

**TEACHERS' RESPONSE TO LEARNERS' PSYCHOSOCIAL NEEDS IN
ENHANCING LEARNING AFTER POST ELECTION VIOLENCE IN
PUBLIC PRIMARY SCHOOLS, KAMUKUNJI DISTRICT, NAIROBI
KENYA.**

Ruth Nduku Munguti

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the Award of the Degree of Master of Education in Education in
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DECLARATION

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

Ruth Nduku Munguti

E55/70026/2011

This research project has been submitted with our approval as university
supervisors.

Dr. Rosemary Imonje

Lecturer

Department of Educational Administration and planning

University of Nairobi

Dr. Daniel K. Gakunga

Lecturer

Department of Educational Foundations

University of Nairobi

DEDICATION

This project is specially dedication to my beloved husband Zachariah N. Mbithi, daughter Anne Mukii, son Timothy Munguti, my dad Johnson Munguti ,my mum Naomi Munguti and mum-in –law Anne Mbithi.

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LIST OF ABBREVIATIONS AND ACRONYMS

HTCL	Helping Traumatized Children Learn
MDGs	Millennium Development Goals
NCST	National Council for Science and Technology
PEV	Post Election Violence
PPR	Positive Peer Reporting
SPSS	Statistical Package for Social Sciences
UDHR	Universal Declaration of Human Rights
UNESCO	United Nations Educational Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
USA	United States of America

ABSTRACT

The purpose of this study was to establish teachers' response to learners' psychosocial needs in enhancing learning after post election violence in public primary schools in Kamukunji district Nairobi County. The study was guided by three objectives; to establish how teachers' training, experience and attitude influence their response to psychosocial needs in enhancing learning, to identify ways in which teachers' response to pupils trauma, withdrawal and distress enhanced learning, to determine the extent to which teachers' responses to pupils' interactions enhanced learning after post election violence in public primary schools, Kamukunji district Nairobi Kenya. Three research questions were formulated to guide the study. The research design used in this study was descriptive survey. The sample comprised of 106 teachers. This study used questionnaires as the main instrument to collect the data. Data was analyzed by use of qualitative and quantitative techniques.

Findings revealed that pupils had psychosocial needs after post election violence and that teachers' training, experience and attitude influenced their response to pupils' psychosocial needs in enhancing learning after post election violence; teachers' response to pupils' trauma, distress and withdrawal as well as their interactions enhanced learning after post election violence. The study concluded that children had psychosocial needs after the PEV which hindered them from educational development. For example teachers often focused on sensitization on these children and employed sound instructional approaches during teaching; they also used child related teaching methodologies very often. Teachers employed close bonds and relationships between pupils very often and often engaged teacher counselors in assisting the children's needs and in focusing on pupils' trauma.

The study concluded that teachers' response to pupils' withdrawal, distress and interactions enhanced learning after post election violence. Based on the findings, it was recommended that Teachers should be trained or in-serviced on how to handle pupils' psychosocial needs after post election violence so as to enhance learning. It was also recommended that schools should put in place mechanisms for addressing pupils' trauma after a traumatic experience such as one caused by post election violence so that learning is enhanced. Further recommendation was that, school Guidance and Counseling departments should be empowered to enable them address pupils' psychosocial needs after violence and that pupils

should be encouraged to share experiences after traumatic experiences so that they can be assisted to overcome the same for effective learning.

The study suggested that a study on teachers' response to learners' psychosocial needs in enhancing learning in private primary schools as well should be conducted. A study on teachers' response to learners' psychosocial needs in enhancing learning in both public and private secondary schools should be conducted and lastly, a replication of the study using a different sample of non-teaching education officials would help to improve teachers' knowledge on the best practices in responding to learners' psychosocial needs in enhancing learning after any form of violence in Kenya.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is a fundamental human right according to The Universal Declaration of Human Rights (1948) Article 26 UNESCO, (2010, 2005). It states that; everyone has the right to education which shall be free and compulsory, at least in the elementary and fundamental stages. It also highlights the need for which education shall be provided; to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms Nicolai, (2008). It shall also promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace Rodríguez & Fabio, (2009).

Although many regions of the world have shown remarkable gains toward achieving the six EFA goals by 2015, emergencies such as conflict represent a major impediment for the realization of the EFA and Millennium Development Goals (MDGs), especially for the universal completion of primary education Buckland, (2005). Half of the world's primary-aged children out of school are estimated to live in conflict-affected fragile states Nicolai, (2008). Research by Buckland (2005) and Shemyakina (2006) has exposed some various effects of emergency situations that have had a negative effect on children Mevlude Akbulut-Yuksel (2009). The studies further show that emergency situations caused by conflict affect school-going age children and lower educational

attainment that persists over time, indicating that these children generally do not resume their education after a conflict to attain levels of education similar to non-exposed cohorts Berman, (2006).

The experiences that children may have undergone during emergencies have a diverse effect on their learning and unless they are addressed, children may not adapt well in the education. For example, following September 11, 2001, in the United States of America (USA), schools faced a rapid influx of students, many of whom were traumatized and poorly adjusted to the camps or to attending school, teachers were required to recognize the need for psychosocial program support in the schools Blaustein & Kinniburgh, (2010).

The impact of crisis situations on educational systems is significant and of different varieties Stichick, (2008). Violence and conflict have become a part of everyday life and threaten education and societal development on the African continent. Conflict affects education in many ways Psychosocial Working Group, (2003). Most tragically, it results in the death or displacement of teachers, staff and students. For example, more than two-thirds of teachers in primary and secondary schools were killed or displaced as a result of the Rwandan genocide Walque & Verwimp. (2009). In the late 1970s the Cambodian educational system was left in ruins with virtually no trained or experienced teaching professionals Buckland, (2005).

State collapse in Somalia coupled with targeted attacks on educational infrastructure grounded the country's educational system and brought the education system to a halt Abdi, (1998). The World Bank, according to Education

for All Global Monitoring Report 2011 reports that as a result of the conflict in Bosnia and Herzegovina, 50% of its schools required repair or reconstruction Buckland (2005). Similarly, 58% of primary schools in Mozambique had been closed or destroyed as a result of its long civil war Brück, (2007). The level of destruction was even higher in Iraq, at 85% Buckland, (2005).

Though the impact of wars and political violence on children's psychosocial wellbeing has been a focus of research since the Second World War, there are debates on how to best describe this impact. Armed conflict, displacement and other crises have a devastating impact on the psychological and social well-being of children, adolescents and adults Bell, (2006). Psychosocial refers to the dynamic relationship between psychological and social effects on the individual each continually reciprocally influencing the other Blaustein & Kinniburgh, (2010). Psychological effects are those which affect different levels of functioning including cognitive which refers to perceptions and memory as a basis for thoughts and learning, affective which refers to emotions, and behavioral Beers & DeBellis, (2005). Social effects pertain to altered relationships, family and community networks, friendships, and social rules of conduct. In situations of emergency such as conflict, psychosocial effects are due to death, separation and other losses, experiencing or witnessing physical violence, family and community breakdown, damaged human values and practices, and destruction of environment, including facilities and services. Emergency situations shatter trust, destroy communities, diminish opportunities for personal development, and create deep psychological wounds Berman, (2001).

When children have been exposed to events beyond the normal boundaries of human experience, that is, traumatic or psychologically wounding events, all kinds of stress reactions will be apparent, a normal reaction to abnormally distressing events Blaustein & Kinniburgh, (2010). Some children may withdraw from contact, stop playing and laughing, or become obsessed with stereotyped war games, while others will dwell on feelings of guilt, or fantasies of revenge and continual preoccupation with their role in past events. In a few cases, depression sets in and may even lead to suicide Boden, Horwood, & Fergusson, (2007).

Other reactions include aggressiveness, changes in temperament, nightmares, eating disturbances, learning problems, repeated fainting, vague aches and pains, loss of speech and of bladder and bowel control, and clinging to or withdrawal from adults. In most cases, such stress reactions disappear over time. Long-term effects are likely to have their roots in loss of the child's close emotional relationships and the events surrounding that loss Gil & Briere, (2006). Children have a wide range of educational needs in and after the emergency situations, especially when affected by conflict. Wars place children at special risk for many injuries including, physical injury, separation and identity loss, victimization, exploitation and conscription Gil & Briere, (2006). Immediate interventions addressing these very real and potentially enduring psychosocial impacts of wars should be an integral part of any complex emergency response in the education system Greenwald & Burnett, (2010).

Education is increasingly accepted as an integral part of humanitarian response in emergencies. It can help restore normalcy, safeguard the most vulnerable, provide psychosocial care, promote tolerance, unify divided communities and begin the process of reconstruction and peace building Akresh, & Walque, (2008). Case studies undertaken in Sierra Leone, Kenya and Nepal examine some of the effects of children who have gone through emergency situations. The case studies have established that children come with a variety of needs which needs to be addressed if children are able to learn effectively Ansell, (2002).

Without exception emergencies such as wars impose heavy emotional, social, and spiritual burdens on children, families, and communities. Loss of life, separation of children from caregivers, displacement, divided communities and polarized ethnic groups, disruption of organized patterns of living and meaning, victimization, destruction of homes, schools, health care systems and the rupture of the supply of basic services have devastating impacts on the physical, cognitive, psychological and social well being of children, adolescents, and the adults who provide care and protection to them. Teachers therefore, have a right to receive interventions that promote protection, education, physical and psychological recovery, social integration, among other rights Machel, (1996).

A number of African countries have experienced electoral violence, Kenya being one of them. Kenya experienced a long period of stable development but contested elections of December 2007 to March 2008 suddenly thrust the community into instability and unrest leading to fragility Wasike, (2010). Hamisi and Kiprop (2009) observe that, intensification of post-election violence led to

displacement of children, children watched violence and missed out school. Education was put at jeopardy in Kamukunji district which was one of the most affected districts. Schools were used as homes for many displaced people and literally no learning took place. In addition, the disruption of communities and families, particularly when people fled from their settlement during the violence and moved to various IDP camps, there was break-up of stable relationships and dissolution of social and familiar cohesion. These had an impact of children psychological and social wellbeing. However, these children had to go back to school after violence and continue learning.

Teachers have a vital role to play in the psychosocial protection and recovery of children affected by emergencies. Such interventions enable children adapt better in schools where they gain this crucial developmental and psychosocial support. Teachers hence become a primary resource for healthy psychosocial and cognitive development for children who have gone through emergency such as post election violence Ncharagu, (2009).

A number of studies have further been conducted in relation to the effect of post election violence. For example a study by Spiegel and Bennedsen (2009) aimed at establishing the effect of Post Election Violence (PEV) on HIV/AIDS vulnerability in conflict situations in Nigerian, Atsenuwa and Aniekwu (2007) explored into various forms of sexual abuse that leave children susceptible to HIV/AIDS in Sub-Saharan Africa, Momanyi (2009) sought to determine the coping strategies that should be availed to enable HIV/AIDS prone children pull through during the emergencies. However, none of the above studies has explored

teachers' response to learners' psychosocial needs in enhancing learning after PEV in public primary institutions.

1.2 Statement of the problem

During times of violence children are affected the most especially if the entire community is involved. Most of them, as they witness events directly or indirectly, suffer as victims of violence or are pulled into the conflict and are affected psychosocially, even after the violence. They suffer from trauma which is accompanied by distress, withdrawal and fear among other psychosocial effects making it difficult for them to adapt well in learning. Psychosocial care and support in emergencies is an integral component in the rehabilitation of communities and in restoring children's normal and healthy development which makes it easy for them to adapt well in schools.

The 2007 post-election violence in Kenya was a fragile situation which was not planned but was an emergency. In Kamukunji district, Nairobi, there are so many families which were affected by the post election violence. There were a broad range of circumstances including loss of livelihoods during the violence. Children suffered psychologically and socially. There was need for debriefing these children. However, they were taken back to school to continue learning without addressing their psychosocial needs. Apparently the government did not put in place measures specifically for addressing learners' psychosocial needs particularly at school level after the PEV. This left teachers with a crucial preventive and rehabilitative part to play in fulfilling the psychosocial needs and rights of children in conflict and post-conflict situations. This study therefore

study was to establish teachers' response to learners' psychosocial needs in enhancing learning after post election violence in public primary schools in Kamukunji district Nairobi County.

1.3 Purpose of the study

The purpose of this study was to establish teachers' response to learners' psychosocial needs in enhancing learning after post election violence in public primary schools in Kamukunji district Nairobi County.

1.4 Objectives of the study

The study was guided by the following research objectives

- i. To establish how teachers' training, experience and attitude influence their response to pupils' psychosocial needs in enhancing learning after post election violence in public primary schools in Kamukunji district Nairobi.
- ii. To identify ways in which teachers respond to pupils' trauma, withdrawal and distress, enhanced learning after post election violence in public primary schools in Kamukunji district Nairobi.
- iii. To determine the extent to which teachers' responses to pupil interactions enhanced learning after post election violence in public primary schools in Kamukunji district Nairobi.

1.5 Research questions

The study was guided by the following research questions

- i. How does teachers' training, experience and attitude influence their response to pupils' psychosocial needs in enhancing learning after post election violence in public primary schools in Kamukunji district Nairobi?
- ii. In what ways does teachers' response to pupils' trauma enhance learning after post election violence in public primary schools in Kamukunji district Nairobi?
- iii. To what extent did teachers' responses to pupil interactions enhance learning after post election violence in public primary schools in Kamukunji district Nairobi?

1.6 Significance of the study

The study may be important in a number of ways. First, the findings of the study may help the Ministry of Education come up with psychosocial programs for children who have experienced conflict situation. The findings of the study may also suggest to the Ministry of Education to come up with training programmes for all teachers so as to equip them with skills. The skills may help teachers effectively respond to psychosocial needs of children who have gone through conflict and this will enhance pupils' learning at such times. The findings of the study may also assist school administrators with necessary information and awareness on creating room for guidance and counseling within the school, involvement of teachers who may also be in serviced with skills that will enhances psychosocial healing for children after conflict situations. The findings of the study may also help policy makers in the education sector to come up with

policies that may take care of flexibility in learning especially during conflict. Parents may also benefit from the study in that they may be made aware of how they can cooperate with the teachers in addressing the psychosocial needs faced by children after an emergency situation.

1.7 Limitations of the study

Best and Kahn (1998) define limitations as conditions beyond the researcher's control, which may place restrictions on the conclusions of the study and their application to other situations. One of the limitations of the study was that the researcher depended on teachers' responses to pupils' psychosocial needs after the PEV. Some teachers did not easily remember what they did hence this could have affected their responses to some extent. However, to counteract this, the researcher designed tools that addressed the limitation. Another limitation was that some of the teachers were not in the schools during the PEV. The researcher however used teachers who have been there for the last 6 years as part of the sample. Parents who are also key players in the education of children were not included in the study due to difficulty accessing them.

1.8 Delimitations of the study

The study was confined to public primary schools in Kamukunji district in Nairobi County excluding private primary schools in the same district. This is because private schools are managed differently. The study was conducted among sampled teachers in the public primary schools in the district.

1.9 Assumptions of the study

The study assumed that teachers gave honest responses for the study. It is also assumed that addressing psychosocial needs of the children influences their acquisition of learning. The study assumed that the sampled teachers were a representation of all the teachers in the district.

1.10 Definition of terms

Psychosocial needs refer to psychological and social requirement for children who have gone through an emergency situation such as PEV experienced in Kenya 2007

Teacher response refer to measures and activities that teachers will be involved in after post election violence in order to ensure effective learning

Trauma refers to is an emotional response to a terrible event such as PEV in Kenya 2007

Learning refers to gaining of knowledge, skills, values and attitudes which brings about a positive change in the lives of pupils

Peace refers to a state of quiet, calm, repose, public tranquility, freedom from war, and concord of ideas among different people after PEV in Kenya.

Psychological distress refers to psychogenic pain, internal conflicts, and external stress that prevent a child from self-actualization and connecting with 'significant others'.

Violence refers to behavior involving physical fighting which may result to damage, maiming or killing fellow human beings as was the case during PEV in Kenya 2007.

Withdrawal refers to condition where pupils are reserved and not able to cooperate or to be with others due to some fear as a result of PEV in Kenya.

1.11 Organization of the study

The study has five chapters. Chapter one deals with background to the study, Statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, definition of significant terms and organization of the study. Chapter two deals with literature review and it is concerned with influence of teachers' training, experience and attitude on their response to pupils' psychosocial needs after post election violence in public primary schools, teachers' response to pupils' trauma after post election violence in enhancing learning in public primary schools, teachers' response to pupils' withdrawal after post election violence in enhancing learning in public primary schools, teachers' responses to psychosocial distress after post election violence in enhancing learning in public primary schools. The section also presents the summary of literature review, theoretical and conceptual framework of the study. Chapter three focuses on the research methodology used in the study which includes research design, target population, sample and sampling techniques, research instruments, instruments validity and reliability, data collection procedures and data analysis techniques. Chapter four deals with data analysis, interpretation and presentation of the findings. Chapter five focuses on Study major findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter focuses on review of related literature and specifically on effects of conflicts on pupils' learning, influence of teacher training, experience and attitude on their response to pupils' psychosocial needs, teachers' response to pupils' trauma after post election violence in enhancing pupils' learning, teachers' response to pupils' withdrawal after post election violence in enhancing learning, teachers' responses to psychosocial distress after post election violence in enhancing learning. The section also presents the summary of literature review, theoretical and conceptual framework of the study.

2.2 Effects of violence on pupils' learning after post election violence in public primary schools

Emergency situations such as conflict and violence take a heavy toll on children's lives in different parts of the world. Not only do children suffer from the direct consequences of war and armed conflict but they are also indirectly affected by displacement, loss of relatives and the trauma associated with witnessing acts of violence Akresh et al, (2008). Children suffer both the direct and the indirect consequences of armed conflict and violence, which affect them physically and mentally, hindering their educational development. In armed conflict and other situations of violence, educational systems are often disrupted and children's

development hindered Bell,(2006). The psychosocial approach addresses both the psychological and the social aspects of children's lives. Armed conflict and violence affect children's well-being and development, directly or indirectly. During armed conflict and other violence, children are at high risk of either losing their loved ones to death or being separated from them. Many children witness violence or themselves suffer violence or abuse. Psychosocial programmes aim to strengthen children's resilience and alleviate their suffering by increasing the level of trust, playfulness and tolerance among them Human Rights Watch, (2006).

Conflict as well results in decreased access to school, preventing the opening of schools, threatening children's security while travelling to school and attending class, and increasing teacher absenteeism. Access issues are also critical for refugee or internally displaced children, who may lack the appropriate documentation or language skills to participate in new schools as a result of conflict, (Shemyakina, 2006). For children who do attend school, conflict can have a negative effect on educational attainment, increasing dropout and reducing educational survival rates due to displacement, military recruitment or economic hardship and psychosocial problems associated. The quality of education also suffers due to shortages in basic necessities, such as food and water and school materials, especially in areas bordering the conflict that may experience an influx of refugee or internally-displaced students. As is often the case, the academic year may be interrupted or shortened due to conflict Shemyakina, (2006).

Psychosocial well-being refers not only to a person's strengths, but also to what is happening in the family, the community and the society as a whole. The concept of psychosocial well-being is best understood by considering three important aspects of a person's life Machel, (1996). Human capacity that is the person's physical and mental health, which includes knowledge, skills, strengths and values; the social environment or ecology which includes the relationships the individual has with others and the support he or she can draw from these relationships Miguel, and Gerard (2006).

The experience of psychosocial well-being is thus determined by the resources the person is able to draw on from these areas of life Nicolai,(2008). It is important to note that psychosocial well-being is also influenced by external factors, such as economic, physical and environmental resources. Many years of research into children's development and well-being have helped us reach the understanding that there are some very basic conditions that need to be in place for children to experience psychosocial well-being Nicolai, (2008). Close bonds and relationships, either with their parents, or with other caregivers. A close relationship helps children to develop trust in other people and in their surroundings, which is also seen as crucial for healthy emotional development. Protection from harm: children are a particularly vulnerable population owing to their dependence on others for survival and as they grow older, for nurturing and care Shemyakina, (2006).

It is important to involve not only parents but also teachers in the programmes. School is a very important part of a child's environment. It may also be a site of violence. Combining the community-based approach with the school-based approach is very useful: it will make possible broader coverage of children's protective environment. It is essential to take a holistic approach, one that includes education. Studies by Paine, & Hansen (2002,) Baker, & Shalhoub-Kevorkian. (2009), Akresh, Richard, and Damien de Walque (2008) indicated that with supportive teachers, most children will achieve a sense of healing. Helping war-affected children to build on their own strengths and resilience, in collaboration with trusted caregivers, is an important strategy in the process of healing. Integrating modern knowledge of child development and child rights with local concepts and practices will result in more effective and sustainable ways to meet children's needs Baker, & Shalhoub-Kevorkian, (2009). These studies did not however establish how teachers can play a part in addressing other psychosocial needs of children who have been exposed to post election violence hence the study will fill in this gap.

2.3 Influence of teachers' training, experience and attitude on their response to pupils' psychosocial needs after post election violence in public primary schools

Teachers can be a primary resource for healthy psychosocial and cognitive development of children. However, many are poorly trained, unsupported, and unaware of the developmental needs of children Crooks, Scott, Wolfe, Chiodo, &

Killip, (2007). Although there is still much to understand about how to best support the natural resilience and coping strategies of children in the classroom, in culturally appropriate and sustainable ways, some of these questions have partial answers gleaned from pilot interventions, innovative programming, calls for assistance to an overwhelming circumstance, feedback, evaluation, and lessons learned during these endeavors Crooks et al, (2007). For example, children learn best when instructional methods are learner centered, engaging, nurturing and reflect sound pedagogical practice. Children who have been exposed to the traumas of war need teaching methods that are also sensitized to their experiences and resulting difficulties Crooks, et al, (2007).

Training which focuses on sensitization, child-friendly communication, nurturance, and sound instructional approaches has the potential for large-scale impact on the wellness of all children in the classroom. Pupils centered pedagogy fundamental to basic child-development, psychosocial adjustment, and child rights Crooks, et al, (2007). The application of nurturing and student-centered methodologies of teaching creates supportive psychosocial environments in which children not only survive, but also thrive. Educators and administrators may ask clinicians how to address children and parents, or may ask what information to relay. Teachers may also have questions about children's typical reactions to crises. Information and resources presented in the prior section may help clinicians provide clear responses to educators or parent inquiries UIS, (2005). Clinicians can facilitate consistency among different environments by providing teachers and parents with information and behavioral strategies to help children in

crisis. Consistent messages, in turn, foster children's sense of regularity and predictability, enhancing their return to equilibrium Boyden & de Berry, (2004). Teachers' training and experience with pupils enables them to come up with Instructional strategies such as collaborative learning and experiential learning as well as teaching an accessible and relevant curriculum have been shown to greatly increase student engagement in learning (Akey, 2006; Heller et al., 2003). Examples of these instructional strategies that might support student engagement include the following: Group activities and assignments, Long-term projects as well as hands-on-activities, differentiated instruction, lessons and activities that draw from pupils' background, interests, and academic needs.

Students learn more and retain more information and even tend to forget their problems when they actively participate in the learning process and when they can relate to what is being taught (Akey, 2006). Drawing connections between information taught and real life—such as everyday life, social issues, and personal concerns of the age group of students—is highly effective in engaging students in the lesson (Heller et al., 2003). Therefore when teachers are trained, they gain knowledge on what is best for pupils to be used relevantly.

2.4. Teachers' response to pupils' trauma, withdrawal and distress after post election violence in enhancing pupils' learning in public primary schools

The study sought to establish teachers' response to pupils' trauma, withdrawal and distress in enhancing pupils' learning in public primary schools. Each of these aspects is discussed below.

2.4.1 Teachers' response to pupils' trauma after post election violence in enhancing pupils' learning in public primary schools

According to the National Institute of Mental Health, psychiatric trauma, or emotional harm, is a term used to describe that which is essentially a normal response to an extreme event such as armed conflict. Without exception wars impose heavy emotional, social, and spiritual burdens on children, families, and communities Daignault, & Hebert, (2009). Loss of life, separation of children from caregivers, displacement, divided communities and polarized ethnic groups, disruption of organized patterns of living and meaning, victimization, destruction of homes, schools, health care systems and the rupture of the supply of basic services have devastating impacts on the physical, cognitive, psychological and social well being of children, adolescents, and the adults who provide care and protection to them Daignault, & Hebert, (2009)

After an emergency, maltreated children are rated as having lower frustration tolerance and more anger and noncompliance in the school setting Vondra, Barnett, & Cicchetti, (2009) and lower persistence on, and greater avoidance of, challenging tasks in elementary school Shonk & Cicchetti, (2007). Cognitive factors that support school learning are similarly impacted by early trauma: As compared with peers, pupils exposed to conflict demonstrate lower flexibility and creativity in problem solving Egeland et al., (2003), while older children and adolescents with a history of abuse and violence exposure show impacted attention, abstract reasoning, and executive function skills Beers & DeBellis,

(2008). Not only is school a place where the consequences of traumatic exposure are manifested, it is also an essential, potential contributor to a child's healing and coping. Prior psychological literature has established the developmental importance of the environment to a child's well-being and adjustment, as well as the ongoing mutual transaction between a child and his or her ecology Bronfenbrenner, (2009). This suggests that ecological factors can either buffer a child from the full effects of adversity or conversely exacerbate a child's difficulties. Thus, evaluation and intervention by the teachers with traumatized children integrally includes attention to the surrounding settings in his or her life Shonk & Cicchetti,(2007).

Children's feelings and emotions are deeply affected during an armed conflict. The resulting trauma exacerbates their sense of isolation in the school. Most psychosocial programmes taken by the teachers therefore acknowledge the importance of incorporating basic psychological support into the activities that are planned in the school by the teacher Shonk & Cicchetti, (2007). Despite an increased recognition of the prevalence of exposure to traumatic stress in the lives of children, the impact across domains of functioning, and the importance of ecology in buffering that impact, relatively little attention has been devoted to their socio-emotional functioning and learning experiences at school International Society for Traumatic Stress Studies (ISTSS). (2000).

A number of authors have suggested that teachers can play a significant role in the adjustment of traumatized children Crooks, Scott, Wolfe, Chiodo, &

Killip,(2007); Heller, Larrieu, D’Imperio, & Boris, (2009) and several efforts relevant to children at school have been disseminated. For instance, Horton and Cruise (2001) discussed symptoms that are often observed in traumatized children at school and discussed issues such as reporting suspected child maltreatment, school-based mental health services, and consulting with teachers and parents. Dean (2008) and Ngo (2008) talk about traumatized children using group therapy approaches at school based on a cognitive-behavioral paradigm. Saxe, Ellis, and Kaplow (2007) have advocated a model of assessment and treatment of trauma that involves intervening across levels of the child’s ecology. They argued that a child cannot make effective change without involving the school environment, an approach that is consistent with an ecological model of intervention.

One recent initiative has attempted to interweave a trauma-sensitive perspective into the fabric of the school-wide ecology. Cole,(2005) reviewed and synthesized empirical and theoretical literature relevant to trauma and learning for children and set forth “The Flexible Framework” for schools and policy makers to facilitate the review and adoption of trauma-sensitive practices. HTCL was developed to address children affected by family violence, although many of the recommendations offered in the report could extend to children who have experienced any type of extreme and overwhelming stress during emergency Vondra, Barnett, & Cicchetti, (2009). The authors noted that the recommended trauma-sensitive practices for schools also provide benefits to the entire school which included improved communication between school and home, teaching emotion regulation to students, increasing feelings of safety in the school.

The Flexible Framework includes working closely with mental health professionals and addressing both the academic and nonacademic needs of traumatized children, along with transforming the infrastructure and culture of the school to include trauma-sensitive pedagogical approaches, providing training and support to faculty and staff, and reviewing policy and procedure. Cole (2005) noted that traumatic responses can infiltrate many areas of critical functioning for children, including inability to learn, the capacity to function within environmental expectations and demands (behavior), and relationships. As part of "Helping Traumatized Children Learn" (HTCL) proposal for establishing school-wide teacher responses that are supportive for traumatized children, they point out the need to create guidelines for assessing students' trauma-related educational, language and psycho-social needs Center for Mental Health Services, (2011).

2.4.2 Teachers' response to pupils' withdrawal after post election violence in enhancing learning in public primary schools

Children who have been continually exposed to violence almost always experience a significant change in their beliefs and attitudes, including a fundamental loss of trust in others. Social withdrawal is one symptom displayed by pupils categorized as internalizers Gresham & Kern, (2004) who may also experience anxiety and depression as a result of armed conflict. These are the quiet, invisible students. Internalizing disorders can negatively affect a student's academic performance at school, Flook, Repetti, & Ullman, (2005). Because internalizing behaviors are directed inward, away from the external social

environment, they are typically more disturbing to the student than to the classroom. As a result, many teachers view students with internalizing behaviors as merely shy, overlooking the negative consequences of this behavior on the individual Reynolds, (1992). Defined as the ability to interact successfully with peers and significant adults, social competence is associated with peer acceptance, positive peer relationships, teacher acceptance, and academic success. Social competence becomes particularly critical for students with cognitive, academic, or emotional and behavioral deficits Gresham & MacMillan, (2007).

Once considered to be innocuous by special education and related disciplines, the socially withdrawn student seldom enjoys positive relationships with others a situation which if left untreated may become extremely serious Kerr & Nelson, (2006). Recent and highly publicized acts of school violence have raised educators' awareness of students who are either unnoticed or rejected by peers. Unfortunately, it has been shown that efforts to improve positive social relations in students with behavioral problems have often been ineffective and discouraging Gresham et al., (2001). Thus educators must continue to search for and test practices that promote social competency among those students, such as socially withdrawn students, who lack necessary social skills Marchant et al., (2007).

Supportive peers by the teachers can help increase the positive interactions of the withdrawn pupils. Most recently, positive peer reporting (PPR) has been used to treat socially withdrawn behavior in elementary school students Moroz & Jones, (2002); Rosenberg, Wilson, Maheady, & Sindelar, (1992); Skinner, Neddienrip,

Robinson, Ervin, & Jones,(2002). PPR involves teaching classmates to notice and publicly praise a specific, targeted peer's prosocial behavior, then reinforcing students for reporting these behaviors. *Tootling* is similar to PPR. It is also a proactive strategy used to encourage pupils to recognize and to report helpful behaviors of all classmates, and is the opposite of *tattling*, which is reporting peers' disruptive or negative behaviors. Classmates' observing and reporting their peers' pro-social behavior has been shown to increase the social interactions of withdrawn students in the classroom and on the playground Moroz & Jones; Skinner et al.). Further, it is believed that PPR may improve the social status of students with behavioral disorders; public praise may influence students with behavior disorders to initiate more social interactions with classmates (Skinner et al.). Although PPR has shown positive effects on elementary students, the effects of peer-written praise on withdrawn junior high school students have not been explored. Given that the middle-school years often mark the beginning of many school-related behaviors leading to academic failure, school dropout, and increased emotional concerns for many students Ames & Miller, (1994); Eccles, Lord & Midgely, (1991), a practice to increase the social involvement of withdrawn students in middle school seems warranted. In a study by Elwell & Tiberio (2004) students reported that verbal teacher praise in the presence of peers can be uncomfortable and that they prefer quiet teacher praise.

2.4.3 Teachers' responses to psychosocial distress after post election violence in enhancing learning

Children who have been exposed to armed violence almost always experience a significant change in their beliefs and attitudes, including a fundamental loss of trust in others. This is especially true of children who have been exposed to conflict as happened in Rwanda and the former Yugoslavia. Children who have been exposed to a crisis often exhibit behaviors that are similar to children younger than themselves. This is especially true of toddlers, preschool and elementary school children. They may return to behavior that was abandoned long ago for instance thumb sucking, bed-wetting, fears of the dark. Traumatized children may also exhibit separation anxiety, clinging to parents and resistance to leaving the parents' side Caldarella, (2008). They may resist going to bed alone. Bladder and bowel control may be temporarily lost in younger children. Children also exhibit an increase in their fears and worries.

Rebuilding the ability to trust is a universal challenge in the wake of conflicts, but it is particularly important for those who are a part of children's daily lives such as teachers. A number of activities have been identified for teachers as supporting healing by fostering in children a sense of purpose, self-esteem and identity Caldarella, (2008). These include establishing daily routines such as going to school, preparing food, washing clothes and working in the fields; providing children with the intellectual and emotional stimulation through structured group activities such as play, sports, drawing, drama and story-telling; and providing the

opportunity for expression, attachment and trust that comes from a stable, caring and nurturing relationship with adults Elwell, & Tiberio, (2004).

Children may again become afraid of situations they mastered long ago. As mentioned above they may become fearful of the dark and refuse to go to bed alone. A school phobia may emerge where the child refuses to go to school for fear of something happening and/or fear of leaving his/her parents. They may openly verbalize their fear of the crisis occurring again in the school Gresham, & Kern, (2004). This will result in the anxiety increasing once the child needs to return to school. Due to the increase in fears, additional demands are made for teachers' attention and support.

Given the increase in anxiety and the disruption a crisis can have on children's sense of safety and security, there is a decrease in the amount of mental energy and focus available to learn and complete academic assignments Herman, Merrell, & Reinke, (2004). Children who have been exposed to a crisis can experience difficulty controlling their anger and frustration. Situations that would not have caused a heightened emotional response prior to the crisis and post-crisis result in an aggressive response and/or expression of frustration. Adolescents may also exhibit an increase in oppositional behavior, refusing to live by the rules and regulations of school and home Herman,(2004).

All phases of emergency and reconstruction assistance programmes should take psychosocial considerations into account, while avoiding the development of separate mental health programmes. Such programmes should also give priority to preventing further traumatic experiences, such as preventing family separation,

undertaking practical measures to prevent gender-based violence, and avoiding the isolation and stigmatization that can result from institutionalization. Exploring a child's experience with violence and the meaning it holds in her or his life is important to the process of healing and recovery Lane, Wehby, & Barton-Arwood, (2005). While many forms of external assistance can help to promote psychosocial recovery, such explorations with children should take place in a stable, supportive school environment, by teachers who have solid and continuing relationships with the child.

2.5 Teachers' response to pupils' interactions in enhancing learning after post election violence in public primary schools

Teachers can play an important role in responding to pupils' interactions after post election violence in a bid to enhance learning. The International Rescue Committee (2003) suggested that teachers should provide such pupils with a dependable, interactive routine through school or other organized educational activity. They should also offer group and team activities like sports, drama and others that require co-operation and dependence on one another. Teachers should also borrow the idea of using Psychological First Aid (PFA). Psychological First Aid is a concept that can be traced to an article published by the American Psychiatric Association in 1954 which acknowledged the need for an acute intervention to alleviate human stress "of a severity and quality not generally encountered due to the 'forces of nature or from enemy attack.'" Its' two main goals were; to stabilize the emotions and behaviors of students; and to return students to an improved mental and emotional state after a crisis or disaster ready

to attend school and reengage in classroom learning. These goals promote the focus of teachers' actions on fulfilling the mission of education, to help teachers reduce student distress and facilitate students' return to classroom learning.

Teachers are key players in fostering pupils' engagement Akey, (2006); Garcia-Reid et al., (2005). Teachers work directly with the pupils and typically are the most influential in a pupils' educational experience. Creating a culture of achievement in their classroom, developing interactive and relevant lessons and activities, and being encouraging and supportive to students are all ways in which teachers can foster student engagement in the classroom which in turn brings about interactions amongst pupils. For pupils to interact well, they also need an environment which encourages such.

Pupils' engagement in the classroom learning is also related to participation in extracurricular activities, Fredricks & Eccles, (2006). The authors say pupils who are involved in extracurricular activities outside the normal school day have been found to be more engaged in the classroom learning. Extracurricular activities provide pupils with an opportunity to develop a positive support system among their peers and adult staff which in turn improve their chances for interaction which also are key components of fostering pupils' engagement in the classroom learning. (Heller et al., 2003). Schools could assist in fostering student engagement in learning by offering "structured activity settings"—such as student clubs, sports teams, and volunteer activities—to students outside the normal school day Fredricks & Eccles, (2006). If money or staffing is an issue, seek out

adult volunteers from the community or local colleges and universities to sponsor these organizations and activities. Participation in extracurricular activities can be very beneficial to the academic, social, physical, and emotional growth of students Fredricks & Eccles, (2006).

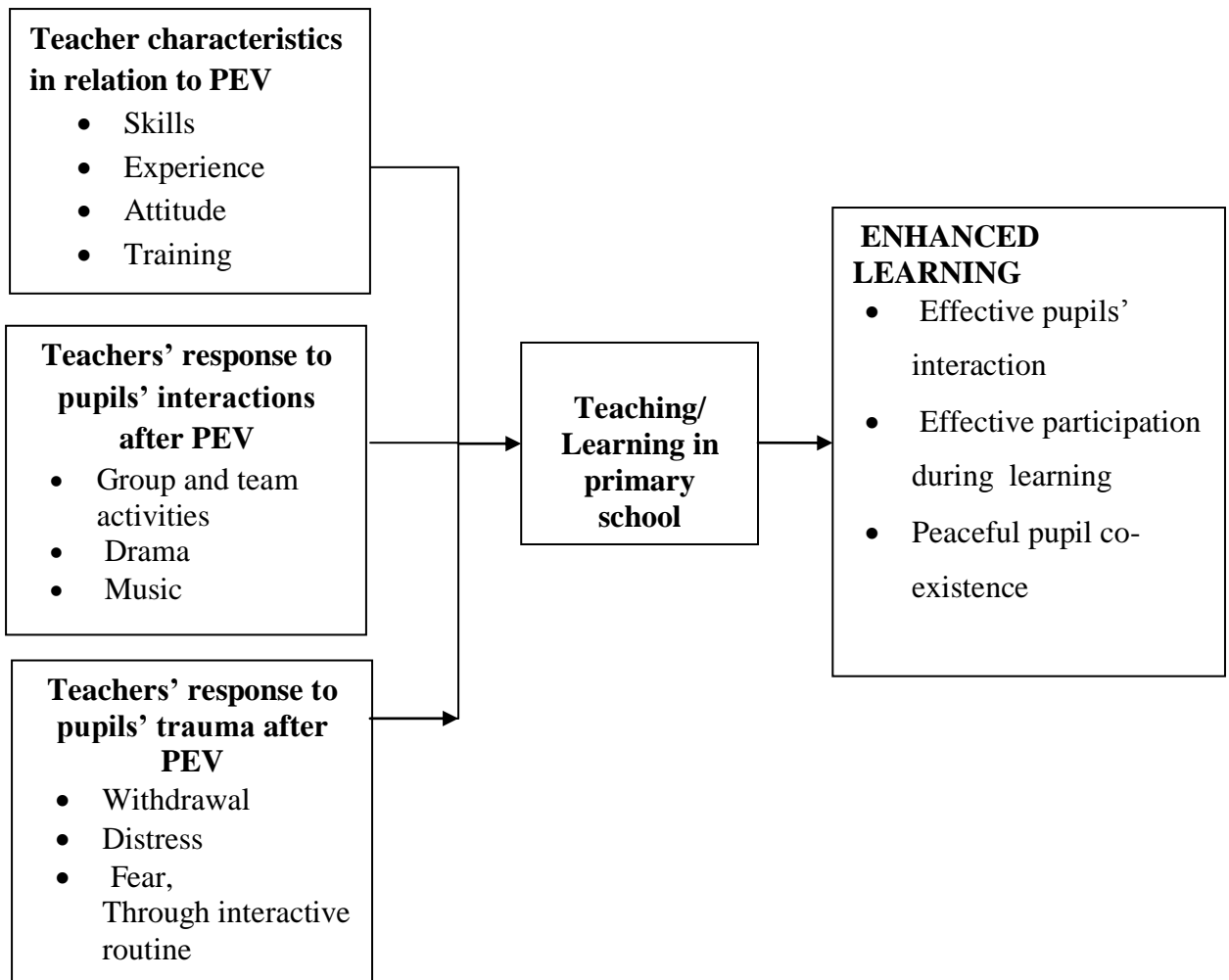
2.6 Theoretical framework

The study is based on Maslow's Hierarchy of Needs (1970). Maslow states that before considering the higher order psychological needs of children it is important to preface the discussion with a general understanding of the basic needs of all people and how humans get their needs met. Often represented in the shape of a pyramid, Maslow's Hierarchy of Needs model consists of five levels, ascending from basic survival needs to higher order psychological needs, physiological/biological, safety needs. Lastly self-actualization which is the final level of needs is when a human is self-governed, self-fulfilled and realizes their full potential at a creative level. According to Maslow, when a lower need is met a person will instinctually ascend to the next level and attempt to meet the next need in the hierarchy. The theory was applicable to the study in that before children were able to acquire higher needs of academic achievement; their psychosocial needs that they require after an emergence have to be met first.

2.7 Conceptual framework

The following is a conceptual framework which explains the relationship between the variables of the study as presented in figure 2.1.

Figure 2.1 Relationships between variables in the teachers' responses to psychosocial needs of pupils after post election violence.



The conceptual framework shows the relationship between variables in the teachers' responses to psychosocial needs of pupils after post election violence. The figure shows teachers' characteristics which influenced their response to various pupils' psychosocial needs after post election violence to enhance learning. It also shows the way teachers responded to pupils' trauma after post election violence, the way they addressed pupils' interactions to enhance learning. The outcome of it is also shown as enhanced learning, enhanced interaction, enhanced participation, enhanced peaceful and co-existence.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology that was used in conducting the study. The chapter focuses on research design, target population, sample and sampling procedures, research instruments, validity of the instruments, reliability of the instruments, data collection procedures and data analysis.

3.2 Research design

According to Orodho (2003), research design is what holds all the elements of the research project together. The research design used in this study was descriptive survey, which is a method of collecting data by interviewing or administering a questionnaire to sampled individuals. Descriptive survey also can be used to investigate a population by collecting samples to analyze and discover occurrences. The study aimed at collecting information from respondents about the influence of teaches responses to pupils' psychosocial needs after post election violence. Both quantitative and qualitative methods were used in the study. Quantitative method used returns from head teacher's office whereas; qualitative method used questionnaires prepared by the researcher.

3.3 Target population

The target population is all the members of the real set of people, events or objects to which the researcher wishes to generate the findings as defined by Borg and Gall (1982). For this study the target population was drawn from Kamukunji district public primary schools which were 17 in number. The district has two zones; Bahati zone and Eastleigh. Teachers being the main focus of this study were used to give information. The district has a total of 351 teachers.

3.4 Sample size and sampling procedures

As defined by Best and Khan (2005), the sample is a small proportion of a population selected for observation and analysis, which chance or should not be selected haphazardly but rather in a systematically random way so that operation of probability can be obtained. To sample the teachers, the researcher used 30% as suggested by Mugenda and Mugenda (2003). This means that 106 teachers were sampled. To select individual teachers, this number was divided by the number of schools 17 and yielded 6 teachers per school. Picking the teachers at from the individual schools, the researcher took a list of teachers from the headteacher, by simple random sampling the researcher picked five teachers considering gender and at least one administrator from every school to make the number six.

3.5. Research instruments

Mugenda and Mugenda (2003), defines research instruments as instruments with which to collect the necessary information. This study used questionnaires as the main instrument to collect the data. Mulusa (1998) defines a questionnaire as a written set of questions to which the subjects responds in writing. A questionnaire enables the researcher to collect information from a large number of people and the information can easily be analyzed. Questionnaires also give room for anonymity of respondents which in turn helps the respondent to practice honesty when filling them. A set of questionnaires to teachers was used to collect data in this study. The questionnaires had parts A which gathered data regarding demographic variables which included gender, age, academic qualification and experience. Part B gathered information on influence of teacher's responses to pupils' psychosocial needs after post election violence in Public primary schools Kamukunji District, Nairobi Kenya.

3.5.1 Validity of the instruments

According to Kombo and Tromp (2009), validity of an instrument is a measure of how well an instrument measures what it is supposed to measure. A pilot study undertaken by the researcher helped to improve face validity and content of the instruments. The researcher used face validity to review and develop an informal opinion as to whether or not the test is measuring what it is supposed to measure. Content validity on the other hand was used by the researcher to check whether the items in the questionnaire answered the research objectives. Content validity

is dependent upon the adequacy with which the items of a measure constitute an adequate sample of the content domains that a test is asserted to cover. Content validity was therefore used by the researcher to check whether the items in the questionnaire adequately represented the themes in the objectives. The supervisors who are experts in the area of study validated the instruments through expert judgment (Kirk & Miller, 1986).

3.5.2 Reliability of the instruments

Mugenda and Mugenda (2003) defines reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated tests when administered a number of times. To enhance the reliability of the instrument, a pilot study was conducted in three schools which did not form the sample. The aim of pre-testing was to gauge the clarity and relevance of the instrument items. Items found to be inadequate for measuring variables were modified to improve the quality of the research instruments.

This was to ensure that the instrument captured all the required data. Pearson's product moment correlation coefficient formula was used to establish the correlations between the first and the second test.

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

Where $\sum x$ = Sum of X scores

$\sum y$ = Sum of Y scores

$\sum x^2$ = Sum of squared X raw scores

$\sum y^2$ = Sum of squared Y raw scores

$\sum xy$ = Sum of the products of paired X and Y raw scores

N = Number of paired scores

According to Mugenda and Mugenda (1999) a coefficient of 0.70 or more renders the instrument reliable.

The reliability test yielded a coefficient of 0.812 hence the instrument was rendered reliable.

3.6 Data collection procedure

The researcher sought a research permit from the National Council for Science and Technology (NCST). The researcher then proceeded to report to the District Commissioner and District Education Officer, Kamukunji district and thereafter wrote letters to the headteachers to be allowed to undertake the study. The researcher visited the selected schools, created rapport with the respondents and explained the purpose of the study and then administered the questionnaire to the respondents by taking them through its contents for clarity purpose. The respondents were assured that strict confidentiality would be maintained as far as their identities were concerned. The completed questionnaires were collected as soon as they were filled in.

3.7 Data analysis techniques

After the data was collected there was a cross-examination to ascertain their accuracy, competences and identify those items wrongly responded to, spelling mistakes and blanks spaces. Data was then arranged and coded. Coding meant allocating codes to the responses. Quantitative data from the structured or close ended items was entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS) version 12.0. This generated the frequencies and percentages which were used to discuss the findings. Frequency distribution tables were used to present the data. Qualitative data from the open ended items was analyzed according to the themes in the research objectives and presented in narrative form.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter deals with data presentation, analysis and interpretation of findings. The data was analyzed based on key research themes generated from the objectives. The analysis of data was presented in both narrative and tabular forms.

4.2 Response rate

Questionnaire return is the proportion of the questionnaires returned after they have been issued to the respondents. Out of the 106 teachers sampled during the study, 104 teachers filled and returned the questionnaires. The return rates were above 98.11% and hence were deemed adequate for data analysis.

4.3: Demographic data of the teachers

This section presents the demographic data of teachers that were sampled. The demographic data of the teachers was based on their gender, age, level of education and the duration they had taught. To establish the gender of the teachers, they were to indicate it in some space.

Table 4.1 Gender of Respondents

Duration (years)	Frequency	Percent
	N	%
Male	22	21.2
Female	82	78.9
Total	240	100.0

Data shows that majority 78 percent of teachers were female while 21.2 percent of teachers were male. This indicates that there are more female teachers in the county than male teachers. Table 4.2 shows age distribution of the teachers

Table 4.2 Age of teachers

Age of teachers	Frequency	Percentage
	N	%
Below 25 years	3	2.9
26 – 30 years	11	10.6
31 – 35 years	27	26.0
36 – 40 years	13	12.5
41 – 45 years	20	19.2
Over 46 years	30	28.8
Total	104	100.0

Findings show that 28.8 percent of teachers were aged over 46 years. 19.2 percent of teachers were aged between 41 and 45 years. 12.5 percent of teachers were aged between 36 and 40 years while 26.0 percent of teachers were aged between 31 and 35 years. The data shows that most of the teachers were relatively old which presupposes that they were not just from training, had taught different pupils and so they were aware of the teachers' response to learners' psychosocial needs in enhancing learning after post election violence.

Table 4.3 Teachers' teaching experience

Years	Frequency	Percent
	N	%
Below 1 years	2	1.9
1 – 5 years	24	23.1
6 – 10 years	13	12.5
11 – 15 years	9	8.7
16 – 20 years	18	17.3
21 and above	38	36.5
Total	104	100.0

Table 4.3 shows that 23.1percent of teachers had been teaching for between 1 and 5 years, 12.5 percent of teachers for between 6 and 10 years, 8.7 percent of teachers for between 11 and 15 years while 36.5 percent of teachers for more than 21 years. The data shows that most of the teachers had been teaching for a

relatively long time, this means that they were still teaching in 2007 when PEV took place in Kenya. They therefore could provide good information on teachers' response to learners' psychosocial needs in enhancing learning after post election violence.

Table 4.4 Duration of teaching in the current school

Duration (years)	Frequency	Percent
	N	%
Below 1 years	14	13.5
1 – 5 years	51	49.0
6 – 10 years	9	8.7
11 – 15 years	9	8.7
16 – 20 years	10	9.6
21 and above	11	10.6
Total	104	100.0

Table 4.4 shows that 49.0 percent of teachers had been in the current school for between 1 and 5 years, 13.5 percent of teachers for below 1 year, 8.7 percent of teachers for between 6 and 10 years and the same number of teachers for between 11 and 15 years while 10.6 percent of teachers had been in the current school for above 21 years. The data shows that most of the teachers had been teachers for a relatively long time which places them in a position to explain the teachers' response to learners' psychosocial needs in enhancing learning after post election violence in the public schools in the district.

Table 4.5 Teachers' Professional Qualifications

Teachers' qualification	Frequency	Percent
	N	%
P1	53	51.0
B.Ed	28	26.9
Masters	6	5.8
ATS II	6	5.8
Diploma	8	7.7
ATS IV	3	2.9
Total	104	100.0

Majority 51.0 percent of teachers had PI qualification, 26.9 percent of teachers had Bachelor in education. 5.8 percent of teachers had masters; the same number of teachers had ATS II while 7.7 percent of teachers had diploma qualification. The data shows that majority of the teachers are adequately trained beyond the minimum qualification of P1. Therefore with the skills and knowledge acquired in their training it was possible for them to explain how teachers' responded to learners' psychosocial needs in enhancing learning after post election violence.

4.4. Pupils psychosocial needs after post election violence

Emergency situations such as conflict and violence take a heavy toll on children's lives in different parts of the world. To establish the pupils' psychosocial needs

after post election violence, the researcher sought to establish teachers' rate on the effect of PEV on children. Table 4.6 shows their responses.

Table 4.6 Teachers' rating on the effect of PEV on children

Years	Frequency N	Percent %
Affected the children to a great extent	63	60.6
Affected the children to a less extent	41	39.4
Total	104	100.0

Data shows that majority 60.6 percent of teachers indicated that PEV affected the children to a great extent while 39.4 percent of teachers indicated that it affected to a less extent. The data shows that pupils were adversely affected by the post election violence in a number of ways including losing their loved ones for example parents; they suffered from trauma accompanied by fear, distress and withdrawal. Pupils' learning concentration was interfered with hence teachers had to put in place measures that would respond to these psychosocial needs that pupils had after the PEV of 2007 in Kenya.

Table 4.7 Teachers responses on pupils' psychosocial needs after post election violence

	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	Fre	Perc.	Freq.	Perc.	Freq.	Perc.	Freq.	Perc	Freq.	Perc.
	N	%	N	%	N	%	N	%	N	%
Children had psychosocial needs after the PEV	49	47.1	37	35.6	4	3.8	10	9.6	4	3.9
PEV hindered children concentration in learning	35	33.7	46	44.2	8	7.7	14	13.5	1	1.0
PEV hindering pupils educational development	27	26.0	54	51.9	9	8.7	12	11.5	2	1.9
Children were not able to relate well after the PEV	21	20.2	55	52.9	13	12.5	11	10.6	4	3.8
PEV affected children's well-being	33	31.7	50	47.1			9	8.7	12	11.5
PEV made children lose their loved ones	54	51.9	39	37.5	6	5.8	4	3.8	1	1.0
PEV made children not relate well in school	29	27.9	44	42.3	10	9.6	18	17.3	3	2.9
Psychosocial interventions had to be carried out for children	17	16.3	40	38.5	15	14.4	23	22.1	9	8.7
Without psychosocial interventions children would not have coped well in school	35	33.7	50	48.1	9	8.7	5	4.8	5	4.8
Teachers responses to psychosocial were necessary for pupils	60	57.7	39	37.5	2	1.9	2	1.9	1	1.0

Table 4.7 shows that 47.1 percent of teachers strongly agreed that children had psychosocial needs after the PEV, majority 51.9 percent of teachers agreed that PEV hindered pupils educational development the same number of teachers strongly agreed that PEV made children lose their loved ones; 52.9 percent of teachers agreed that children were not able to relate well after the PEV. The data shows that teachers had to employ measures that were supposed to address the needs of the pupils. Data further indicates that majority 57.7 percent of teachers strongly agreed that teachers responses to psychosocial were necessary for pupils while 42.3 percent of teachers agreed that PEV made children not relate well in school. Pupils exposed to such challenges are not able to cope well in school and are not further able learn. Teachers therefore should be in the forefront in addressing such psychological needs so that pupils are able to learn well. According to Akresh et al, (2008), not only do children suffer from the direct consequences of war and armed conflict but they are also indirectly affected by displacement, loss of relatives and the trauma associated with witnessing acts of violence.

When the teachers were asked whether the pupils were able to understand the effects of PEV on them, they responded as in Table 4.8

Table 4.8 Teachers responses on whether the pupils were able to understand the effects of PEV on them

Teachers' response	Frequency N	Percent %
Yes	67	64.4
No	37	35.6
Total	104	100.0

Majority 64.4 percent of teachers said that pupils were able to understand the effects of PEV on them as they lost their beloved ones and their homes. They further indicated that pupils would discuss what was happening in their community. Pupils were aware of the political tension prior to the PEV and what was presented in the media. Further 35.6 percent of teachers indicated that pupils were not able to understand the effects of PEV on them as some were not affected while others were still young. Bell (2006), states that children suffer both the direct and the indirect consequences of armed conflict and violence, which affect them physically and mentally, hindering their educational development. In armed conflict and other situations of violence, educational systems are often disrupted and children's development hindered.

The study also sought to establish teachers' responses on whether they were able to identify children who were socially affected by the PEV. The data is presented in Table 4.9

Table 4.9 Teachers responses on whether they were able to identify children who were socially affected by the PEV

Response	Frequency	Percent
	N	%
Yes	79	76.0
No	25	24.1
Total	104	100.0

Majority 76.0 percent of teachers were able to identify children who were socially affected by the PEV while 24.1 percent of teachers were not able to identify children who were socially affected by the PEV. As stated by Baker and Shalhoub-Kevorkian (2009), helping war-affected children to build on their own strengths and resilience, in collaboration with trusted caregivers, is an important strategy in the process of healing. Integrating modern knowledge of child development and child rights with local concepts and practices will result in more effective and sustainable ways to meet children's needs.

Teachers further indicated that they could identify the children who were socially affected by the PEV as they looked disturbed, they were withdrawn, some were violent in the class and they changed in behavior and performance.

Table 4.10 Teachers rate on the effect of PEV on children’s trauma

Response	Frequency N	Percent %
Very high	20	19.2
High	58	55.8
Low	19	18.3
Very low	7	6.7
Total	104	100.0

Majority 55.8 percent of teachers rated the effect of PEV on children trauma being high, 19.2 percent of teachers indicated that it was very high, 18.3 percent of teachers indicated that it was low while 6.7 percent of teachers said it was very low. The data shows that PEV had a high effect on pupils which suggests that pupils needed to be exposed to conditions aimed at addressing the trauma so that they could be best incorporated in the school system to ensure effective learning.

Asked whether PEV affected children psychologically/ mentally, majority 82.7 percent of teachers said it affected as children developed fear in them, some were unable to continue with learning and those who continued dropped in performance. Teachers further indicated that some children used to hide under the chair on hearing any noise / quarrels while others begun to identify the tribal groups among themselves. Studies by Paine, & Hansen (2002,) Baker, & Shalhoub-Kevorkian. (2009), Akresh, Richard, and Damien de Walque (2008) indicated that with supportive teachers, most children will achieve a sense of healing.

4.5 Influence of teachers’ training, experience and attitude on pupils’ psychosocial needs in enhancing learning after post election violence in

Teachers can be a primary resource for healthy psychosocial and cognitive development for children. To establish the influence of teacher characteristics on pupils’ psychosocial needs in enhancing learning after post election violence, teachers were asked to indicate the frequency at which they carried out activities with children after the PEV. Table 4.11 shows their responses

Table 4.11 Teachers responses on the frequency at which they carried out activities with children after the PEV

	Very often		Often		Rarely		Never	
	Fre N	Per %	fr N	Per %	fre N	Per %		
Focused on sensitization on these children	32	30.8	53	51.0	15	14.4	4	3.8
Used child related teaching methodologies	52	50.0	42	40.4	8	7.7	2	1.9
Employed sound instructional approaches during teaching	40	38.5	53	51.0	10	9.6	1	1.0
Employed close bonds and relationships between pupils	58	55.8	29	27.9	12	11.5	5	4.8
Employed coping mechanisms to children	38	36.5	44	42.3	20	19.2	2	1.9
Engaged teacher counselors to assist children	26	25.0	48	46.2	24	23.1	6	5.8
Employed basic psychological support for children	33	31.7	40	38.5	16	15.4	15	14.4
Employed socio-emotional activities among children	45	43.3	29	27.9	19	18.3	11	10.6
Engaged counselors in focusing on pupils trauma	16	15.4	28	26.9	32	30.8	28	26.9
Engaged parents in talking to pupils	29	27.9	23	22.1	32	30.8	20	19.2

Data shows that majority 51.0 percent of teachers often focused on sensitization on these children and employed sound instructional approaches during teaching, majority 50.0 percent of teachers used child related teaching methodologies very often. Findings further indicates that majority 55.8 percent of teachers employed close bonds and relationships between pupils very often, 46.2 percent of teachers often engaged teacher counselors to assist children while 30.8 percent of teachers rarely engaged counselors in focusing on pupils trauma and parents in talking to pupils.

Crooks, et al, (2007) states that training which focuses on sensitization, child-friendly communication, nurturance, and sound instructional approaches has the potential for large-scale impact on the wellness of all children in the classroom. Pupils centered pedagogy fundamental to basic child-development, psychosocial adjustment, and child rights.

Teachers' responses to pupils' interactions in enhancing learning after post election violence

Teachers can play an important role in responding to pupils' interactions after post election violence in a bid to enhance learning. The study therefore sought to establish teachers' responses to pupils' interactions in enhancing learning after post election violence. The teachers were therefore asked to indicate their responses on whether PEV had an impact on pupil relationships. The data is presented in Table 4.12

Table 4.12 Teachers' responses on whether PEV had an impact on pupils' interactions

Response	Frequency	Percent
	N	%
Yes	82	78.8
No	22	21.2
Total	104	100.0

Majority 78.8 percent of teachers indicated that PEV had an impact on pupils' relationships. They further added that most children developed fear of others, some identified their ethnic background and others grouped themselves. Findings further indicated that 21.2 percent of teachers said that the PEV had no impact on pupil relationships as their pupils continued to relate well after PEV. The teachers provided an appropriate learning environment. This is in line with The International Rescue Committee (2003) which suggests that teachers should provide such pupils with a dependable, interactive routine through school or other organized educational activity.

Table 4.13 Teachers’ responses on whether pupils experienced withdrawal from active participation in learning in general after PEV

Teachers’ response	Frequency	Percent
	N	%
Yes	62	59.6
No	42	40.4
Total	104	100.0

Majority 59.6 percent of teachers indicated that their pupils experienced withdrawal from active participation in learning in general while 40.4 percent of the teachers said that their pupils did not experience withdrawal from active participation in learning in general after PEV. Addressing pupils interactions after PEV promote the focus of teachers’ actions on fulfilling the mission of education, to help teachers reduce student distress and facilitate students’ return to classroom learning.

Table 4.14 Teachers’ responses on how pupils experienced withdrawal from active participation in learning after PEV

Teachers’ response	Frequency N	Percent %
They became very inactive due to injuries mentally and emotionally	40	38.5
Children continued to participate in learning activities	39	37.5
They were given proper guidance	2	1.9
Concentration was minimal	23	22.1
Total	104	100.0

Data shows that 38.5 percent of teachers indicated that their pupils become very inactive due to injuries mentally and emotionally, 37.5 percent of teachers indicated that their children continued to participate in learning activities while 22.1 percent of teachers said that pupil’s concentration was minimal.

4.6 Teachers response to pupils’ withdrawal in enhancing learning after post election violence

To determine teachers’ response to pupils’ withdrawal in enhancing learning after post election violence in public primary schools, the researcher sought to establish how teachers coped with pupils’ withdrawal. Table 4.15 shows their responses.

Table 4.15 Teachers responses on how they coped with pupils' withdrawal

Response	Frequency N	Percent %
By counseling them	45	43.3
By encouraging them to participate in learning activities	56	53.8
Loving the children	3	2.9
Total	104	100.0

Majority 53.8 percent of teachers encouraged pupils to participate in learning activities, 43.3 percent of teachers counseled the pupils while 2.9 percent of teachers coped with pupils' withdrawal by showing them love.

Table 4.16 Teachers' responses on the frequency in which they employed the techniques in relating with pupils

Technique used	Very often		Often		Rarely		Never	
	Fre N	Per %	Fre N	Per %	Fre N	Per %	fr N	per%
Encouraged pupils to work in groups	61	58.7	40	38	5	3	29	
Encouraged pupils mixed ethnic grouping	63	60.6	36	34.6	4	3.8	1	1.0
Paid individual attention to pupils who seemed lonely	61	58.7	39	37.5	4	3.8		
Ensured pupils play together	70	67.3	29	27.9	5	4.8		
Ensured pupils related as a team	60	57.7	34	32.7	9	8.7	1	1.0
Pupils recited poems relating to cooperation	34	32.7	49	47.1	19	18.3	2	1.9
Ensured pre social activities among pupils	40	38.5	47	45.2	16	15.4	1	1.0
Ensured pupils interacted in different activities	65	62.5	33	31.7	5	4.8	1	1.0

Findings shows that majority 58.7 percent of teachers encouraged pupils to work in groups and paid individual attention to pupils who seemed lonely very often, 57.7 percent of teachers ensured pupils related as a team very often. Data further indicates that majority 60.6 percent of teachers encouraged pupils mixed ethnic grouping, majority 67.3 percent of teachers ensured pupils played together very often while majority 62.5 percent ensured pupils interacted in different activities.

4.7 Teachers responses to distress in enhancing learning after post election violence.

Children who have been exposed to armed violence almost always experience a significant change in their beliefs and attitudes, including a fundamental loss of trust in others. To assess teachers’ responses to distress in enhancing learning after post election violence, the researcher sought to establish whether the children expressed distress after the PEV. Table 4.17 shows teachers responses.

Table 4.17 Teachers’ responses on whether children expressed distress after the PEV

Response	Frequency	Percent
	N	%
Yes	75	72.1
No	29	27.9
Total	104	100.0

Table 4.17 shows that majority 72.1percent of teachers indicated that children expressed distress after the PEV. They further indicated that children made negative comments about certain communities and political leaders, and they expressed their feelings and experience. Rebuilding the ability to trust is a universal challenge in the wake of conflicts, but it is particularly important for those who are a part of children's daily lives such as teachers.

Majority 77.9 percent of teachers further added that the PEV had an impact on pupil relationships as some pupils formed ethnic friendships and they started investigating about the background of their fellow pupils while remained suspicious of their class and school mates.

Table 4.18 Teachers responses to distress in enhancing learning after post election violence.

Technique used	Very often		Often		Rarely		Never	
	freq N	per %	fre N	Per %	fre N	per %	fre N	per %
Encouraged sincerity among pupils	57	54.8	44	42.3	3	2.9		
Addressed anxiety among pupils	35	33.7	59	56.7	10	9.6		
Made sure that pupils cultivated trust among pupils	46	44.2	56	53.8	2	1.9		
Provided opportunity for expression by pupils	45	43.3	51	49.0	8	7.7		
Made children openly verbalize their fear	35	33.7	51	49.0	15	14.4	3	2.9
Provided opportunities for cooperation among pupils	48	46.2	43	41.3	12	11.5	1	1.0
Made children cooperate well in classrooms	52	50.0	47	45.2	4	3.8	1	1.0

Most teachers, 54.8 percent indicated that they encouraged sincerity among pupils very often, 56.7 percent of teachers addressed pupils anxiety among pupils often, majority 53.8 percent of teachers made sure that pupils cultivated trust among pupils often. Findings further shows that 49.0 percent of teachers often made children openly verbalize their fear while 45.2 percent of teachers made children cooperate well in classrooms often. According to Caldarella (2008), a number of activities have been identified for teachers as supporting healing by fostering in children a sense of purpose, self-esteem and identity.

When asked to indicate the challenges they experienced in responding to children psychosocial needs, teachers indicated the following; failure of pupils to interact with their peer groups, pupils' stress and frustration, pupils' drop out of school and in their performance, wrong prioritization by the government to deal with problems facing school children, hunger, parents' failure to follow up on their children performance and lack of confidence of parents and their children. According to Herman, Merrell and Reinke (2004), given the increase in anxiety and the disruption a crisis can have on children's sense of safety and security, there is a decrease in the amount of mental energy and focus available to learn and complete academic assignments.

Teachers suggested that for effective teacher responses to pupils' psychosocial needs, they should be trained on how to handle these problems; teachers should be close to the children always by counseling them. Teachers further indicated that teachers should encourage effective use of suggestion box and promote freedom of speech through debate. Teachers further indicated that all stakeholders should work as at team. When it comes to dealing with psychosocial needs of pupils after violence, teachers suggested parental, the government and education personnel involvement as key in aiding enhancement in learning.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

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

5.2 Summary of the study

The purpose of this study was to establish teachers' response to learners' psychosocial needs in enhancing learning after post election violence in public primary schools in Kamukunji district Nairobi County. Three research questions which sought to establish how teachers' training, experience and attitude influence their response to pupils' psychosocial needs in enhancing learning after post election violence in public primary schools in Kamukunji district Nairobi ,to identify ways in which teachers' response to pupils' trauma/ withdrawal and distress in enhances learning after post election violence in public primary schools in Kamukunji district Nairobi and lastly to determine the extent to which teachers' response to pupils' interactions enhances learning after post election violence in public primary schools in Kamukunji district Nairobi were formulated. The research design used in this study was descriptive survey. The sample comprised of 106 teachers derived through simple random sampling. This study used

questionnaires as the main instrument to collect the data. Data were analyzed by use of qualitative and quantitative techniques.

5.3 Major findings of the study

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

Findings revealed that pupils had psychosocial needs after post election violence. This was revealed by the responses of the teachers that majority 60.6 percent indicated that PEV affected the children to a great extent. It was also revealed by 47.1percent teachers who strongly agreed that children had psychosocial needs after the PEV, majority 51.9percent of teachers agreed that PEV hindered pupils educational development. Majority 52.9 percent of teachers agreed that children were not able to relate well after the PEV. Majority 57.7percent of teachers further strongly agreed that addressing pupils' psychosocial needs was necessary so as to enable the children to cope well in school. Majority 64.4 percent of teachers reported that pupils were able to understand the effects of PEV on them as they lost their beloved ones and their homes. Majority 76.0 percent of teachers were able to identify children who were socially affected by the PEV while 55.8 percent of teachers rated the effect of PEV on children trauma being high with 19.2 percent of teachers indicated that it was very high. Majority of the teachers 82.7 percent said PEV affected pupils as they developed fear in them, they were unable to continue with learning and those who continued dropped in performance. Teachers further indicated that some children used to hide under the

chair on hearing any noise / quarrels while other begun to identify the tribal groups among themselves.

Findings also revealed that teacher training, experience and attitude influenced their response to pupils' psychosocial needs in enhancing learning after Post Election Violence. For example majority 51.0 percent of teachers often focused on sensitization on these children and employed sound instructional approaches during teaching, majority 50.0 percent of teachers also used child centered teaching methodologies very often. Findings further indicated that majority 55.8 percent of teachers employed close bonds and relationships between pupils very often, 46.2 percent of teachers often engaged teacher counselors to assist children while 30.8 percent of teachers rarely engaged counselors in focusing on pupils trauma and parents in talking to pupils.

Findings further indicated that teachers' response to pupils' interactions enhanced learning after post election violence. For example, majority 78.8 percent of teachers indicated that PEV had an impact on pupils to pupils relationships. They further added that most pupils developed fear of others, some identified their ethnic background and others grouped themselves. Majority 59.6 percent of teachers indicated that their pupils experienced withdrawal from active participation in learning in general. A relatively high number of teachers, 38.5 percent, indicated that their pupils had become very inactive due to injuries mentally and emotionally with 37.5 percent indicating that their pupils continued to participate in learning activities.

Findings also indicated that teacher's response to pupils' withdrawal enhanced learning after post election violence. This was revealed by majority 53.8 percent of teachers who indicated that they encouraged pupils to participate in learning activities, 43.3 percent counseled the pupils while 2.9 percent of teachers helped pupils cope with withdrawal by loving them.

Findings also showed that majority 58.7 percent of teachers encouraged pupils to work in groups and paid individual attention to pupils who seemed lonely very often, 57.7 percent of teachers ensured pupils related as a team very often. Findings further indicate that majority 60.6 percent of teachers encouraged pupils mixed ethnic groupings, majority 67.3 percent of teachers ensured pupils played together very often while majority 62.5 percent ensured pupils interacted in different activities.

Findings further revealed that teachers responded to distress experienced by pupils after post election violence. For example majority 72.1 percent of teachers indicated that children expressed distress after the PEV. They further indicated that children made negative comments about certain communities and political leaders, and they expressed their feelings and experience. Majority 77.9 percent of teachers further added that the PEV had an impact on pupil relationships as some pupils formed ethnic friendships and they started investigating about the background of their fellow pupils while remained suspicious of their class and school mates. Majority 54.8 percent of teacher indicated they encouraged sincerity among pupils very often, 56.7 percent of teachers addressed pupils

anxiety among pupils often, majority 53.8 percent of teachers made sure that pupils cultivated trust among pupils often. Findings further shows that 49.0 percent of teachers often made children openly verbalize their fear while 45.2 percent of teachers made children cooperate well in classrooms often.

5.4 Conclusions of the study

Based on each research theme generated from research objectives, it was revealed that pupils had psychosocial needs after post election violence which hindered them from educational development. For example, children were not able to relate well after the PEV hence addressing the psychosocial needs was necessary so as to enable the children to cope well in school. The study also concluded that teacher characteristics: training, experience and attitude influenced pupils' psychosocial needs in enhancing learning after post election violence. For example teachers often focused on sensitization on these children and employed sound instructional approaches during teaching; they also used child related teaching methodologies very often. Teachers employed close bonds and relationships between pupils very often and often engaged teacher counselors in assisting the children's needs and in focusing on pupils' trauma.

The study further concluded that teachers' response to pupils' interactions enhanced learning after post election violence and that teachers' response to pupils' withdrawal enhanced learning after post election violence. Teachers encouraged pupils to participate in learning activities; they counseled and helped them cope with withdrawal by loving them. Teachers encouraged pupils to work

in groups, they paid individual attention to pupils who seemed lonely, they ensured pupils related as a team very often. Teachers encouraged pupils mixed ethnic grouping and ensured pupils played together and interacted in different activities.

The study also concluded that teachers responded to the distress experienced by pupils after post election violence. For example teachers encouraged sincerity among pupils; they also addressed pupils' anxiety and made sure that pupils cultivated trust among themselves. It was further concluded that teachers often made children openly verbalize their fear and also made them cooperate well in classrooms.

5.5 Recommendations from the study findings

Based on the conclusions of the study, the following were the recommendations

- i. Teachers should be trained or in-serviced at teacher training colleges on how to handle pupils' psychosocial needs after post election violence so as to enhance learning.
- ii. Schools should put in place mechanisms for addressing pupils' trauma after a traumatic experience such as one caused by post election violence so that it does not hinder learning.
- iii. School Guidance and counseling departments should be empowered to enable them address pupils' psychosocial needs after violence.
- iv. Pupils should be encouraged to share experiences after traumatic events so that they can be assisted to overcome the same for effective learning.

5.6 Suggestion for further research

Taking the limitations and delimitations of the study, the following areas were suggested for further study:

- i. Teachers' response to learners' psychosocial needs in enhancing learning in private primary schools as well.
- ii. Teachers' response to learners' psychosocial needs in enhancing learning in both public and private secondary schools.
- iii. Replication of the study using a different sample of non-teaching education officials would help to improve teachers' knowledge on the best practices in responding to learners' psychosocial needs in enhancing learning after any form of violence in Kenya.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Ruth Nduku Munguti,

P.O. Box 251, (00515)

Nairobi.

Headteacher

Dear Sir

REF: PERMISSION TO CARRY OUT RESEARCH IN YOUR SCHOOL

I am a post graduate student pursuing a Masters of Education degree in Education in Emergencies at the University of Nairobi. I am conducting a research for my final year report which is a requirement of the degree programme. The research topic is 'Teachers' responses to pupils' psychosocial needs after post election violence in Kamukunji district, Nairobi County. I kindly request you to spare some of your time to fill this questionnaire. Your identity will be treated confidentially. The information will be used for academic purposes only.

Thank you in advance.

Yours Faithfully,

Ruth Nduku Munguti

M.ED. Student

APPENDIX II

QUESTIONNAIRE FOR TEACHERS

The purpose of this questionnaire is to gather information for a research on teachers' response to learners' psychosocial needs in enhancing learning after post election violence in public primary schools in Kamukunji district Nairobi County. You are requested to participate in the study by filling in this questionnaire. Please complete each section according to the instructions. For confidentiality sake do not write your name or the name of your school. Kindly respond to all questions.

Section A: Demographic data

What is your gender?

Male [] Female []

What is your age?

Below 25 years [] 26 – 30 years []

31 – 35 years [] 36 – 40 years []

41 – 45 years [] Over 46 years []

How long have you been a teacher?

Below 1 years [] 1 – 5 years []

6 – 10 years [] 11 – 15 years []

16 – 20 years [] 21 and above []

How long have you been a teacher in this school?

Below 1 years [] 1 – 5 years []

6 – 10 years [] 11 – 15 years []

16 – 20 years [] 21 and above []

What is you highest professional qualifications?

P1 [] B.Ed [] Masters []

Others specify _____

Section B: Teachers responses to pupils psychosocial needs after post election violence

How would you rate the effect of PEV on children?

Affected the children to a great extent []

Affected children to a less extent []

Indicate the extent to which you agreed with the following statements

Key:

SA= Strongly Agree **A** = Agree **U** = Undecided **D**= Disagree

SD = Strongly Disagree

Statement	SA	A	U	D	SD
Children had psychosocial needs after the PEV					
PEV hindered children concentration in learning					
PEV hindering pupils educational development					
Children were not able to relate well after the PEV					
PEV affected children's well-being					
PEV made children lose their loved ones					
PEV made children not relate well in school					
Psychosocial interventions had to be carried out for children					
Without psychosocial interventions children would not have coped well in school					
Teachers responses to psychosocial were necessary for pupils					

Were the school children able to understand the effects of PEV on them?

Yes [] No []

Explain your answer _____

Were you able to identify children who were socially affected by the PEV?

Yes [] No []

Explain your answer _____

How do you rate the effect of PEV on children trauma?

Very high [] High []

Low [] Very low []

Did the PEV affect children psychologically?

Yes [] No []

Explain your answer _____

To what extent to you do the following activities with children after the PEV

Statement	Very often	Often	Rarely	Never
Focussed on sensitization on these children				
Used child related teaching methodologies				
Employed sound instructional approaches during teaching				
Employed close bonds and relationships between pupils				
Employed coping mechanisms to children				
Engaged teacher counsellors to assist children				
Employed basic psychological support for children				
Employed socio-emotional activities among children				
Engaged counsellors in focussing on pupils trauma				
Engaged parents in talking to pupils				

Did the PEV have an impact on pupil relationships?

Yes [] No []

Explain your answer _____

Did you experience pupils withdrawal after PEV?

Yes [] No []

Explain your answer _____

How do you cope with pupils' withdrawal?

Indicate how you employed the following techniques in relating with pupils?

Statement	Very often	Often	Rarely	Never
Encouraged pupils to work in groups				
Encouraged pupils mixed ethnic grouping				
Paid individual attention to pupils who seemed lonely				
Ensured pupils play together				
Ensured pupils related as a team				
Pupils recited poems relating to cooperation				
Ensured prosocial activities among pupils				
Ensured pupil interactions in different activities				

Did children express distress after the PEV?

Yes [] No []

Explain your answer _____

Did the PEV have an impact on pupil relationships

Yes [] No []

Explain your answer_____

Indicate how you employed the following techniques in relating with pupils?

Statement	Very often	Often	Rarely	Never
Encouraged sincerity among pupils				
Addressed pupils anxiety among pupils				
Made sure that pupils cultivated trust among pupils				
Provided opportunity for expression by pupils				
Made children openly verbalize their fear				
Provided opportunities for cooperation among pupils				
Made children cooperate well in classrooms				

What challenges do you experience in responding to children psychosocial needs?

What suggestions would you give for effective teacher responses to psychosocial needs for children?

APPENDIX III

RESEARCH PERMIT

PAGE 2 PAGE 3

Research Permit No. **NCST/RCD/14/013/858**

THIS IS TO CERTIFY THAT: Date of issue **28th May, 2013**

Prof./Dr./Mr./Mrs./Miss/Institution Fee received **KSH. 1,000**

Ruth Nduku Munguti

of (Address) **University of Nairobi**


P.O.Box 30197-00100, Nairobi.

has been permitted to conduct research in

Location
Kamukunji District
Nairobi Province

on the topic: Teachers' response to learners' psychosocial needs in enhancing learning after Post Election Violence in public primary schools Kamukunji District, Nairobi, Kenya.

for a period ending: 30th May, 2014.




[Signature]
for Secretary
National Council for Science & Technology

Applicant's Signature

CONDITIONS

- 1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed with-out prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**

GPK60553m1(10/2011)


REPUBLIC OF KENYA
RESEARCH CLEARANCE PERMIT
(CONDITIONS - see back page)

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/858**

Date: **28th May 2013**

Ruth Nduku Munguti
University of Nairobi
P.O Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application dated **21st May, 2013** for authority to carry out research on *“Teachers’ response to learners’ psychosocial needs in enhancing learning after post election violence in public primary schools, Kamukunji District, Nairobi, Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **Kamukunji District** for a period ending **30th May, 2014**.

You are advised to report to **the District Commissioner and District Education Officer, Kamukunji District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Kamukunji District