

**FACTORS INFLUENCING INTEGRATION OF INTERNALLY
DISPLACED LEARNERS' IN PRIMARY SCHOOL EDUCATION
IN RAVENDA RESETTLEMENT SCHEME, NYERI COUNTY,
KENYA**

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DECLARATION

This research project is my original work and it has not been presented for a degree in any other university

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DEDICATION

I would like to specifically dedicate this research project work to my mother Susan Wangui for her support and prayers. To my children Elvis and Susan for their perseverance. May god bless you abundantly.

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ABBREVIATIONS AND ACRONYMS

CBO	Community Based Organization
CEIP	Community Education Invest Program
IASC	Inter-Agency Standing committee
IDP	Internally displaced person
IIEP	International Institute for Educational Planning
INEE	Inter agency Network for Education in Emergencies
NGO	Non-Governmental Organization
NRC	Norwegian Refugee Council
RENAMO	Resistencia Nacional Mocambicana
UNDP	United Nations Development Program
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations International Children Education Fund

ABSTRACT

Internally displaced persons are often neglected from the legal and humanitarian development. Insufficient attention given to internally displaced persons as opposed to those of refugees are often the cause of their persisting problems and lack of integration in the society. In this regard, there is convincing evidence that conflict increases the disadvantages associated with smooth integration of internally displaced learners in primary education. Provision of adequate psychosocial support to deal with individual learners is among the first mechanism to help them cope with the new environment. The purpose of this study was to investigate factors influencing integration of internally displaced learners in primary education in Ravenda resettlement scheme Nyeri County. The main objectives were to determine psychosocial support by teachers, internally displaced learners' attitude and host pupils' attitude on integration of internally displaced learners in primary education. Literature was reviewed as per the objectives of the study. A conceptual framework showing the relationship between the variables was drawn. The study adopted descriptive survey research design with the target population as internally displaced learners in class seven and eight, head teachers, teachers and community leaders from four primary schools in Ravenda resettlement scheme. The target population was 6 head teachers, 72 teachers and 1024 pupils. Census sampling was done for head teachers while purposive sampling was employed for teachers and pupils. Questionnaires and interview guide were used to collect data. Data analysis was done using descriptive statistics and tables. Ethical issues were considered and adhered to before commencement of the study. Psychosocial support by teachers was very crucial in enhancing internally displaced learners integration in primary schools. Presence of active guidance and counselling services assisted internally displaced learners in overcoming integration issues. Host pupils' attitude had a direct impact on how internally displaced learners integrated in their new schools. Most internally displaced learners had positive attitude towards their new schools from their responses which helped them to actively participate in education. The study concluded that guidance and counselling services should be structured to benefit unique needs of different internally displaced learners. The study also concluded that since some of the host pupils bullied the internally displaced learners, structured activities in and outside the classroom should be adopted so that there would be peaceful and meaningful interaction between the pupils. This study recommended special guidance and counselling for teachers to equip them with skills to cater for diverse needs of internally displaced learners. The study also recommended promotion of informal interaction between teachers and pupils outside the classroom. Finally, the study recommended inclusion of internally displaced learners in structured normalising activities crafted for host pupils as much as possible. Areas for further studies were proposed as carrying out the same studies in other resettlement schemes to enable for generalisation and investigation of other factors besides school based which would influence integration of internally displaced learners in Ravenda settlement scheme.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is not only a fundamental human right, but also an essential tool in the protection of refugees and displaced children from exploitation, military recruitment, prostitution and other harmful activities (International Institute for Educational Planning, 2002). Through education individuals are able to enjoy all other rights thus reaching their full potential leading to self-reliance. This is because education equips an individual with knowledge, skills and the attitudes which help them overcome life's challenges. Moreover, the future and security of individual societies inextricably connected to the transferrable skills knowledge and capacities that are developed through education (UNHCR, 2012). Alongside that, education is increasingly being recognised as the forth pillar for humanitarian aid in crisis besides food, water, shelter and health care (Machel,2001). This is because education is not only lifesaving, but also life sustaining thus enabling an individual to overcome challenges in emergencies (Inter-agency Network for Education in Emergencies (2010).Some of these challenges include inability to distinguish between the truth and propaganda by politicians w

high may in turn prevent crisis. As noted by World Bank (2003), Education in Emergencies becomes important because of the role it plays in interlinking development and security issues.

It has been noted that children constitute particularly vulnerable group in time of war by virtue of their dependence on adult care (UNHCR, 2001). Conflict and displacement can present particular threats such as separation from family members, abduction and recruitment by fighting forces or exposure to targeted violence or land mines. At the same time pre-existing threats such as sexual or gender based violence, labour exploitation or malnutrition and diseases may increase. Education can therefore play a pivotal role in enhancing child protection both as a service to be supported and delivered and as an enabling right which assist children in accessing other rights (Pigozzi, 1999). Experience shows that education has a preventive effect on recruitment, abduction and gender based violence and thereby serves as an important protection tool (NRC, 1998).

At the same time, the international community is increasingly becoming aware that all children living in the midst of war are vulnerable and need protection (Kastberg, 2002). Kastberg (2002) further argued that schools and recreational activities can bring some elements of physical protection to the majority of children by providing a safe place to play, offering an alternative to destructive behaviour, giving access to nutritious meals or providing regular adult supervision. This is after realization that education is one of the building blocks of human development. It is not just a basic right but a foundation for progress in other areas including health, nutrition and development of institutions and democracy (United Nations Development Program, 2005).

Regionally, commendable strides have been made in offering education to the marginalised and less disadvantaged children in the continent. As an illustration, the national policy for internally displaced persons in Uganda states that “the ministry of education and sports shall ensure that Internally Displaced learners have the same access to education as children elsewhere in Uganda. This is to ensure non-discrimination of whatever kind to the disadvantaged group. This is to say that, education is the only tool to help less disadvantaged children compete with other children in economic circles.

In Sierra Leone, the government abolished school fees with its free primary education policy in 2001 to enhance integration of ex-combatants. This resulted to doubling of pre-school enrolment from 660,000 in 2001-2002 to 1.3million in 2004-2005 (Wang, 2007). After the wars end, several Non Governmental Organisations and Community Based Organisations provided aid to former child solders to facilitate school attendance. For example, UNICEFs Community Education Invest Program (CEIP) offered school fee waivers, uniforms, books and supplies to former child solders (Alexander, 2006). Since the end of the war, Sierra Leone has made progress on a number of educational indicators including enrolment and gender parity at primary levels. As a stabilizing force education has great potential for helping heal post-trauma and preventing future conflicts. However, such benefits are only possible if children can enrol and stay in school long enough to gain skills to make them economically productive and receive the social and emotional support they need (Stichick & Brunderlein, 2001).

Locally, the Kenyan constitution (2010) provides for a number of education related provisions embodied in the bill of rights. It guarantee the right to free and compulsory basic education under article 53b. The constitution also provides that minority and

marginalised groups are to be provided with special opportunities in educational and economic fields (Article 56(b)). This encompasses the refugees and Internally displaced learners. The Kenyan government has therefore adopted free primary education, likewise there is education act 2013 which does not discriminate refugee and IDL children in terms of access to education.

However, most children in the resettlement schemes face a lot of challenges when it comes to admission in primary schools since majority do not have necessary documents needed during enrolment. Upon admission they may not fit well in the school environment due to negative attitudes by either teachers or host pupils resulting to high dropout rates. At the same time if their psychosocial needs are not catered for optimally, they may fail to see the importance of schooling prompting them to drop along the way (UNICEF, 2009).

1.2 Statement of the problem

Education is the key that unlocks ones potential. However, the right to education for most vulnerable and marginalised groups may be faced with a lot of hurdles. Many internally displaced learners have had their schooling repeatedly disrupted due to electoral or ethnic related clashes. Provision of adequate and quality education to these children is the first mechanism to help them cope with new life away from home of origin. Smooth integration in the new environment can make a difference in favour of holistic learning. However, lack of psychosocial support from teachers and negative attitude from host pupils may impede such learners from benefitting fully from education. These educational challenges of young internally displaced learners' have a detrimental effect in their prospects for future.

In a resettlement location like Ravenda, internally displaced learners may face challenges such as negative attitude from host pupils and inability of teachers to give optimum psychosocial support which would in turn affect their self esteem and confidence thus hampering integration. This study therefore, sought to investigate factors influencing integration of Internally displaced learners' in primary school education in Ravenda resettlement scheme, Nyeri County ,Kenya.

1.3 Purpose of the study

The purpose of the study was be to investigate factors influencing integration of internally displaced learners' in primary education in Ravenda resettlement scheme, Nyeri County, Kenya.

1.4 Research objectives

The study was guided by the following objectives:

- i. To determine the influence of psychosocial support by teachers on integration of internally displaced learners in public primary schools in Ravenda resettlement scheme, Nyeri county, Kenya.
- ii. To establish the influence of internally displaced learners' attitude on their integration in public primary schools in Ravenda Resettlement scheme, Nyeri county, Kenya.
- iii. To determine the influence of host pupils' attitude on integration of internally displaced learners in public primary schools in Ravenda resettlement scheme, Nyeri county, Kenya.

- iv. To determine the influence of community leaders on integration of internally displaced learners in public primary schools in Ravenda resettlement scheme, Nyeri county, Kenya.

1.5 Research questions

The study sought to answer the following questions;

- i. How does psychosocial support by teachers influence the integration of internally displaced learners in public primary schools in Ravenda Resettlement Scheme, Nyeri County, Kenya?
- ii. How does internally displaced learners' attitude influence their integration in public primary schools in Ravenda resettlement scheme, Nyeri county, Kenya?
- iii. How does host pupils' attitudes influence integration of internally displaced learners' in public primary schools in Ravenda resettlement scheme, Nyeri county, Kenya?
- iv. How do community leaders influence integration of internally displaced learners in public primary schools in Ravenda resettlement scheme, Nyeri county, Kenya?

1.6 Significance of the study

The findings of this study may help the National and County governments through ministry of education come up with strategies to help internally displaced learners access quality education which may in return ease transition to secondary school. The findings may also help policy makers devise ways of ensuring smooth integration of internally displaced learners in school system. The findings may help teachers accord

the same treatment to all pupils in a non-discriminative environment, it may also help them to organise remedial classes for needy children as well as give psycho-social support through guidance and counselling. Lastly, the findings may help the humanitarian actors and other well wishers to identify internally displaced learners with adverse psychosocial problems and link them to appropriate medical attention.

1.7 Limitations of the study

According to Best and Kahn (2006), limitations are conditions beyond control of the researcher that may place restrictions on the conclusions of the study and application to other situations. Some of the limitations may include inability to control respondents' attitude as they fill in the questionnaires as well as inability of internally displaced learners to give accurate information as a result of transfers from one school to another. On the other hand, head teachers and teachers may be busy during data collection which may slow down data collection process.

1.8 Delimitation of the study

Delimitation is boundaries of the study according to Orodho (2003) which defines the extent to which the study will go. The study delimited itself to Ravenda resettlement scheme in Nyeri. The study was carried out in four primary schools within Nyeri county. Though there could be other factors influencing integration of internally displaced learners, the researcher delimited to selected variables only; psycho-social support by teachers, internally displaced pupils' attitude and host pupils' attitude. The study involved the head teachers, teachers, pupils and community leaders. The findings of this study may be generalized to other areas with similar setting.

1.9 Basic assumptions of the study

The study was carried out with the following assumptions:

- i. That teacher would give honest responses for the study.
- ii. That addressing psychosocial needs of internally displaced learners would influence their knowledge acquisition.
- iii. That sample size would be a representation of larger population.

1.10 Definition of significant terms

Attitude refers to a positive or negative pre-disposition towards an internally or a displaced learner.

Host pupils attitude refers to the action employed by pupils that can make a positive or negative difference on the lives of internally displaced learners and which may influence their integration.

Internally displaced learner refers to a learner whose parents have been forced to flee from their homes or places of habitual residence in order to avoid the effects of armed forces and who have not crossed an internationally recognised border.

Internally displaced learners' attitude refers to how internally displaced learners perceive themselves in the new school and which may influence their integration.

Learner integration refers to unconditional acceptance of an IDL to a learning institution.

Psychosocial support an approach to internally displaced learners by teachers or community leaders to foster resilience of individuals in order to prevent immediate and long-term mental health disorders.

Resettlement refers to a government initiated movement of displaced persons from transit camps or places of temporary stay to either the original residence or to a different part of the country.

1.11 Organisation of the study

The study was organised into five chapters. Chapter one was the introduction consisting of the background of the study, statement of the problem, the purpose of the study, the research objectives, research questions, limitations and delimitations of the study, significance of the study, definition of significant terms organisation of the study. In literature review which is chapter two, the researcher reviewed the related literature guided by the objectives of the study before giving a conclusion. The researcher also discussed a theory related to the study and came up with a conceptual frame work showing the relationship between variables in the study. In methodology which is chapter three, the researcher described the research design, target population, sample size and sampling techniques as well as the research instruments. The researcher then explained how to measure instruments validity and reliability as well as data collection procedures. Chapter four presented data analysis, presentation and interpretation while chapter five winded up the study with the summary of study, conclusions, recommendations and suggestion for further studies.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This section, presents reviewed literature on school based factors affecting integration of internally displaced learners in primary education in Ravenda Resettlement Scheme, Nyeri County, Kenya. Such factors include psychosocial support by teachers, host pupils' attitudes and internally displaced learners' attitude on their integration. Theoretical and conceptual framework were also discussed.

2.2 Concept of integration of internally displaced persons

According to United Nations Guiding Principles on Internal Displacement, IDPs are persons or groups of persons who have been forced or obliged to flee or leave their places of residence in order to avoid the effects of armed conflict, situations of generalized violence and who have not crossed an internationally recognized state

border. Under normal conditions, IDPs have the right to access quality education (Dreschler Munsch and Winter Mier, 2005, Hek, 2005, Kirk and Cassity, 2007, Lin Suyemoto and Kiang, 2009). IDPs integration means building a new life with dignity, becoming an independent and productive member of the society. It is a process by which IDPs increasingly participate in all level of society and become full citizens (Yousif, 2001). Integration of internally displaced learners ensure that they are empowered to make positive decision on their future and benefit fully from available opportunities as per their abilities and aspiration (Njuguna, 2013).

To enhance the above, most countries are offering free basic education to their citizens in a non-discriminatory environment. In addition, the guiding principles on internal displacement states that, “authorities concerned shall ensure that persons, in particular displaced children receive education which shall be free and compulsory at the primary level. That education should respect their cultural identity, language and religion.

2.3 Psychosocial support by teachers and integration of internally displaced learners

Worldwide armed conflicts have displaced over 40 million people. Whether refugees or IDPs, displaced persons suffer not only physically but also socially and emotionally. The impact on children will include depression, anger, distrustfulness, fear, bitterness, aggression and learning difficulties (Jean, 2006). Many reports that, even worse than the physical wounds and hardships, is the suffering associated with the loss of loved ones, traumatic experience, destruction of home and property and displacement from ones village or community (UNICEF, 2011).

The psychological burdens of war and displacement are particularly worse for children. It is in this regard that humanitarian agencies are recognizing that, along with intervention targeting provision of food shelter and water, psychological and social wounds should be addressed. This can only be achieved when teachers are well trained to handle these children.

When teachers and counsellors are trained, they are able to promote positive coping techniques that will equip young people to deal with the mental and emotional consequences of war. Likewise trained teachers are able to communicate lifesaving messages to children, model caring adult behaviour and help re-establish children's trust. They also have the potential to create a climate in the classroom that helps children heal (International Rescue Committee, 2004).

Thus, teachers have a critical role to play in the provision of quality education since they work directly with children and their families. This is because teachers are at the forefront of community efforts to achieve normalcy and are expected to attend to children's physical, cognitive and psychosocial needs (Winthrop & Kirk, 2005). They also act as the entry point for encouraging conflict resolution, tolerance and respect for human rights (Jean, 2006).

In this manner, the Inter-Agency Standing Committee Guidelines on Mental Health and Psychosocial Support in Emergency settings underscore the importance of schools as part of the holistic psychosocial response necessary for assisting war affected youth (IASC, 2007). This aspect of professional development is also echoed in the Inter-Agency Network for Emergencies, chronic crisis and early reconstruction (INEE, 2004). These standards state that, all education personnel, formal and non-formal, should be trained in recognising signs of distress in learners and steps to take

to address and respond to this behaviour in the learning environment. Referral mechanism should be clearly outlined for education personnel to provide additional support to learners who exhibit severe distress.

In the same manner, learning how to regulate emotions and to deal with traumatic stress reactions such as concentration problems is critical for youths who have survived war and violence to benefit from education and training programs (Gupta and Zimmer, 2008). While extensive individual therapy for youth may be expensive, intensive short-term teacher training could give teachers skills in handling sensitive topics with students in classrooms. Such training might also help teachers to instruct students in concrete strategies to deal with frustrations, stress and anger. Gupta and Zimmer further felt that long-term intervention should include maintaining a comfortable and inclusive school environment for children that is responsible to psychological needs. In addition, teachers should employ less authoritarian methods of discipline in the classrooms and use open-ended questions to encourage participation of all children even those who may be passive and withdrawn due to their experiences.

Dealing with psychological problems in school contexts means dedicating time to healing. Education should therefore devote adequate time during the school day to healing activities. These activities would only be possible if teachers are well equipped to respond to psychological needs of war affected children or displaced children. Research and evaluations found that teacher's sensitization and training

programs resulted in modest improvement in the psychological status of children (Boothby, 1996)

In 1990 the government of Mozambique launched a nation-wide training program to enable teachers to help children heal psychologically after RENAMO reign of terror. Workshops, organised at the regional levels offered teachers insights into the impact of trauma and simple ways they could keep negate this effects (Boothby, Upton, and Sultan, 1992).

In this effect, Woodside (1999), Layne (2001), Gupta & Zimmer (2008) concluded that effective mental health interventions can be delivered in school environments to treat more severe problems such as depression and traumatic reactions. This can only be possible if teachers and educators have knowledge, skills and attitudes to help children heal in a conducive environment. Akey (2006), argued that teachers are key in fostering pupils engagement since they work directly with them and typically are most influential in pupils educational experience, he further noted that creating a culture of achievement in their classrooms, developing interactive and relevant lessons and activities and being encouraging and supportive to pupils are all ways in which teachers can foster pupils engagement in the classroom which in turn brings about interaction amongst pupils.

2.4 Attitude of internally displaced learners and integration in primary education

Learners are at the centre of education system and their attitude will determine whether they attend school as required and whether they pay attention to the instructions of teachers (A. Nyenje and J. Nkata, 2016). Likewise, an individual's attitude towards school can be deduced from the learner's behaviour, feelings and

expression toward the school, whether positive or negative (Candeias, Rebelo and Oliviera, 2013). Attitude being a learned behaviour is susceptible to change depending with the treatment that the internally displaced learners would be accorded in their new school. For example, some teachers may use teaching methods which may marginalise certain students and which may not encourage questioning, analysis or critical thinking (Winthrop and Kirk, 2005). On the other hand, authoritarian and abusive behaviour; corporal punishment from teachers may deter less disadvantaged leading to high drop-out rates (Nicolai and Triplehorn, 2003). This may change internally displaced learners attitude and perceptions thus limiting chances of learning proficiently (J. Marzano, 1992).

Candeias, Robelo and Oliviera (2013) noted that, attitude can alter every aspect of a pupil's life, including their education. Pupils attitude on learning determine their ability and willingness to learn. If negative attitudes are not altered, a pupil is unlikely to continue his education beyond what is required. Changing students' negative attitudes towards learning is a process that involves determining the factors driving the attitude and using this information to bring about change. In addition they noted that a positive learning attitude requires motivation, positive reinforcement and gratification. UNESCO (2005) noted that students look to teachers for approval and positive reinforcement and are more likely to be enthusiastic about learning if they feel their work is recognised and valued. Therefore teachers' actions are a determinant of whether the internally displaced learners will have positive or negative attitude towards learning and subsequent integration.

2.5 Host pupils' attitude and integration of internally displaced learners in primary education.

In order for meaningful learning experience to take place, the environment in which education is offered should be conducive for the children but, this is not always the case. For example, Maratane refugee camp in Mozambique which houses refugees from the DRC, Rwanda and Burundi, ethnic tensions often come the force between refugees children. Bullying, taunts, insults and physical assaults are frequent occurrences from Rwandan and Burundian boys and girls. This phenomenon spills over to the camps schools where Congolese teachers and pupils were reported to beat and insult the refugee children. In other places, there was peer to peer violence. This observation has been supported by UNICEF, Plan West Africa, Save the Children and Action Aid (2010) who noted that boys and girls are affected by the phenomenon of bullying and physical fights which are often cited as the most common forms of violence in schools in particular at primary level.

As a way to counteract this negative attitude, peer counselling programme was started in Gaza region in 2003 by the UNICEF as a way of addressing day to day concerns of refugee and IDP children. This programme was aimed to support university students to provide psychosocial counselling to adolescence in affected by violence. The end results were stronger feelings of trust, mutual respect and group infinity (Boothby, 2007).

2.6 Community leaders' influence and integration of internally displaced learners in primary schools

Education takes place most efficiently and effectively when schools, parents and community collaborate and it is important to establish and continuously attempt to develop partnerships between them (World Bank, 1999). Community leaders understand the reasons for non-enrolment or drop-out of children, notably children

from the poorest families and can help overcome these problems. They can also assist in recruiting pupils who have disabilities (Sinclair, 2001).

Studies have shown various ways on how community participate in education. Colletta and Perkins (1995), illustrates how community participate in education through research and data collection, dialogue with policy makers, involvement in school management, curriculum designs, development of learning materials and school construction. Likewise, the first standard in INEE minimum standards states that, the emergency affected communities actively participate in assessing, planning, implementing, monitoring and evaluating educational programmes. Sinclair (2001) opined that, involvement of community in school management can facilitate communication of survival and peace building messages to pupils and teachers as well as improve attitudes towards learning and thereby promoting participation.

Additionally, communities can play a vital role in peace restoration processes. They can help support reconciliation and provide a forum for rebuilding trust and relationships. However, it cautions that, if inequitable it can also have negative effect of reinforcing cultural or social divisions which may have been instigating factors in conflict (UNESCO, 2009).

2.7 Summary of reviewed literature

Although education is often presented as a form of protection for refugee and IDP children, it is important to note that schools are not always safe places for children (UNHCR, 2008). Discrimination, stigmatization and sometimes criminalization are rampant because of their displacement. These children should receive free and compulsory primary education which respects their cultural identity, language and religion in a non-discriminatory environment.

The review indicated that experience of ethnic related displacement can produce fear, suspicion and mistrust of others (Miller & Affolter, 2002). Sometimes from emotional frustrations accumulated from violence or in trying to fit into a new unprecedented environment, children may experience difficulties in mingling with others, fearing adults or tending to be excessively clingy fearing victimization or abandonment (Kum, 2011). This therefore means that teachers must be well skilled and knowledgeable to deal with such pupils so that they integrate smoothly in primary schools.

Further the review indicated that host pupils' attitude is an important area to study because it influences whether internally displaced learners will be integrated or not. Likewise community leaders have a duty to assist internally displaced leaders integrate smoothly in schools and community at large by identifying traumatized children and subsequently linking them to appropriate services.

2.8 Theoretical framework.

The study will be based on Social Integration Theory by Emile Durkheim, a French sociologist in the late 19th century. Social integration is the means through which people interact, connect and validate each other within a community. This theory shows that lack of positive social interaction and acceptance has negative consequences from an individual, family, community and society as a whole (Berkman, 2000).

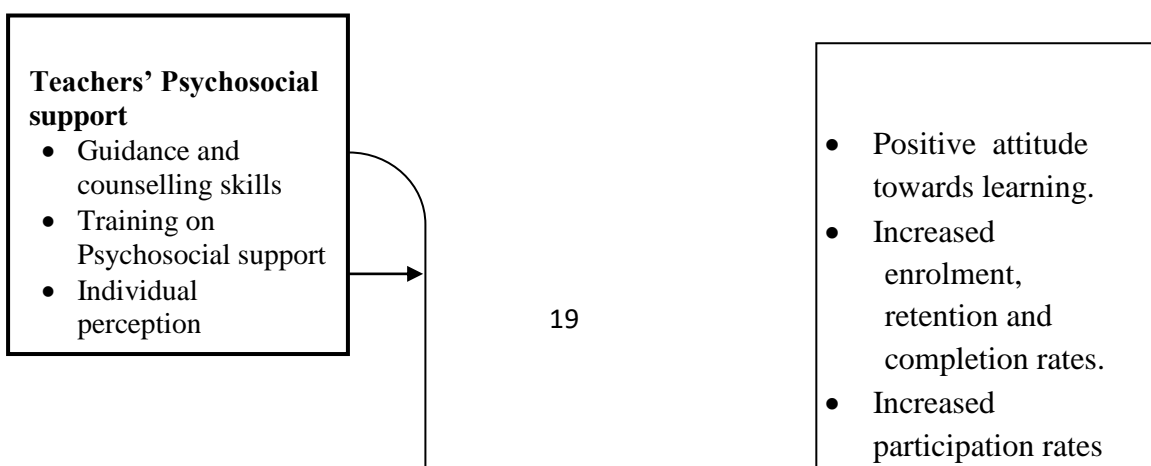
The theory proposes that people experience mental, emotional and physical benefits when they believe they are contributing towards the community and that they are accepted as part and parcel of the same community. Integration studies have demonstrated the positive impact of interaction on isolated groups of society.

Engaging actively in social roles helps people build self-esteem, physical wellness and a sense of commitment to the community around them. Without that sense of connection they can experience depression, physical illness that could limit them from experiencing productive happy lives.

In this study, social integration will rely on the teachers and host pupils' attitudes towards the IDP learners as one motivator in retention in an academic environment. when teachers are able to address the needs of internally displaced learners by giving psychosocial support and fostering interaction with host pupils, the internally displaced learners will feel a sense of belonging thus raising their self-esteem. On the other hand, if host pupils mistreat the internally displaced learners, they may fail to see the importance of schooling prompting them to drop out of school. Additionally, this study will suggest validation from the community in creating a sense of inclusion for internally displaced pupils and their parents where they engage in community projects. This way they would feel part and parcel of the community which would in return help them overcome integration challenges from unfamiliar environments.

2.9 Conceptual Framework

The conceptual frame work introduced the relationship between independent variables (teachers' psychosocial support, IDP learners' attitude and host pupils attitude) with dependant variables (positive attitude toward learning, increased enrolment, increased participation and improved academic performance)



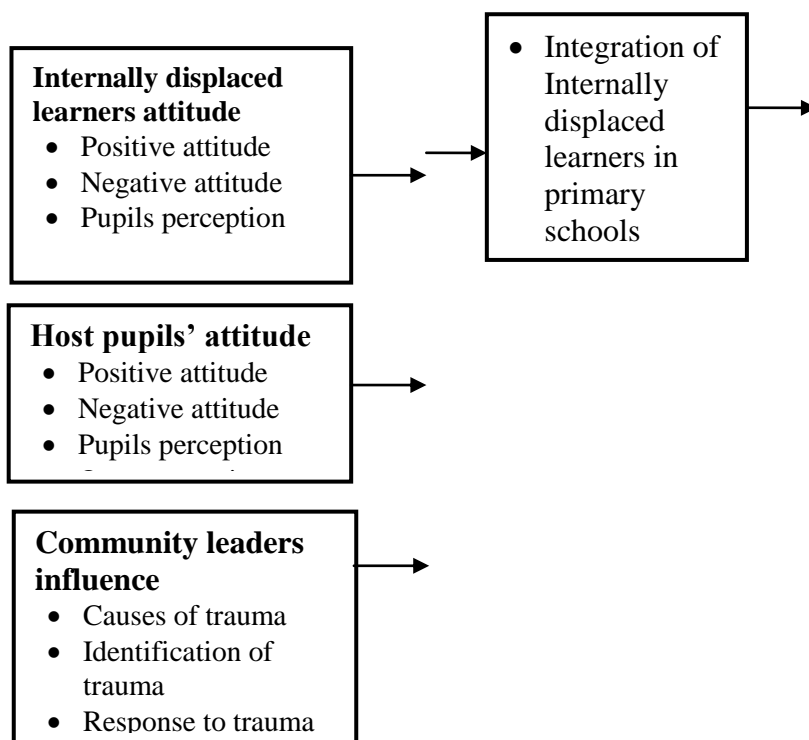


Figure 2.9.1 Relationship between factors influencing integration of internally displaced learners in public primary school.

The conceptual framework showed the relationship between variables in factors influencing integration of internally displaced learners in public primary schools in Ravenda resettlement scheme in Nyeri county. The figure shows teachers' psychosocial support which may influence their responses to various pupils needs, Internally displaced learners' attitude which may also determine how they can be get integrated to primary school as well as host pupils' attitude which too may influence integration of Internally displaced learners.

It also shows how they can address internally displaced learners integration which may lead to positive attitude towards learning, increased, enrolment, high retention and completion rates as well as increased participation and improved academic performance by internally displaced learners.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this section, the researcher focused on the methodology to be used in the study. The section discussed research design, the target population, sample size and sampling procedures, research instruments, instruments validity, reliability of the instruments, data collection procedures, data analysis techniques and ethical considerations.

3.2 Research design

The study employed descriptive survey research design. This is because it allowed the researcher to study phenomena that do not allow for manipulation of variables (Kombo & Tromp, 2006). According to Kothari (2011), descriptive research is a systematic collection and analysis of current status of a program, project or activity.

The design also allowed for flexibility in research questions formulation as well as being a rich source of data. Since the study involved human subjects, and the information needed cannot be manipulated, the researcher collected data on the integration of internally displaced learners in Ravenda Resettlement Scheme through self administered questionnaires and interview guides.

3.3 Target population

Mugenda and Mugenda (2003), define population as an entire group of individuals, events or objects having common observable characteristics and whom the results of the study can be generalized. The target population of this study were head teachers, teachers and internally displaced learners in Ravenda Resettlement Scheme. The study targeted 6 head teachers, 72 teachers and 1024 pupils in four primary schools in Ravenda resettlement scheme.

3.4 Sample size and sampling procedures

Sample is a part of population which is a representation of a larger population while sampling is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of characteristics found in the entire group (Orodho, 2001). Mugenda and mugenda (2003) argued that, 10 percent of accessible population is enough.

The researcher used census method to select head teachers; purposive sampling was used to select internally displaced learners in class 7 and 8 as well as teachers in those classes and who had guidance and counselling skills. Mugenda and mugaenda noted that, purposive sampling allows the researcher to use cases that have required information with respect to the objectives of the study. Snow balling sampling

technique was employed to select community leaders. This was done through identification of one informant who later assisted the researcher in getting the other leaders.

3.5 Research instruments

The main research instruments used in this study were the questionnaires and interview guide. Questionnaires have the ability to collect large amount of information in a reasonably quick space of time (Orodho, 2009). Questionnaires were used to collect data from the head teachers, teachers and pupils. They contained both open ended and close ended items. Borg and Gall (1983), emphasise that while the open ended types of questions give informants freedom of response, the close ended types facilitate consistency of certain data across informants. Questionnaires were divided into four parts; part A consisted of questions meant to capture demographic information of the head teachers, teachers and pupils. Parts B contained questions on psychosocial support by teachers. Part C contained questions on internally displaced learners attitude and integration while part D contained questions on host pupils' attitude towards internally displaced learners. On the other hand, interview guide was used to collect data from the community leaders. Interview guide helped the interviewer get an in depth understanding of the situation through probing (Lovel & Lawson, 2010).

3.6 Instruments Validity

According to Kothari (2004), validity is the accuracy, soundness and effectiveness with which an instrument measures what it is intended to measure. Nachimias and Nachimias (1976), indicates that the validity of items in research instruments can be determined by expert judgment. Therefore, the researcher used content validity

technique to validate the instruments with the help of the education expert at the University of Nairobi who reviewed and commented on the content and quality of the questionnaire. This was done before data collection. Pilot testing was done in one of the schools in Ravenda resettlement scheme and which was not part of the sample to determine their validity.

3.7 Reliability of the instrument

Reliability refers the extent to which an experiment test or any other measuring procedure yields the same results on repeated trials (Carmines, 1979). In this study, reliability of research instruments was done by calculating the Cronbach's Alpha coefficient for all the sections of the questionnaires from the results of the pilot study. According to Ary, Razaviel and Soorensen (2006), a research instrument must have Cronbach's Alpha coefficient of above 0.7 to be deemed reliable for use within a given population. Cronbach Alpha was used to determine the reliability of each of the three independent variables (psychosocial support by teachers, host pupils attitude, internally displaced learners attitude and community leaders influence), as well as the dependent variable, integration of internally displaced learners in education.

The Cronbach's values was computed as follows:-

$$\alpha = K/(K - 1) \left[1 - \left(\sum \sigma k^2 / \sigma total^2 \right) \right]$$

During the pilot study, the head teacher, teachers and pupils were administered with questionnaires to fill in. After a period of one week the exercise was repeated among the same respondents. This was done to test reliability through test-retest method. The two data were then keyed in statistical package for social sciences (SPSS) and reliability of the instruments was estimated using Cronbach's Alpha Coefficient.

3.8 Data Collection Procedure

The researcher obtained a research permit from National Commission for Science, Technology and Innovation (NACOSTI). Copies of the permit were presented to District County Commissioner and County Director of education and head teachers of four schools where the researcher carried out the study. The researcher then contacted the head teachers of sampled schools through a letter and thereafter made arrangements for the actual school visit. Upon arrival in the sample schools, the researcher obtained permission from the school head and then explained the purpose of the study as well as offered guidance to the respondents on the way to fill in the questionnaires before administering them. The researcher assured all respondents of confidentiality and anonymity and advised them not to write their names or anything that would identify them. The researcher then administered the instruments personally and with help of an assistant.

3.9 Data analysis and techniques

The researcher classified and coded the data according to research questions and objectives. Qualitative data was analyzed as per the objectives of the study while quantitative data was analyzed using tables frequencies and percentages. Qualitative data from interview guide questions were thematically presented in narrative as well as in tables.

3.10 Ethical considerations

Information on the nature, purpose, duration, procedure and benefit of research was provided, confidentiality was guaranteed to all respondents. The researcher therefore observed four universal ethical principles including; respect for participants, informed

consent, anonymity, privacy and confidentiality. The participants were given an opportunity to ask questions about any aspect of the research. Participation was voluntary meaning they had a right to decline or withdraw without any form of penalty. In addition, the researcher assured the respondents that the information collected was to be kept confidential and would not be disclosed. The researcher did not require the respondents to indicate their names on the questionnaires and as such ensured anonymity of the respondents.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

The purpose of this study was to investigate school based factors influencing integration of internally displaced learners in primary education in Ravenda resettlement scheme, Nyeri county, Kenya. The study was guided by the independent variables; teachers' psychosocial support, host pupils attitude and internally displaced learners' attitude. The dependant variable of the study was internally displaced learners integration in primary school. This chapter presents the research findings and results of the study. Data analysis was conducted for each of the specific objective.

Instruments return rate

The researcher administered a total of 99 questionnaires to the respondents; 4 for the head teachers, 15 for teachers and 80 for pupils. The response rate is shown by the data in Table 4.2.

Table 4.1 Instruments return rate

Respondents	Sample	Returned	Return rate in percentage (%)
Head teachers	4	4	100.0
Teachers	15	12	80.0
Pupils	80	62	77.5
Total	99	78	78.8

A total of 78 questionnaires were returned; 4 for the head teachers, 12 for teachers and 62 for pupils were dully filled and returned. This represented 100 percent return rate for head teachers, 80 percent return rate for teachers and 77.5 percent return rate for pupils. The return rates were considered reliable for the purpose of study because they were above 70 percent (Best and Kahn, 2006). A total of 11 community leaders were also interviewed using interview guide. After analysing instruments return rate, the researcher sought to analyse the demographic data of the respondents.

Demographic data of respondents

This section presents demographic information of the respondents involved in the study. Demographic information highlighted the gender and age of teachers, academic qualification of teachers, work experience for the teachers and whether or not internally displaced learners transferred from other schools.

Gender of head teachers and teachers

The gender of the head teachers and teachers was sought to establish the distribution of teachers since it is crucial for a school to have both male and female teachers to offer psychosocial support to both boys and girls in the school. Data is indicated in Table 4.2.

Table 4.2 Gender of head teachers and teachers

	Male		Female	
	F	%	F	%
Head teacher	4	100	0	0
Teachers	5	41.7	7	58.3
Total	9	66.7	7	33.3

Data captured in Table 4.2 reveals that 100 percent of head teachers were male. It also indicates that 41.7 percent of teachers were males while 58.4 percent were females. This implies that all the head teachers were males while there was an average distribution in gender in the rest of the staff in Ravenda resettlement scheme. Having determined the gender of the respondents, the researcher sought to establish the age of the respondents.

Table 4.3 Age of the head teachers and teachers

Age bracket in years	Frequency	Percentage
21-30	1	6.3
41-50	8	50

51-60	7	43.8
Total	8	100

Data obtained in the Table 4.3 indicates that 50.0 percent of teachers were in the age bracket of 41-50 years and a sizeable percentage 43.8 percent were in the age group of 51-60 years. This means that majority of teachers had gained a lot of skills in teacher-child management and were capable of using their expertise to positively influence integration of internally displaced learners in their schools.

Age of teachers was important in order to determine whether the teachers had earned enough experience in the profession to enhance integration of internally displaced learners in primary school. Experience work hand in hand with age, the more a teacher has taught for a longer period the more experienced they would be. This therefore means that teachers in Ravenda resettlement scheme were knowledgeable on how to deal with pupils issues.

Table 4.4 Age of pupils

Age bracket (years)	Frequency	Percentage (%)
11-13	15	30.0
14-16	31	62.0
17-19	4	8.0
Total	50	100

The data in Table 4.4 indicates that 62.0 percent of pupils in classes 7 and 8 were in the age bracket of 14-16 years an ideal age for pupils in those classes. This means that their schooling was not disrupted by post election violence. However, education of the

8 percent of pupils in the age bracket 17-19 was delayed. This could be attributed to repetition rate and delayed enrolment in primary school which could have been occasioned by post election violence.

The age of the pupils was sought to establish the extent to which post election violence disrupted pupils' level of schooling. The researcher then sought to ascertain the academic qualifications of head teachers and teachers. The results are summarized in Table 4.5.

Table 4.5 Academic qualification of head teachers and teachers

The results obtained are revealed in the Table 4.5

Qualification	Head teachers		Teachers	
	Frequency	percentage	frequency	Percentage
P 1	0	0	2	16.7
S 1	2	50	3	25
BED	2	50	6	50
MED	0	0	1	8.3
TOTAL	4	100	12	100

The data obtained in Table 4.5 shows that 50.0 percent of head teachers had an S1 certificate and another 50 percent had a bachelor’s degree in education. The data further shows that 50 percent of teachers had a bachelor’s degree certificate compared to 25 percent who had an S1 certificate. In addition, data reveals that 16.7 percent of teachers had a P1 certificate while 8.3 percent had a master’s degree in education. The academic qualifications of the teachers imply that teachers had adequate skills and knowledge to enhance integration of internally displaced learners in primary school. This concurs with INEE (2004) minimum standards which echo that professional development helps teachers in recognizing signs of distress in learners and steps to take to respond to this behaviour in the learning environment. The study sought to investigate the duration teachers had served in their current schools. The results are indicated in the Table 4.6.

Table 4.6 Teachers work experience in the school

Duration(years)	Frequency	Percentage (%)
0-5	3	18.8
5-10	3	18.8
Over 10	10	62.5
Total	16	100

Data in Table 4.6 shows that 62.5 percent of the teachers had taught for over 10 years in their current schools while 18.8 percent had taught for less than 5 and 10 years. The teachers work experience was sought with an intention of understanding whether they had accumulated enough time in the school to understand the plight and needs of

internally displaced learners. The findings therefore shows that majority had a clear understanding of their pupils' plight and had acquired appropriate skills to integrate internally displaced learners in primary school in Ravenda resettlement scheme.

Pupils stay in the current school

The information was sought to establish whether pupils were transferred from other schools or were enrolled in their current schools from class one. Results are indicated in Table 4.7.

Table 4.7 Pupils stay in the current school

	Frequency	Percentage (%)
Transfer cases	27	43.5
Non transfer	35	56.5
Total	62	100

From the data in Table 4.7, 56.5 percent of pupils were enrolled in their current schools from class one while 43.5 percent had transferred from other schools. This could imply that pupils' needs were adequately met and quality education was being offered in schools they transferred to.

Pupils' level of study

Pupils' level of study was sought to ascertain whether they were within the category that the research wanted. Their responses are tabulated in the Table 4.8.

Table 4.8 Pupils' level of study

Class	Frequency	Percentage (%)
6	1	1.6
7	32	51.6
8	29	46.8
Total	62	100

Data captured in Table 4.9 reveals that 51.6 percent of the pupils were in class 7 while 46.8 percent were in class 8. However, there was 1.6 percent in class 6. This group consisted of internally displaced learners whom the researcher sought to collect data from. The fact that they were in classes 7 and 8 helped them handle questionnaires with ease. The 1.6 percent represented a sibling to one of the pupil in class 7 and 8 and who were orphans. The hardship and trauma they underwent made them inseparable and thus the researcher could not have denied that particular pupil a chance to participate.

Having analysed the demographic data of the pupils, the researcher sought to analyse data as per the objectives of the study

4.2 Data analysis on psychosocial support by teachers and integration of internally displaced learners in primary school.

The first objective sought to investigate the influence of psychosocial support by teachers and integration of internally displaced learners in primary school. Several

aspects of psychosocial support were posed to the respondents. They included; training in guidance and counselling, experience in guidance and counselling, trauma handling by teachers trained in guidance and counselling, playing freely with host pupils, dramatizing bible stories, singing and playing musical instruments, engaging pupils in sports and discussing about living peacefully.

Table 4.9 Head teachers' response to psychosocial support by teachers and integration of internally displaced learners in primary school

Aspects of psychosocial support that influence integration of learners	Very influential		Influential		Not influential	
	F	%	F	%	F	%
Training in guidance and counselling	1	25	3	75	-	
Experience in guidance and counselling	2	50	2	50	-	
Trauma handling by teachers trained in guidance and counselling	1	25	2	50	1	25
Playing freely with host pupils	1	25	3	75	-	
Dramatizing bible stories	1	25	3	75	-	

Singing and playing musical instruments	1	25	1	25	2	50
Engaging pupils in sports(football, netball)	1	25	3	75		
Discussing about living peacefully	-		-		4	100
<hr/>						
n=	4					

Data contained in Table 4.9 reveals that 100.0 percent of the head teachers found giving guidance and counselling to internally displaced learners by trained teachers to be influential in enhancing their integration. Playing with host pupils, dramatizing bible stories and engaging in sports was also found to be influential at 75 percent each. This means that games and dramatization helped internally displaced learners air out their emotions. This is in agreement with Njue and Retish (2013) who argued that provision of guidance and counselling to conflict exposed learners assist them in ejecting post conflict memories. All head teachers also agreed that engaging pupils in discussions on living peacefully would enhance their integration in primary school. The implication is that pupils would develop the desire to live in harmony with others irrespective of differences therein.

However, 50.0 percent of the head teachers thought that singing and playing musical instruments would not influence integration of internally displaced learners in primary education. This observation is in contrast with Sommers (2002) who noted that through story- telling, drawing, drama, writing, music and games psychological needs of conflict affected children are addressed appropriately. Having analysed head teachers response on aspects of integration, the researcher sought to analyse the teachers' response on the same aspects.

Table 4.10 Teachers response on their psychosocial support and integration of internally displaced learners

Aspects of psychosocial support that influence integration of learners	Very influential		Influential		Not influential	
	F	%	F	%	F	%
Training teachers in guidance and counselling	5	41.7	7	58.3	-	-
Experience in guidance and counselling	3	25	9	75	-	-
Trauma handling by guidance and counselling teachers	3	25	9	75	-	-
Playing games which enhance socialization	6	50	6	50	-	-
Dramatizing bible stories	6	50	5	41.7	1	18.3
Engaging in music and movement	4	33.3	7	58.3	1	18.3
Engaging in sports(football, netball)	5	41.7	7	58.3	-	-
Discussing topical issues like peaceful coexistence	5	41.7	7	58.3	-	-

n=12

The data captured in Table 4.10 indicates that 75.0 percent teachers found trauma handling by trained teachers in guidance and counselling and engaging pupils in music and movement to be influential in enhancing integration of internally displaced learners in primary school. 50.0 percent of teachers thought playing games which

enhanced socialization and dramatizing bible stories to be very influential. 58.3 percent of teachers felt that training teachers in guidance and counselling, discussing topical issues such as peaceful coexistence and engaging pupils in sport to be influential in internally displaced learners' integration. This complements KastBerg (2002) who stated that schools and recreational activities can bring some element of physical and emotional protection to children after a crisis.

The findings were in agreement with head teachers' response. However, response on two aspects differed. While head teachers found singing and playing musical instruments not to be influential at 50.0 percent, teachers found those activities to be influential at 100.0 percent. Likewise, head teachers indicated discussing about living peacefully not to be influential at 100.0 percent while teachers found it to be influential at 100.0 percent. This therefore implied that there was disconnect between the head teachers and teachers on how issues were being handled in schools in Ravenda resettlement scheme. The head teachers response disagreed with what Nicolai and Triplehorn (2003), stated that schools and recreational activities can bring some elements of physical protection to majority if children in emergencies.

The study also sought the opinion of the internally displaced learners on how psychosocial support by teachers enhanced their integration. Table 4.11 summarizes the findings.

Table 4.11 Internally displaced learners response on psychosocial support by teachers and their integration

Aspects of psychosocial support that influence integration of learners	SA		A		D		SD	
	F	%	F	%	F	%	F	%

I have access to quality education	42	67.7	15	24.2	5	8.1	-
I feel comfortable in my school	41	66.1	15	24.2	6	9.7	-
I have confidence with my teachers	38	61.3	22	35.5	1	1.6	-
I fully participate in schools activities	30	48.4	19	30.6	6	9.7	1.6
I readily share my problems with my teachers	30	48.4	19	30.6	12	19.4	3.2
My teachers support me academically	41	66.1	17	27.4	4	6.6	-
Am treated the same as other pupils	42	67.7	20	32.3	-	-	-
There are guidance and counselling sessions	40	64.5	13	21	9	14.5	-

n=62

From the findings on the Table 4.11, 67.7 percent of the pupils agreed with the statements that, they had access to quality education and similar percentage agreed that they were treated the same as other pupils. 66.1 percent were in agreement that their teachers supported them academically while a similar percentage agreed that they felt comfortable in their schools. 64.5 percent agreed that there were guidance and counselling sessions and 61.3 percent strongly agreed that they had confidence with their teachers.

However, 19.4 percent of pupils disagreed with the assertions that they readily shared their problems with teachers while 14.5 percent disagreed with the statement that there were guidance and counselling sessions. This is an indicator that some children feared their teachers resulting to non disclosure and that guidance and counselling may not be well structured to benefit individual pupils. This therefore means that

though there could be guidance and counselling sessions some pupils had not benefitted from them hence the need to give special skills to teachers so that they could address diverse needs of pupils. The study then sought to establish the extent to which teachers create opportunities for self expression. This was informed by the fact that providing children with nurturing opportunities for expression is essential as children need appropriate vehicles to tell their stories and to be heard and acknowledged. Table 4.12 summarizes the responses.

Table 4.12 Head teachers’ response on extent to which teachers create opportunities for self expression.

Aspects of self expression	Most likely		Sometimes		Never	
	F	%	F	%	F	%
Discussions on topical issues	2	50	2	50	-	
Express feelings through drawing	-		3	75	1	25
Dramatizing bible stories	-		4	100	-	
Engaging in sports(football, netball)	2	50	2	50	-	
Role playing on how to live peacefully	1	25	3	75	-	

n=4

From the findings in the Table 4.12, discussion on topical issues as well as engaging learners in sports were highly rated at 50.0 percent each as activities that would create opportunities for self expression in pupils. Aspects that would sometimes create avenues for expression were dramatizing bible stories at 100.0 percent, expressing feelings through drawing at 75.5 percent, role playing on how to live peacefully at 75.0 percent as well as engaging learners in sports at 50.0 percent. However, 25.0 percent of the head teachers indicated that expressing feelings through drawing would

never create opportunities for self expression. This implied that most head teachers did not have information that through creative expressive outlets such as drawing pupils would be able to express their emotions and release pent-up emotions. Hence, the need for training in guidance and counselling for children where drawing is one of the strategy to help pupils express their feelings. The researcher sought to establish teachers' response on creation of self expression opportunities. The findings were summarized in the Table 4.13.

Table 4.13 Teachers response on creation of self expression opportunities

Aspects of self expression	Most likely		Sometimes		Never	
	F	%	F	%	F	%
Discussing freely on emerging issues	4	33.3	8	66.7	-	
Drawing representation of people and events	3	25	8	66.7	1	8.3
Dramatizing bible stories	4	33.3	8	66.7	-	
Playing musical instruments	2	16.7	6	50	4	33.3
Engaging in sports	7	58.3	4	33.3	-	
Writing composition on topical issues	3	25	9	75	-	
Singing traditional songs	2	16.7	8	66.7	2	16.7

n=12

From the findings in Table 4.13, 75.0 percent of teachers indicated that engaging pupils in composition writing on topical issues would create an avenue for self expression, while 66.7 percent of teachers indicated that discussions on emerging issues, drawing representation of people and events as well as dramatizing bible stories were sometimes found to create opportunities for self expression. 58.3 percent of teachers opined that engaging pupils in sports was the activity most likely to create

opportunity for self expression while 33.3 percent of teachers felt that playing musical instruments would never help pupils in expressing themselves.

This implied that teachers had knowledge of activities that would help pupils express themselves thus emitting negative energy. This is in agreement with Elwell & Tiberio (2004) who alluded that, establishing daily routines such as going to school, working in the field and engaging in household chores; providing children with intellectual and emotional stimulation through structural group activities such as play, sports, drawing, drama and story-telling and providing opportunity for expression supports healing and fosters a sense of purpose and self-esteem in children.

The study further required pupils to indicate their level of agreement on aspects of psychological support. The responses were analysed and presented in Table 4.14.

Table 4.14 Response of pupils on aspects of psychological support

Aspects of psychological support	SA		A		D		SD	
	F	%	F	%	F	%	F	%
I have access to basic needs (food, shelter and education)	40	64.5	15	24.2	6	9.7	1	1.6
I have confidence with my friends in school	25	40.3	25	40.4	6	9.7	6	9.7
I fully participate in schools activities	37	59.7	17	27.4	7	11.3	-	-
My teachers support me academically	42	67.7	15	24.2	5	8.1	-	-
I readily share my problems with my	26	42	17	27.4	14	22.6	5	8.1

teachers

n=62

From the findings of the study in Table 4.14, 67.7 percent of the pupils strongly agreed that their teachers supported them academically, 64.5 percent agreed that they had access to food, shelter and education while 59.7 percent agreed that they fully participated in schools activities. This response concurred with Kastberg (2002) argument that schools and recreational activities can bring some elements of physical protection to the majority of children by providing a safe place to play, offering alternative to destructive behaviour and giving access to nutritious meals. At the same time, 22.6 percent and 11.3 percent disagreed with the assertions that they readily shared their problems with their teachers and that they fully participated in schools activities respectively. In addition, 9.7 percent of the respondents strongly disagreed with the statements that they had confidence with their friends in school while 8.1 percent of pupils disagreed that they readily shared their problems with their teachers. This therefore implied that, majority of the pupils confirmed that their psychosocial needs were met and that they related well with their teachers.

However, it was apparent that a significant proportion of pupils disagreed with those assertions. 30.7 percent disagreed that they shared their problems with their teachers, 8.1 percent disagreed their teachers supported them academically while 19.4 percent disagreed that they had confidence in their friends. This means that though psychological support was offered it had not reached the threshold to warrant smooth integration of all internally displaced learners. Hence, schools have to put in place necessary mechanisms to ensure internally displaced learners have confidence with their teachers and host pupils as well as offering individual guidance and counselling

sessions. Having analysed data on psychosocial support by teachers, the study sought to analyse internally displaced learners attitude and their integration.

4.3 Data analysis on internally displaced learners’ attitude and their integration in primary school.

The second objective sought to examine the internally displaced learners’ attitude and their integration. Several statements on attitudes were asked to head teachers, teachers and the internally displaced learners. The statements included; whether internally displaced learners were fearful of their classmates, had low self esteem, were unable to express themselves in local language, were affected by new environment, trusted teachers and pupils and whether they were devoted in their class work. Head teachers response on above statements is summarized in the Table 4.15.

Table 4.15 Response of head teachers’ on internally displaced learners’ attitude and their integration in primary school

Internally displaced learners attitude	SA		A		D		SD	
	F	%	F	%	F	%	F	%
Are fearful of classmates	-		1	25	3	75	-	
Have low self esteem	-		2	50	2	50	-	
Are unable to express self in local language	-		-		4	100	-	
Are affected by new environments	-		2	50	2	50	-	
They trust teachers and pupils	2	50	2	50	-		-	
Are devoted in their class work	-		4	100	-		-	

n=12

From the findings of the study captured in Table 4.15, it is evident that 100.0 percent of head teachers agreed to the assertions that internally displaced learners are devoted in their class work. The same percentage disagreed with the statement that the internally displaced learners were unable to express themselves in local language. On average head teachers agreed and disagreed with the statements that internally displaced learners were affected by new environment and that they had low esteem. This implied that section pupils were affected by the new environment which lowered their self esteem. This could either mean that their psychosocial needs were not met well.

However, all head teachers disagreed with statements that internally displaced learners were unable to express themselves in local languages while 75.0 percent disagreed with the statement that internally displaced learners were fearful of their classmates. This therefore means that the internally displaced learners could communicate with teachers and host pupils adequately and could interact with them freely since most of them were not fearful of their classmates. However, efforts should be made to help the few pupils who were fearful of their classmates and those who had low self esteem by providing child friendly classrooms, encouraging active participation and positive reinforcement to boost self esteem of such pupils.

The study further sought to examine the internally displaced learners' attitude and their integration. The findings are contained in the Table 4.16.

Table 4.16 Response of Internally displaced learners attitude and their integration

Internally	displaced	learners	SA	A	D	SD
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attitude	F	%	F	%	F	%	F	%
I like my current school	33	53.2	23	37	6	9.7	-	
Teachers treats us equally	37	60	19	30.6	6	9.7	-	
I share my problems with teachers	28	45.2	16	25.8	16	25.8	2	3.2
I interact well with my classmates	28	45.2	27	43.5	4	6.5	3	4.8
I fully participate in class activities	35	56.5	23	37	-		4	6.5
I am provided with safe spaces for learning	39	63	14	22.6	7	11.3	2	3.2

n=62

From the findings obtained in Table 4.16, 63.0 percent of internally displaced learners strongly agreed to the statement that they were provided with safe spaces for learning while 11.3 percent and 3.2% percent respectively disagreed and strongly disagreed with it. 60.0 percent and 30.6 percent strongly agreed and agreed respectively to the statement that teachers treated them equally. However, 9.7 percent disagreed with the statement. At the same time, 45.2 percent of the pupils shared their problems with their teachers and interacted well with their classmates, 25.8 percent and 6.5 percent disagreed with the statement that they shared their problems with teachers and that they interacted well with their classmates.

A majority of the respondents agreed to the statements above which is in agreement with UNICEF (2011) argument that access and participation in schooling helps to establish an atmosphere of normality that builds on children's resilience and assists them in dealing with psychological trauma. The study further sought to establish host pupils' attitude and integration of internally displaced learners. The findings are indicated in the table 4.17.

4.4 Data analysis on host pupils' attitude and integration of internally displaced learners.

The third objective sought to establish host pupils attitude and integration of internally displaced learners. Several statements were asked to head teachers and teachers who were supposed to indicate their level of agreement. They included; host pupils willingly played with them, held them in contempt, socialised with them freely, bullied them in and out of classroom, assisted them in academic work where possible, were interested in them, segregated them in school work and games, mocked them most of the times and whether they treated them just like other pupils. Head teachers' response on above statements is summarized in the Table 4.17.

Table 4.17 Response of head teacher's findings on host pupils' attitude towards internally displaced learners

How do host pupils treat Internally displaced learners in your school?	SA		A		D		SD	
	F	%	F	%	F	%	F	%
They willingly play with them	2	50	2	50	-	-	-	-
They hold them in contempt	-	-	1	25	2	50	1	25
They socialise with the freely	2	50	2	50	-	-	-	-
They bully them in and out of class	-	-	-	-	-	-	4	100
They assist them in academic work where possible	1	25	3	75	-	-	-	-
They are not interested in them	-	-	1	25	1	25	2	50
They segregate them in school work and games	1	25	-	-	-	-	3	75

They mock them most of the times	-	-	-	4	100		
They treat them just like other pupils	2	50	1	25	1	25	-

n=4

From the findings of the study in Table 4.17, majority of the head teachers strongly agreed that host pupils willingly played with internally displaced learners and that they treated them just like other pupils at 50.0 percent each. 75.0 percent of the head teachers agreed that host pupils assisted internally displaced learners in academic work where possible.

On the other hand, a majority strongly disagreed with the assertion that host pupils bullied internally displaced learners in and out of class (100%), this sharply contrasted UNICEF, Plan West Africa, Save the Children and Action Aid (2010) findings who noted that boys and girls are affected by phenomenon of bullying, physical fights, which are often cited as the most common forms of violence in schools in particular primary schools. 100.0 percent of head teachers strongly disagreed that host pupils mocked internally displaced learners most of the times while 75.0 percent disagreed that they segregated them in school work and in games (75%). The implication is that internally displaced learners are given adequate support by the host pupils. This supports Nicolai & Triplehorn (2003) who argued that schools and recreational activities can bring some elements of physical protection to the majority of children.

Table 4.18 Response of teachers finding on host pupils attitude and integration of internally displaced learners

How do host pupils treat Internally displaced learners in your school?	SA	A	D	SD
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	F	%	F	%	F	%	F	%
They play freely with them	5	41.7	6	50	1	8.3	-	
They hold them in contempt	-		3	25	2	16.7	7	58.3
They socialise with them in and out of class	5	41.7	6	50	1	8.3	-	
They bully them in and out of classroom	1	8.3	3	25	-		7	58.3
They assist them in academics where possible	7	58.3	5	41.7	-		-	
They treat them as equals	5	41.7	6	50	1	8.3	-	
They ignore them	-		2	16.7	-		10	83.3
They segregate them	-		1	8.3	-		11	91.7
They mock them	-		-		1	8.3	11	91.7

n=12

The findings indicates that majority of the teachers agreed with the fact that host pupils freely play with Internally displaced learners (50%); they socialise with them in and out the class (50%) and that they treat them as equals (50%). 58.3 percent of teachers strongly agreed with the assertion that host pupils assist Internally displaced learners in academics where possible. Additionally, majority strongly disagreed with the statements that host pupils hold internally displaced learners in contempt (58.3%);

they bully them in and out of classroom (58.3%); they ignore them (83.3%) and that they mock them (91.7%). While 58.3 percent of teachers strongly disagreed with the assertion that host pupils bullied the internally displaced learners, 23.0 percent agreed that such cases were there. This complements UNICEF (2010) findings who noted that, boys and girls are affected by phenomenon of bullying, physical fights which are often cited as the most common form of violence in primary schools.

Response of internally displaced learners on host pupils’ attitude towards their integration.

The study sought to find out the extent to which host pupils assisted internally displaced learners to settle in their education.

Table 4.19 Response of internally displaced learners on host pupils attitude towards their integration.

Host pupils attitude	SA		A		D		SD	
	F	%	F	%	F	%	F	%
They play with us always	26	42	25	40.3	8	13	3	4.8
They fight us in and outside the classroom	4	6.5	3	4.8	18	29	37	59.7
They assist us in our studies where	29	46.8	23	37	6	9.7	4	6.5

possible

They hate us because we live in a camp	4	6.5	2	3.2	18	29	38	61.3
They treat us as equals	34	54.8	10	16.1	14	22.6	4	6.5
They are hostile towards us	3	4.8	5	8.1	22	35.5	32	51.6
They do not understand our culture	6	9.7	6	9.7	20	32.3	30	48.4
They isolate us in plays and games	7	11.3	8	12.9	22	35.5	25	40.3
They mock us in and outside the classroom	6	9.7	9	14.5	20	32.3	27	43.5

n=62

The findings in the Table 4.19 shows that majority of the Internally displaced learners agreed that host pupils treated them as equals (54.8%) and that they assisted them in their studies where possible. 59.7 percent of internally displaced learners strongly disagreed with the statements that host pupils fought them in and out of the classroom while 6.5 percent and 4.8 percent strongly agreed and agreed respectively to the statement. This is in agreement with 33.3 percent of teachers who indicated that host pupils bully internally displaced learners in and outside the classroom. 61.3 percent strongly disagreed that host pupils hated them because they lived in camps while 51.6 percent disagreed that host pupils were hostile towards them.

However, 11.3 percent and 12.9 percent strongly agreed and agreed respectively that host pupils isolated them in games. Likewise, 14.5 percent agreed that host pupils

mocked them in and outside the classroom. This reception by host pupils may make internally displaced learners lack the importance of schooling prompting them to drop along the way (UNICEF, 2009). This means that teachers should ensure that there is mutual interaction between the pupils in and outside the classroom always. The study also sought to find out the extent to which aspects of integration are likely to ensure smooth integration of internally displaced learners in primary schools.

Response on extent to which aspects of integration are likely to ensure smooth integration of internally displaced learners in primary schools

To find out the likelihood in which aspects of integration are likely to ensure smooth integration of internally displaced learners in primary education, several aspects of integration were posed to head teachers and teachers. They included; use of child related methodologies, use of group work, going for field excursions, giving individual attention to withdrawn children, ensuring pro-social activities among children, engaging counsellors to deal with pupils trauma, engaging motivational speakers, engaging mentors who were once victims, giving avenues for self disclosure and finally talking about importance of diversity.

Table 4.20 Head teachers’ response on extent to which aspects of integration are likely to ensure smooth integration of internally displaced learners in primary schools.

Aspects of integration	Most likely		Likely		Not likely	
	F	%	F	%	F	%
	Use of child related methodologies	3	75	1	25	-

Use of group work	3	75	1	25	-	
Going for field excursions	2	50	2	50	-	
Giving individual attention to withdrawn children	3	75	1	25	-	
Ensure pro-social activities among children	3	75	1	25	-	
Engage counsellors to deal with pupils trauma	3	75	1	25	-	
Engage motivational speakers	2	50	1	25	1	25
Engage mentors who were once victims	2	50	2	50	-	
Giving avenues for self disclosure	3	75	1	25	-	
Talking about importance of diversity	3	75	1	25	-	

n= 4

The findings in the Table 4.20 indicated that 75.0 percent of the head teachers thought that the following aspects are most likely to ensure smooth integration of internally displaced learners to primary schools: use of child related methods; use of group work; giving individual attention to withdrawn children; ensure pro-social activities among children; engage counsellors to deal with pupils' trauma and to giving pupils avenues for self disclosure. However, 25.0 percent of head teachers thought that engaging motivational speakers was not likely to ensure smooth integration of internally displaced learners in primary school. The study sought to investigate the responses of teachers on the same aspects. The findings are tabulated in the Table 4.21 below.

Table 4.21 Response of teachers on extent to which aspects of integration are likely to ensure smooth integration of internally displaced learners in primary school

Aspects of integration	Most likely		Likely		Not likely	
	F	%	F	%	F	%
Use of child related methodologies	9	75	3	25	-	-
Use of group work	10	83.3	2	16.7	-	-
Going for field excursions	6	50	6	50	-	-
Giving individual attention to withdrawn children	10	83.3	2	16.7	-	-
Promote pro-social activities among children	9	75	3	25	-	-
Engage counsellors to deal with pupils trauma	7	58.3	4	33.3	1	8.3
Engage motivational speakers	4	33.3	7	58.3	1	8.3
Engage mentors who were once victims	8	66.7	4	33.3	-	-
Creating avenues for self disclosure	6	50	6	50	-	-
Talk about importance of diversity	5	41.7	7	58.7	-	-

n= 12

The findings in Table 4.21 reveals that majority of the teachers agreed to the fact that the following aspects are most likely to ensure smooth integration of internally displaced learners to primary school: giving individual attention to withdrawn children (83.3%); promote pro-social activities among children (75.0%); engage

mentors who were once victims (66.7%) and giving avenues for self disclosure (50.0%). This finding complements those of head teachers. Thus, if these aspects are implemented, they would encourage goal setting and hope for the future among war affected youths Bentan Court (2005).

4.5 Data analysis on community leaders' influence and integration of internally displaced learners.

The researcher sought to get information from community leaders on pertinent issues within the study by posing questions using interview guide. Thematic analysis of data was done as per the causes of trauma, identification of trauma and response to trauma among the internally displaced learners.

Table 4.22 Community leaders' response on causes of trauma among internally displaced learners.

Causes of trauma	Strongly agree		Agree		Disagree	
	F	%	F	%	F	%
Use of tribal songs	9	81.8	2	18.2	-	
Discrimination	10	90.9	1	9.1	-	
Poverty	11	100.0	-		-	

n=11

The finding in Table 4.22 indicates that 100.0 percent of community leaders strongly agreed that poverty was a major cause of trauma among internally displaced learners. 90.9 percent agreed that discrimination caused trauma while 81.8 percent strongly agreed that use of tribal songs caused trauma in internally displaced children. The community leaders affirmed that some girls dropped out of school to get married in a bid to flee from poverty while others sought for employment as house helps to supplement their parent’s meagre earnings and to feed their younger siblings. Boys on the other hand indulged in drugs and substance abuse, others in theft to get money to sustain them.

This therefore means that, discrimination, use of tribal songs and poverty were main causes of trauma among internally displaced learners which adversely affected their integration. The findings complements UNHCR (2009) revelation that, though basic education may be free it remains elusive for many children in emergency situation which is attributed to general poverty, low income and poor livelihood.

Table 4.23 Community leaders’ response on identification of trauma in internally displaced learners.

Identification of trauma	Strongly agree		Agree		Disagree	
	F	%	F	%	F	%
Loneliness	8	72	2	18.2	1	9.1
Withdrawal	5	45.5	6	54.5	-	
Reacting to loud noises	7	63.6	4	36.4	-	

Excessive fear	10	90.9	1	9.1	-	
Blood phobia	9	81.8	1	9.1	1	9.1
Fixation (bed-wetting)	8	72	2	18.2	1	9.1
Reactions to tribal songs	7	63.6	2	18.2	2	18.2

n=11

Findings of the study in Table 4.23 reveal that 90.9 percent of community leaders strongly agreed that they were able to identify traumatized pupils by excessive fear they exhibited. 81.8 percent agreed that traumatized pupils had blood phobia while 72.0 percent agreed that such pupils were lonely. Other pupils were fixated and would regress to bed-wetting which agrees with Caldarella (2008) who noted that, children who have been exposed to a crisis often exhibit behaviours that are similar to children younger than themselves. This meant that community leaders were able to positively identify traumatized pupils and were able to link them with appropriate interventions.

Table 4.24 Community leaders’ response in overcoming trauma among internally displaced learners.

Response to trauma	Most likely		Likely		Not likely	
	F	%	F	%	F	%
Provision of guidance and counselling services	9	81.8	1	9.1	1	9.1
Being friendly to internally displaced learners	10	90.9	1	9.1	-	

Playing together	9	81.8	1	9.1	1	9.1
Forgiveness	5	45.5	4	36.7	2	18.2
Involving pupils in communal activities	6	54.5	5	45.5	-	
Provision of personal effects (sanitary towels, underwears)	8	72	3	27.3	-	
Mentorship programmes by victims	7	63.6	2	18.2	2	18.2
Giving gifts (toys, beauty products, balls)	9	81.8	2	18.2	-	

n=11

The findings captured in table 4.24 indicate that 90.9 percent of community leaders concurred that being friendly to internally displaced learners is most likely to help them overcome trauma. 81.8 percent felt that provision of guidance and counselling, playing together and giving gifts to internally displaced pupils would help them overcome trauma. Additionally, 72 percent thought that provisional of personal effects; sanitary towels and under wears, would help those pupils while 54.5 percent felt that engaging pupils in communal activities was likely to assist them overcome trauma.

However, 18.2 percent of community leaders opined that forgiveness was not likely to assist internally displaced learners respond to trauma. This implies that, though guidance and counselling was offered to these pupils, their psychosocial issues were not handled adequately and hence the need to give specialized training and

sensitization to teachers and care givers to improve psychological status of children (Boothby 1996).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, major findings of the study, conclusions and recommendations of the study as well as suggestions for further research.

5.2 Summary of the Study

The purpose of this study was to investigate school based factors influencing integration of internally displaced learners in primary education in Ravenda resettlement scheme Nyeri County. The main objectives were to determine psychosocial support by teachers, internally displaced learners attitude and host pupils attitude on integration of internally displaced learners in primary education. Literature was reviewed as per the objectives of the study. A conceptual framework showing the relationship between the variables was drawn. The study adopted descriptive survey research design with the target population as internally displaced learners in class seven and eight, head teachers, teachers and community leaders from four primary schools in Ravenda resettlement scheme.

The target population was 6 head teachers, 72 teachers and 1024 pupils. Census sampling was done for head teachers while purposive sampling was employed for teachers and pupils. Questionnaires and interview guide were used to collect data. Data analysis was done using descriptive statistics and tables. Ethical issues were considered and adhered to before commencement of the study. Psychosocial support by teachers was very crucial in enhancing internally displaced learners integration in primary schools. Presence of active guidance and counselling services assisted internally displaced learners in overcoming integration issues. Host pupils attitude had a direct impact on how internally displaced learners integrated in their new schools. Most Internally displaced learners had positive attitude towards their new schools from their responses which helped them to actively participate in education.

The study concluded that guidance and counselling services should be structured to benefit unique needs of different internally displaced learners. The study also concluded that since some of the host pupils bullied the internally displaced learners, structured activities in and outside the classroom should be adopted so that there

would be peaceful and meaningful interaction between the pupils. This study recommended special guidance and counselling for teachers to equip them with skills to cater for diverse needs of internally displaced learners. The study also recommended promotion of informal interaction between teachers and pupils outside the classroom.

Finally, the study recommended inclusion of internally displaced learners in structured normalising activities crafted for host pupils as much as possible. Areas for further studies were proposed as carrying out the same studies in other resettlement schemes to enable for generalisation and investigation of other factors besides school based which would influence integration of internally displaced learners in Ravenda settlement scheme.

. 5.3 Summary of Major findings of the Study

Based on the research themes generated from research objectives, the following were the major findings of the study.

5.3.1 Psychosocial support by teachers

The first objective sought to establish the influence of teachers' psychosocial support on integration of internally displaced learners in primary education in Ravenda resettlement scheme. The findings revealed that a majority of head teachers had a conviction that offering guidance and counselling by trained and experienced teachers was influential in taking care of psychosocial needs of internally displaced learners.

Majority of head teachers also found it influential to allow internally displaced learners and host pupils to play freely as well as dramatize bible stories. However, all

the head teachers found discussion on peaceful living not to be influential in integrating internally displaced learners in primary school. This shows that guidance and counselling has been embraced as the most effective way to help the Internally displaced learners overcome the trauma faced after post election violence. This therefore equipped the learners with coping mechanisms which in turn enhanced integration.

Internally displaced learners agreed to the aspects of psychosocial support that they had access to quality education (82.7 percent), were comfortable in their schools (81.1 percent), and had confidence with their teachers (83.3 percent). They also agreed that their teachers' supported them academically (83.1 percent) and that guidance and counselling sessions were availed to them (77.5 percent). There is a conviction that guidance and counselling services were offered to internally displaced learners in Ravenda resettlement scheme. It is worth noting that 56.4 percent of the pupils enrolled in their current schools from class one. This means that their teachers were able to take care of them adequately and more so their psychosocial support thus high retention.

However, 14.5 percent of pupils disagreed with the statement that there were guidance and counselling sessions. This therefore could mean that those sessions were not structured in a way to cater for diversity in learners. Also psychosocial support should be a continuous process as pupils are bound to encounter other challenges which would require guidance and counselling.

Community leaders affirmed that there were guidance and counselling services in schools, they also indicated they engaged counsellors or mentors who were victims of

post- election violence to talk to the learners. These enabled internally displaced learners have a positive outlook to life after knowing theirs was not an isolated case.

It emerged from the study that 62.5 percent of teachers had taught in their current schools for more than ten years and that most had pursued in their education. The implication is that they had acquired enough knowledge of their learners and were able to assist them optimally. Likewise, through professional development they had acquired skills and attitudes to help them deal with psychosocial needs of internally displaced learners. This was further supported by internally displaced learners' agreement on various aspects of psychosocial support that teachers employed to enhance their integration in primary school.

5.3.2 Internally displaced learners attitude and their integration

The second objective of this study aimed to examine internally displaced learners attitude on their integration. The study found out that all the head teachers agreed that all the internally displaced learners in their schools had positive attitude towards their school and learning. This is from their agreement that, internally displaced learners are devoted in their class work, are able to express in local languages, they do not fear their classmates and that they trust their teachers and pupils. This implied that the internally displaced learners were given a warm reception hence positive attitude. However, it was noted that 50 percent of the head teachers agreed that internally displaced learners are affected by the new environment. This explains the small percentage of internally displaced learners who did not share their problems with their teachers.

On the other hand, a majority of the Internally displaced learners affirmed to the statements that, they liked their current school, teachers treat them equally, they fully

participated in class activities and that they were provided with safe spaces for learning. However, 25.8 percent of internally displaced learners disagreed with the statement that they shared their problems with teachers. This meant that although a majority of internally displaced learners had positive attitude towards integration which made them participate fully in class and coexist cohesively with others, a smaller percentage had negative attitude towards their teachers. The same sentiments were echoed by the community leaders who revealed that some teachers would punish the internally displaced learners for coming to school late or for failure to complete homework. They also noted that some teachers were biased against the internally displaced learners in that they would tell them to line up behind others just because they were not in uniforms or were untidy. This was done in total disregard of informal settlement the internally displaced learners came from. This therefore means that, not all teachers were able to meet the needs of internally displaced learners adequately hence training of such teachers should be facilitated.

5.3.3 Host pupils' attitude and integration of internally displaced learners

The third objective sought to establish the influence of host pupils attitude and integration of internally displaced learners. It was noted that majority of host pupils had positive attitude towards internally displaced learners which enhanced their smooth integration. This is reflected on the head teachers' agreement levels on how host pupils treated the internally displaced learners. 100 percent of head teachers agreed that host pupils played with internally displaced learners and that they did not bully them. 75 percent disagreed that host pupils held internally displaced learners in contempt. The same percentage agreed that host pupils assisted internally displaced learners in their academic work where possible. That was an indicator that the host

pupils readily accepted the internally displaced learners and were willing to help them integrate smoothly in their schools.

However, 25 percent of head teachers disagreed with the statement that host pupils treated internally displaced learners like other pupils while another 25 percent agreed to the statement that host pupils segregated internally displaced learners in schoolwork and games. This therefore reveals that, some host pupils had negative attitude towards the internally displaced learners.

Class teachers on the other hand noted that host pupil had positive attitude towards the internally displaced learners from the readiness to help them in their class work and willingness to play with them. However, this is in total contradiction to what head teachers had noted that host pupils segregated internally displaced learners in class work. Class teachers also noted that some host pupils would bully internally displaced learners in and of classroom and would ignore them. This observation is consistent with that of head teachers who noted that some host pupils had negative attitude towards internally displaced learners which would hamper their integration into primary school education. This observation concurred with that one of community leaders who indicated that some parents warned their children from interacting with internally displaced learners.

Findings further revealed that, use of other aspects of integration was likely to ensure smooth integration of internally displaced learners in primary schools. Head teachers indicated that use of child related methodologies, use of group work, giving individual attention to withdrawn children, ensuring pro-social activities among children and giving avenues for self disclosure all rated at 75 percent, to be effective in helping internally displaced learners overcome integration issues. However, 25 percent of

head teachers felt that engaging motivational speakers would least likely help the internally displaced learners integrate in primary education.

Teachers noted that use of group work and giving individual attention to withdrawn children as likely aspects to help internally displaced learners realise smooth integration to primary school. 75% of teachers thought that use of child related methodologies, promoting pro-social activities as alternative aspects likely to enhance integration of internally displaced learners in primary school. However, 8.3% thought that engaging motivational speakers and counsellors to deal with withdrawn children as least likely aspects to help internally displaced learners overcome integration issues. This implies that if these aspects are implemented they would ensure smooth integration of internally displaced learners as well as retention in their respective schools.

5.4 Conclusions of the study

The following conclusions were made from the study;

- ✓ Psychosocial support is the best measure of enhancing integration of internally displaced learners in primary school education. Psychosocial support offered to internally displaced learners by trained and experienced teachers greatly enhances their integration and participation in school work. This helped them in overcoming conflict related trauma. As mentioned by the head teachers,

teachers, pupils and community leader's guidance and counselling services in the school can form the basis of psychosocial support for internally displaced learners which would help them fit in school environment and benefit optimally from it. It is worth noting that structured guidance and counselling services should be availed to deal with unique needs of individual internally displaced learners.

- ✓ Examining the influence of internally displaced learners attitude on their integration would give an insight on whether they would benefit from schooling. This is because negative attitude would impede their integration while positive ones would ease their integration thus benefiting from education.
- ✓ Host pupils' attitude had a direct impact on integration of internally displaced learners. This is because they interacted with them directly most of the times. It is worth noting that majority of host pupils were receptive to internally displaced learners while a minority either bullied or excluded them in games. This affected internally displaced learners integration in primary education.

5.5 Recommendations from the study

Based on study findings and conclusions, the following recommendations emerged;

- i. That for effectiveness of psychosocial support of internally displaced learners in Ravenda resettlement scheme, special training for guidance and counselling teachers should be undertaken. This will assist in equipping the teacher counsellor with adequate skills revamp the guidance and counselling

department in the schools. They will also be able to acquire special skills to deal with diverse needs of internally displaced learners.

- ii. In order to deal with attitude issues of internally displaced learners, board of management in schools should promote informal interaction between teachers and pupils outside the classroom through structures afterschool activities. Additionally, internally displaced learners should be included in all structured, normalizing activities and education opportunities organized for other children as much as possible.
- iii. On host pupils' attitude, the study recommends that, safe and productive environment to be provided to enhance social interactions between the host pupil and the internally displaced learners. This way, they will be able to interact and know and know one another better thus erasing the negative attitude.
- iv. That teachers and other care givers should be caring, supportive empathetic and trust worthy. In addition, teachers should be aware of differences that exist among children and use the learner centred, inclusive and participatory methods of teaching in imparting knowledge to Internally displaced learners.

5.6 Suggestions for further research

The study made the following suggestions for further research based on the findings of the study;

- i. This study was conducted in a resettlement scheme in Nyeri county, similar studies should be undertaken in other resettlement schemes to establish whether the results can be generalised.

- ii. A study should be carried out to examine other factors that may influence integration of internally displaced learners other than school based factors.
- iii. A study on community influence in integration of internally displaced learners should be undertaken. The study revealed that community participation was crucial in effective integration of learners.

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APPENDIX I
LETTER OF INTRODUCTION

Esther Njeri Ndungu
P.O. Box 1590-00900
Kiambu

The.....

Dear Sir/Madam

RE: PERMISSION TO CONDUCT A RESEARCH

I am a post graduate student at the University of Nairobi, currently carrying out a research on School Based Factors Affecting Integration of Internally Displaced learners in Education in Ravenda Resettlement Scheme, Nyeri County. Your school has been selected to take part in the study.

I kindly request for your authority to gather the required information from you, your teachers and pupils through questionnaires. The questionnaires are specifically meant for this study and therefore no name of the respondent or that of your school is required.

Your assistance and support on this matter will be highly appreciated.

Yours faithfully

Esther Njeri Ndung'u.

APPENDIX II

QUESTIONNAIRE FOR HEADTEACHERS

Introduction

Kindly respond to the items given in this sheet as honestly and accurately as possible.

All your responses will be treated with confidentiality and will only be used for research purposes.

Please read each statement carefully and tick against the appropriate answers.

Part A: Background Information

- 1) Kindly indicate your gender? Male [] Female []
- 2) Kindly indicate your age bracket?
 Below 20 [] 21-30 []
 31-40 [] 41-50 []
 51-60 []
- 3) Kindly indicate your highest academic qualification?
 P1 certificate [] S1 certificate []
 B/ Ed [] P.G.D.E [] M/Ed []
- 4) Kindly indicate your work experience.
 0-5 yrs [] 5-10yrs [] over 10yrs []
- 5) Kindly indicate the enrolment in this school?
 Host pupils Boys..... Girls.....
 IDP pupils Boys..... Girls.....

Part B. Teachers' psychosocial support and integration of IDP learners

- 6) Kindly indicate by putting a tick the extent at which the following psychosocial support of teachers can influence integration of Internally displaced learners.

Aspects of psychosocial support	Very influential	Influential	Not influential
Training in guidance & counselling			
Experience in guidance & counselling			
Trauma handling by teachers trained in guidance and counselling			
Playing freely with host pupils			
Dramatizing bible stories			
Singing and playing musical instruments			
Engaging in sports such as football, netball			
Discussing about living peacefully			

7.) State the extent at which teachers create opportunities for self expression through the following;

Aspects of self expression	Most likely	Sometimes	Never
Discussions on topical issues e.g. living peacefully			
Express feelings through drawing			
Dramatizing bible stories or on emerging issues			
Playing musical instruments			
Engaging in sports such as football, netball, volleyball etc.			
Role playing on how to live peacefully			

Part C Internally displaced learners attitude on integration

8) To what extent do internally displaced learners’ attitude affect their integration in public primary schools? Tick appropriately.

IDP learners attitude	Strongly agree	Agree	Disagree	Strongly disagree
Are fearful of classmates				
Have low self esteem				
Are unable to express self in local language				
Are affected by new environments				
They trust teachers and pupils				
Are devoted in their class work.				

Part D. Host pupils attitude towards Internally displaced learners

9) Using the stem below, indicate how host pupils’ attitude influence integration of Internally displaced learners.

Statement	Strongly agree	Agree	Disagree	Strongly disagree
How do host pupils treat Internally displaced learners in your school?				
They willingly play with				

them.				
They hold them in contempt.				
They socialize with them freely				
They bully them in and out of class				
They assist them in academic work where possible.				
They treat them just like other pupils				
They are not interested in them				
They segregate them in school work and games				
They mock them most of the times				

10) Kindly indicate to which extent the following measures are likely to ensure smooth integration of Internally displaced learners in public primary schools.

Aspects of integration	Most likely	Likely	Not likely
Use of child related methodologies			
Use of group work			
Going for field excursions			
Giving individual attention to withdrawn children			
Ensure pro-social activities among children			
Engage counsellors to deal with pupils trauma			
Engage motivational speakers			
Engage mentors who were once victims			
Giving avenues for self disclosure			
Talking about importance of diversity			

**THANK YOU FOR PARTICIPATING
APPENDIX III
TEACHERS QUESTIONNAIRE**

Instructions:

Kindly provide your responses in the brackets and space provided by putting a tick (√) or writing respectively. Your response shall be treated with confidentiality.

Part A. Background Information

1. Kindly indicate your gender Male Female
2. Kindly indicate your age bracket.

Below 20 { } 21-30 { }
 31-40 { } 41-50 { }
 51-60 { }

3. What is your highest professional qualifications?

P1 certificate [] S1 certificate []
 B/Ed [] P.G.D.E [] M/Ed []

4. For how long have you been teaching in this school?

0-5 yrs [] 5-10yrs [] over 10yrs []

5. What is the enrolment of pupils in your class?

Host pupils Boys..... Girls.....
 IDP pupils Boys..... Girls.....

Part B. Teachers' psychosocial support and integration of Internally displaced learners

6) Kindly indicate by putting a tick the extent at which the following psychosocial support of teachers can influence integration of Internally displaced learners

Aspects of psychosocial support	Very influential	Influential	Not influential
Training teachers in guidance & counselling			
Experience in guidance & counselling			
Trauma handling by guidance and counselling teachers			
Play games which enhance socialization			
Dramatizing bible stories			
Engaging in music and movement activities			
Engaging in sports such as football, netball etc			
Discussing topical issues such as peaceful coexistence			

7) State the extent at which teachers' create opportunities for self expression through the following;

Aspects of self expression	Most likely	Sometimes	Never
Discussing freely on emerging issues			
Drawing representations of people and events			
Dramatizing bible stories			
Playing musical instruments			
Engaging in sports and games			

such as football, netball etc			
Writing composition on topical issues like peace building.			
Singing traditional songs			

Part C. Teachers' attitude and integration of Internally displaced learners

- 8) Using the stem below, respond to items below.
Tick appropriately.

Including Internally displaced learners in primary school education will	Strongly agree	Agree	Disagree	Strongly disagree
Raise the child's self esteem				
Enhance academic fulfilment				
Make the child feel isolated socially				
Make the child feel happy				
Demoralise the IDP learners				
Make them learn from host learners				
Help identify special skills and competence in Internally displaced learners.				
Derail syllabus coverage				

Part D. Host pupils attitude towards Internally displaced learners

- 9) Using the stem below, indicate how host pupils attitude influence integration of Internally displaced learners

How do host pupils treat Internally displaced learners in your school	Strongly agree	Agree	Disagree	Strongly disagree
They play freely with them.				

They hold them in contempt.				
They socialize with them in and out of class				
They bully them in and out of classroom.				
They assist them in academics where possible.				
They treat them as equals.				
They ignore them.				
They segregate them.				
They mock them.				

10) Kindly indicate to which extent the following measures are likely to ensure smooth integration of IDL in public primary schools.

Aspects of integration	Most likely	Likely	Not likely
Use of child related methodologies			
Use of group work			
Going for field excursions			
Giving individual attention to withdrawn children			
Promote pro-social activities among children.			
Engage counsellors to deal with pupils trauma			
Engage motivational speakers			
Engage mentors who were once victims			
Creating avenues for self disclosure			
Talk about importance of diversity			

11) As the class teacher, state two things that you have done to ensure that there is mutual interaction between the host learners and the Internally displaced learners?

.....

THANK YOU FOR PARTICIPATING

APPENDIX IV

QUESTIONNAIRE FOR INTERNALLY DISPLACED LEARNERS

Kindly answer the following questions, write your responses in the brackets and spaces provided by putting a tick (√) or writing respectively. Your response shall remain confidential.

Part A: Demographic information

1. Kindly indicate your age bracket.

11-13 yrs () 14-16 yrs () 17-19 yrs () above 20 yrs ()

2. Kindly indicate the class you are in.

Std 7 () std 8 ()

3. In which school did you report to after resettlement?.....

Part B: Psychosocial support by teachers and integration of internally displaced learners

4. State to which extent you agree with the following aspects of psychological support. Tick appropriately.

Aspects of psychological support	Strongly agree	Agree	Disagree	Strongly disagree
I have access to quality education				
I have confidence with my teachers at school				
I feel comfortable in my school				
I fully participate in school activities				
I readily share my problems with my teachers				
My teachers support me academically				
I'm treated the same as other pupils				
There are guidance and counselling sessions				

5. State the extent to which you agree with the following aspects of psychological support. Tick appropriately

Aspects of psychological support	Strongly agree	Agree	Disagree	Strongly disagree
I have access to basic needs (food, shelter and education)				
I have confidence with my				

friends in school				
I fully participate in schools activities				
I readily share my problems with my teachers				
My teachers support me academically				

Part C: Internally displaced learners' attitude on their integration.

6. Indicate to which extent the following influence your integration in primary school. Tick appropriately

IDP learners attitude	Strongly agree	Agree	Disagree	Strongly disagree
I like my current school				
Teachers treats us equally				
I share my problems with teachers				
I interact well with my classmates				
I fully participate in class activities				
I'm provided with safe spaces for learning				

Part D: Host pupils' attitude and integration of internally displaced learners

7. State the extent to which host pupils assist you to settle in your education.

Tick appropriately

Host pupils attitude	Strongly agree	Agree	Disagree	Strongly disagree
They play with us always				
They fight us in and outside the classroom				

They assist us in our studies where possible				
They hate us because we live in a camp				
They treat us as equals				
They are hostile towards us				
They do not understand our culture				
They isolate us in plays and games				
They mock us in and outside the classroom				

THANK YOU FOR PARTICIPATING

APPENDIX V
INTERVIEW GUIDE FOR COMMUNITY LEADERS

1. How are community leaders able to identify traumatized Internally displaced learners?

2. How does school/community offer physical and moral support to internally displaced learners?
3. How do you ensure that internally displaced learners have access to guidance and counselling services?
4. How do teachers/community help internally displaced learners overcome stress and loss occasioned by the post-election violence in 2007?
5. Have there been cases of discrimination against internally displaced learners in and outside the school?
6. How does the local community assist internally displaced learners in overcoming integration challenges?
7. How can integration of internally displaced learners in education be enhanced?
8. Have there been cases of internally displaced learners dropping out of school?

THANK YOU FOR PARTICIPATING