UNIVERSITY OF NAIROBI

IMPACT OF GUIDANCE AND COUNSELING ON SCHOOL GOING CHILDREN AFFECTED BY ARMED CONFLICT: A CASE OF PEV VICTIMS IN KIBERA, NAIROBI COUNTY.

BY

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". . . my fear is not even for the past or the present, but for the future." . . . A victim of the 1998

tribal clashes in Rift Valley (Amnesty International, 1998)

DECLARATION

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

_____ Date: 30/11/2012

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This research Project is Submitted for Examination with my Approval as the University Supervisor

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DEDICATION

I dedicate this project to my parents Margaret Opijah and Eminent Educator Julius Opijah (Posthumous). I will not forget the great support from all my siblings and the entire family at large. Your love, financial support and encouragement have enabled me be what I am. Having you in my life is the best gift from God. I love you beyond. Lastly, I dedicate this proposal to all people who helped me in one way or another.

ACKNOWLEDGEMENTS

ABSTRACT

Armed 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 violence, they are indirectly affected by displacement, loss of relatives and the trauma associated with witnessing acts of violence. The purpose of this study was to determine the impact of guidance and counseling on school going children affected by armed conflict. The study sought to learn from the experiences of the post election violence victims in Kibera slums, Nairobi County. The study established the psychosocial and post-traumatic disorders on school going children as a result of armed conflict. The study further sought to determine the extent to which guidance and counseling is undertaken for school going children in armed conflict situations and ways in which guidance and counseling could be-undertaken during such times.

The study employed a descriptive survey design to gather data. 65 respondents of which 48 children who had been affected by the post election and 17 participants were key informants. The study found out that though guidance and counseling could have a great impact in addressing the needs of children during periods of violence and armed conflict, there are no mechanisms, structures or Institutions that have been set up to address this. As a result of conflict children suffer from post-traumatic disorders and the psychosocial implications of armed conflict on children is severe.

The researcher recommends that there be measures put in place to ensure that guidance and counseling for children affected by armed conflict is undertaken for children during times of violence. Follow up measures should also be undertaken to ensure that children are well prepared in handling the psychosocial and posttraumatic disorders that arise from armed conflict. In promoting psychological recovery for the traumatized children, the caregivers who might be teachers, social workers or children officers should assure the children that all measures are being taken or have been taken to prevent re-occurrence of the event that caused the trauma.

The researcher recommends a participatory research be undertaken to determine how capacity building in children can be enhanced after conflict situations. A study should also be undertaken to determine how governments can be encouraged to improve systems of law enforcement and justice and bring an end to impunity for the perpetrators of violence and violations of children's rights.

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LIST OF ABBREVIATIONS AND ACRONYMS

PEV   Post Election Violence

ALP   Accelerated Learning Programme

EEPCT   Education in Emergencies and Post-Crisis Transition

CAAC   Children Affected by Armed Conflict

CRC   Convention on the Rights of the Child

DFID   Department for International Development (UK)

GDP   Gross Domestic Product

ICRC   International Committee of the Red Cross

IDP   Internally Displaced Person

UNDP   United Nations Development Programme

UNHCR United Nations High Commissioner for Refugees

UNICEF United Nations Children's Fund

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The past century has witnessed an increasing number of armed conflicts throughout the world (Pedersen, 2002), in which conflict takes place not between states but between groups within a population with prolonged grudges against each other, on the basis of ethnic, cultural or religious lines (Onyango, 1998). Armed 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 violence, they are also indirectly affected by displacement, loss of relatives and the trauma associated with witnessing acts of violence.

More than half of the victims of armed conflicts are children (Al-Eissa, 1995) and UNICEF (1996) estimated that these statistics reached up to 90% of the casualties in some areas. Children are killed, maimed, displaced and rendered homeless, parentless, or emotionally traumatized. The impact of armed conflict on the lives of children is vast, ranging from death and physical injury to extensive psychological damage, displacement, and life in camps, among others (Onyango, 1998; Wessells, 1998).

It is a widely accepted fact that schooling is vital for children's social and cognitive development. In conflict situations regular school attendance is hindered and thus the additional benefit of providing consistency in young lives is otherwise severely disrupted. Nevertheless, receiving a formal education in conflict situations entail considerable risks for students. These include not only the physical dangers associated with getting to school and remaining in a space that is potentially a military target but also includes

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emotional, psychological and social consequences. Children and young people have specific needs and vulnerabilities in armed conflict or other situations of violence. These needs must be addressed more effectively: this was the rationale for the workshop on children affected by armed conflict and other situations of violence that the International Committee of the Red Cross (ICRC) organized in March 2011 in Geneva (ICRC, 2011).

The main reason of focus on these group was because in the devastation that accompanies armed conflict, children, one of the most vulnerable segments of the civilian population, are affected in various ways. As for young people, they tend to be the main protagonists, as well as the main victims, of organized violence.

Research has shown that exposure to armed conflict and violence can lead to posttraumatic stress (PTS) disorder in the victims (Schiraldi, 2000). PTS is a psychological disorder which is manifested in victims of the violence through emotional, cognitive and behavioural disturbances. However, the probability of developing the disorder depends largely on the nature and severity of the traumatic event and higher rates (i.e., closer to 25%) have been observed in select examples of individuals exposed to intense traumas involving interpersonal violence or life threat (Craighead & Nemeroff, 2004). The post-election violence which occurred in Kenya in 2007 was quite intense and it is likely that a large percentage of victims particularly children of school going age, who in this study are considered to have been aware of the happenings, suffered from PTS disorder.

Post-traumatic stress disorder can be alleviated or treated by combining psychological, psychosocial and pharmacologic treatment into a multimodal intervention programme (Shalev, Bonne, & Eth, 1996). Studies have shown that with increases in , social support

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and a shift toward problem-focused coping, symptoms of PTS disorder decline. Guidance and counseling therefore is what children affected by armed conflict and violence need.

Egan (2002), notes that the goal is to reduce psychological disturbances. The theories from which goals and interventions are derived are psychological. One of the goals is to help counselee's develop their competencies. Generally, it emphasizes the aspect of increasing counselee personal responsibility for their own lives (Gleitman, 1986).

It is sad that armed conflict has been a part of Kenya's electoral processes since the restoration of multi party politics in 1991. The violence that shook Kenya after the 2007 general elections was unprecedented and was by far the most deadly and the most destructive armed conflict ever experienced in Kenya. Unlike previous cycles of election related conflict, much of it followed, rather than preceded elections. The 2007-2008 post-election violence was also more widespread than in the past. It affected all but 2 provinces and was felt in both urban and rural parts of the country. Previously violence around election periods concentrated in a smaller number of districts mainly in Rift Valley, Western, and Coast Provinces (Republic of Kenya, 2008).

In some ways the post-election violence resembled the ethnic clashes of the 1990s and was but an episode in a trend of institutionalization of violence in Kenya over the years. The fact that armed militias, most of whom developed as a result of the 1990s ethnic clashes, were never de-mobilized led to the ease with which political and business leaders reactivated them for the 2007 post-election violence.

This conflict added to a new dimension to behavioural change. For instance children from various tribes who used to co-exist as one unit in schools ceased to view each other as peers and colleagues but now viewed each other through the tribal lense. The events of

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this period led to children affected to start living in perpetual fear and suspicion to each other (Arudo, 2008).

Kibera slum, Kenya's largest slum, was the epicenter of armed conflict during PEV. It bore the brunt of post-election violence and destruction as communities of mixed ethnic descent that had lived in peace for many years became polarized. Women were raped and/or sexually assaulted in their homes or in the surrounding neighbourhood.. It was reported that, during the curfew imposed during the period of post-election violence, police officers on patrol would break down doors of houses where women were known to reside alone (without an adult male presence). They would then assault and rape the women, sometimes in the presence of their children. A case is reported where a victim was raped in the presence of her 8-year-old son and infected with HIV[1] (Organisation Mondiale Contre la Torture, 2008).

The researcher, through this study, sought to determine the impact of guidance and counseling on school going children affected by armed conflict by learning from the victims of post election violence in Kibera, Nairobi County. The researcher laid emphasis on the psychosocial implications and the post-traumatic disorders on school going children as a result of armed conflict while at the same time evaluating extent to which guidance and counseling is undertaken for school going children in armed conflict situations. The researcher also sought to find out ways in which guidance and counseling can be undertaken for children during and after armed conflict situations.

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[1] Cases reported to the Gender-Based Violence Recovery Centre (Kenyatta Hospital), a one-stop-shop facility for survivors of sexual violence supported by Kenyatta Hospital and COVAW (K). The crimes described were committed between 30 December 2007 and 1 January 2008.

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1.2 Statement of the Problem

Conflict has its greatest impact on the poorest communities in the poorest countries, and children and adolescents under age 18 are among the most severely affected in these communities. According to the United Nations, some 20 million people have been killed in over 150 armed conflicts in developing countries since the Second World War, the majority being women and children. More than half of the world's 22.4 million displaced people are children and adolescents: one in every 230 persons in the world is a child or adolescent who has been forced to flee his or her home. The impact on children may be direct and apparent, as in the case of death, wounding, family separation, or dislocation, but they are frequently far less obvious, as with economic impoverishment, hazardous labour, early marriage, or the loss of opportunities for education and health (UNICEF, 2012).

The Convention on the Rights of the Child (CRC) provides a global charter for children's survival, protection, development and well-being. Armed conflict creates conditions under which many of the rights laid out in the CRC are undermined. As the 1996 Graça Machel report to the United Nations on War Affected Children pointed out, war greatly increases the threats to children and clearly contravenes the mandate for their protection provided by the CRC.

One would have expected that the events of 2007-2008 and the extensive violence through armed conflict, that Kenyans would have learned an important lesson as pertaining to armed conflict. Recent activities that have occurred in the recent past go to affirm to the researcher's strong belief that Kenya can and is likely to experience armed conflict at a higher scale again in the future. The recent flare of armed conflict in Wajir

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and Tana River that left over fifty people dead is just an indicator that the nation is not yet out of the woods.

The researcher notes that when the government moved in to quell the Tana River conflict last month, (August) over 1200 General Service Unit officers were deployed. Taking into consideration that the most vulnerable victims of any armed conflict are the children, one would have expected that a team of professional counselors would have been dispatched with this group so as to offer guidance and counseling to this vulnerable group within the society.

According to Mwangi (2008) most reports on the post-election violence are from the media and they have focused more on the economic cost of the crisis such as loss of jobs, revenue from tax and foreign aid. This study therefore fills the gap in literature by providing empirical data on the impact of guidance and counseling on school going children affected by armed conflict. So far, the available research on the impact of guidance and counseling for children affected by armed conflict is limited. Kodero and Misigi (2010) focuses on Post–Traumatic Stress Levels among students affected by post-election violence in Uasin Gishu District, Kenya while Sikolia & Lutomia (2002) focus on Guidance and counseling in Schools and Colleges.

In terms of the issues to be explored through research which involves children, UNICEF (2012), in a discussion paper on children affected by armed conflict in South Asia, the following was one of the issues identified as priority concern requiring further investigation and understanding: The effect of armed conflict upon children's psycho-social wellbeing. This study has thus been able to provide the effects of armed conflict

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upon children's psychosocial well being and goes even further to give the impact of guidance and counseling in addressing these needs.

1.3 Purpose of the Study

This study sought to determine the impact of guidance and counseling on school going children affected by armed conflict by laying a special focus on the victims of post election violence in Kibera, Nairobi County.

1.4 Research Objectives

1. To establish the psychosocial and post-traumatic disorders on school going children as a result of armed conflict.

2. Find out the extent to which guidance and counselling is undertaken for school going children in armed conflict situations.

3. To come up with ways in which guidance and counselling can be undertaken for school going children during and after armed conflict situations.

1.5 Research Questions

1. What are the psychosocial implications of post-Election violence on school going children?

2. Which post-traumatic disorders affect school going children as a result of armed conflict?

3. To what extent is guidance and counselling undertaken for school going children in armed conflict situations?

4. How can guidance and counselling be undertaken for children during and after armed conflict situations?

1.6 Significance of the Study

The findings of this study have shown that guidance and counseling services is an important element for children of school going age affected by armed conflict. An effective guidance and counseling program helps alleviate the children's psychosocial and post-traumatic disorders arising from armed conflict and its effects. Therefore, the recommendations of this study may assist the educational policy makers, the government and other humanitarian organizations in planning and making appropriate decisions to strengthen guidance and counseling services for children of school going age affected by armed conflict.

The findings of this study could also assist children counselors in understanding the psychosocial implications of armed conflicts and the post-traumatic disorders that arise in children during times of armed conflict. This will aid the counselor in helping them to achieve academic, social and personal growth and appropriate integration into the values and productive activities of the society. Parents can also benefit from the findings of this study since their efforts in their children would be supplemented. Finally, the researcher anticipates that this study will create awareness on the impact of effective guidance and counseling services to children of school going age affected by armed conflict hence filling the gaps in research in this area and may prompt other researchers to undertake similar studies in other areas.

1.7 Scope of the Study

This study was meant to find out the impact of guidance and counseling on school going children affected by armed conflict. The participants of the study consisted of children above the age of eleven years who had already attained the age of going to school by the

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time of the PEV. They were considered as the appropriate subjects of the study because they were victims of the PEV and thus their experience from the violence that degenerated into armed conflict was vital to this study. Other respondents of the study were the teacher counselors and caretakers in children's homes. Their inclusion in the study had a great impact because they directly interact with these children and provide guidance and counseling services to them. The study involved a public primary school, a public secondary school and several children's homes.

1.8 Limitations of the Study

The following factors posed as limitations to this study:

i. Some of the key informants were suspicious of the findings and the researcher had to assure them that the findings of the study were only for academic purposes.

ii. There were some respondents who became emotional breaking down into tears when being interviewed and therefore the researcher had to offer moral support and encouragement to the respondents. This consumed alot of the time for the research as it forced the researcher to sometimes deviate from the intended role of data collection to offering moral support to the respondents.

iii. Some of the children's home took too long to respond to the letters written to them seeking permission to use their institutions for the study. The researcher made every possible effort to visit the selected children's homes to familiarise herself with them and explain clearly the purpose of the study.

1.9 Assumptions of the Study

In this study, it was assumed that:

i. The children interviewed had been directly affected by the post election violence and by the time were residents of Kibera slums.

ii. The respondents would be willing to provide honest responses that reflect the information stipulated in the questionnaires and interview schedule This was to enhance valid interpretations, conclusions and generalizations.

1.10 Definitions of Key Terms

Counselee   A person who needs assistance of a trained counselor

Counseling   This is a process that involves the skilled and principled use of relationships, which aims at meeting the therapeutic needs of the children affected by armed conflict through helping them make realistic decisions and adapt to changes. It is an Interactive process between the professional counselor and a counselee who needs to be assisted to overcome his or her obstacles and come to terms of real life.

Crisis/Crises An emotionally significant event or radical change of status in a person's life... A situation that has reached a critical phase

Discipline   self-control, orderliness, obedience and co-operation

Effectiveness Outcome of the intended and expected results of guidance and counseling services for children in armed conflict situations on their academic, social and personal competencies.

Guidance   This is a means of helping children of school going age to understand and use wisely the academic, social and personal opportunities they have or a

form of systematic assistance to help them achieve satisfactory adjustment to their current situation and life in general.

Process of helping an individual to understand himself or herself or his or her world.

Peer person of the same age group or social class.

Psycho Social Thoughts, feelings, and internal experiences Interactions with other people, the community and the outside world. It includes economic realities as well as physical and cultural ones.

Trauma Disordered psychic of behavioral state resulting from mental or emotional stress or physical injury

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter forms the literature review and discusses armed conflict highlighting its definition and some of the causes of armed conflict from a global and regional perspective. It also takes a look at armed conflict in Kenya with great emphasis of the 2007/2008 PEV. The chapter also looks at the psychosocial implications of armed conflict on school going children and the post-traumatic disorders that they suffer during armed conflict. Within this same chapter the researcher will also look at literature on the impact of guidance and counseling on school going children in armed conflict situations and how it is undertaken or can be undertaken for children of school going age during and after times of armed conflict.

2.1 Armed Conflict

Armed conflict is defined in this report as the use of armed violence to resolve local, national and/or international disputes between individuals and groups that have a political, economic, cultural and/or social (as opposed to inter-personal or criminal) origin. Armed conflict is a mechanism of social transformation that may originate either in competing claims over resources or power or in conflicting cultural or social values, and is often aggravated by low levels of human security. The term 'armed conflict' is preferred to that of 'war' because its usage commonly encompasses a far broader range of circumstances and conditions, from violent political protest or insurgency, to violence enacted by trained and organised military units and to genocide (UNICEF, 2002).

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2.2 Psychosocial Implications of Armed Conflict

Psychosocial development refers to the way in which human beings' growing to adulthood (necessarily) takes place within a social environment. While physical, sexual and cognitive growth is biologically based; they cannot take place without social interaction. Further, human development is a process in which children's desires and impulses are mediated by community controls and rules that gradually become their own. Because meeting children's basic developmental needs are so important, cultures and communities everywhere in the world have established their own processes and structures to ensure that they are met.

Armed conflict entails many transformations and hazards at the macro, mezo and micro levels, with major implications for children's survival, development, health and overall wellbeing.

The many impacts of armed conflict on children can be grouped as follows:

- Social Disruption;

- Loss of service access;

- Impoverishment;

- Civil and political violations;

- Threats to the physical integrity of the child;

- Transformations in children's roles and responsibilities;

- Differentials in children's vulnerabilities.

Some of the environmental threats to children commonly associated with conflict include displacement from homeland, family dispersal, separation and discord, destitution, loss of service access and social interaction, and the intimidatory presence of military personnel.

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1) Forced Migration and Displacement

Forced migration, both internal and international, is a common feature of armed conflict in any country. Displaced communities emerge by definition out of crisis. They are frequently made up of individuals and families that do not share common origins and have no prior connection with each other, who come together more by accident than design. Sometimes political activists and combatants are housed in camps alongside civilians who may have little or no interest in their cause. Many, especially children, flee alone, or become separated from their families during flight. The social and economic consequences of displacement for families are severe. The vast majority of displaced people live from their own devices, often in extreme poverty and economic insecurity, in constant fear of discovery and banishment. They also generally lack any effective voice to advocate for their protection and assistance, nationally and internationally (Marsden, 1998).

Sellick (1998) notes that armed conflict leads to forced migration resulting in high concentration of population in an area which in turn affects host communities, Swamping health facilities, contributes to the spread of disease and overburdening the labour market. The exodus of large numbers of people from war-affected communities has an impact on those who remain. In Afghanistan it has undermined productive capacity, community networks and structures, causing fragmentation, impoverishment and dispersal. It has also been to the detriment of health and educational services, since many professionals have fled (Sellick, 1998).

Situations of displacement create particular challenges for the young. For children displacement invariably has very direct impact upon their schooling, nutrition and health.

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It is also likely to disturb the coherence of familiar networks of community, friends and family, which provide a basis of consistency and security for the young. The economic effects of displacement are also likely to be severe, with particular pressures for children to engage in some form of labour in support of themselves and their families. In many cases of long term displacement, children have only ever known camp life, with all of its constraints and difficulties.

2) Longevity of Conflict

In the past decade alone, an estimated 2 million children have been killed in armed conflict. Three times as many have been seriously injured or permanently disabled. Countless others have been forced to witness or even to take part in horrifying acts of violence. These statistics are shocking enough, but more chilling is the conclusion to be drawn from them: more and more of the world is being sucked into a desolate moral vacuum, a space devoid of the most basic human values, a space in which children are slaughtered, raped and maimed, where children are exploited as soldiers, starved and exposed to extreme brutality (UNICEF, 1995).

3) Disruption to family Life

The family is the core social unit for the care, nurture, socialisation and emotional support of children. This is a point emphasised within the CRC. However, the coherence of many families in situations of conflict is seriously threatened, while the incidence of domestic abuse and neglect commonly appears to rise. As well as the death and injury of members, conflict creates challenges to the family unit through displacement, dispersal, and intense economic, psycho-emotional and social pressures. Families and households commonly scatter, possibly forever, leaving children orphaned and/or as household

heads. On the other hand, new configurations of family emerge as orphans, step-parents and isolated extended relatives are absorbed. It may prove difficult for children to adjust to these truncated and revised family relations (CRC. 2000).

Frequently, the loss of a family member starts a chain reaction that drastically affects the lives of children in very practical ways. The death, disappearance or desertion of male breadwinners creates the need for women to find viable employment. Where women find work locally, girls are often required to abandon schooling in order to take on extra domestic responsibilities. The involvement of boys in income generating activities to support the family also becomes likely.

Families that manage to remain together may still find that the conflict situation presents serious challenges to their normal functioning. In some cases, the power of parents and older relatives to offer protection is disapproved through children's personal experiences of harassment, arrest and punishment by military forces, which family members are totally unable to prevent. Such occurrences, it is believed, cause children to question the structure of the family unit and the authority of parents and other adult figures, including teachers (CRC, 1998).

4) Children Separated from their Families

The factors that lead to the separation of children from their families - such as poverty, death of key members, discord and so on – all become more commonplace during conflict. Often unnoticed and unsupported by governmental and non-governmental agencies, children are left to run households of younger siblings or simply to fend for themselves on the streets of larger towns. Those associated with the 'enemy' – possibly due to the military or political involvement of parents or other relatives – may be

especially vulnerable. Fear of discovery by government authorities can act as a strong deterrent for these children to access basic services.

Orphanages seeking to accommodate children who have lost the care of their families due to conflict have become commonplace in some countries, notably Sri Lanka. In the best of these children enjoy a safe, loving environment, good nutrition and health care, and are enabled in their education. However, in some cases residence in such institutions can expose children to new risks.

5) Early Marriage

One issue that merits further careful consideration, supported by empirical research, is the potential link between conflict and early marriage. Evidence suggests that the particular pressures of life in IDP and refugee camps may contribute to an increased incidence of early marriage. Firstly, circumstances in camps offer scant opportunity for girls to contribute in any way other than domestically, which rarely requires more than one daughter per household. Additionally, there is a significant threat of rape by locals and other refugees.

Those girls who are raped generally find it harder to get a husband due to the social stigma that attaches to them. Thus, by marrying girls off early this danger may be averted. In any event, the conditions of overcrowding; the lack of educational and recreational opportunities and the consequent boredom are all believed to be important factors accounting for the noted prevalence of sexual activity amongst unmarried adolescents (Save the Children Fund UK, 1998). Marriage at such an early age can impact very heavily upon the psychoemotional, educational and physical development of girls.

6) Education

UNICEF, many NGOs and mental health professionals have argued strongly that the maintenance of education services is crucial for children's psychosocial well-being during periods of conflict and upheaval. Problems of safety while travelling to and from school and during class are also common in conflict-affected areas. These include the lack of local facilities as a result of destruction, very poor infrastructure and a non-existent public transport service which obliges many children, to walk for several hours each day in order to study. Displacement inevitably takes its toll on children's education. Most obviously is the problem of disruption and of loss of access to schools (UNICEF, 2002).

7) Health Care

The maintenance of properly-functioning health facilities in conflict-affected zones is wrought with immense obstacles. As with educational establishments, health centres may be deliberately looted or destroyed. Staffing is invariably a severe problem. Health care professionals are often reluctant to remain in conflict-affected areas and, given their skills, generally have few problems in relocating. The recruitment of new staff for these areas is difficult, particularly without additional financial inducement from the government.

8) Impoverishment

Due to information shortcomings, it is difficult to ascertain with any precision the link between conflict and economic status. Therefore, analyses of the links between conflict and impoverishment tend to rely heavily on impression and anecdotal evidence backed up

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by such statistics as exist regarding basic health, literacy levels and life expectancy pre-post- and during conflict.

9) Reduction of Capital, Income and Employment

Conflict appears to marginalise further those who are already vulnerable economically. The most obvious way in which this occurs is through the loss or drastic reduction of capital, income and employment. This is associated with a range of factors, including physical destruction of agricultural resources and industrial plant, reduced investment, and mass displacement.

Other additional factors include the loss of breadwinners due to death, conscription, injury, disappearance or imprisonment; curfews and other mobility restrictions; the closure of factories and other sources of employment; economic embargoes and the demise of local markets. The loss of livestock and collapse of credit and essential services, such as agricultural extension, are also common, as is the interruption of commercial food and other shipments, and withdrawal of private investment.

The impoverishment of families impacts upon children in a number of ways. It increases the pressures on the young to work, possibly at the expense of their schooling. It also leads to under-nourishment and malnutrition; to the inability of parents to pay for the basic necessities of a school education, such as uniform and writing materials; and to a child's withdrawal from religious, social and cultural events, including temple festivals, for which some offering is necessary.

10) War Economies

While conflict generally means severe impoverishment for the majority of civilians, it has also produced flourishing 'war economies' in certain areas that are based largely on the production, transport and marketing of valuable commodities, both legal and illicit. The tendency is for a small minority of people in these regions to grow extremely rich through the marketing of gems, arms, drugs and other goods, or in servicing the local military camps, while a far larger number become caught up in deeply exploitative working practices.

Many Afghan poppy farmers, for example, receive a tiny fraction of the profits that are made by opium and heroin traders (Norah 2000). Children are vulnerable to engagement in these sort of illegal or hazardous economic activities that tend to flourish in times of conflict.

11) Civil and Political Violations

The close presence of large numbers of security personnel often leads to human rights abuses, and much more besides: it entails the militarisation of society, the strain of life under constant vigilance, restriction of movement and frequent harassment and intimidation. Check-points, surveillance operations, interrogations, searches of homes and places of work, restrictions on the press and activists all undermine normal interaction and community life in many conflict regions (UNICEF, 2002).

12) Physical Violations

Children in communities affected by conflict are at constant risk of being subjected to violations by both state and non-state military and law enforcement bodies. These violations include harassment, sexual violence, extortion, torture, extra-judicial detention

and killing. Many children disappear and remain missing and unaccounted for after conflict has ceased.

Emergency legislation often leads to children being detained, frequently without charge, and to interrogations, commonly without the presence of a legal representative and/or parent. Both during arrest and in detention there is an extremely high risk of sexual abuse, torture and other forms of ill treatment.

A June 2001 study of the situation of children in Afghanistan, prepared for UNICEF, notes that in Taliban-controlled areas there have been reports of children being detained under suspicion that they are allied to opposition forces (UNICEF, 1997).

13) Sexual Violence

In situations of armed conflict, levels of rape, sexual exploitation and other forms of sexual violence rise. Women and girls are the most frequent targets, although men and boys can also be very vulnerable at times. Often sexual violence is associated with the general level of lawlessness and climate of impunity that prevails in conflict-affected communities. It also reflects the desperation of impoverished and vulnerable families that find themselves forced to sell daughters to traffickers, or offer them to military personnel as protection against attack, extortion and other abuses.

Increasingly, however, it is becoming clear that sexual violence during conflict is far more than an arbitrary side effect of the breakdown of law, order and social custom. Rather, it has become an instrument of terror with the rights of girls and women systematically violated as a deliberate policy. Frequently it takes the form of multiple rape and may be accompanied by torture, sexual slavery, forced marriage and forced maternity. Such violations are particularly common in the context of ethnic cleansing,

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tribal conflict and boundary disputes, where they are used explicitly both to humiliate and demoralize individuals, and to undermine the psyche of the community as a whole (MASS.1998).

14) Disability

Levels of disability tend to rise sharply in communities affected by conflict, due both to the violence and to disruptions to nutrition and health care. Given the common breakdown in service provision as a consequence of conflict, it is often the case that the needs of children with disabilities are seriously overlooked. The struggle simply to maintain basic healthcare and education for the majority of children in conflict-affected areas generally leads to the low prioritisation of the particular additional needs of a minority. At the same time, conflict inevitably increase the number of children with special needs who require supplementary assistance.

15) Leisure & Play

The importance of recreation to children is acknowledged in Article 31 of the CRC. The obstacles to freedom of movement created by conflict not only prevent children from gaining access to schooling and health facilities, they also hinder the ability of the young to enjoy leisure and play activities in the company of their peers. Conflict also affects children's relationships. After conflict parents are much less likely to allow their children to mix with friends from other ethnic groups. Similarly, in areas of mixed populations living in close proximity to each other, children may feel not able to socialise with peers of different backgrounds.

2.2.2 Psychosocial Responses

2.2.2.1 The Significance of Psychosocial Intervention

The programmatic and research focus on psycho-social issues among conflict-affected children is limited principally to protracted conflicts. The main concern has been with the physical impact of conflict on children rather than their psychological, emotional and social lives. When we consider the scale of psycho-social programming in other countries, such as Bosnia, where, at one time, an estimated 150 projects were in existence, the relative lack of attention to these issues becomes clear (Somasundram, 2000).

The experience of conflict in terms of physical violence, displacement, the death and disappearance of loved ones and the militarisation of the environment pose major threats to the mental health of children in armed conflict situation. In the immediate aftermath of exposure to violence children may endure a range of distressing physiological symptoms directly connected with extreme shock. Other long term and highly pervasive reactions include depression, anxiety, inability to concentrate at school and reluctance to interact socially with peers. There is therefore need to consider impacting children with guidance and counseling services so as to help them cope with the implications of armed conflict on their lives.

2.2.3 Post-Conflict Challenges for Children

The effects of conflict clearly do not end with peace settlements and the cessation of hostilities. In fact, in certain respects the problems may become worse, not least because the financial and technical support of foreign donors and organisations may be withdrawn in the belief that help is no longer needed once the conflict is officially over. On the most

obvious level, many of the weapons used in the pursuit of conflict often still remain. Inevitably many children, particularly those who become displaced, suffer serious disruption to their schooling during conflict. The problems of reintegrating them within the regular school cycle are great but, here again, the necessary support may no longer be available. As in the case of Bhutanese refugees in Nepal, the humiliation of attending a class with children considerably younger may lead some young people to drop out altogether (SAHRDC, 1998).

Ultimately, children's lives can be best built anew when the society as a whole is able to function effectively. This requires the rebuilding of damaged economies, which can require drastic measures in order to curtail the criminal activities that may well have developed. It also involves the rebuilding of trust within and between communities – something from which children will not only benefit greatly but to which they are well able to contribute, given proper encouragement and support.

2.3 Post Traumatic Disorder

Millions of people throughout the world suffer from the psychological aftermath of war. Although buildings may be replaced and infrastructure rebuilt, to rebuild the hearts and minds of the affected individuals requires a different kind of skilled intervention. After a traumatic experience, people need help to overcome their isolation to mitigate the psychological consequences of the trauma and to again find meaning and purpose in their lives (The Center for Mind Body Medicine, 2006). In children, war related trauma may be of diverse origin cumulating over time thus endangering the social, moral, and healthy personality development of the child in many ways (Arpad, 2002).

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According to Ressler (1992), early research on warrelated trauma in children showed that over 90% of children who lived in highrisk zones were exposed to severe traumatic life events. As a consequence, around 56% of the children who lived in frontline cities during the war in Croatia were in urgent need for professional help (Barath, 1996, Herceg et al, 1996). In Northern Uganda, as a result of the LRA rebellion, many children suffered or witnessed horrifying acts of violence and aggression which resulted into various symptoms of posttraumatic stress manifested into increased irritability, difficulty concentrating, insomnia, intrusive thoughts, images, nightmares and flashbacks, as well as persistent avoidance of things reminiscent of the trauma. According to Olayinka and Omoegun (2001), failure in proper adjustment to these facets affect children and expose them to environmental as well as personal problems associated with suicide, depression, anxiety, alcohol, drug abuse and other chronic health problems such as hypertension and pain syndromes.

In the past decade, the effects of war on the psychosocial wellbeing of children and the responsibility to protect children from the effects of war have become widely recognized in the humanitarian field (Brechtje and Van, 2007). The UN report on the promotion and protection of the rights of children made an important contribution to this recognition by pointing out the psychosocial and social needs of children and the urgency to integrate these into all aspects of relief work within a framework of culturally appropriate concepts and traditions (Machel, 1996). For these reasons, guidance and counseling have assumed a wider role based on the process of helping children understand themselves which leads to the better understanding of the other aspect of their lives (Egbochuku, 2008).

2.5 Overview of Guidance and Counseling

The idea of Guidance and Counseling has been there for many years. According to Ndondo (2004) the realization that one can be helpful to another by sharing insight, perspectives, understanding, warmth and acceptance is pervasive over the history of humans. Thus, the Biblical teachings indicate that every human being in some way is responsible for the welfare of all. Since Kenya's independence in 1963, Kenyan education has evolved in series of changes (GOK, 1976). Initially, guidance and counseling services were not emphasized in institutions of higher learning (GOK, 1999). Mutie and Ndambuki (2004) trace modern forms of guidance and counseling to very recent years. As explained by Biswalo (1996), the need for Guidance and Counseling services today could be due to the ever- growing complexity of the society and people have to learn how to cope with the upcoming challenges.

There are increasing social, economic, personal and even educational challenges in the modern society. The unprecedented expansion of educational institutions and first generation learners create a number of psychological problems that are personal, vocational and social.

According to Nelson-Jones (1995) Guidance and Counseling is a psychological process because:

i.   Goals of counseling have a mind component in them

ii.   All counseling approaches focus on how people feel, think and act so that they may live their lives more effectively.

Egan (2002), notes that the goal of counseling is to reduce psychological disturbances. The theories from which counseling goals and interventions are derived are

psychological. One of the counseling goals is to help clients develop their competencies. Generally it emphasizes the aspect of increasing clients' personal responsibility for their own lives Gleitman (1986). Therefore, counselors tend to be most effective when they enable clients to help themselves after the end of counseling. Thus the ultimate goal of counseling is self – helping so that clients become their own best counselors.

The Presidential Working Party on Education and Manpower Training for the next decade and beyond or what is referred to as the Kamunge Report (GOK, 1988) emphasized that guidance and counseling was useful in helping individuals face the realities of life, identify talents, interests, needs and aptitude. According to the GOK (1999) large numbers of learners in education and training institutions were in dire need of guidance and counseling. The commission also pointed out that in view of the increase in anti-social behaviour, there was an urgent need to have adequate mature and professionally trained staff to handle students' guidance and counseling services in educational settings throughout the country.

Further, Mohanty (2003) points out that the increasing educational institutions are of many kinds and vocations as well as occupations of different types. Thus the students counteract problems and situations in all walks and phases of life in education as well as careers. Further, the HIV/AIDS pandemic is a great challenge to the country. Therefore, effective guidance and counseling services are necessary to help university students address and resolve specific problems, make decisions, cope with crisis, work through feelings and inner conflicts and improve interpersonal relationship, hence making life more satisfying and fulfilling.

Different psychologists and scholars have expressed various meanings of guidance and counseling over the years. In many cases the terms guidance and counseling are often used interchangeably to mean the same thing especially in Kenyan educational institutions.

According to Makinde (1984) the term guidance has four components:

i.   Process: that guidance is not a single event but involves a series of actions or steps progressively moving towards a goal.

ii. Helping: guidance involves aiding, assisting or availing.

iii. Individual: this refers to a counselee in a particular setting.

iv. Understanding oneself and his/her world.

Thus guidance is primarily concerned with individual behavioral processes and helping a client understand himself and his world. Mutie and Ndambuki (2004) assert that service is the brain and heart of the guidance programme. Thus counseling represents a part of the total process of guidance which is helping individuals, achieve the self- understanding and self- direction necessary to make the maximum adjustment in a particular environment.

Makinde (1984) indicates that guidance is really the body of psychotherapy while counseling is the soul or heart without which a self-understanding person cannot be produced. Ordinarily, counseling may be understood to mean consultation, discussion, deliberation, and exchange of ideas, advice or process of decision- making. Corey (1991) holds that counseling is a service designed to help an individual to analyze himself/herself by relating his capabilities, achievements, interests and mode of

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adjustment to what new decision he has. According to Engelkes and Vandergoot (1982) counseling is an interactive process conjoining the counsellee who is vulnerable and needs assistance and the counselor who is trained to give this assistance. The goal is to help the counsellee learn how to deal effectively with himself and the reality of his environment. Ndondo (2004) defines counseling as a process in which the counsellee having identified an emotional problem is helped by the counsellor to see his problem clearly until he is able to give himself advice considering his opinions, abilities and limitations in solving it.

Counseling is a face to face relationship in which growth takes place both in the counselor and counsellee. According to Wango and Mungai (2007) counseling is a personal and dynamic relationship between two individuals – one older and more experienced and wiser and another younger, less experienced and less wise. The counsellee usually faces a problem for which he or she seeks help from the counsellor. Egan (1975) holds that counseling is the skilled and principled use of relationships that develop self- knowledge, emotional acceptance and growth. Thus, counseling denotes a relationship between a concerned person and another one with need. According to Sikolia and Lutomia (2002), counseling is the purposeful understanding of person so as to promote self- understanding in that person.

Nengo (1999) points out that counseling is the process of helping an individual to accept and use information so that he can solve his present problem or cope with it successfully. Thus counseling helps an individual to accept an unchallengeable situation and not to be overcome by the problem. Thus Mcquiness (1998) indicates that counseling does not

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primarily deal with the mentally ill but with normal individuals facing all the difficulties involved in family, work related and social life.

Manthei (1997) explains that the definitions of counseling should not be restricted to face to-face work with clients. It is much more broadly based and includes a variety of other change agent, roles, activities and skills including consultation and training, family, group work, social work, teaching, supervision and administration.

Therefore, Guidance and Counseling provides hope, healing and comfort thus the activity of Guidance or Counseling is usually described as the appropriate use of specific definable skills at each stage of the helping process.

Fuster (2002) points out that the goals of counseling are among others facilitating behaviour change, enhancing coping skills, promoting decision-making, improving relationships and facilitating the client's potential. It is a personalized and individualized process for helping the individual to learn and acquire habits, skills, attitudes and interests which make him a normally adjusted being.

2.5.1 Ethical Issues in Guidance and Counseling

Ethics are moral principles adapted by an individual or group to provide rules for right conduct (Gladding, 1988). Ethics also involves making the right decisions of a moral nature about people and their interaction in the society. In the field, there is a concern that counselors behave in an ethical way. The profession is upheld and developed by well established professional associations. These associations have developed codes of ethics to protect the rights of clients and to monitor the profession. In Africa, the profession is young and as such few African countries have come out with professionals' ethics drawn in terms of African values (Biswalo, 1996; Mutie & Ndambuki, 2004).

Counselors are aware of what their own needs are, what they are getting from their work and how their needs and behaviours influence the clients. It is essential that the therapists own needs are not to be met at the client's expense. Counselors also become aware of the boundaries of their competence and seek qualified supervision or refer clients when they recognize that they have reached their limit. They become familiar with the environments so that they can make appropriate referrals. Therefore if counseling services in (the learning institution) have to be effective in development of students' academic, social and personal competencies, the service providers have to be guided by the ethical practice.

The counselors realise that many problems of their clients are without clear cut answers and they accept the responsibilities of searching for appropriate answers. It is important, as noted by Corey (1991) that counselors need to have some theoretical framework of behavioural change to guide them in their practice. Moreover, counselors update their knowledge and skills through various forms of continuing education and research. They also avoid any relationship or dual relationships, transference or counter- transference with clients that are clearly of a threat to the therapeutic relationship and lead to their ineffectiveness. Therefore, counselors inform clients of any circumstances that are likely to affect the confidentiality of their relationship and any other matters that may negatively influence the therapeutic relationship.

Feltham and Horton (2005) indicate that counselors should be aware of their own values and attitudes, recognise the role that their belief system plays in the relationship with their clients and avoid imposing those beliefs on them.

2.5.2 Components of Guidance and Counseling for children

There are four major components that need special emphasis for the Guidance and counseling programmes for school going children, these are as follows:

a) Personal Development

This aspect focuses on child growth and development and the challenges the child faces as they adjust to, accept and learn to live with its realities within equally challenging social contexts. Issues of emphasis in personal development include:

- Personal hygiene
- Self-identity.
- Sexual maturation.
- Self-esteem development.
- Development of initiative and assertiveness.
- Improvement of emotional stability.

b) Socio-emotional Development

This element of Guidance and Counseling focuses, mainly, on areas of socialization, self-esteem, relationships, and good citizenship. Areas of emphasis include:

- Learning of social rules and convention
- Attainment of self-control
- Establishment of positive social relationships
- Development of communication skills
- Adaptation to new situations.

c) Educational Development

The focus should be on the areas of study skills, maximum utilization of resources, building academic strengths, and future educational planning. Issues to be addressed through elected activities should include; self-awareness, time management, organizational skills, effective study skills and learner attitudes and setting performance/achievement targets

d) Career Vocational Development

This aspect focuses on the areas of career awareness, interests and skills, maximum utilization of career resources, and connecting classroom learning with future career decisions. Areas of emphasis include:

- Awareness of career options and opportunities
- Career exploration and planning
- Importance of work and leisure

2.5.3 Methodology of Offering Guidance and Counseling for Children of School

Going Age.

Guidance and counseling is learnt through practical experience. Hence, as much as 'possible, a number of participatory methodologies have been suggested. However, the counselor has the discretion of coming up with other innovations depending on the need of the counselee. A few of the methodologies used are discussed below.

a) Brainstorming

When introducing a new or controversial concept, brainstorming can be used to solicit a wide range of ideas that form the basis of discussion and reaching of a consensus. The counselor introduces the topic or idea and leaves it open for generation of views from the

children. There is no right or wrong answer at the point of gathering contributions. This limits restriction or feelings of fear of failure. When the ideas have been gathered, the counselor leads the discussion to sort out similarities and differences and finally narrow down to an agreed idea or meaning.

b) Small Group Discussions

Small group discussions break the monotony of counsellor-centred lesson delivery and give chance to all children in the program to participate and own the outcomes of the group findings. Such activities provide opportunity for equal participation and shared responsibility of the outcomes and hence, help enhance self-esteem among children who feel too shy to contribute openly, or those who over-dominate in the normal whole class discussions. Small group discussions are also helpful where there are several issues to discuss within very little time. Different groups can handle different issues and all the children can supplement in the whole class discussions as each group presents its findings.

c) Music, Dance and Play

These are natural ways of child expression of emotions. When used they have a dual-purpose: fun as the natural objective and as treatment or healing approaches to child Guidance and counseling. Though these activities are in themselves approaches of helping children have fun, other issues may emerge that may indicate problems that need follow-up through Guidance and counseling. Research suggests that music and sound stimulates the body's natural "feel good" chemicals (opiates and endorphins). This then results in improved blood flow, blood pressure, pulse rate, breathing, and posture

changes. Music/sound therapy has been used to treat disorders such as stress, grief, depression etc., in children among other uses.

Several people have tried to define what they think play means. As early as 1873, Spencer declared that play activity, driven by surplus energy is directed towards activities which have a prominent role in the animal's/person's life. He emphasized a close relationship between art and play saying that " ..Art is but one kind of play."

The form that the play takes is dependent upon the level of development of the player. However, he distinguished three major categories of forms of play;

- sensory-motor play.

- games with rules.

- artistic-aesthetic play.

Another theory was by Schiller (1875) who believed that play had no real purpose other than to use up excess energy. He said " ..play is the aimless expenditure of exuberant energy...in children and young animals, not concerned with self preservation, have surplus energy which they expended through play." Since then, people have recognized the importance of play. Freud, Piaget and Vygotsky developed theories, which relate play to the world of children, and many others have restated the significance of play within a child's life.

Bruner (1972); Nature and Uses of Immaturity; identifies play as having various different functions, such as minimising the consequences of action, therefore learning in a less risky situation, and the opportunity to try combinations of behaviour that would not otherwise be tried. Others have since taken on board the therapeutic nature and the ability of play to help identify problems. One common and contemporary definition of play is 'A

physical or mental leisure activity that is undertaken purely for enjoyment or amusement and has no other objective'. However, it is important to note that there are other areas of human activity that play fit the same definition, hence the need for contextual elaboration.

For purposes of child Guidance and Counseling, play may assist learning and self-development. It can be used while working with individuals or groups of children spontaneously or as part of a planned activity. There may not be any particular intervention and hence no need for specialized supervision, quality management, and code of ethics or adult training. Play therapy is an appropriate intervention approach for working with young children who lack the abstract verbal abilities to articulate their difficulties clearly enough to receive support and assistance from ordinary counselors. This strategy seems to work with children experiencing a broad range of difficulties.

d) Guided Imagery or Visualization [also called Fantasy in children

This process involves going into a state of deep relaxation and creating a mental image of recovery and wellness, used mainly to treat depression, panic disorders, phobias and stress.

e) Poetry and Music

The rhythm and rhyme characteristic of poetry and music provide a basis for children to develop calculated moves to the beats helping them to regulate movement and emotions as well. If properly used, they can help children to calm down if agitated. However, with children who suffer from anxiety disorders, failure to follow the beats may increase their anxiety. The counselor should not punish the child for meddling up the rhythm but should

instead find out what may be making the child anxious. It is also important to note that some children take so long or may never develop the capacity to follow rhythm.

2.6 Theoretical Framework

This study will be guided by Erik H. Erikson Theory of Psychosocial Development.

2.6.1 Theory of Psychosocial Development by Erik H. Erikson (1902–1994)

The concept of psychosocial development by Erik H. Erikson first suggested that human development had another dimension referred to as psychosocial development. Psychosocial development, according to him constitutes a series of decisive encounters with the environment. These encounters are characterized by interactions between a person's level of biological development, psychological capabilities and social influences. The new environmental demands consist of inner projections of positive or negative emotional components that contribute to the development of personality. The psychosocial issues are more to do with interpersonal relationships and how they impact on a person's emotions (negatively or positively); how a person perceives her/himself and how these perceptions will manifest into behaviour. Defining psychosocial health:-

- Psychosocial health encompasses the mental, emotional, social and spiritual dimensions of health.
- Psychosocial health is dependent on the health of the person's environment

He believed that every individual had the potential to solve his or her own conflicts. He believed that at particular stages of development, there would be crises, but an individual's competence can only be built as he/she resolves such conflicts as they occur. Erikson recognized eight stages of psychosocial development over a person's life span. Each of these stages is represented by a personal social crisis. He believed that as the

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individual successfully deals with every crisis; they get the opportunity to strengthen their ego to become better adaptive in order to live more successful lives. His theories are relevant to building of self-concept and the counselor's role is to enhance the child's capacity to gain ego-strength through the successful resolution of developmental crises. Each stage contributes to the ongoing process of the child's mastery and achievement, which must be recognized during Guidance and Counseling.

2.6.1.1 Factors that May Influence Psychosocial Health

The essential challenges of human beings according to the psychologist Karen Horney, is to be able to relate effectively. But when these relations are faulty, they result into a state of insecurity and uncertainty. This in turn will lead to basic anxiety. Basic anxiety, she explains, arises out of the assumption that the environment as a whole is dreaded because it is seen as unrealistic, dangerous, unappreciative and unfair. Some of the negative conditions in the environment that she explains can lead to basic anxiety include: dominance, isolation, overprotection, hostility, indifference, lack of respect and guidance or lack of encouragement and warmth. These conditions will finally form part of the ingredients that someone's personality traits may develop, and subsequently determine how a child, even as an adult, may react to threatening situations.

In the face of adverse circumstances, people develop certain defense attitudes or strategies that permit them to cope with the world and afford a certain measure of satisfaction. These strategies help to minimize feelings of anxiety and to assist us in effectively relating to others. But where they become exaggerated or inappropriate, these strivings may turn into neurotic trends or emotional difficulties - they depend on the

situation and not necessarily instinctive [inborn]. They will then manifest themselves in various behavioural tendencies in children as well as adults.

2.6.2 Other Psychologists

There are a number of other psychologists whose contributions to the psychosocial development of the child is important and cannot be ignored. (This include: and) some of them are discussed here below:

2.6.2.1 Abraham Maslow

In order to help us understand how human beings respond to unsatisfied needs, Maslow identified the hierarchy of needs (Maslow, 1970). Though not specifically developed for children, it is very relevant to them. This hierarchy of needs constitutes the following levels:

Figure 2.1: Abraham Maslow's Hierarchy of Needs

SELF-
ACTUALIZATION
Pursue Inner Talent
Creativity Fulfillment

SELF-ESTEEM
Achievement Mastery
Recognition Respect

BELONGING - LOVE
Friends Family Spouse Lover

SAFETY
Security Stability Freedom from Fear

PHYSIOLOGICAL
Food Water Shelter Warmth

Source: (Maslow, 1970)

Maslow suggested that if the lowest of the needs are not fulfilled, then the person cannot direct her/his energy towards meeting high level needs. So even with counseling children, it is important that lower needs are dealt with first before we can address higher needs.

However, this hierarchy does not constitute a rigid representation of the order of fulfilling these needs. It is possible to work on some high level needs before the lower levels can be considered. Also, in considering a child's growth and development, certain levels of needs may assume pre-eminence. Hence, understanding the hierarchy of needs assists the counsellor in recognizing, which needs of the child have not been met and should be addressed. For example, if a child has suffered sexual abuse, then issues of safety may take centre stage during, counseling rather than issues of self-esteem and self-actualization.

2.6.2.2 Jean Piaget (1896 - 1980) and Lawrence Kohlberg (1927 – 1987)

These contributed to the concept of children acquiring particular behaviours and skills throughout their developmental stages. According to Piaget, a child interacts with both human and non-human things as they try to master their environment. It is the relationship with these things, which enables the child to become progressively more adaptive in her/his behavior (Piaget, 1953).

Successful adaptive behaviour helps the child to develop higher levels of cognition leading the child to begin to understand her/his environment in a more complex way. These cognitive and moral value developmental theories will help the counsellor become important to the client/counsellee in setting norms as well as selecting activities such as games, which are governed by rules.

Kohlberg was more interested in the relationship between Piaget's theories of cognitive development and the acquisition of moral values. To him, it is important that the counselor understands the moral developmental sequences in which children come to understand moral concepts, since a child's decision-making will largely depend on his

moral understanding and expectations of specific outcomes of such decisions (Kohlberg, 1973).

2.6.2.3 John Bowlby (1907 - 1990)

He placed greater emphasis on the child's attachment to her/his mother. His idea was that a child's behaviour later in life would largely depend on how they were attached to their mothers. His believe was that children who securely bonded with their mothers ended up being happier and well-adjusted, whereas those whose attachments with their mothers were less secured, ended up being socially and emotionally maladjusted. Of course some controversies arose, as these theories were more cultural specific where the primary caregiver must be the mother. However, attachment theories help counselors to understand that children with poor attachment histories with their mothers may in turn fail to form healthy relationships (Bowlby, 1998).

2.7 Conceptual Framework

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                  ┌──────────────────┐
                  │ POST TRAUMATIC   │
                  │ STRESS DISORDERS │
                  └──────────────────┘
                          │
┌────────────────┐  ┌──────────────┐  ┌──────────────────┐
│ ARMED CONFLICT │─▶│   CHILDREN   │◀─│ GUIDANCE AND     │
└────────────────┘  └──────────────┘  │ COUNSELING       │
                          │            └──────────────────┘
            ┌─────────────────────────────────────┐
            │ PSYCHOSOCIAL EFFECTS                 │
            │  • Social Disruption;                │
            │  • Loss of service access;           │
            │  • Impoverishment;                   │
            │  • Civil and political violations;   │
            │  • Threats to physical integrity     │
            │  • Transformations in children's     │
            │    roles and responsibilities        │
            │  • Differentials in children's       │
            │    vulnerabilities.                  │
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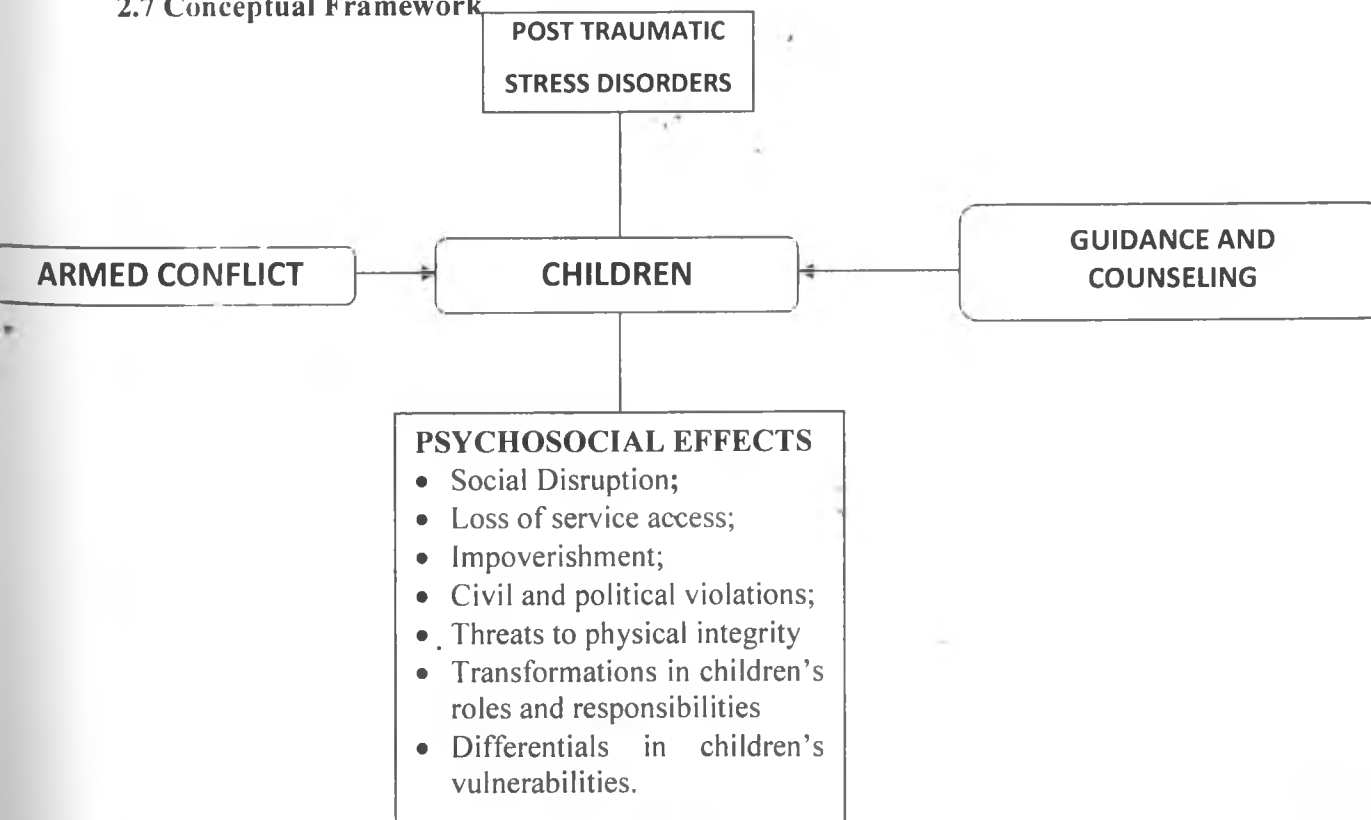
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter focuses on the research design, target population, sample and sampling procedures, research instruments, instruments validity and reliability, data collection procedures and data analysis procedures.

3.1 Research Design

The study employed qualitative survey method to gather data. According to Orodho (2002), descriptive survey designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification. Mugenda and Mugenda (1999) on the other hand give the purpose of descriptive research as determining and reporting the way things are. Borg and Gall (1989) noted that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. By involving a broad category of principals and teachers, The study fitted within the cross-sectional sub-type of descriptive survey study designs. According to Borg and Gall (1996) a research design is a logical and valuable way of looking at the world. The study was conducted using a cross sectional survey design from a cohort of respondents from selected schools, organizations dealing with child affairs and religious institutions.

3.2 Study Location

The area of study for this research was Kibera slums in Nairobi County. It is situated on the western side of Nairobi within walking distance from the city center and occupies about 630 acres. It comprises of thirteen (13) villages: the Kibera High Rise upgraded

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formal village, and the remaining twelve informal settlements. Kibera Soweto East Site is situated about five (5) kilometres (Km) from the Nairobi Central Business District (NCBD).Kibera is the second largest slum in Africa after Soweto of South Africa and the largest slum in Kenya comprising of a population of approximately 170,000 people.

The problems faced by Kibera's inhabitants include high levels of unemployment, low-quality housing, lack of health-care, hunger, domestic violence, and drug abuse. Kibera is composed of people of mixed ethnic descent. The violence of 2007/2008 polarized communities that had lived in peace for many years.

3.3 Target Population

According to Mugenda and Mugenda (1999), a population is a complete set of individual cases or objects with some common observable characteristics. The researcher targeted various respondents who were located within the Kibera slums and who were either direct victims of the PEV or had interacted or were related with victims of the post election violence. Interview schedule with key informants involved targeting administrators and caretakers of the selected children's homes and religious leaders in the slum.

Ultimately, the sample comprised a total of 65 participants of which a total of 48 were children affected by the post election violence while 9 were teachers in the selected schools, 8 were administrators and caretakers in children's homes/orphanages and religious leaders.

3.4 Sample and Sampling Procedures

According to Borg and Gall (1996) sampling is a research technique used for selecting a given number of subjects from a target population as a representative of the population.

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Mulusa (1988) emphasizes that a sample must represent the target population or the universe in all aspects. Sampling refers to a research technique for a given number of subjects from a target population as a representative of that population. Sampling is significant since it is not possible to study every member in the whole population. It enables one to learn something about a large group by studying a few lists of the members thus saving time and money. A large sample normally has more of the attributes of the universe than a small sample especially if the same method of selection is used.

The respondents in this study were selected through purposive sampling for the key informants while snowballing was used to identify children affected by the 2007 post election violence. The researcher was able to administer questionnaires to children in two public primary schools, one secondary school and two children's homes. These were; Kibera Primary School and Olympic Primary School in the case of the public primary schools and Olympic High School. The researcher was also able to benefit from St Michaels Children's Home and Cherly's Children home all of which are situated in the Kibera Slums. The researcher also visited The Children of Kibera Foundation which provided the much needed references for school going children who had been affected by armed conflict.

3.5 Data Collection Instrument

After selecting the sample, the next stage involved gathering information directly from target population. Two instruments of data collection were employed which included self administered questionnaires and interviews with key informants.

3.5.1 Questionnaire

This is a research instrument that gathers data over a large sample. As started by Orodho (2009) a questionnaire has a diverse number of merits upon which a researcher may opt to use it as an instrument to collect data.

For the purpose of this study one set of questionnaires was designed and administered to children of school going age directly affected by the Post Election Violence.

The questionnaire was used for data collection because it offered considerable advantages in the administration: it presented an even stimulus potentially to large numbers of people simultaneously and provides the investigation with an easy accumulation of data. Gay (1992) maintains that questionnaires give respondents freedom to express their views or opinion and also to make suggestions. It is also anonymous. Anonymity helps to produce more candid answers than is possible in an interview. The instrument was used to collect data from the children who were affected by post election violence. The questionnaire was both open ended and close ended.

3.5.2 Interview Schedules

The researcher employed an interview schedule with key informants in the study area who had dealt or were currently dealing with children affected by the 2007/2008 PEV. This was important as the researcher was able to get a complete, clear and detailed understanding of the impact of the post election violence on school going children and at the same time enabled the researcher to understand the impact of guidance and counseling on the school going children during the 2007/2008 conflict in Kibera.

By structuring the interview schedules the data collection process was able to yield a high response rate in the survey research. The interview schedule also allowed the researcher

to clarify ambiguous answers and when appropriate, sought follow-up information. The in-depth nature of the interviews allowed the researcher to be able to obtain additional information that would otherwise not have been captured with the use of questionnaires only. These were conducted with teachers, heads and caretakers of children's selected children's home and church leaders. They contained probing questions that allowed flexibility in asking and obtaining in-depth information from respondents. Their main shortcoming was that they were time consuming and expensive.

3.6 Validity of Research Instrument

Orodho (2002) states that validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under investigation. Validity is concerned with "are you measuring what you think you are measuring? In order to ensure the validity of the instruments, the researcher prepared the questionnaire and layout the format of the interview schedule and made the necessary consultation with the supervisor. The use of the two set of instruments named above ensured methodological triangulation which is applied when a researcher uses two or more methods of data collection to measure variables (John & James, 2006). The instruments were developed by examining the research objectives and related literature.

3.7 Reliability of the Research Instruments

This refers to the degree to which a test measures what it purports to be measuring (Orodho 2002). The process of developing and validating an instrument is in large part focused on reducing error in the measurement process. Reliability estimates and evaluates the stability of measures and internal consistency of measurement instruments. The reliability of a research instrument concerns the extent to which the instrument yields the

same results on repeated trials. Although unreliability is always present to a certain extent. there will generally be a good deal of consistency in the results of a quality instrument gathered at different times.

The questionnaire and interview schedule were examined, discussed and reviewed by the supervisor and the researcher who used the relevance of the content on the instrument in relation to the purpose, objectives and research questions. Suggestions given were taken into account and the necessary adjustments in the instruments made.

3.8 Data Collection Procedures

The researcher sought a permission letter to conduct the research. After the permission was granted, the researcher visited the various selected schools and children's home through their various heads and administrators. After being granted permission by the authorities of various institutions, questionnaires were hand delivered to the respondents in respective schools and children's home. On the day of delivery, the researcher introduced herself to the respondents and explained the objective of the study. As the research was dealing with children the research guided the children through the questionnaires as some of them needed translation of the questions which the research was comfortable to do.

The researcher conducted the interviews for the key informants and the interviews were conducted on one- to- one basis. In total, sixty five (65) participants were interviewed.

3.9 Data Analysis Procedures

Analysis and collection of data progressed simultaneously. Emerging themes and impressions guided data collection. The data generated by questionnaires, interview and observation schedules was checked, edited organized and coded by computer to reduce

the mass of data obtained into a form suitable for analysis. The coded data was then analyzed using Statistical Package for Social Science Programme (SPSS). The statistical analysis was then summarized into frequencies and percentages and presented in tables, bar charts and figures. Frequencies and percentages were adopted to present, discuss and interpret findings obtained. The research questions giving qualitative data were then analyzed using content analysis procedures. The findings obtained were discussed and formed the basis for the research findings, conclusion and recommendations.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

In this section, the results obtained from the respondents are presented. The findings are presented in two sections. Section one deals with the demographic characteristics of respondents while the next section presents and discusses the analysis of data collected from various respondents in relation to the purpose of the study and the research questions.

Quantitative data was generated from the structured questions while the unstructured questions generated qualitative data. The quantitative data was analyzed using descriptive statistics and presented in the form of tables, percentages, graphs and charts. The qualitative data was attained through the unstructured questions in the questionnaires and from the interview schedules with key informants. It was analysed through the use of content analysis.

The use of statistical analysis software, Statistical Package for the Social Science (SPSS), was extensively used by the researcher in statistical analysis, data management (case selection, file reshaping, creating derived data and data documentation.

Cross tabulation, frequencies, and descriptive ratio statistics assisted the researcher in attaining the descriptive statistics. Cross tabulation involved the process of creating a contingency table from the multivariate frequency distribution of statistical variables. Information forming the basis for discussion, conclusion, and interpretation of the findings and recommendations of the study was as results of the data analysis.

4.1 Demographic Characteristics of the Respondents

Section one of the students questionnaire contained information on their demographic characteristics. This information was useful in getting the necessary data of the main respondents of the study. The number of respondents participated in the study was 68 of this, 48 were children of school going age while 20 were selected key informants.

4.1.1 Gender of Respondents

The data in table 4.1 below indicates that 54.2% of the respondents of children of school going age were male while 48.8% were female. Respondents from the key informants composed of 52.9% as females while 47.1% were male.

Table 4.1: Gender of Respondents

	Children		Key informants	
Gender	Frequency	Percentage (%)	Frequency	Percentage (%)
Male	26	54.2	8	47.1
Female	22	48.8	9	52.9
Total	48	100	17	100

Source: Author (2012)

From these findings it is clear that both boys and girls were all affected by the post election violence.

4.1.2 Age Bracket of Respondents

In this section the researcher administered questionnaires to children who were presumed to have been aged 6 years and above by the year 2008. This therefore goes to explain for the expanded age brackets of between 10 – 20 years. In essence this age bracket by 2008 is 6 – 16 years.

Table 4.2: Age Bracket of Children Respondents

Age Bracket	Frequency	Percentage (%)
10-12	16	33.3
13-14	8	16.7
14-16	8	16.7
17-18	9	18.8
18-20*	7	14.6
Total	48	100

Source: Author (2012)

From table 4.2 above most of the respondents, 33.3%, were aged between 10 – 12 years with those aged between 17 – 18 being 18.8%. Respondents between the age of 13-14 and 14 – 16 each had a composition of 16.7% of the sample while those between 18 – 20 were 18 – 20%. The researcher noted that children aged between 10 – 12 years were easy to come through visits to the several children's while most of the children's home visited didn't have children aged above 14 years.

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* The ages 18 – 20 years appear in this section primarily due to the fact that the same age bracket by the year 2008 was 14 – 16 years. These respondents too provided valuable information to this study based on their experiences at the time.

4.1.3 Level of Study of Respondents

The table below gives the level of study of the respondents as captured in the student's questionnaire.

Table 4.3: Level of Study of Respondents

Age Bracket	Frequency	Percentage (%)
Std 5 - 8	25	52.1
Form 1-2	6	12.5
Form 3-4	12	25.0
Above form 4	5	10.4
Total	48	100

Source: Author (2012)

From the table above, table 4.3, most of the respondents were in primary schools and between standard five and eight. 25% were in form 3 – 4, 12.5% in form 1- 2 and those who had cleared their O-level were 10.4%. The researcher found this composition to be a boost to the study as the respondents were all considered to be in a position to understand and answer the questions. They not only understood the meaning of guidance and counseling and its importance but were also in a position to recall vividly the happenings and their encounters during the 2007/2008 post election violence.

This data is presented in the form of a pie chart in figure 4.2 below.

4.1.4 Marital Status of Parents

This section looks at the marital status of the parents of the children respondents.

Table 4.4: Marital Status of Parents

Age Bracket	Frequency	Percentage (%)
Married	17	35.4
Divorced	8	16.7
Single mothers	12	25.0
Separated	11	22.9
Total	48	100

Source: Author (2012)

The findings of the study as shown in table 4.4 above indicate that most parents of the children respondents in the study, 35.4%, were married, 25% were single mothers, 22.9% had separated due to various reasons while 16.7% were divorced.

4.1.5 Children's Understanding of the Post Election Violence

Most of the children noted that the post election violence was as a result of a flawed election. They noted that violence broke out when the presidential results were announced and Kibaki declared the winner. The children's memories of the post election violence in Kibera slums was that of houses being torched, gangs of youths wielding machetes, pangas, and other crude weapons terrorizing their entire neighbourhood and their freedom to playing (being children) being curtailed. Some of the children talked of the miserable living conditions they faced in IDP camps. They cited food and shelter as one of the issues that was pathetic and disturbing. Two of the girls talked of being raped within the slums. One of the children talked of how her mother has lived with severe

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burns as she tried to rescue her two year child from an inferno and loss of income since then; in short a shattered lifestyle.

From the findings of the study and as indicated in figure 4.5 below most of the children respondents understood what the post election violence was all about. 87.5% of the respondents when asked whether they understood what the violence was about said yes while 12.5% answered "No".

Figure 4.1: Children Understanding of the Post Election Violence
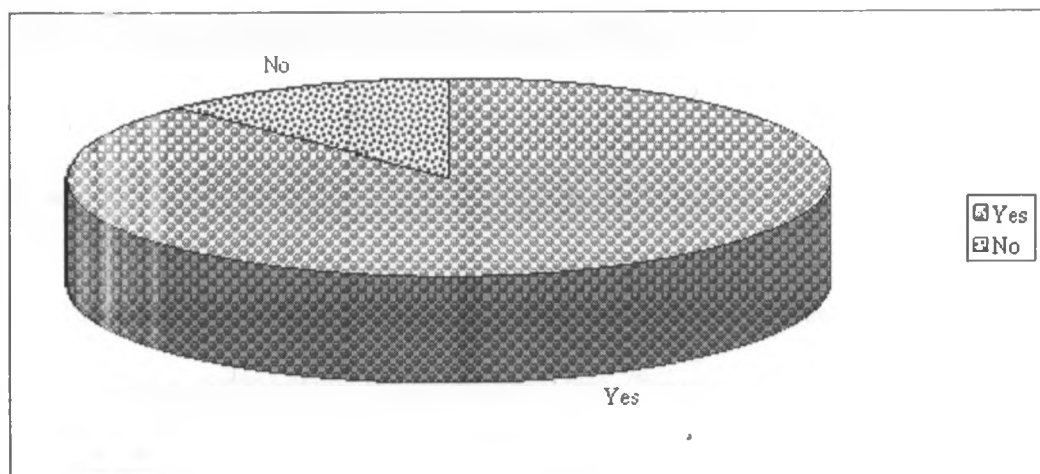
Source: Author (2012)

It is clear from this study that as noted by Carlson & Mazurana, (2006) that during armed conflict, children are greatly affected by what happens to the adults in their lives. As people are targeted and killed, schools close down, health workers flee, clinics close their doors or provide only rudimentary services.

In the case of Kibera slums there are children who are living with painful memories of the post election violence of 2007/2008. An encounter with these children during the entire period of this study reinforces the researcher's belief that there is need for

humanitarian organizations to consider the providence of guidance and counseling to children of school going age in their program.

4.1.6 Group of People bearing the Highest Brunt of Post Election Violence

The researcher sought to find out whom the children felt were affected the most by the violence. This was so as to capture the children's perception of the other victims of the violence.

Table 4.5: Group of People that Bore the Highest Brunt of the Violence

Response	Frequency	Percentage (%)
Children	23	47.9
Men	6	12.5
Women	19	39.6
Total	48	100

Source: Author (2012)

The findings of the study indicate that children bore the highest brunt of the violence. 47.9% of the respondents acknowledged this. Women followed with 39.6% of the respondents citing women as being most affected while men were considered the least affected by the violence with 12.5% of the respondents in their support.

Children are the most vulnerable population. Times of disaster and trauma increase their vulnerability. Recognizing children's symptoms of stress is not easy (IFAS, 1998). The psychosocial manifestations in children in times and after disasters is influenced greatly by the nature of the disaster itself, the level of exposure to the disaster, the extent to which the children and those around them are personally affected by the disaster. This is further affected by the individual characteristics of children, including their age and stage of development. In addition, children are uniquely affected by disasters because they are

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afflicted not only by the trauma of the event but also by their parents' fear and distress (Youth Alive Kenya).

4.1.7 Extent to which Post Election Violence Affected the Children Respondents.

This section discusses the extent to which the children respondents felt the post election violence affected them.

Table 4.6: Extent to which PEV affected the Children Respondents

Extent	Frequency	Percentage (%)
Very Great Extent	20	41.7
Great Extent	26	54.2
Small Extent	2	4.2
Not at all	0	0
Total	48	100

Source: Author (2012)

From table 4.7 it is clear that the Post Election Violence affected the children greatly. 54.5% of the children respondents were affected to a great extent while 41.7% were affected to a very great. Only 4.2% were affected to a small extent. It is evident that all the children respondents were thus affected by the post election to some extent as none responded to the "not at all" response.

The political uncertainty during that period of violence was overwhelming and children bore a brunt of it where they lost attention from the community and their parents. The number of unaccompanied minors and separated children increased. The sexual assault cases were a direct result of breakdown of social order that the perpetrators took advantage of. Many children ended up as Internally Displaced Children (IDC) in various camps in the country and were exposed to sexual assault situations in these camps. The exact number of cases of sexual assault in IDP camps is difficult to ascertain, not only

because the camps lacked regulated reporting mechanisms, but also because of challenges associated with acknowledging victimization, including availability of services, the level of awareness about the value of medical assistance, the degree of trust in police and other security-related issues, as well as the cultural acceptability of disclosing rape (IMPRINT, 2008)

4.2 Findings of the Study in Relation to the Research Questions

This section presents and discusses the analysis of data collected from various respondents in relation to the purpose of the study and the research questions.

4.2.1 Issues Encountered as Result of Post Election Violence.

In this section, the issues encountered as a result of the post election violence are discussed. They are based on personal experiences of the children respondents.

Figure 4.2: Issues Encountered as a Result of Post Election Violence.
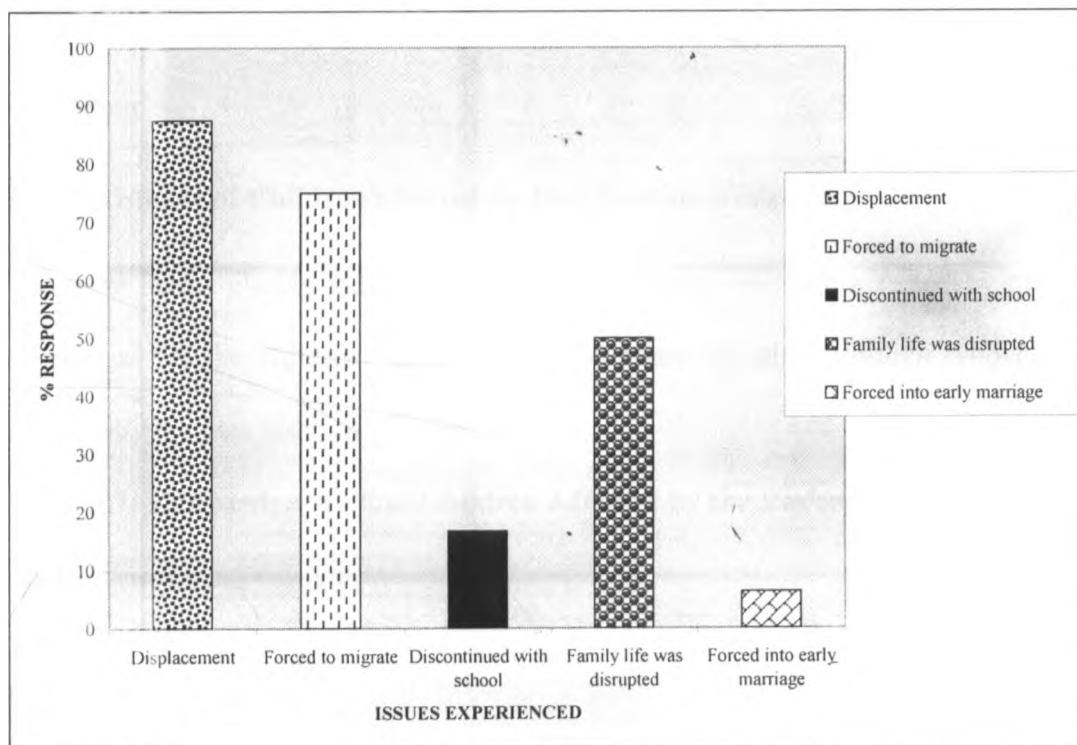
Source: Author (2012)

As indicated by figure 4.2 above, most of the respondents, 87.5%, were displaced during the conflict while 75% faced forced migration. Those respondents whose family lives were disrupted as a result of the conflict were 50%. Very few of the respondents, 6.3%, were forced into early marriage.

> "Those people were evil. They chased away my parents from our house
>
> and took it" . . . . . 12 year old respondent.

This was a sentiment echoed by a 12 year on the issues of war. It is clear that the violence was perpetrated by people who can only be regarded as evil or inhuman. There are memories of conflict that live in the minds of these children.

One of the key informants noted that the drawings that children would draw during their art class were more conflict related. The drawings had more to do with guns, machetes, policemen and police gears and others depicting agony. It is evident that these children have so many issues that are still unresolved and which are affecting their psychological well being.

4.2.2 Existence of Children affected by Post Election Violence

The table below clearly indicates that there were many children affected by the armed conflict as all the children respondents were aware of other children who had been affected by the post election violence.

Table 4.7: Knowledge of other Children Affected by the Violence

Response	Frequency	Percentage (%)
Yes	48	100
No	0	0
Total	48	100

Source: Author (2012)

In conflict zones, the rights of a child are relegated and the children are exposed to neglect, abuse, torture and degrading treatment that shakes them to the core of their being. Yet the child by reason of his physical and mental immaturity needs special safeguards and care including appropriate legal protection. It goes without say that children are the most vulnerable in any given population and need the most protection. Their vulnerability is worsened in a setting where there exists political crisis resulting in conflict and violence (Youth Alive! Kenya).

4.2.3 Effects of Post Election Violence on Children Respondents

This section looks at the effects of the post election violence on the children. It dwells on both the emotional and physical effects of the violence.

Table 4.8: Effect of Post Election Violence on Children Respondents

Effect	Frequency	Percentage (%)
Physically	18	37.5
Emotionally	37	77.1
Socially	19	39.6

Source: Author (2012)

As indicated by table 4.10, Most of the children respondents, 77.1% suffered emotionally followed by 39.6% in social suffering while 37.5% suffered physically. Interviews with the key informants informed the researcher that effects of the violence on the children appeared much after the disaster. Some of them emerged as misconduct and disobedience and the children being anxious. Some children also complained of physical complaints, like stomachaches, fears, headaches and dizziness, for which no immediate physical cause was apparent. Yet others displayed signs of withdrawal from family and friends, listlessness, decreased activity and preoccupations with the events of the disaster.

The expression on the children's faces when asked about the post election violence wasn't a nice one. Most of the children have always wanted to forget about the events and happenings of the post election. Very few accepted to open up on their personal encounters, especially the girls. Those who opened usually ended up crying and the researcher had to go an extra mile of comforting them and reassuring them that all was going to be well.

4.2.4 Effects of Armed Conflict on Children

Armed conflict brings with it many implications on people's lives and their very well being. This section looks at these effects in relation to the children who were victims of the 2007/2008 post election violence.

Table 4.9: Effects of Armed Conflict on Children

Effects	Frequency	Percentage (%)
Lack of Interest in Learning	23	47.9
Low Self Esteem	34	70.8
Emotional Conflict	30	62.5
Feelings of inadequacy	37	77.1
Loneliness	16	33.3
Depressed and anxious	18	37.5
Mood swing	9	18.8
Ability to overcome fear	14	29.2
Lack of Socialization	16	33.3

Source: Author (2012)

Most of the children victim of post election violence suffered from emotional feelings of inadequacy. 77.1% of them. The other factor that affected the children was that many of them, 70.8%, suffered from low esteem and 62.5% suffered from emotional conflict. With the experiences of post election. 47.9% of the respondents developed a lack of interest for learning and 37.5% of them became depressed. The feeling of loneliness

affected 33.3% of the respondents with 18.8%, who were mostly girls, suffered from recurrent mood swings.

From interviews with key informants, the post election violence impacted negatively on the children. The most common psychological disturbances that teacher have been able to note with the children who had suffered during the period of the conflict included; anxiety disorders, sleeping in class, phobias, depression and stress.

The teachers indicated that there were many children who refused to go back to school after the violence. The caretakers of children in the children home revealed that there were children who had developed fear to sounds they believe were related to the violence e.g. sound of siren, shouting's and alarm. These they noted had emerged up to several months after the disaster. These were manifested mainly through sleep disturbances persisting for long periods.

One of the children recounted how his father was hacked to death by armed gangs during the post election violence.

> *"They stopped my dad at Laini Saba and talked to him in Kikuyu language. When my father failed to answer them they descended on him with 'njoras' and pangas. I was so helpless. I feel so bad about those Kikuyu youths. . . 15 year old respondent.*

This clearly shows that there are underlying sentiments that are still harboured by these young souls. Going by their experiences it is evident that a lot of healing needs to be carried done to enable the children cope with these horrible experiences.

4.2.5 Presence of Guidance and Counseling during the Post Election Violence

With most of the children having been affected by the post election violence it was important to find out whether there was any guidance and counseling that was offered during this period.

Table 4.10: Presence of Guidance and Counseling during the Violence

Response	Frequency	Percentage (%)
Yes	0	0
No	48	100
Total	48	100

Source: Author (2012)

It is sad to note that there was no formal guidance and counseling for the children during the period of the post election violence. All the respondents 100% indicated that they had not received any formal guidance and counseling during the post election violence.

4.2.6 Presence of Post Guidance and Counseling for Çhildren

In this section, we look at whether the children affected by the violence ever received any form of guidance and counseling to assist them cope with their predicaments.

Table 4.11: Follow up on Guidance and counseling

Response	Frequency	Percentage (%)
Yes	16	33.3
No	32	66.7
Total	48	100

Source: Author (2012)

From the table above, most of the children respondents, 66.7%, indicated that they received no guidance and counseling during the post election violence with only 33.3% of them having had a chance to be counseled. Of those who had received guidance and

counseling most of them talked of having been comforted by relatives and family friends. Asked of whether there was any organization or professional group of counselor who had offered guidance and counseling services the children had not.

This clear shows that structures to offer guidance and counseling to children during post election violence were lacking creating the need for the establishment of such structures for the sake of the future.

4.2.7 Areas of guidance and Counseling for the Children Respondents

This section sought to find out the areas of guidance and counseling that the children had ever received guidance and counseling on.

Table 4.12: Areas of Guidance and Counseling for the Children Respondents

Area	Frequency	Percentage (%)
Academic	14	87.5
Social	10	62.5
Personal	13	81.3
Vocational	5	.31.3
Health	3	18.8
Spiritual	13	81.3

Source: Author (2012)

Most of the students, 87.5%, had been able to receive guidance and counseling in academic matters. It is worthwhile to note that, the guidance and counseling that is being discussed in this section occurred long after the conflict during the post election violence. And this was in regard to the 33.3% (16 respondents) who admitted to having received guidance and counseling after the conflict. As indicated in table 4.14, guidance and counseling on personal matters had 81.3% of the respondents having benefited which was

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a similar percentage to that of those who had benefited from spiritual guidance. It is evident that most of the children who had admitted to having

Guidance addresses student needs that are related to difficulty in study and academics, study skills problems, time management, decision making, subject choices, leadership skills is needed to help students to cope and make appropriate decisions to manage difficult circumstances they may be facing, assists with identity development, self-appraisal and dealing with internal conflicts regarding the individual's actions, decisions and values. These findings concur with what is noted by Kilemi et al., (2007) that guidance and counseling services play an important role in assisting children develop their academic and social competencies.

4.1.4 Necessity of Guidance and Counseling to Children affected by Armed Conflict

This section sought to determine whether the respondents valued the necessity of guidance and counseling for children affected by armed conflict.

Table 4.13: Necessity of Guidance and counseling to School Children Affected by Armed Conflict.

Response	Frequency	Percentage (%)
Yes	48	100
No	0	0
Total	48	100

Source: Author (2012)

All the respondents in the study saw the need for guidance and counseling to children of school going age affected by armed conflict.

The teacher participants cited several challenges that affected the provision of guidance and counseling. These include, but were not limited to; lack of commitment by teacher

counselors, lack of skills in specific areas of counseling, limited support from and lack of support from other teachers in assisting children affected by armed conflict. The researcher notes that the challenges that affect guidance and counseling for children during and in post conflict situations range from actual to perceived, personal to institutional and many others.

Discussions with key informants show that there is need to seek ways of strengthening and improving guidance and counseling services for children affected by armed conflict. These could be done by; training of personnel to handle guidance and counseling for children in armed conflict. They should be offered specialised training on psychosocial issues affecting children and post traumatic disorders that bedevil children in times of armed conflict and even after.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter gives the summary, conclusions, recommendations and suggestions for further study drawn from the findings of the study. Children bear the most brunt of armed conflict. The aim of this study was to determine the impact of guidance and counseling to children of school going age in armed conflict situations. The study looks at the tribulations of school going age who were victims of the post election violence in the Kibera slums, Nairobi County.

5.1 Summary of Findings

This section discusses the major findings based on the results of the study.

Psychosocial Implications of Armed Conflict on School Going Children

The results of the survey showed that armed conflict has many psychosocial implications on children who are of school going age and who are able to understand their surroundings. The children experience a wide variety of emotional disturbances. For some of them they range from chronic grief, depression, anxiety and loneliness. For others, difficulties in controlling anger, suspicion and low self esteem of themselves yet others avoid or withdraw from other people. For many, sleep is disturbed by nightmares, the waking hours by flashbacks in which they feel as if the disaster is happening all over again. The study asserts that armed conflict affects people differently and many of the psychological effects of disaster are created or affected by the direct social and economic effects of disaster. This study conceptualizes both the effects of disaster and appropriate responses to disaster not as purely psychological and social/economic, but as

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'psychosocial'. Apart from the physical effects of armed conflict, the emotional effects cause long-lasting suffering, disability, and at times loss of income that negatively impact on the cognitive development of the child.

Post-Traumatic Disorders on School Going Children as a Result of Armed Conflict.

From the findings of the study it is clear that many children suffer post traumatic stress disorder as a result of armed conflict. The study found out that children may suffer from primary trauma or secondary trauma or both secondary and primary traumatisation. Primary trauma occurs when the children directly experience the effects of armed conflict in their lives while secondary trauma occurs when children are exposed to the physically and emotional effects of armed conflict on those close to them.

Emotional trauma experienced by the children was as a result from watching their parents being tortured, raped, seeing their houses being burnt down, death, displacement and the induced stress of having to live in a new environment that the child was not accustomed to. It is important to note that in times of crisis events occur out of the control of the child and immediate care-givers, hence the uncontrollable events lead a child to feel helpless. This state induces despair and anxiety. When children's confidence is affected they experience increased sense of fear, nightmares, recurring thoughts, they cease to play, lose appetite, become withdrawn, experience difficulty in concentrating in school work and display of regressive behaviour.

Extent to Which Guidance and Counseling is undertaken for School Going Children in Armed Conflict Situations.

The study found out that guidance and counseling for children of school going age is not usually undertaken during armed conflict situations and when it is finally undertaken it is long after armed conflict has subsided. Whereas parents are supposed to be at the centre of offering guidance and counseling for their children, the effects of armed conflict also has a heavy bearing on them.

5.2 Conclusions

The main aim of the study was to determine the impact of guidance and counseling amongst children of school going age affected by armed conflict. It was found that in times of armed conflict children bear the greatest brunt in armed conflict. Within this period there are many psychosocial implications that befall the children range from displacement, dropping out of school, chronic grief, depression, anxiety and loneliness. The children suffer from post traumatic stress disorders that at times manifest themselves much later after the conflict. The research found out that that there was no guidance and counseling services designed and tailored for children in times of armed conflict. This is despite the fact that guidance and counseling is important and necessary for children affected by armed conflict.

5.3 Recommendations of the Study

Psychosocial Implications of armed conflict on School Going Children

In promoting psychological recovery for the traumatized children, the caregivers who might be teachers, social workers or children officers should assure the children that all measures are being taken or have been taken to prevent re-occurrence of the event that

caused the trauma. In the Kenyan situation the caregiver would communicate (in the most appropriate manner) and explain to the child/children that negotiations for peace are ongoing and that normalcy would be restored. Despite the assurance given, the children should not be given false hope: the helper ought to be genuine. However this insight is very important as it will enlighten the child hence reducing uncertainty and anxiety of not knowing the unfolding of events in their environment.

The psychological recovery process should not be done independent of the child's social life aspect. In crisis situations the flow of basic necessities are disrupted; for instance there will be food supply shortage, disruption of medical and educational services. Integrating modern concepts of child development, child rights and involving community support will result in sustainable support of children even after the withdrawal of relief services. The community will help in the process of social integration.

Extent to which guidance and counseling is undertaken for school going children in armed conflict situations.

The researcher recommends that there be measures put in place to ensure that guidance and counseling for children affected by armed conflict be undertaken for children during times of violence. Follow up measures should also be undertaken to ensure that children are well prepared in handling the psychosocial and post traumatic disorders that arise from armed conflict.

Ways in which Guidance and Counseling can be undertaken for Children during and after Armed Conflict Situations.

A number of activities have been identified as supporting healing by fostering in children a sense of purpose, self-esteem and identity. 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. Stability and predictability of the events are the pillars of the recovery process for the children. These elements cause the children feel in control of events and hence reduce anxiety while increasing confidence. Therefore in the initial phases of the recovery process the caregivers should ensure as much as possible stability and predictability in the child's environment. Rather than focusing on a child's emotional wounds, programmes should aim to support healing processes and re-establish a sense of normalcy.

It is also very important that programs be set up to enhance the training of personnel in the guidance and counseling field as this will help attain some level of professionalism. This in turn will help to achieve the right guidance and counseling for the children affected by armed conflict thus helping them to attain the desired mental health for these young victims.

5.4 Suggestions for Further Research

The researcher recommends that:

1. Further analysis of the underlying causes of conflict within the country be undertaken. This will aid the development of more effective preventative and advocacy strategies.

2. A study be undertaken to determine the true extent and effects of armed conflict on school going children during and after conflict.

3. Building within relevant organisations the analytical, assessment and reporting skills necessary to better foresee conflict, identify correlative phenomena, understand factors affecting children's vulnerability and resilience and gauge the impacts on children.

4. A study be undertaken to determine how governments can be encouraged to improve systems of law enforcement and justice and bring an end to impunity for the perpetrators of violence and violations of children's rights. This should lay a greater emphasis on analysing all the provisions in the Children's acts and how they can be enhanced to protect the children.

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APPENDICES

APPENDIX 1

CHILDREN'S QUESTIONNAIRE

Dear Respondent,

I am a student at the University of Nairobi, currently pursuing a **Master of Art Degree. I am** conducting a research titled **"Impact of Guidance and counseling on School Going Children Affected by Armed Conflict: A Case of PEV Victims in Kibera Slums, Nairobi county".** You have been identified as a respondent in this study. Kindly provide the information that has been requested. Any information given will be used for this study only and will be treated with utmost confidentiality. (Please tick where appropriate).

SECTION A: GENERAL INFORMATION

1. Gender

    a) Male ☐

    b) Female ☐

2. Age: ………………………………………………………..

3. Current School………………………………………….…..

4. Academic Year…………………………………………….

5. Marital Status of Parent

    a) Married ☐

    b) Divorced ☐

    c) Separated ☐

6. i) Do you understand what the post election violence in 2007-2008 was all about?

    a) Yes ☐ b) No ☐

    ii) If Yes please describe briefly? …………………………………………………………………

    ………

    ………

7. What was the cause of the violence?

8. i) In your own opinion who bore the highest brunt of the violence?

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a) Children   ☐

b) Men   ☐

c) Women   ☐

d) All of the above ☐

ii) Briefly explain?..

9. i) To what extent were you affected by the 2007/2008 PEV?.

a) Very Great Extent   ☐

b) Great Extent   ☐

c) Small Extent   ☐

d) Not at all   ☐

ii) Please give details ....

Section B: Psychosocial Implications of Post-Election Violence.

10. What do you remember about the 2007-2008 Post Election Violence?

....

11. Which of these issues did you go through as a result of the PEV? (Tick where appropriate).

a) Displacement   ☐

b) Forced to migrate   ☐

c) Discontinued with school ☐

d) Family life was disrupted ☐

e) Forced into early marriage ☐

f) Fell ill   ☐

12. What other encounters did you face during this period?

....

....

13. i) Do you know of other children who suffered as a result of the post election violence?

a)Yes   ☐ b) No   ☐

ii) If yes, please briefly explain. ....

....

Section C: Post-Traumatic Disorders on School Going Children.

14. How did the post election violence affect you?

    a) Physically ☐

    b) Emotionally ☐

    c) Socially ☐

15. Below is a list of the effects of conflict. Please indicate those you experienced as a result of the conflict.

    a) Lack of interest in learning ☐

    b) Low Self Esteem ☐

    c) Emotional Conflict ☐

    d) Feelings of inadequacy ☐

    e) Loneliness ☐

    f) Depressed and anxious ☐

    g) Mood swing ☐

    h) Ability to overcome fear ☐

    i) Lack of Socialisation ☐

16. In what other ways did the post election violence impact in your life?

    ....

    ....

Section D: Ways in which Guidance and counseling can be undertaken

17. Did you receive any guidance and counselling during this period?

    a) Yes ☐   b) No ☐

    ii) If Yes, who guided and counselled you? ....

18. i) Since then have you undergone any guidance and counselling ?

    a) Yes ☐   b) No ☐

    ii) If Yes, from whom?

19. Which of the areas listed below have you been given services on?

    a) Academic ☐

b) Social ☐

c) Personal ☐

d) Vocational ☐

e) Health ☐

f) Spiritual ☐

20. If you have been assisted in any of the above areas, comment on how these services have been useful to you?

....

....

21. i) Is guidance and counseling necessary for school children affected by armed conflict? a) Yes b) No

ii) If yes, briefly explain. ....

....

....

22. In what ways can guidance and counseling be offered to children in armed conflict situations?

....

....

....