kakuma refugee camp Turkana County, Kenya

II. LITERATURE REVIEW

2.1 Theoretical Review

2.1.1 General Systems Theory

The General Systems Theory (GST) coined by Ludwig von Bertalanffy in the year 1940s explains systems as a network and interrelated and related elements working as whole in an aim towards a common objective. According to the theory, systems work by taking inputs from the surrounding, converting them with the aid of internal processes and giving out outputs as feedbacks into the environment. Within an education setting, schools are thought of as systems containing inputs (students, teachers and learning materials) that are transformed into system outputs (graduates with non-transferrable skills and attitudes) during the teaching and learning process (Bertalanffy, 1967).

GST underlines the significance of interrelations between elements of a system. In case of schools, we have factors such as teachers, students, parents and the resources. The theory further stresses that the variety within any system, be it the additional provision of resources, developing an environment of better communication or engaging more people in the role, the more it will adapt itself to the change and enable it to be more efficient. The system enables one to get a detailed insight of how the different factors come into play in the pursuit of the desired results.

The Systems Theory is very applicable in the study since it gives an organized way of investigating the issues affecting the performance of those in the Kakuma Refugee Camp. The educational system in Kakuma works in a peculiar setting and the inputs into this system include refugee students, teachers and few teaching materials. The process of transformation in this system deals with surmounting problems like language barrier, cultural differences, and shortage of resources to deliver education. Importance of taking into account the outputs which in this live are the academic performance and general development of the students is also noted under the theory. The outputs are an indication of how effective the inputs and transformation processes are. In addition, feedback processes, like student evaluation and provision of teaching, also play a paramount role in improving results here.

2.1.2 Socio-Cultural Theory

Lev Vygotsky was a Russian psychologist, whose sociocultural theory focuses on the significance of the social interaction and culture in cognitive development. Vygotsky (1978) argues that social and cultural contexts that humans inhabit largely impact on their human development and learning. He considered that cognitive skills are developed through communication with other people and through cultural activities. According to this theory, people are creations of their culture since the norms, values, beliefs, and behaviors are internalized during socialization. According to the opinion of Vygotsky, the context of the learning activity is given importance and influences the self-image of the individual, identity and the overall perception of reality.

In the Vygotsky perspective the process of cognitive ability development is related to 3 types of learning: the imitative learning (child learns by copying), instructed learning (child learns what he or she is told by a teacher or a mentor) and collaborative learning (learning is offered among peer groups dealing with a common objective. Another element noted by Vygotsky is that children, especially toddlers and those in preschool talk to themselves, so they formulate thoughts and absorb new concepts. This type of self-speech does not occur due to age and increases cognitive development and then shifts into internalized thinking (Vygotsky, 1978).

Through cognition, Vygotsky contended that bringing children to various social and cultural situations plays a key role in their mind development. He stressed that exposure to new things and ideas that were not known to children at the time of exposure is an important aspect that helps them to grow as far as their intellect is concerned. Following the example of other people, acting as receivers of instructions, and cooperating in the learning process, the children have a chance to increase their knowledge stock and make further evolution in the whole life (Vygotsky, 1986). In that way, according to the socio-cultural theory, the process of human learning never comes to an end as it is incessantly affected by the social surroundings and the culture.

The socio-cultural theory by Vygotsky can be applied in the research of academic performance especially in an area such as Kakuma Refugee Camp. With the varied social and cultural influences at the environment, the cognitive abilities of children are shaped not only by what is around them and in immediate learning context (e.g., school), but also by cultural and social experiences of children. Their learning is influenced by the interactions of children with people around them (peers, teachers, members of the family), by availability of social tools (e.g., language, community resources), etc.)

At Kakuma Refugee Camp, cognitive and academic development of children will probably be influenced by various ways of culturally dominant cultures of the refugee parents, school teachers, and the community of the camp at large. According to the theory suggested by Vygotsky, this kind of child is recommended to be given some exposure to different social and cultural experiences so that they can develop intellectually. As an illustration, the peer collaboration and peer imitative learning, through which children are expected to observe adults or learners with greater knowledge and then copy them, will contribute to their successful academic progress even in the unfavorable environment. In addition, influencing factors like language barriers, cultural beliefs, and culture of socialization can help improve their learning processes and academic performances.

2.2 Empirical Review

2.2.1 Drug Abuse on Academic Performance of Refugee Children

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

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

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

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

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

Ongwae (2016) conducted a study on the causes and effects of drug and substance abuse among students in secondary schools in Starehe Sub-County, Nairobi County. It sought to establish the influence of parents' income, location of schools, school administration, and peer pressure on drugs and substance abuse. The sample consisted of two hundred and sixty-eight students, six guidance and counseling teachers and six principals. The study established

that most students were driven into drugs by peer pressure. Ongwae's study was on four specific factors unlike the current one, which was an open investigation of determinants of drugs and substance abuse. In addition, the study did not focus on girls like the current one.

Teachers' handling of drugs and substance misuse in Eldoret was investigated in Maina et al. (2021) study. Peer pressure and associating with co-workers who indulge in the vice increased students' involvement in drugs and substance abuse, according to the study. According to the study, drug addicts frequently try to persuade others to join them in their addictions to get acceptance. Unlike the current study, it was very limited in scope, focusing solely on the management of drugs and substance misuse in the school setting. It didn't take place for the study of economic and home-related problems, and it didn't pay attention to girls.

Myers et al. (2007) examined the extent and consequences of alcohol and drugs (AOD) use by adolescents in three sentinel sites in South Africa, Cape Town, Durban, and Gauteng Province. Data was gathered between 1997 and 2001, from specialist treatment Centres, trauma units, students, rave party attendees, and arrestees. The survey observed high levels of alcohol misuse among high school students while cannabis was the most frequently abused illicit drug among adolescents.

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

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

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

III. METHODOLOGY

3.1 Research Design

The study adopted descriptive survey design. The study seeks to describe the social factors affecting academic performance among children in Kakuma refugee camp. A descriptive survey design is well-suited for this purpose as it focuses on understanding and explaining the characteristics, perceptions, and behaviors of a specific population. Descriptive survey studies are concerned with describing the characteristics of a particular individual or group of individuals (Kothari, 2022). The methodology of the survey offers a variety of information describing the existing phenomena by asking people about their perceptions, attitudes, behavior, or values. It is also because of the vast nature of the target population, hence offering a quick, reliable, and cost-effective way of collecting data.

3.2 Target Population

Target population is the total number of individuals given for specific research. This study targeted 290 respondents, 267 grade 7 and 8 pupils in primary schools in Kakuma refugee camp, 15 class teachers, and 8 school heads.

3.3 Sampling Techniques

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

3.4 Data Collection Tools

Responses from the selected respondents were collected using a set of structured questionnaires and interview guide. The questionnaires gathered information from the students while interview guide utilized to gather information from the principals and class teachers. These instruments were picked because it enabled them to capture data relevant



to the research objectives. In addition, Kothari (2022) noted that when collecting data from a large number of respondents a questionnaire is one of the most appropriate tools, which is the case with this study. The questionnaires were drafted in a way that it could be used to objectively collect data that would tally with all the study variables. The questionnaires were divided into five sections. Part A contained the background information and parts B, C, D, and E contained the research variables. The use of a questionnaire is associated with several advantages which include ease of distribution and data collection, ease of data analysis, standardization of the questions, and cost-efficiency.

3.5 Data Analysis

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

IV. FINDINGS & DISCUSSION

4.1 Effect of Drug Abuse on Academic Performance of Refugee Children.

The researcher sought to determine level of agreement on effect of drug abuse on Academic performance of refugee children at Kakuma refugee camp.

Table 1

Effect of Drug Abuse on Academic Performance of Refugee Children

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

Based on the findings, 88 percent of the respondents held that the use of drugs made student have difficulties with academics besides the 85 percent of the respondents were of the opinion that drug abusers were indiscipline hence leading to poor performance academically. Out of the findings 83 percent of the respondents concurred that the use of drugs contributed to high cases of absenteeism and concentration in class and subsequently causes low grades. Also, 87 percent of the respondents gave a nod to the fact that the consumption of alcohol has precipitated a similar state of affairs, characterised by an unsatisfactory performance in the school. Lastly, eighty five percent of the respondents agreed that bhang and the use of tobacco made the students to fall behind in their academic tasks. These are supported by findings of numerous studies carried out within the last few years on the effects of drug abuse as far as academic performance of students is concerned. As an example, Mwangi (2021) discovered that more than 80 percent of students who use drugs had low academic performance and higher school absenteeism. On the same breath, a study by Akpo et al. (2023) noted that drug abusers are poor storage and improper behavior in classrooms are associated with a direct cause of poor grades. A second study conducted by Mcheka (2021) has also supported the association between alcohol and drug consumption, specifically bhang and tobacco, and inability of the students to fulfill educational duties, and indicated that more than 85 percent of students with these challenges have performed sub-optimally academically.



Some of the teacher and head teachers reported that:

“Drug abuse among students causes loss of concentration, and absenteeism as well as behavioral problems. All these create a distraction to the learning process and thus lead to poor performance among students under the influence of such learned behaviors since they cannot concentrate on their studies and cannot learn important lessons. The students who abuse drugs usually show poor health, poor motivation, as well as worsened mental abilities. This greatly affects them in terms of performance and will ruin their grades resulting in even more drop outs because they are unable to be on pace with the rest.”

4.2 Academic Performance of Refugee Children.

The researcher sought to determine level of agreement on Academic performance of refugee children at Kakuma refugee camp.

Table 2

Academic Performance of Refugee Children

Statement	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Mean
	F	%	F	%	F	%	F	%	F	%	
Language barrier has caused low mean grades of students	3	4%	4	5%	0	0%	35	46%	33	43%	3.962
The school has tried to curb drug abuse among students which has translated to high mean score over the years	6	8%	3	4%	10	13%	33	43%	23	30%	4.094
Since government improved security in the area there has been high level in improvement in academic performance	3	4%	6	8%	3	4%	32	42%	31	41%	4.264
The high level of transition to higher level by students can be related to reduction in retrogressive cultural beliefs which has encouraged more students to work hard in school	5	7%	5	7%	0	0%	28	37%	37	49%	4.132

The study outcome indicated that 89 percent of respondents sampled confirmed that language barrier has led to poor average grades of students. Besides, 63 respondent agreed that indeed school has tried to arrest drug abuse among students which has translated to high mean score over the years and 73 respondent agreed we have seen a high in improvement in academic performance as the government has improved on security in the area. Lastly, 86 percent of the respondents conceded that since transition to higher level is currently very high among the students, one can attribute it to the decrease in retrogressive cultural beliefs that has motivated more students to strive in school. The research findings are consistent with recent studies in the determination of the factors that influence the academic performance of students. A study by Jabo (2024) indicate that language barrier can have a large negative impact in academic performance of students in that the mean grades were lower than those who spoke the native language.

According to some of the teachers and head teachers, there has been a notable inconsistency in the level of academic performance among the learners in the last five years since the level of performance showed a rise followed by a fall. The causes of this inconsistency are connected with a high turnover in the teaching personnel, the unstable possibility to use educational resources, and other external socio-economic circumstances. The turnover of teaching personnel may break the continuity of instruction and there is variation in resources that restrict the learning of students. Also, social-economic issues outside the school can affect the concentration and engagement of students negatively. The combination of these elements makes it apparent that stable and encouraging learning environments should be implemented in order to have consistent academic improvements.

4.3 Inferential Findings

Inferential analysis values the strength and direction of relationship of variables in drawing their inferences into the population (Bryman, 2022). In the present study the inferential analysis will be done to determine the correlation between social aspects which influence the Academic performance of children in the refugee camps. The relationship that was built was also clarified.

4.3.1 Correlation between Drug Abuse and Academic Performance of Children

The study determined effect of drug abuse on Academic performance of children at Kakuma refugee camp. The relationship between the two study variables was ascertained. Table 3 displays the results.

Table 3

Correlation between Drug Abuses and Academic Performance of Children

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

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

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

4.3.2 Regression Analysis for Overall Model

The study conducted a regression analysis to find out the strength of the relationship between independent and dependent variables.

Table 4

Regression Model Summary

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

The R-squared in this study was 0.572, which shows that the independent variables can explain 57.2% of on performance of Academic performance of children at Kakuma refugee camp while other factors explain 42.8%.

Table 5

Analysis of Variance

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

The analysis of variance in this study was used to determine whether the model is a good fit for the data. From the findings, the p-value was 0.000 which is less than 0.05 and hence the model is good in predicting how the drug abuse (y) affect Academic performance of children at Kakuma refugee camp, the F-calculated (42.0520) was more than the F-critical which shows that the model was fit in predicting the influence of the independent variables on the dependent variable.

Table 6

Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		Beta	Std. Error	Beta		
1	(Constant)	2.026	.420		4.824	.000
	Drug Abuse	.219	.144	.286	1.517	.036

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

Therefore,

$$Y = 2.026 + 0.219X_2$$

V. CONCLUSION & RECOMMENDATIONS

5.1 Conclusion

The researcher summed up that the level of performance of abusing-drug affected students is low. Subsequently, the researcher established that the discipline of the students who abused drugs is low. The researcher

also established that the absenteeism of drug abusers students is very high and that abuse of alcohol contributed to poor performance at school. An important point of the study is that drug use is one of the biggest causes of the academic problems of students and students using drugs are indisciplined and have low performances. Drug use is always associated with high rate of absenteeism, poor concentration and poor academic results by the respondents. Particularly, alcohol and when it comes to specific drugs ludicrously bhang and tobacco, this drug and alcohol misuse is associated with poor performance in schools and hinders students to perform their academic duties. At the teacher and head teacher level, teachers and head teachers noted that drug abuse results in poor concentration, high absenteeism and behavioral problems, which affects the learning environment because affected learners fail to attend classes, lose interest and in the process develop poor health and cognitive abilities. This eventuality leads to poor grades and increased dropping-outs. The study also brings out an important positive correlation of drug abuse and poor educational achievement among children in Kakuma refugee camp and it therefore reveals the urgency of the need to resort to interventions to enhance substance abuse to turn around educational performance.

5.2 Recommendations

To deal with the problem of drug abuse among student effective substance abuse prevention and intervention programs should be put in place. The schools are expected to liaise with the local health services to offer counseling, supports and rehabilitations to students who are victims of drug abuse. Drug education as well as drug awareness of the adverse effects that drugs have on academic progress and personal growth can also be used to help curtail drug use. The stark disciplinary measures and support systems of the affected students can still help in curbing the effect of substance abuse to education as well.

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