INFLUENCE OF POST ELECTION VIOLENCE ON GIRLS' PARTICIPATION IN SECONDARY EDUCATION IN NYANDARUA SOUTH SUB COUNTY, KENYA

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DECLARATION

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

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DEDICATION

I dedicate this research work to my parents Angela and Stanley Kiara for their love of education, my late brother John Peter Kithinji who despite being the anchor he was did not live long enough to see me graduate and his wife Hilda for being a sister.

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And to the Almighty God for the gift of good health and for seeing me through a myriad of challenges as I worked on this project, I proclaim: 'Your grace is sufficient.'

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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immuno- Deficiency Syndrome
CREAW	Centre for Rights Education and Awareness
GTZ	German Technical Cooperation
HIV	Human Immunodeficiency Virus
IDMC	Internal Displacement Monitoring Centre
IDP	Internally Displaced Person
IRIN	Integrated Regional Information Network
KCPE	Kenya Certificate of Primary Education
KHRC	Kenya Human Rights Commission
KNCHR	Kenya National Commission on Human Rights
MSF	Medecines Sans Frontiers
NGO	Non- Governmental Organization
PEV	Post Election Violence
RPSI	Regional Psychosocial Support Initiative
SAD	Swiss Academy for Development
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations International Children's Emergency Fund

ABSTRACT

A status report by the Kenya Human Rights Commission estimates that of the 663,921 displaced in Kenya after the 2007-2008 post-election violence, 350,000 sought refuge in 118 camps whereas about 331,921 were integrated within communities across the country. Although those in camps were finally resettled, the ones integrated within the community were more or less forgotten. The purpose of this study was to investigate the influence of the post election violence on girls' participation in secondary education in Nyandarua South Sub County, Kenya. The study focused on schools outside the IDP camps. Specifically, the study objectives were to determine the extent to which absenteeism, psychosocial support, livelihoods and separation from family members influenced girls' participation in secondary education. The study was grounded on Jerome Bruner's Discovery theory that postulates that learning is an active process in which learners construct new ideas and concepts based upon their current or past knowledge. The study used descriptive survey design whose target population was 4799 individuals. The study used purposive technique to target 30 girls for the study. Random sampling technique was employed to sample the schools and consequently the principals, teacher counselors, class teachers of all classes and students in the sampled schools. The sample size was 127 individuals. Questionnaires were used to collect data with descriptive data analysis being done. Outcome of data analysis was presented in frequency and percentage tables and interpreted along the objectives of the study. The study revealed that though absenteeism affects majority of girls from displaced families and is mainly contributed by lack of school fees, it does not always translate to dropping out of school. There is poor distribution of personnel with formal training in guidance and counseling skills leading to a disconnect in provision of guidance and counseling services. The emotional state of the girls is the biggest challenge facing counseling in schools, while participation in co-curricular activities by the girls affected by the 2007/2008 Post Election Violence shows that healing is taking place. The study further revealed that financial difficulties and trauma have the highest effect on the girls and that families of affected girls are large with more than four siblings in each thus overburdening the parents. The study has concluded that absenteeism, psychosocial support by the schools, parental livelihoods and separation from family members greatly influenced the participation of girls in secondary education in the study area. It has gathered information that could help education authorities understand what kind of support is needed by girls from PEV affected households. It could also help the schools identify and set up support mechanisms to help these girls so that they proceed with their education normally. Further, the study could assist policy makers in the education sector to put in place policies that ensure the protection of children emerging from electoral violence in future. The study recommends that a similar one be conducted on the boy child, a replica of the study be done in other parts of the country and an examination of learners affected by the violence be done after they complete school.

CHAPTER ONE
INTRODUCTION

1.1 Background to the study

Armed conflict around the world is one of the most formidable obstacles to education. Worldwide, approximately 120 million children are estimated to be out of school. More than half of these children - two thirds of them girls - are living in countries engaged in or recovering from conflict. Conflict results in decreased access to school, preventing the opening of schools as well as threatening children's security while travelling to school and attending class. For those who do attend, conflict can have a negative effect on educational attainment, increasing drop out and reducing educational survival rates due to displacement or economic hardship (Education For All Global Monitoring Report, 2010).

All children have a right to education. This includes children affected by conflict, since the right to education cannot be suspended in times of conflict or emergency. Furthermore, education during displacement and in the post-displacement phase is a vital component of successful recovery, because it gives people the tools they need to rebuild their communities (Internal Displacement Monitoring Centre, Norwegian Refugee Council, 2011). The right to education is most at risk during emergencies and the transition period following a crisis. Emergencies are especially traumatic for children and schools are safe places for them during and afterward. By re-establishing a

daily routine and helping to restore a sense of normalcy, schools become therapeutic spaces in the midst of destruction (UNICEF, 2012).

Education beyond primary suffers the most during conflict, perhaps due to the greater specialization needed for these levels as well as the increased likelihood for youth involvement in the military or marriage (UNESCO, 2012). One important step in the realization of the right to education is the creation of the Inter-agency Network for Education in Emergencies (INEE), a global open network of Non-governmental Organizations, United Nations agencies, donors, practitioners, researchers and individuals from affected populations working together to promote access to quality education for all and establish minimum standards.

There are large regional disparities in participation in secondary schools. Most developed and transition economies are nearing universal secondary education while the secondary Net Enrolment Ratio for Sub-Saharan Africa is just 25% implying that 78 million children of the relevant age group are not enrolled in secondary school. The transition point from primary to secondary is marked by high levels of dropout in many countries (UNESCO, 2008).

Among the factors that interfere with the provision of, access to or full participation in education for the displaced is absenteeism. In Bosnia and Herzegovina, mass migration after the outbreak of the Bosnian war affected the educational system in various ways among them school attendance. While the war did not negatively affect completion of primary school, it did have a

negative effect on the likelihood to complete secondary education (EFA Global Monitoring Report, 2010). In Acholi land, many children missed school to farm on their families' land alongside their parents as their help was often crucial to recreate sustainable livelihoods. Teachers too were frequently absent in some schools prompting children to stop going to school since it was likely that their teacher would not be there. Child returnees had missed out years of primary education yet were too old to be included in the universal primary education policy.

In Kenya, the wide scale violence that characterized the aftermath of the December 2007 presidential elections was alarming in its ferocity and scale. By the time the violence ended, more than 1,000 people had lost their lives and more than 600,000 evicted from their homes (Centre for Rights Education and Awareness, 2009). By 24th January 2008, in Narok, thousands of Kenyan students had still not started the school year. In one secondary school, only 10 out of 700 students had reported. Displaced teachers in Mulot in Narok South district set up makeshift classrooms under trees but since there were no displaced secondary school teachers, the high school students among the displaced were left to perform household chores and help care for younger siblings.

Loss of family property and / or livelihoods also hindered participation in school. With 5 million IDPs, Sudan has the highest number in the world. Out of these, 2 million were displaced due to the Darfur crisis. Movement was

from rural to camps in urban areas where livelihoods were disrupted leaving many without a source of income. In a lot of families, children were also asked to participate in income generating activities, to the detriment of school attendance (de Geoffrey, 2007). In Darfur, children sometimes did not access formal schooling until the age of 10 (Kogali, 2009).

Another factor hampering participation in secondary education is separation of family members. In Syria, 74% of the respondents to the Child Protection Remote Assessment conducted by the Global Child Protection Cluster reported that there were separated children as a result of the conflict. These children lacked the protection provided by the family and as a result faced a wide range of protection risks including limited access to education (Khybari, 2014).

Lack of psychosocial support for the often traumatized children especially in the schools they later attend also affects participation in secondary education. In Mulot, Narok South district in Kenya, teachers reported that they had noticed signs of trauma among older displaced children, some of whom were very withdrawn and uncooperative yet no counselors had been to the camp. In some cases in Eldoret, trauma and distress caused emotional breakdown leading to stroke, depression and nightmares. The IDP's were also frustrated by the government's failure to efficiently replace the official documents destroyed or lost during the post election violence. These included school leaving certificates and result slips (KHRC, 2011).

Although the government tried to assist the IDPs by provision of shelter, food, non-food items and access to early childhood education among others, access and retention of IDPs in post primary education remained a challenge. Many parents were unable to meet their financial obligations to educate their children in secondary schools. Even where education was free at primary school, there were still incidental costs that arose including school uniform, books, development levy and levy for teachers hired by Parents-Teachers Associations to supplement those posted by the government. In some places, children from poor and needy IDP families were unable to get access to school bursaries since the bodies responsible for allocating bursaries did not consider them residents of the districts. They were instead advised to apply for their bursaries from the areas where they were displaced from (Kenya National Commission on Human Rights & UNHCR, 2011).

1.2 Statement of the problem

In the response phase of an emergency, the duty bearer and humanitarian actors offer the help they feel is needed, among them education. Still, internally displaced children remain out of school in large numbers. UNHCR estimates that globally, primary school participation in camps is 69% and at secondary only 30% (Dryden-Peterson, 2011).

A status report by the Kenya Human Rights Commission estimates that of the 663,921 displaced in Kenya after the 2007-2008 post-election violence,

350,000 sought refuge in 118 camps whereas about 331,921 were integrated within communities across the country. The high levels of movement and uncertainty took a toll on access to education especially for the integrated IDP's who did not receive the Ksh 35,000 the government was offering for resettlement. Nyandarua is home to many IDP camps among them Maua, Mawingu, Gwa Kung'u, Kiambi, New Hope, Rironi, Githioro integrated camp and Jerusalem (KHRC, 2011). There are also many IDPs hosted by friends and relatives. Unlike other counties in Central Kenya, Nyandarua is not anyone's ancestral home but settlement schemes inhabited by people from all over Central Kenya. These occupants own large tracts of land parts of which they readily sell. The IDP's therefore stood a better chance of acquiring land in Nyandarua than in any other place. Again, Nyandarua borders the Rift Valley, from where most IDP's came.

This study therefore, focused on secondary schools outside the IDP camps. This is especially so because camps have primary and not secondary schools. After the support pupils received in primary school, the researcher sought to establish whether the same was extended to secondary school and if not, the challenges the displaced children faced on transiting to secondary school. The focus was on girls as they are the most vulnerable. As noted in the Global Monitoring Report (2009), gender disparities remain large in secondary education than in primary. Participation rates for girls remain low and disparities high (UNESCO, 2008).

1.3 Purpose of the study

The purpose of the study was to investigate the influence of post election violence on girls' participation in secondary education in Nyandarua South Sub County, Kenya.

1.4 Objectives of the study

The following objectives guided the study:

i) To determine the extent to which absenteeism influenced girls' participation in secondary education.

ii) To determine the extent to which psychosocial support in the schools influenced girls' participation in secondary education.

iii) To determine how parental livelihoods influenced girls' participation in secondary education.

iv) To determine how separation from family members influenced girls' participation in secondary education.

1.5 Research Questions

The research questions answered by this study were the following:

i) To what extent has absenteeism influenced girls' participation in secondary education?

ii) How has psychosocial support by the schools influenced girls' participation in secondary education?

iii) How have parental livelihoods influenced girls' participation in secondary education?

iv) To what extent has separation from family members influenced girls' participation in secondary education?

1.6 Significance of the study

This study sought to trace the children who were displaced during the post election crisis in Kenya in 2007-2008 and how the displacement has affected their secondary schooling. It has gathered information that could help education authorities on what kind of support these children may be given. It could also help the schools themselves identify and set up support mechanisms to help these children so that they proceed with their education like any other. Further, the study could assist policy makers in the education sector in getting in place policies that ensure the protection of such children. This may for example be by sending professional counselors to schools to assist students heal by offering them psychosocial support.

1.7 Limitations of the study

The researcher anticipated skepticism from the student respondents since the kind of data collected was personal. However, to overcome this, respondents were assured that the study was purely academic and that all their responses would be treated with confidentiality. The other limitation was dispersion of the affected girls since their population is unknown. To overcome this, the researcher adopted a purposive sampling technique that located respondents through their school principals.

1.8 Delimitations of the study

The study was carried out in Nyandarua South District of Nyandarua County in Kenya. Those interviewed were secondary school students who were displaced from other areas during the post election violence crisis of 2007/08. Teachers and the school administration were among the respondents to determine the support, if any, the victims were getting. A total of 10 secondary schools were targeted with 10 principals, 10 teacher counselors, 76 class teachers and 30 girls, making a total of 126. The researcher used questionnaires to collect information.

1.9 Basic assumptions of the study

The study assumed the following:

i. The respondents would agree to be interviewed and be available for the same.
ii. The school principals would help identify students in affected by the violence.

1.10 Definition of significant terms

The following significant terms have been used in this study:

Child-headed homes refers to homes in which the major decision maker is below the age of eighteen, mainly because the parents are dead or living elsewhere.

Displacement refers to the involuntary movement of populations.

Family property refers to what is owned by parents and their offspring.

Internally Displaced Persons (IDPs) refer to persons who have been forced to flee their homes or places of habitual residence in particular as a result of, or in order to avoid the effects of armed conflict, situations of generalized violence, violation of human rights or natural disasters or man-made disasters, and who have not crossed an internationally recognized state border.

Livelihood refers to means of supporting a household's existence, especially financially or vocationally.

Participation is students' level of attendance of school as expected.

Post-election violence is the violence that followed Kenya's disputed presidential election in December 2007.

Psychosocial support refers to an approach to victims of disaster, catastrophe or violence to foster resilience of communities and individuals.

Separation refers to state of parents and their dependants living apart.

1.11 Organization of the study

The study is organized in five chapters. Chapter one consists of the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study and ends with definition of significant terms.

Chapter two focuses on literature review which begins with an introduction, followed by effect of conflict on women and children, effect of conflict on

education, effect of internal displacement on education of girls, summary of the literature review, theoretical framework and conceptual framework.

Chapter three consists of research methodology which comprises introduction, research design, target population, sample size and sampling procedure, research instruments, instrument validity, instrument reliability, data collection procedures and data collection techniques. Chapter four comprises data presentation and analysis and interpretation of findings, while chapter five is the last and has a summary, conclusion and recommendations of the study.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter discussed previous studies related to the influence of the post election violence on participation of girls in secondary education in Nyandarua South Sub-County. The literature review was organized in the following topics: absenteeism and participation of girls, psychosocial support and participation of girls, livelihoods and participation of girls and separation of family members and participation of girls. The chapter concluded with theoretical and conceptual frameworks.

2.2 Absenteeism and girls' participation in secondary education

The state of drop-out from school varies across regions and country to country and between schools. In the year 2010, school dropout rate in Kenya stood at 2.1% for boys and 2.0% for girls (Todaro, 1994). The Guiding Principles on Internal Displacement are international standards for protection of internally displaced persons developed by the United Nations special rapporteur and adopted by the United Nations Commission on Human Rights in 1998. The principles call on governments to provide protection for women and girls including upholding their rights to equal access to services among them education. Guiding principle 23 stresses the right to education “Shall be made available to internally displaced persons in particular adolescents and women, whether or not living in camps, as soon as conditions permit” (IDMC, 2012).

However, in conflicts around the world, internally displaced children are without a meaningful way to exercise their right to education. For instance in Pakistan, displaced children in 2009 lost many months of education. Schools were attacked, camps were crowded and camp managers struggled to provide adequate primary education or any education at secondary level. In most communities, schools are used as shelters for IDPs leaving displaced children and most community children without a place to learn (Global Monitoring Report, 2009).

Violence against girls leads directly to lowered enrolment rates, poor performance while in school, absenteeism and high dropout rates (ActionAid International, 2004). A report by UNHCR (2011) reveals that parents are reluctant to send their daughters to school if the school environment is insecure. They perceive insecurity as lack of female teachers in the schools. Children that miss school during episodes of armed violence tend not to go back to school adding to the large numbers of out-of-school children observed in conflict-affected countries, which may potentially spur some risk factors that may feed into future conflicts (UNESCO, 2011).

In a study carried out in Mbarara district of Uganda, it was found that 71.3% of the female students were repeatedly absent from school as they worked as domestic labor. This absenteeism led to poor academic performance which demoralized them and some eventually dropped out of school (Asingwire, 2011). Displacement can therefore lead to interrupted schooling and result in

large numbers of average children who struggle to access and persist in school. Conflict also tragically results in the death or displacement of teachers and other members of staff, students decreased access to school, preventing the opening of schools, threatening children's security while travelling to school and attending class as well as increasing absenteeism (UNESCO, 2011).

In a critical appraisal on post-election crisis in Kenya, Adeagbo notes that the violence disrupted the education of students and teachers in North Rift in which 35 primary schools were closed as people moved from one place to another. Schools in the South Rift refused to take the children from IDPs. Even in secondary schools, students and teachers in hostile communities sought transfers and learning time was lost in the process (Adeagbo, 2011). Children so affected eventually dropped out of school. For some IDPs, the imminent resettlement by the government made them not to take their children to local schools as they hoped to enroll them in new schools after resettlement. However, the promise of resettlement sometimes took longer than planned to be realized thus keeping children out of school longer (Kenya National Commission on Human Rights, 2011).

A report on the state of secondary education in Kenya by UNESCO/OECD shows that the rate of transition from primary to secondary school is only 46%, while the repetition rate in secondary education is 1.6%, the dropout rate 4.8%, and the completion rate 79%. The report shows that while the internal

efficiency of secondary education is not a major problem, accessibility is. The high cost of secondary education puts poor students at a disadvantage: Less than 9% of secondary school students are drawn from the poorest per capita quartile, while 30% are drawn from the richest quartile. Current challenges in secondary education include low availability of secondary schools, resulting in a low transition rate from primary schools and the high cost of secondary education, disadvantaging many students from poor families (Government of Kenya, 2005).

Contributors to secondary school dropout cited by the Kenya Government include socio-cultural practices such as early marriages and initiation rites often aggravated by weak counseling services due to lack of training for teacher counselors. Other contributors include poor teaching and learning environment that leads to lack of motivation, teachers' attitudes and behavior and teaching practices that disadvantage girls. There is also the high demand for girls' labor which increases the opportunity cost of sending them to school and gender stereotyping in textbooks and other educational materials, which limits girls' expectations and reinforces negative self-perceptions (Government of Kenya, 1999). This situation can be made worse by conflict.

In Kenya, a study by Kimondo (2007) indicates that the dropout rate of male pupils in primary schools was higher than that of the females. It notes that in early childhood up to standard four, there is usually a balance between the two sexes but later the number of boys declines. While there has been increased

secondary school enrolment in Kenya in recent years, the concern at the moment is with regard to the internal efficiency of primary education, particularly the ability to retain learners until they complete the eight year cycle (Kimondo, 2007). Furthermore, a study carried out in Suba district indicated that young men who dropped out of school enticed young girls with money earned from fishing and made them to also drop from school (Mwaniki, 2008).

2.3. Psychosocial support and girls' participation in school

Children have enormous resources in negotiating the challenges of daily life. With their intelligence, emotional range, creativity, social relationships, and other assets, children find ways to meet their needs and overcome difficulties. They also rely on others, particularly their families, to support them during difficult times. Some situations, however, present challenges so great that many children (as well as adults) may find their own capabilities weakened. During these times, additional support may be required to assist children in coping with adversity and regain a sense of control and the ability to function as before (UNICEF, 2009).

During times of natural disasters and social emergencies, individuals and communities are subjected to great strain. The effects of such situations on individuals and families vary considerably. In the context of emergencies, children and families actively engage in the rebuilding of their lives. Such experiences can take a heavy toll on people, with individuals frequently

experiencing such strong emotions as anxiety, grief, loss, extreme anger, vengeance, mistrust and fear. It is essential that these feelings are not ignored while homes are rebuilt, social structures reestablished and livelihoods resumed (UNICEF, 2009). Adolescents face challenges in normal times and these are aggravated in times of conflict. Nagar (2009) observes that the educational process, parental care, the efforts of the teachers and the environmental conditions should be designed to ensure proper growth and development of the adolescents and channelization of their energies in a proper direction.

The term psychosocial is used to emphasize the close connection between psychological aspects of the human experience and the wider social experience. The two aspects are very closely inter-twined in the context of complex emergencies and the concept of 'psychosocial well-being' extremely useful for humanitarian agencies. Figure 2.1 shows the relationship.

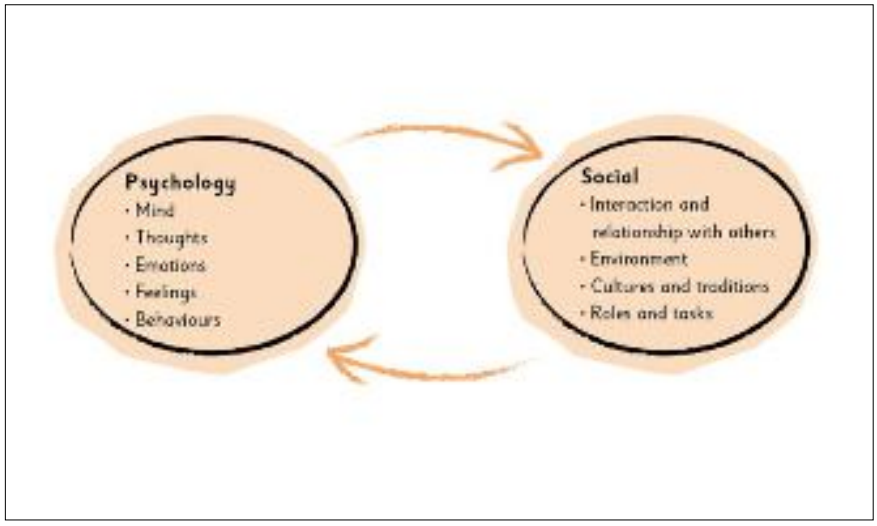

Figure 2.1: Relationship between psychological and social aspects of an individual

Source: Save the Children, (2015) pp 2

Psychological effects are those that affect different levels of functioning including cognitive (perception and memory as a basis for thoughts and learning), affective (emotions), and behavioral. Social effects concern relationships, family and community networks, cultural traditions and economic status, including life tasks such as school or work (The Psychosocial Working Group, 2003). Psychosocial support helps maintain a continuum of family and community-based care and support during and after an emergency and prevents immediate or long-term mental health disorders (Save the Children, 2015).

Psychosocial support involves a range of daily care and support interventions from caregivers, family members, friends, neighbors, teachers, health workers, and community members. It also includes care and support offered by

specialized psychological and social services. To be promoted it requires several principles. These include the fact that different but complementary interventions should be implemented in emergencies. Secondly, access to basic services and security is the first step to ensure the psychosocial wellbeing of target groups. Thirdly, promoting community-based psychosocial interventions helps a majority of target children to regain a sense of normality following an emergency. Fourth, a smaller group of children, such as those at risk or victims of exploitation and abuse, will benefit from focused, non-specialized support by social workers or psychologists (Save the Children, 2015).

Conflicts and natural disasters significantly impact children's psychosocial well-being and development (UNICEF, 2012). Conflict has been cited as a major impediment for the realization of Millenium development goal 2 which is universal completion of primary education. More than half of the world's primary-aged children out of school are estimated to live in conflict-affected fragile states (Educate a Child, 2015).

Across many of the world's poorest countries, armed conflict continues to destroy not just school infrastructure, but also the hopes and ambitions of a whole generation of children. Conflict affects education in many ways. There is death or displacement of teachers and students. For example more than two-thirds of teachers in primary and secondary schools were killed or displaced as a result of the Rwandan genocide. In addition there is destruction and damage

to schools and educational infrastructure. For example as a result of the conflict in Bosnia and Herzegovina, 50% of its schools required reconstruction and rehabilitation; 58% of primary schools in Mozambique were destroyed or closed as a result of its long civil war; 85% in Iraq. Furthermore, during conflicts, schools are often explicit targets. Educational facilities were attacked in at least 31 countries in Africa, Asia, Europe and Latin America in the three years leading up to 2010. There were 670 attacks on schools in Afghanistan in 2008 (Educate a Child, 2015).

Conflict prevents the opening of schools and increases teacher absenteeism. In addition, conflict threatens children's security while travelling to school and attending class. Girls may be kept from school by their parents in fear of violence against female students. In addition, conflict increases the likelihood for child involvement in the military, the workforce or marriage while conflict exacerbates existing marginalization in society (Educate a Child, 2015). Effectively, this denies the affected children from participation in education. Psychosocial support becomes handy in such situations. Loss of family members, homes and witnessing violence causes trauma. With trauma, little learning takes place as the learners are in need of psycho-social healing. In Kenya, children displaced in the 2007/2008 post election violence had to join new schools in the new places where they settled and play catch up. This became difficult and those unable to cope ended up dropping out altogether (KNCHR, 2011).

According to RPSI (2010), psychosocial support (PSS) is an integral part of all children's daily school experience regardless of whether they live in situations of calm or amidst the tragedy and chaos of immediate or protracted emergencies. In a school situation, it is important to address issues that are relevant to the context of a student's academic, career, or socio-emotional functioning within the school. One of the foundations of psychosocial wellbeing is access to basic needs (food, shelter, livelihood, healthcare, education services) together with a sense of security that comes from living in a safe and supportive environment. The benefits of psychosocial support interventions should result in a positive impact on children's wellbeing, and address the basic psychological needs of competence and relatedness (Action for the Rights of Children, 2009).In Mbarara district, Uganda, Asingwire (2011) observed that lack of guidance and counseling services was a contributory factor to ineffective participation in secondary education.

Violence affects girls' performance in school as well. All of the survivors of rape interviewed in South Africa by Human Rights Watch for a 2001 report revealed that their school performance suffered after they were attacked. Some lost interest in school or had trouble concentrating. Many had to change schools while others thers left school entirely (Human Rights Watch, 2001).

One area that contributes to psychosocial support is physical exercise. Physical education and sport have an educational impact in which changes can be seen in motor skills development and performance and educational

potential. This shows the positive relationship between being involved in physical activities and psychosocial development. Furthermore, physical education and sport build healthy activity habits that encourage life-long participation in physical activity. This extends the impact of physical education beyond the school yard and highlights the potential impact of physical education on public health (Swiss Academy for Development, 2015). As a WHO report shows, there is fairly consistent evidence that regular activity can have a positive effect upon girls' psychological well-being and that girls may respond more strongly than boys in terms of short-term benefits. It also shows that physical activity can contribute to the reduction of problematic levels of anxiety and depression (Bailey, 2005).

2.4 Parental livelihoods and girls' participation in school

Exacerbated conditions during conflict undermine families' and communities' capabilities. Conflicts devastate people's ability to generate income and to secure a sustainable livelihood that can help protect them from future shocks. Households' livelihoods are devastated, poverty exacerbated and resources necessary to ensure children's safety, health and development depleted. The lack of a livelihood makes households vulnerable and threatens child protection. In the wake of a conflict, many families do not have the resources to restore their source of income and children may be forced to drop out of school, to participate in dangerous labor practices, forced into early marriage, or revert back to involvement in armed groups as a way to establish a

livelihood and gain the protection they are not getting in their households (Meyer, 2009).

Children who were displaced faced greater poverty than they did in their home communities as they left their possessions and often their families' livelihoods. With the loss of families' livelihood, parents were unable to pay the school levies leading to irregular school attendance as children were sent away from school when the levy was not paid. Further, due to loss of livelihood, children would be forced to work to help support the family. In Khartoum, Sudan, parents asked children to participate in income generating activities to the detriment of school attendance (de Geoffrey, 2007).

Meyer (2009) argues that in emergency situations, livelihood programs can result in protection benefits for children and youth although not enough evidence exists to prove the impact of livelihoods programming on children and youth in the post-conflict period. Integrated programs that include economic interventions paired with complementary protection programs have shown some success in resource setting that could inform similar programming for children and youth in post-conflict environments. In addition, complementary programs that provide the most benefit and educational in nature could encourage the recipient of the economic intervention to maximize the benefits of their increased income to impact the protection of children and youth.

School dropout due to poverty is widespread. In some places like Naka self help group in Kenya, the children accompanied their parents to look for work to supplement family income (Kenya National Commission on Human Rights, 2011). Parents might also marry off their daughters early as they are viewed as an economic burden and marrying them off would be a survival strategy for the family. In Northern Uganda, early forced marriage was a common practice for economic security and survival (IDMC, 2012). Manacorda (2012) argues that girls are at a greater risk of absenteeism, repetition and dropout, and have lower educational achievement than boys.

2.5 Separation from family members and girls' participation

Children who experience a family disruption might have lower average educational attainment relative to children in stable, two-biological-parent families, either because of deficits resulting from the absence of a parent in the same household or because of other deleterious changes that accompany the process of family disruption. Disruption leads to an immediate reduction of time and parenting inputs from the nonresident or deceased parent (Steele, Sigle-Rushton, & Kravdal, 2009). Every emergency including armed conflict often leads to the separation of children from their families in the commotion of survival and flight. The longer a child is separated from his/her family, the more difficult it is to locate them and the more at risk a child is to violence, economic and sexual exploitation, abuse and potential trafficking (UNICEF, 2012).

In Kenya, the Centre for Rights Education and Awareness conducted a study in five areas with camps for the internally displaced persons: Nairobi, Naivasha, Nakuru, Burnt Forest and Eldoret between January 2008 and 25th April 2008. When family units break down, whether from physical separation during flight or pressure placed upon it in the displacement situation, individual members can become more vulnerable as acknowledged in the following response recorded in the study:

" I am a sixteen year old Kikuyu girl from Kiambaa. My mother is dead and I am not sure where my father is. I have two sisters; one is married and I am not aware where the other is. We got separated when they attacked us. When they started burning houses, we ran off in different directions. I have been living in this camp for about two and half months now. I had just finished my form one year in school and was looking forward to joining form two this year. I however did not attend the school in the camp. I share a tent with another girl who is seventeen years old…" (CREAW, 2009).

This girl's story echoes many others. To date, there are children who do not know where their parents and / or siblings are seven years after the post election violence. They have had to live with guardians or well wishers, and consequently for most, their education has suffered, with full participation in the teaching and learning process severely hampered.

2.7 Summary of literature review

The literature reviewed shows that participation of girls in secondary schooling is influenced by many factors among them absenteeism, psychosocial support, parental livelihoods as well as separation of family members.

In Kenya, after the 2007-2008 post-election violence, the displaced settled into camps. Among the most recent studies is one on pupils' participation in primary education in Naka IDP camp in Uasin Gishu (Kanario, 2013) and another on pupils' performance at KCPE in primary schools in Wanjohi settlement farm, Nyandarua (Amulega, 2013). It is worth noting that in both these, like many others before them, emphasis is on primary schools, and in camps.

The researcher sought to examine how absenteeism, psychosocial support, livelihoods as well as separation of family members affected participation of girls in secondary school in Nyandarua South Sub County. Mitigation of these factors will go a long way into ensuring that displaced children, especially girls, not only transit from primary to secondary school but are retained to the end of the course.

2.7 Theoretical framework

This study was grounded on Jerome Bruner's theory of Discovery Learning and Representation. A major theme in the theoretical framework of Bruner is

that learning is an active process in which learners construct new ideas and concepts based upon their current or past knowledge (Takaya, 2008). Bruner's views emphasize the importance of understanding culture as the context in which values and meanings of students' experience may be interpreted. Learners displaced after the post election violence may not have been very active in the learning process. However, the knowledge of the conflict and its effect may have given them knowledge they previously did not have like effects of violence, importance of peaceful co-existence and life skills. According to Bruner, as far as instruction is concerned, the instructor should try to encourage the student to discover principles by themselves. The task of the instructor is to translate information to be learned into a format appropriate to the learner's current state of understanding. Curriculum should be organized in a spiral manner so that the student continually builds on what they have already learned.

In the context of this study, the instructors would be expected to help the learners apply lessons learnt in the post election violence and generate solutions.

2.8 Conceptual framework

A conceptual framework is a network of interlinked concepts that together provide a comprehensive understanding of a phenomenon or phenomena (Jabareen, 2009). The conceptual framework shows the interrelationships between the dependent and independent variables. In this study, the conceptual framework shows how displacement during the 2007-2008 post election

violence could have influenced the participation of girls in secondary school education.

The conceptual framework showing the relationship between factors influencing girls' participation in secondary education is presented in Figure 2.2.

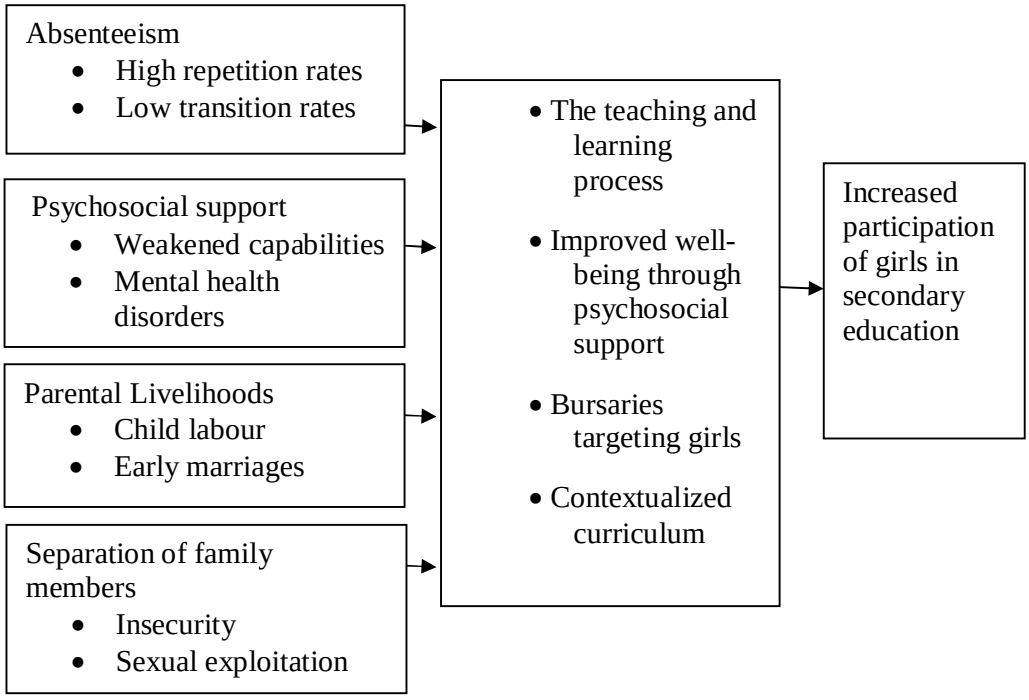

Figure 2.2: Relationship between factors influencing girls' participation in secondary school education.

The dependent variable is participation of girls in secondary education while the independent ones are absenteeism of the learners, psychosocial support by the schools, parental livelihoods and separation of family members. All the above factors affect participation in school as well as academic performance. But when the school intervenes through an improved teaching and learning process as well as other support systems, participation is greatly enhanced.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the procedures that were used in conducting this research. The following topics are discussed: research design, target population, sample size and sampling procedure, research instruments, instrument validity, instrument reliability, data collection procedure and technique as well as data analysis technique.

3.2 Research design

Mugenda and Mugenda (2008) describe survey as an attempt to collect data from members of a population with respect to one or more variables. It could be descriptive, exploratory or involving advanced statistical analysis. They recommend descriptive survey as the best method for educators interested in collecting original data for the purpose of describing a population which is too large to observe directly (Mugenda and Mugenda, 2008).This researcher used descriptive survey design that enabled the researcher to collect data on displaced girls and their participation in secondary education.

3.3 Target population

A target population is a complete set of individuals, cases or objects with some observable characteristic (Mugenda and Mugenda 2008). This study targeted internally displaced girls in secondary schools and those out of school who may have experienced post election violence displacement in Nyandarua

South Sub County. It also targeted principals and teachers especially class teachers and teacher counselors. There were 26 public secondary schools with 26 principals, 26 teacher counselors 204 class teachers and 4,543 girls. This gave a total target population of 4,799.

3.4 Sample size and sampling procedure

Mugenda and Mugenda (2003) define a sample as a small proportion of a target population selected for analysis. They recommend that for large populations, a sample that is least 30% is considered adequate to represent the population while for small populations, 10% would do. Out of the targeted population, a sample of 10 schools, or 47.6% was selected to participate in this study. The study used purposive sampling technique to sample the schools and consequently the principals, teacher counselors and class teachers of all classes in the schools. This is because only schools with affected girls were targeted. Kombo & Tromp (2006) argue that the power of purposive sampling lies in selecting information rich cases for in depth analysis related to the central issues being studied. Cases of subjects are handpicked because they are informative or possess the required characteristics (Mugenda and Mugenda, 2008). The advantage of this technique is that it is accurate or near to accurate representation of the population and results are expected to be more accurate (Mwituria, 2012). The sampling procedure is represented by the table 3.1.

Table 3. 1

Sample size

Category	Target	Sampled	Percentage
Principals	26	10	7.9
Teacher counselors	26	10	7.9
Class teachers	204	76	59.8
Students	4543	31	24.4
Total	**4799**	**127**	**100.0**

Thus, of the 26 schools in Nyandarua South Sub County at the time of the study, 10 were sampled. This meant 10 principals and the same number of teacher counselors, representing 7.9% of each category. 76 class teachers of the 204 targeted were sampled which was 59.8% of the total sampled while 31 girls (24.4% of the total), were sampled.

3.5 Research instruments

This researcher used questionnaires to collect data. Questionnaires were selected as they are free from bias of the interviewer as answers are in the respondent's own words, respondents have time to give well thought out answers and since the respondent's identity is not revealed, response rate is high (Kothari, 2012). However, they have the disadvantage of inability of the researcher to establish rapport with or probe the respondent (Mugenda and Mugenda, 2008). To solve this, the researcher administered them personally.

They were both open and closed whereby respondents selected yes or no and also gave their opinions. There was a questionnaire for principals, one for teachers and another for the girls. All were divided into five sections. Section (A) sought demographic information, section (B) how absenteeism influenced girls' participation, section (C) influence of psychosocial support on girls' participation, section (D) how parental livelihoods influenced girls' participation and section (E) how separation of family members influenced girls' participation.

3.6 Instrument validity

Validity refers to the relationship between the data and the variable being measured (Mugenda and Mugenda, 2008). In this study, content validity of the research instruments was established by including objective questions in the questionnaires. This refers to a measure of the degree to which data collected using a particular tool represents a specific domain of indicators or content of a particular concept (Mugenda and Mugenda, 2008). In a pilot study conducted before the main one, it was observed that although most students affected by the post election violence had exited school, some, most of whom had to repeat classes, were still in school. One particular girl dropped out in form three, stayed out for two years and was readmitted in a different school in form one. At 22 years of age, she is now in form two.

3.7 Instrument reliability

Reliability is concerned with the internal properties of a measure. It refers to the measure of the degree to which a research instrument yields consistent results after repeated trials (Mugenda and Mugenda, 2003). To determine this, the researcher used the test-retest technique. This involved administering the same instrument twice to the same group of subjects with a time lapse between the first testing period and the second. Since the study was on girls, the researcher tested with boys and gave the two tests a two-week duration. Mugenda and Mugenda (2008) recommend a lapse of between one and four weeks. At the end of the period, it was observed that the respondents corroborated the information given earlier save for a slight variance in language. After the second time, the Pearson product-moment correlation between the pretest and post test scores was calculated to get the co-efficient of reliability.

The formula used was as follows:

$$r_{xy} = \frac{n\Sigma xy - \Sigma x\Sigma y}{\sqrt{(n\Sigma x^2 - (\Sigma x)^2\ (n\Sigma y^2 - (\Sigma y)^2}}$$

Where 'r' is the Pearson Product-Moment correlation coefficient while X and Y are the distributions.

According to Orodho (2005), a score above 0.5 is considered reliable. In this study, the Pearson Product-Moment correlation coefficient index was 0.7 for the students' questionnaires. It was thus considered reliable.

3.8 Data collection procedure and technique

A research permit was sought and obtained from the National Council of Science and Technology. Permission was sought from the Deputy County Commissioner and Director of Education, Nyandarua South Sub County to carry out the research. Principals of participating schools were contacted and the researcher established rapport with targeted students. Questionnaires were developed and administered for this study in order to measure the variables. Focus was given to the girls who were displaced by the post election violence as well as their teachers and principals. This helped collect specific and factual data.

3.9 Data analysis technique

Mugenda and Mugenda (2008) define data analysis as the process of bringing order and meaning to raw data collected. Since the data received was qualitative, it was organized into sub topics. Data in form of field notes were read using note cards. Categories, themes and patterns were created using the SPSS text editor and finally information analyzed and interpreted to determine its adequacy, credibility, usefulness and consistency. This gave a vivid, descriptive account of the situation under study. It also gave an analytical view, citing the significance and implications of the findings. 'Voices' from the respondents were reported verbatim in the text in order to express various feelings and attitudes from the respondents.

3.10 Ethical considerations

A research permit was sought and acquired from the National Commission for Science, Technology and Innovation. Permission to collect data was then sought from the deputy County Commissioner based in Nyandarua South Sub-County and the Sub-County Director of Education, Nyandarua South Sub-County. Principals of targeted schools were then contacted by telephone before the researcher visited the schools and first created rapport with the respondents before administering the questionnaires.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents, analyses and interprets data gathered by the study in line with the study objectives. The findings are presented in the form of frequency and percentage tables.

4.2 Questionnaire return rate

This refers to the proportion of questionnaires returned after being issued to the respondents. The return rate for this study was summarized in table 4.1.

Table 4.1

Questionnaire return rate

Respondents	Sample	Returned	% Return Rate
Principals	10	10	100.0
Teachers	86	86	100.0
Students	31	31	100.0
Total	**127**	**127**	**100.0**

The questionnaire return rate was 100.0%. The perfect return rate was due to the fact that the questionnaires for principals, teachers and girls for each school were issued through the principals and returned the same way. The researcher had the advantage of knowing all the principals in person.

4.3 Background information of respondents

The study obtained background information on the respondents reached in the survey and presented the findings in the section below. First, data on the demographic characteristics of the respondents, that is their age and gender, was sought. The responses were presented in tables 4.2, 4.3, 4.4 and 4.5.

Table 4.2

Gender of principals and teachers

	Principals		Teachers	
Gender	**f**	**%**	**f**	**%**
Male	6	60	41	47.7
Female	4	40	45	52.3
Total	**10**	**100**	**86**	**100**

Table 4.2 shows that majority of the principals (60.0%) were male. Although female principals at 40.0% was still a good representation, it implies that most of our secondary schools are predominantly led by men. This is a concern especially since the study sought data on girls. It could mean that girls in some schools lack role models and some of their feminine issues might remain unresolved.

The same table (4.2) indicates that a majority of the teachers reached in the study (52.3%) were female. This implies that since the study targeted girls,

then they were in good hands with female teachers to help sort out their issues and act as role models. The study targeted teacher counselors and class teachers. The findings could therefore mean that most of the teachers heading counseling departments and those appointed as class teachers in majority of our secondary schools are female. For girls affected by violence, the presence of female teachers offers a sense of security thus increasing their participation in school. As noted in a report by UNHCR (2011), parents are reluctant to send their daughters to school if they perceive that the environment is not safe. Presence of female teachers helps improve the security of girls.

Table 4.3

Age of principals

Age bracket	**f**	**%**
Below 35	0	0
36-40	2	20.0
41-45	2	20.0
46-50	3	30.0
Over 50	3	30.0
Total	**10**	**100.0**

Table 4.3 indicates that majority of the principals were middle aged (over 45 years old). No principal was below 35 years of age. This implies that principals are appointed on the basis of teaching experience and could mean

that the schools they head are relatively stable. A report by the government of Kenya (2005) cites a poor teaching and learning environment as a contributing factor to absenteeism and thus poor participation in school. An experienced principal will most likely ensure that the school environment is conducive for learning. This would reduce absenteeism and consequently increase participation.

Table 4.4

Age of teachers

Age bracket (years)	f	%
20-25	34	39.5
26-30	18	20.9
31-35	10	11.6
36-40	6	7.0
Over 40	18	20.9
Total	**86**	**100.0**

Table 4.4 indicates that majority of the teachers (39.5%) were between the ages of 20-25. This could be because there being an acute shortage of teachers, most secondary schools employed fresh graduates under the Boards of Management. The table also shows that over half of the teachers reached (60.4%) were under 30 years of age. This implies that most schools had appointed young teachers as counselors or class teachers. This could mean that for the girls in need of the teachers' services, they had people young

enough to identity with their situation. This could have made the learning environment more attractive to them.

Table 4.5

Age of the girls

Age bracket (years)	f	%
16-18	26	83.9
19-22	5	16.1
Total	**31**	**100.0**

Data in Table 4.5 indicates that majority of the students reached (83.9%) were between the ages of 16-18. Since some were in form one, it implies that their education might have been interrupted by the violence and they probably had to repeat classes. A form one student is expected to be 14 years old. As Adeagbo (2011) noted in a critical appraisal on post-election crisis in Kenya, the violence disrupted the education of students and teachers in the North Rift leading to closure of schools as people moved from one place to another. This movement kept students out of school thus reducing their participation. Some eventually dropped out.

The study obtained data on the educational level of principals and teachers. The findings were captured in Table 4.6.

Table 4.6

Education level of principals and teachers

	Principals		Teachers	
Level of Education	**f**	**%**	**f**	**%**
B. Ed	7	70.0	59	68.6
M.Ed	3	30.3	0	0
B. Sc	0	0	12	14.0
Dip.Ed	0	0	15	17.4
Total	**10**	**100.0**	**86**	**100.0**

The data indicates that majority of the principals reached (70.0%) had a bachelors degree in education. A good number (30.0%) had a Masters degree in education. This implies that school management in secondary schools is generally in competent hands judging by the qualifications.

On the teachers, majority (68.6) had a bachelor's degree in education with the rest being bachelor of science degree and diploma in education holders. This implies that probably due to the acute shortage of teachers in our secondary schools, a substantial number of teachers do not have training in education. This could mean that although these teachers are appointed as teacher counselors and class teachers, they may not have even the basic counseling skills offered as a common course for B. Ed students and would therefore be challenged in their counseling work. Asingwire (2011) observed that lack of

guidance and counseling services was a contributing factor to ineffective participation in secondary education.

The study also sought the professional experience of principals and teachers. The findings were presented in table 4.7.

Table 4.7

Professional experience of principals and teachers

	Principals		**Teachers**	
Experience in years	**f**	**%**	**f**	**%**
0-5	7	70%	52	60.5
6-10	0	0	10	11.6
10-15	0	0	2	2.3
15-20	0	0	4	4.7
Over 20	3	30%	18	20.9
Total	**10**	**100.0**	**86**	**100.0**

The findings indicate that a majority of the principals and teachers had between 0-5 years of experience, thus most of them had little or no experience. This implies that there have been appointments of new principals probably due to the large number of new (day) schools. Consequently, there has also been employment of new teachers, mostly by the Boards of Management.

The study sought to find out whether principals and teachers had undergone professional training in counseling. The findings were presented in table 4.8.

Table 4.8

Principals' and teachers' training in counseling

	Principals		**Teachers**	
	f	**%**	**f**	**%**
Been trained in counseling	5	50.0	19	77.9
Not been trained in counseling	5	50.0	67	22.1
Total	**10**	**100.0**	**86**	**100.0**

The table shows that half of the principals reached had professional training in counseling while the other half did not. On the teachers, majority (77.9%) did not have any training in counseling. This could mean that the girls in most of the schools sampled did not get adequate counseling from their teachers. As Asingwire (2011) noted, lack of counseling reduces participation and eventually leads to dropout.

4.4 Attendance and girls' participation in school

The first objective of the study was to determine the extent to which absenteeism influenced girls' participation in secondary education. The study

sought data that showed the extent and influence of absenteeism and presented it in the section below.

4.4.1 Displacement of girls following the PEV

The study obtained data on girls who were displaced following the Post Election Violence in the targeted schools. The results were presented in table 4.9

Table 4.9

Principals' and teachers' responses on displacement of girls

	Principals		**Teachers**	
	f	**%**	**f**	**%**
There are displaced girls	10	100.0	43	50.0
No displaced girls	0	0	43	50.0
Total	**10**	**100.0**	**86**	**100.0**

The findings in Table 4.9 show that all principals had girls from displaced families studying in their schools. This demonstrates that there were girls from displaced families in all the institutions targeted by the study. 50.0% of the teachers reached in the study reported presence of up to 5 girls per class from displaced families. The other 50.0% of the teachers reported lack of displaced girls in their classes. This contradicted the principals' responses and

implies that some teachers were not aware of the presence of displaced girls in the school. This ignorance could mean that these girls got inadequate or no counseling at all from their teachers. Lack of counseling would by no means affect the girls' participation in school.

4.4.2 Prevalence of absenteeism of girls in schools

The study obtained data from principals and teachers on the extent of absenteeism in schools. The data was presented in table 4.10.

Table 4.10

Absenteeism of girls in schools

	Principals		**Teachers**	
Variable	**f**	**%**	**f**	**%**
There is absenteeism of girls in school	6	60.0	19	22.1
There is no absenteeism	4	40.0	31	36.0
Not sure	0	0	36	41.9
Total	**10**	**100.0**	**86**	**100.0**

The findings indicate that majority of principals (60.0%) reported that students from displaced families did not attend school regularly while 40.0% reported that they did. This shows that absenteeism was a challenge for the girls from displaced families.

Majority (41.9%) of the teachers were not sure whether girls from displaced families were absent from school. Bearing in mind that majority of the teachers targeted were class teachers, the implication of this response is that the said teachers do not keep proper records on school attendance. The primary responsibility of a class teacher is to take class roll calls twice a day. Admitting ignorance on who was in school and who was not at any one time suggests that the same teachers cannot be expected to offer any support to the affected girls. It also means that although the UN guiding principles on internal displacement emphasize the need to uphold the rights of the displaced to education (IDMC, 2012), this was not adhered to.

4.4.3 Principals' and teachers' reasons for absenteeism of girls

The study sought to know from the principals and teachers what the probable cause of absenteeism for the girls was. The findings were presented in table 4.11.

Table 4.11

Principals' and teachers' reasons for absenteeism of girls

Reason for absenteeism	**f**	**%**
Financial difficulties	68	70.8
Trauma	3	3.1
No absenteeism	25	26.1
Total	**96**	**100.0**

The findings indicate that majority (70.8%) of the principals and teachers identified financial difficulties as the key reason for absenteeism of girls from displaced households while 26.1% indicated trauma as the greatest contributing factor. Absenteeism, whatever the cause, interferes with participation of learners in school. As Aswingire (2011) noted, displacement can lead to interrupted schooling and result in large numbers of average students who struggle to access and persist in school. The displaced girls in Nyandarua South Sub-county are not participating fully in secondary education due to absenteeism caused mainly by financial difficulties.

4.4.4 Dropout rate of displaced girls

The study sought data on dropout rate of girls from displaced families. The responses were presented in table 4.12.

Table 4.12

Principals' views on dropout rate

Dropout Rate	**f**	**%**
High	2	20.0
Low	2	20.0
No drop out	6	60.0
Total	**10**	**100.0**

The findings in table 4.12 show that majority of the respondents (principals) had not had cases of girls from displaced families dropping out of school. This implies that though there are significant challenges regarding school attendance in the study area, they do not translate to dropping out of school very often.

4.4.5 Teacher interventions for girls from displaced families

Data was sought on interventions by teachers for girls from displaced families. The findings were presented in table 4.13.

Table 4.13

Teacher interventions for girls from displaced families

Intervention	**f**	**%**
Guidance and counseling	8	8.4
Help with bursary application	10	10.4
Love and encouragement	12	12.5
Moral support	17	17.7
Purchasing personal items	22	22.9
No intervention	27	28.1
Total	**96**	**100.0**

The findings in table 4.13 indicate that though slightly more than one quarter (28.1%) of the teachers had not made any interventions for girls from displaced families, where there were interventions, the most common was assistance in buying personal items. Other interventions reported were: provision of moral support (17.7%), love and encouragement (12.5%), help with bursary application (10.4%) and guidance and counseling (8.4%).

As argued by Manacorda (2012), girls are at a greater risk of absenteeism, repetition and dropout, and have lower educational achievement than boys. In view of this therefore, the interventions by teachers are a welcome move towards increasing participation of displaced girls in school.

4.4.6 Girls responses on school attendance

The study sought data on girls' school attendance. The responses were captured in table 4.14.

Table 4.14

Girls' responses on school attendance

Variable	f	%
Able to attend school regularly throughout the school term.	9	29.0
Unable to attend school regularly.	22	71.0
Total	**31**	**100.0**

The students targeted in the study were asked to indicate whether or not they were able to attend school regularly throughout the school term. The findings in table 4.14 indicate that 71.0% of the students were not able to attend school regularly in a given school term. This means that their participation in school was greatly hampered. As Adeagbo (2011) notes, children in the North Rift who lost too much learning time as a result of displacement eventually dropped out of school.

4.5 Psychosocial support and girls' participation

The second objective of the study sought to determine the extent to which psychosocial support in schools influenced girls' participation in secondary education. The study obtained responses that were captured in the section below.

4.5.1 Trained counselors

The study sought to find out from the respondents whether schools had personnel trained in counseling. The findings were presented in table 4.15 and 4.16.

Table 4.15

Principals' responses on whether schools had a trained counselor

Variable	f	%
The school has a trained counselor.	5	50.0
The school does not have a trained counselor.	5	50.0
Total	**10**	**100.0**

Responses from the school principals, as shown in table 4.15, show that 50.0% of schools had staff trained in counseling while 50.0% did not. This implies that only half the schools in the study area had personnel trained in guidance and counseling. Nagar (2009) observes that the educational process, efforts of the teachers and environmental conditions should be designed to ensure proper growth and development of adolescents. Without training in counseling, the teachers' efforts would most likely be hampered thereby failing to offer adequate support to girls requiring it. For these girls, participation in school would obviously be hampered.

Table 4.16

Teachers' responses on whether they were trained in counseling

Variable	f	%
I am a trained counselor	29	33.7
I am not trained	57	66.3
Total	**86**	**100.0**

Responses from teachers as shown in table 4.16 indicated that about two thirds (66.3%) of them were not trained in counseling while about a third (33.7%) were. With such a large number of teachers without training in counseling, support for girls affected by the post election violence was bound to suffer. A report by Save the Children (2015) identifies teachers among the people expected to offer psychosocial support to affected persons. A study carried out in Kisumu by Women Education Researchers of Kenya (2008) revealed that pupils living in camps dropped out of school due to lack of qualified guidance and counseling teachers to assist them go through trauma.

4.5.2 Involvement in guidance and counseling

The study sought to find out the extent to which guidance and counseling services were actually provided to the students in the study location. The results were presented in table 4.17.

Table 4.17

Principals' and teachers' responses on their involvement in guidance and counseling

	Principals		Teachers	
Variable	**f**	**%**	**f**	**%**
I have been personally involved in counseling the girls.	10	100.0	81	94.2
I have not been involved in counseling the girls.	0	0	05	5.8
Total	**10**	**100.0**	**86**	**100.0**

As the table shows, all the principals have had to personally counsel the girls affected by the violence. Majority of the teachers (94.2%) also personally attended to the girls. This could be because teacher counselors were among the study targets. 5.8% of the teachers said they were not directly involved in counseling the girls. These were mostly the class teachers. A common practice in most secondary schools is to refer students with issues to the counseling department. Class teachers are not automatic members of this department.

4.5.3 Accessibility of guidance and counseling at school

The study obtained data on accessibility of guidance and counseling services in the schools. Views were sought from the girls and the responses were captured in table 4.18.

Table 4.18

Girls' responses on accessibility of guidance and counseling

Variable	**f**	**%**
I have accessed guidance and counseling services	21	67.7
I have not accessed guidance and counseling services.	10	32.3
Total	**31**	**100.0**

The responses in table 4.18 show that more than two thirds (67.7%) of the girls in the study had accessed guidance and counseling services at their schools while 32.3% had not. This implies that either guidance and counseling services were not available in some schools or that the girls did not seek help. Either way, it means that there is need to improve accessibility of guidance and counseling services in our schools.

4.5.4: Impact of counseling on students

Data was sought on the impact of counseling on the students. The girls were asked whether the counseling they had received was adequate. The responses were presented in table 4.19.

Table 4.19

Girls responses on adequacy of counseling

Variable	f	%
I received adequate counseling	15	48.4
I did not receive adequate counseling.	6	19.4
I received no counseling at all	10	32.2
Total	**31**	**100.0**

The findings in table 4.19 show that less than half (48.4%) of the girls reached in the study found the counseling they had received adequate while almost one third (32.2%) reported they had not received any counseling at all. This implies that there was a significant gap in the reach and effectiveness of the counseling provided to the girls affected by the post election violence. Yet, as a report by UNICEF (2009) reveals, at times when many children (and adults) find their capabilities weakened, additional support may be required to assist them cope with adversity and regain a sense of control and the ability to function as before.

4.5.5 Challenges to counseling

The study sought to find out what the main challenge facing the girls who sought counseling in the study location was. The findings were presented in table 4.20.

Table 4.20

Principals' responses on challenges facing the girls who sought counseling

Challenge	f	%
Feeling inferior	3	30.0
Non acceptance of situation	5	50.0
Inability to fit in	2	20.0
Total	**10**	**100.0**

The findings in table 4.20 show that half of the principals (50.0%) found that the biggest challenge faced by the girls undergoing counseling was the girls' inability to accept their situations. An additional 30.0% of the respondents cited feelings of inferiority as a challenge. This suggests that the emotional state of the girls was the biggest challenge exhibited by the girls who sought counseling in the study area. A report by UNICEF (2009) argues that the many feelings evoked in adolescents from the experiences they undergo

especially in times of crisis should not be ignored as homes are rebuilt, social structures re-established and livelihoods resumed.

4.5.6 Participation in co-curricular activities

The study sought to find out whether the students were participating in co-curricular activities. Principals and teachers were asked if their schools offered opportunities to participate in co-curricular activities. The responses were captured in table 4.21.

Table 4.21

Teachers' responses on participation in co-curricular activities

	Principals		**Teachers**	
Variable	**f**	**%**	**f**	**%**
There are co-curricular activities.	7	70.0	44	51.2
No co-curricular activities.	3	30.0	42	48.8
Total	**10**	**100.0**	**86**	**100.0**

The findings in table 4.21 show that majority (70.0%) of the principals presided over schools where co-curricular activities were available to the students. This implies that these activities were considered to be important to the schools in the study are. Majority (51.2%) of the teachers also corroborated the principals' responses that co-curricular activities were offered

in their schools. However, a substantial number (48.8%) of teachers said that there were no co-curricular activities in the schools. This is serious considering that physical activity is an integral part of the healing process in children affected by conflict. The schools in the study area should therefore put effort in availing co-curricular activities to students.

A WHO report shows that there is fairly consistent evidence that regular activity can have positive effect upon girls' psychosocial well-being. It also reveals that physical activity can contribute to the reduction of problematic levels of anxiety and depression (Bailey, 2005).

4.5.7 Girls' participation in co-curricular activities

Data was sought on whether the girls affected by the post election violence participated in co-curricular activities. The responses were presented in table 4.22.

Table 4.22: Girls responses on participation in co-curricular activities

Variable	**f**	**%**
I participate in co-curricular activities.	27	87.1
I do not participate in co-curricular activities.	4	12.9
Total	**31**	**100.0**

The findings in table 4.22 indicate that majority (87.1%) of the girls reached in the study were participating in co-curricular activities. Only 12.9% were not. This was indicative of a healing process in the mental health status of the girls since the post election violence. According to the Swiss Academy for Development (2010), physical exercise through changes in motor skills aid development, performance and educational potential. Furthermore, physical education and sport build healthy activity habits that encourage life-long participation in physical activity. This extends the impact of physical education beyond the school yard and highlights the potential impact of physical education on public health.

4.6 Parental livelihoods and girls' participation in secondary education

The third objective of the study sought to determine how parental livelihoods influenced girls' participation in secondary education. The findings were presented in the section below.

4.6.1 Residence of the girls at the time of the violence

The study sought data on where the girls resided during the post election violence. The results were presented in table 4.23.

Table 4.23

Residence of the girls at the time of the violence

Residence	**f**	**%**
Eldama Ravine	2	6.5
Eldoret	4	12.9
Kitale	2	6.5
Molo	4	12.9
Narok	4	12.9
Timboroa	8	25.8
Not stated	7	22.5
Total	**31**	**100.0**

The findings in table 4.23 indicate that slightly more than a quarter of the residents (25.8%) were residing in Timboroa at the outbreak of the post election violence. Although a substantial number (22.5%) did not indicate their residence, majority were in the Rift Valley when the violence erupted. They were all displaced to Nyandarua, which is in the former Central Province.

4.6.2 Loss of family member(s)

The study obtained data on whether they had lost a family member in the violence and the identity of the said member. The responses are presented in table 4.24

Table 4.24

Girls' responses on loss of family member

Member lost	**f**	**%**
Father	9	29.0
Mother	2	6.5
Other	12	38.7
None	8	25.8
Total	**31**	**100.0**

The findings in table 4.24 show that majority (38.7%) of the girls who lost a relative during the post election violence lost other relatives apart from father and mother. Added to those who lost a father or a mother, almost three quarters (74.2%) lost a relative. This means that most of the girls suffered trauma in addition to their families losing livelihoods especially in situations where the relative they lost was the family's bread winner. As observed by Meyer (2009), the loss of livelihoods makes families vulnerable and threatens child protection.

4.6.3: Loss of property.

Data was sought on whether the displaced girls' families lost property during the post election violence and if so what. The findings were in table 4.25.

Table 4.25

Girls' responses on loss of property

Property lost	**f**	**%**
Land	3	9.7
House	3	9.7
Animals	4	12.9
All the above	19	61.3
None of the above	2	6.4
Total	**31**	**100.0**

The findings indicate that majority (61.3%) of the girls' families lost land, houses and animals (everything) during the post election violence. The houses were burnt down, animals stolen and land occupied. Many escaped with only the clothes they were wearing. This implies that the families of the girls lost livelihoods as a result of the violence. de Geoffrey (2007) observes that with loss of livelihoods, parents were unable to pay levies leading to irregular school attendance as children were sent away from school when the levy was not paid. Further, due to loss of livelihoods, children would be forced to work to help support the family. Both the loss and absenteeism that followed led to poor participation of the students in school.

4.6.4 Teachers' awareness of girls from families that had lost property

The study sought to find out whether teachers were aware of girls from families that had lost property during the post election violence. The findings were presented in table 4.26.

Table 4.26

Teachers' responses on awareness of girls from families that lost property

	Principals		Teachers	
Variable	**f**	**%**	**f**	**%**
I am aware that students lost property	7	70.0	27	31.4
I do not know whether students lost property	3	30.0	59	68.6
Total	**10**	**100.0**	**86**	**100.0**

When principals were asked whether there were girls in their schools whose families had lost property in the post election violence, their responses as shown in table 4.26 showed that majority (70.0%) did have girls whose households lost property during the post election violence. This implies that most schools in the study area had students from households that suffered property loss as a result of the post election violence. The fact that the principals were aware of the loss meant that they could come up with interventions to assist the affected girls.

When the teachers were asked the same question, majority (68.6%) reported ignorance on whether the girls' families had lost any property. This implies that most of the teachers expected to help the girls participate better in school could not do so since they were unaware of their challenges especially on livelihoods.

As Meyer (2009) observed, in emergency situations, livelihood programs can result in protection benefits from children and youth. These livelihood programs can however not be put in place if the schools are unaware of how their students are affected.

4.6.5 Size of families from which the affected girls came

To determine the size of families from which the affected girls came, the girls were asked to state how many siblings they had. The results were presented in table 4.27.

Table 4.27

Girls' responses on number of siblings

Number of siblings	f	%
One	3	9.7
Two	4	12.9
Three	2	6.4
Four	14	45.2
Five and above	8	25.8
Total	**31**	**100**

The findings in table 4.27 indicate that nearly half of the respondents (45.2%) had four while 25.8% had five or more siblings in their family. This implies that the students reached in the study were from fairly large families. The larger the family, the greater the burden on the parents/guardians especially having lost their livelihoods.

4.6.6 Siblings in school

Still to capture the burden on parents in households affected by the post election violence, the girls were asked to state how many of their siblings were in school. The findings were presented in table 4.28

Table 4.28

Girls' responses on the number of siblings in school

Variable	f	%
Have siblings in school	26	83.9
Have working siblings	5	16.1
Total	31	100.0

The responses in table 4.28 indicate that majority (83.9%) of the girls affected by the post election violence had siblings in school. Only 16.1% had siblings who were working. This implies that the burden on their parents was big, considering that nearly the whole household comprised school-going children. As de Geoffrey (2007) notes, children who are displaced face greater poverty than they did in their home communities as they left their possessions and often their families' livelihoods. With the burden of having many children in school, children from displaced households face the challenge of interrupted schooling. A Kenya National Commission on Human Rights (2011) report reveals that school drop out due to poverty is widespread. In some places like Naka Self Help Group in Kenya, the children accompanied their parents to work to supplement family income. When children have to work, their participation in school is bound to be affected.

4.7 Separation from family members and girls' participation

The fourth objective of the study was to determine how separation from family members influenced girls' participation in secondary education in the area of study. The study sought relevant data and presented it in the section below.

4.7.1 Teachers' responses on whether girls lived with parents or not

The study sought data on whether the girls affected by the post election violence were living with their parents or not. The results were presented in table 4.29.

Table 4.29

Teachers' responses on whether the girls were living with parents or not

	Principals		Teachers	
Variable	**f**	**%**	**f**	**%**
Girls living with parents.	5	50.0	20	23.3
Girls not living with parents.	5	50.0	66	76.7
Total	**10**	**100.0**	**86**	**100.0**

The findings in table 4.29 show that half of the principals responded that the girls affected by the PEV lived with their parents while the other half said they did not. On the other hand, majority (76.7%) of the teachers responded that

the girls were not living with their parents. This contradicted the principals' responses yet the data was collected from the same schools implying that the teachers were not really sure whom the girls were living with.

4.7.2 Girls' responses on whom they lived with

Responses were sought from the girls on whom they lived with. These were presented in table 4.30.

Table 4.30

Girls responses on whom they lived with

Variable	**f**	**%**
Parent	18	58.1
Grandparent	11	35.5
Other	2	6.4
Total	**31**	**100.0**

As table 4.30 indicates, majority (58.1%) of the girls were living with a parent while 35.5% were living with a grandparent. This implies that the girls were dependent on family members for accommodation. Those living with a grandparent were a substantial number (more than a third) suggesting that they could be those who lost a parent in the post election violence. A study by CREAW (2008) in five areas with camps for the internally displaced persons acknowledges that when family units break down, whether from physical

separation during flight or pressure placed upon it in the displacement situation, individual members become more vulnerable.

4.7.3 Effect of separation from family members on schooling

The study sought responses on the effect of girls' separation from family members on schooling. The results were presented in table 4.31.

Table 4.31

Girls' responses on effect of separation from family members

Effect of Separation	f	%
Absenteeism	2	6.4
Lack of fees and personal effects.	6	19.4
Lack of parental love	3	9.7
Having to work	2	6.4
Not separated	18	58.1
Total	**31**	**100.0**

Although majority (58.1%) of the girls were living with their parents, 19.4% of those who did not felt that the greatest effect of separation from their families was lack of fees and personal effects. When a child lives with their parents, they grow up more secure and confident enough to face life. In the absence of a parent(s), the child becomes disoriented and may lose focus especially if their needs are not met. A study by Steele, Sigle-Rushton and Kravdal (2009) asserts that family disruption leads to an immediate reduction

of time and parenting inputs form the nonresident or deceased parent and impacts negatively on the child. For the girls who had to live with one or no parent after the post election violence, their participation in school was bound to be affected.

4.7.4 Greatest hindrance to displaced girls' participation in school

Teachers were asked to state what they thought was the greatest hindrance to displaced girls' participation in secondary education. The responses were captured in table 4.32.

Table 4.32

Principals' responses on the greatest hindrance to girls' participation in secondary school

Hindrance	**f**	**%**
Trauma	1	10.0
Financial difficulties	6	60.0
Absenteeism	2	20.0
Lack of parental love	1	10.0
Total	**10**	**100.0**

Majority of the principals (60.0%) felt that the greatest hindrance to girls' participation in secondary education was financial difficulties. The girls'

school fees was not paid on time and some lacked personal items. These difficulties made it difficult for the child to fully participate in school.

4.7.5 Possible interventions to enhance participation

The principals were asked to suggest ways in which the hindrances to participation as identified in table 4.32 could be arrested. The responses were presented in table 4.33.

Table 4.33

Principals' responses on interventions to enhance girls' participation

Intervention	**f**	**%**
Consideration for government bursaries.	8	80.0
Admission to boarding schools	1	10.0
Show love and affection at school	1	10.0
Total	**10**	**100.0**

An overwhelming majority of the principals (80.0%) felt that the girls displaced during the post election violence needed to be considered for government bursaries in order to ease their financial challenges. This would go a long way into enhancing their participation in school. Although only 10% proposed that affected girls be placed in boarding schools, this would mitigate against some risks associated with separation. As a UNICEF (2012) report observes, the longer a child is separated from his/her family the more

difficult it is to locate them the more at risk a child is to violence, economic and sexual exploitation, abuse and potential trafficking.

4.7.6 Improvement on guidance and counseling services

The study sought responses from teachers on possible ways of improving guidance and counseling services in schools especially for displaced girls. The responses were as in table 4.34.

Table 4.34

Teachers' responses on improvement of guidance and counseling services to girls in secondary school

Variable	f	%
Employing more female teachers.	27	31.4
Inviting professional counselors	4	16.3
Training of teacher counselors	15	17.4
In-service courses for all teachers	12	13.9
Peer counseling	11	12.9
Not stated	7	8.1
Total	**86**	**100.0**

The findings indicate that majority of the teachers (31.4%) proposed that more female teachers be employed as a way of enhancing counseling services especially for the girls affected by the post election violence and all girls in general. This goes in tandem with a number of studies by UNHCR (2011)

which have shown that in situations where there are inadequate female teachers in school, parents feel that their daughters are insecure left alone with male teachers. They are therefore reluctant to send them to school. It is also difficult for male teachers to assist girls who require counseling and this can affect participation of these girls in school.

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings of the study. It draws conclusions and recommendations based on the objectives of the study, and suggests areas for further study.

5.2 Summary of the study

The overall goal of this study was to investigate the influence of post election violence on girls' participation in secondary education in Nyandarua Sub County, Kenya. Specifically, the study sought to determine the extent to which absenteeism influenced girls' participation in secondary education, how psychosocial support by the schools influenced girls' participation, how livelihoods influenced girls' participation and to what extent separation of family members influence girls' participation in secondary education. The following section is a summary of the findings.

This study focused on girls from displaced households and the influence of the violence and consequent displacement on their education. The study adopted descriptive survey research design. It targeted internally displaced girls in secondary schools in Nyandarua South Sub-county, Nyandarua County, Kenya. It also targeted principals and teachers especially teacher counselors and class teachers. The sample size was 31 girls, 86 teachers and 10 principals, totaling 127. Data was collected using questionnaires. The return

rate was 100% since the researcher administered them directly to the principals who helped reach the teachers and girls. Data generated was mostly qualitative and was organized in topics during analysis.

The study findings indicated that most girls targeted suffered greatly during the 2007-2008 post election violence. Following displacement, most lost everything their families owned and settled elsewhere to start afresh with nearly nothing. Many therefore lost a lot of learning time in the process as the girls, even after gaining admission to school, were absent frequently. The schools were not able to offer adequate psychosocial support due to lack of trained counselors although extracurricular activities were availed. Also, parental livelihoods were found to have affected the girls negatively as their families were reduced to sudden poverty and their lifestyles therefore changed due to financial difficulties encountered. Separation from families left the girls vulnerable with some having to work to fend for their needs as they faced dire financial constraints.

It was concluded that all the challenges encountered by the displaced girls could be mitigated upon if the school environment was improved to accommodate them.

It was recommended from the research findings that all schools be balanced in terms of gender especially by ensuring availability of more female teachers to help meet the girls' unique needs.

5.3 Major findings of the study

The major findings of the study were based on the study objectives.

It was established that absenteeism was a major impediment to the displaced girls' participation in secondary education. The major reason for absenteeism was given as financial difficulties. However, despite spending substantial learning time away from school, this did not translate to dropout very often. Manacorda (2012) observed that various interventions by teachers of the affected girls went a long way into enhancing their participation in school by reducing absenteeism.

It was also established that majority of the teachers reached had not been trained in guidance and counseling although half of the principals sampled had claimed they were. The lack of training was found to be a stumbling block towards adequate provision of psychosocial support to the affected girls. Despite the lack of training however, most of the teachers were directly involved in guidance and counseling of the girls. A majority of the girls also admitted having accessed adequate counseling from their teachers. It was however observed that there was need to improve both accessibility and effectiveness of guidance and counseling services in secondary schools. It was noted that the girls' non-acceptance of the situation they found themselves in was the greatest challenge they faced. This served to show the need for psychosocial support which was to some extent alleviated by the girls' participation in co-curricular activities.

The research findings revealed that most of the displaced girls lived in the Rift Valley at the onset of the post-election violence. Following displacement, majority lost at least one family member and all their property in the violence. This resulted in changed parental livelihoods with sudden onset of poverty and many thereafter faced financial challenges. The affected girls also came from fairly large families with most siblings being other school going children thus placing a heavy burden on the parents/guardians.

Although majority of the girls targeted still lived with their parents following displacement, a substantial number (41.9%) lived with other people, especially grandparents. Of the girls not living with their parents, most reported that lack of school fees and personal effects was the greatest challenge they faced. Other difficulties they faced included absenteeism, lack of parental love and having to work to sustain themselves.

The heads of the schools, having identified financial difficulties as the greatest hindrance to displaced girls' participation, proposed that the girls be considered for government bursaries. Majority of the teachers proposed employment of more female teachers as a mitigating factor in ensuring better access and effectiveness of guidance and counseling services in the schools. This way, participation of the girls would be greatly enhanced.

5.4 Conclusions

Conclusions were drawn based on the study findings and guided by the objectives. First, that absenteeism greatly influenced the participation of the girls affected by the post election violence and since financial constraints were the major reason for absenteeism, the schools were trying to intervene by for instance assisting the girls get bursaries.

Secondly, psychosocial support by the schools also influenced the girls' participation in a major way. The schools offered support through guidance and counseling services as well as availing co-curricular activities to the girls. Also, parental livelihoods influenced the participation of displaced girls in secondary school. Having lost members of the family and property in the violence, they found themselves in sudden poverty which hindered their full participation in school. Again, separation from family members influenced participation in that for girls who were not living with their parents, lack of personal effects on top of school fees stood in the way of their full participation in school.

5.5 Recommendations

The study would like to make the following recommendations on the influence of post election violence on girls' participation in secondary education in Nyandarua South Sub County:

i. The government, through the Constituency and County Bursary Funds, should ensure that bursaries and scholarships are availed to girls from

displaced families to enable them participate fully in secondary education.

ii. Schools should improve and support guidance and counseling of girls from displaced households to increase their psychosocial capacity in order to deal with the effects of the violence thus enabling them to participate better in education.

iii. The government, through the children's departments at the Sub-County level, should put in place mechanisms to support relatives who educate and house the affected girls so that they in turn are better able to support the girls to enable them concentrate in school.

iv. Schools should avail a variety of co-curricular activities and encourage all students to participate in order to aid psychosocial healing.

5.6 Suggestions for further research

The study would like to suggest the following topics as areas for further study:

i. An examination of the impact of post election violence on the education of the boy child should be done in the study location.

ii. A replica of the study in other parts of the country should be carried out.

iii. An examination of learners affected by Post Election Violence after school needs to be done in order to determine how they fared.

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APPENDIX A: LETTER OF INTRODUCTION

UNIVERSITY OF NAIROBI

COLLEGE OF EDUCATION AND EXTERNAL STUDIES

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

P.O. Box 92

KIKUYU.

Dear Respondent,

RE: REQUEST FOR YOUR PARTICIPATION IN RESEARCH

I am a post-graduate student in the University of Nairobi's College of Education and External Studies. I am specializing in Education in Emergencies and carrying out a research on the effect of the 2007-2008 post – election violence on participation of girls in secondary education in Nyandarua South sub-county.

Your honest responses in the questionnaire provided will go a long way in assisting this researcher help deal with the problem at hand.

Thank you in advance.

Yours sincerely,

Jerushah Kiara.

APPENDIX B: QUESTIONNAIRE FOR PRINCIPALS

This questionnaire has five sections. Section A seeks demographic information while the other four sections will require you to supply answers to the questions. Please be honest with your responses which will be treated with utmost confidentiality. The same will be used only for the purpose intended.

SECTION A: Demographic information

i) Your gender: Male ( ) Female ( ).

ii) Status of the school: Girls Boarding ( ) Mixed Boarding ( ) Mixed Day & Boarding ( ) Mixed Day ( ).

iii) Your age: Below 35 ( ) 36-40 ( ) 41-45 ( ) 46-50 ( ) over 50 ( ).

iv) Number of years you have been a principal: 0-5 ( ) 6-10 ( ) 11-15 ( ) 16-20 ( ) over 20 ( ).

v) Highest professional qualification attained: B.Sc ( ) M.Sc ( ) B.Ed ( ) M.Ed ( ) Dip.Ed ( ) other ( ) please specify.

vi) Have you done any counseling course? Yes ( ) No ( ).

SECTION B: Absenteeism and girls' participation

i) Are there victims of displacements (girls) in your school? Yes ( ) No ( )

ii) If yes, how many?

iii) Is their attendance of school regular? Yes ( ) No ( ).

iv) If no, what are their reasons for absenteeism? Financial difficulties ( ) Trauma ( ) Having to work ( ).

v) Have any dropped out of school? Yes ( ) No ( ).

vi) What in your opinion could have led to this? Poverty ( ) Family resettlement ( ) Trauma ( ).

SECTION C: Psychosocial support and girls' participation

i) Is there a trained counselor in the school? Yes ( ) No ( ).

ii) If not, who handles students' challenges other than in academics?

iii) Have you personally had to counsel the girls? Yes ( ) No ( ).

iv) If so, what challenge (s) did you face?

v) Does the school offer opportunities to participate in sports and games? Yes ( ) No ( ).

SECTION D: Parental livelihoods and girls' participation

i) Has any of the displaced girls reported loss of family property during the violence? Yes ( ) No ( ).

ii) If so, how has this affected their participation in school?

iii) What interventions have you put in place to arrest the situation?

SECTION E: Separation from family members and girls' participation

i) Do any of the displaced girls live with someone other than the biological parent? Yes ( ) No ( ).

ii) If so, who is this person(s)? Grandparent ( ) other relation ( ) well wisher ( ).

iii) Would you say living with other people other than the parent affects the girl in any way Yes? ( ) No ( ).

iv) If so, how?

v) What in your opinion is the biggest hindrance to displaced girls' participation in school?

vi) Please give recommendations on what can be done to arrest the situation.

Thank you very much for your co-operation.

APPENDIX C: QUESTIONNAIRE FOR TEACHERS

This questionnaire has five sections. Section A seeks demographic information while the other four sections will require you to supply answers to the questions. Please be honest with your responses which will be treated with utmost confidentiality. The same will be used only for the purpose intended.

SECTION A: Demographic information

i) Your gender: Male ( ) Female ( )

ii) Your age in years: 20-25 ( ) 26-30 ( ) 31-35 ( ) 36-40 ( ) over 40 ( )

iii) Teaching experience in years 0-5 ( ) 6-10 ( ) 10-15 ( ) 15-20 ( ) Over 20 ( ).

iv) Highest professional qualification attained: B.Sc ( ) M.Sc ( ) B.Ed ( ) M.Ed ( ) Dip. Ed ( ) other ( ) Please specify.

SECTION B: Absenteeism and girls' participation

i) Other than teaching, what other responsibilities do you have in the school?

ii) How many internally displaced girls are there in your class?

iii) Is their attendance of school regular? Yes ( ) No ( ).

iv) If not, what reasons do they give for absenteeism? Financial difficulties ( ) Trauma ( ) Having to work ( ).

v) How have you assisted them as their class teacher/ teacher counselor?

SECTION C: Psychosocial support and girls' participation

i) Do you offer guidance and counseling services to the students? Yes ( ) No ( ).

ii) If yes, are you trained in guidance and counseling? Yes ( ) No ( ).

iii) Have you counseled any girls displaced after the 2007-2008 post election violence? Yes ( ) No ( ).

iv) Were you able to offer the help they required? Yes ( ) No ( ).

v) If not, what challenge (s) did you encounter?

vi) Do the students participate in co-curriculum activities? Yes ( ) No ( ).

vii) In your opinion, is the variety of the activities above adequate? Yes ( ) No ( ).

SECTION D: Parental livelihoods and girls' participation

i) From the girls you have counseled, has any reported loss of family property or livelihood?

ii) If so, what did they say was the greatest effect of the loss? Financial difficulties ( ) Having to work ( ) Trauma ( ) Other ( ) Please specify.

SECTION E: Separation from family members and girls' participation

i) Do any of the girls live with other person(s) other than the biological parent(s)? Yes ( ) No ( ).

ii) If so, who is this person(s)? Grandparent ( ) other relation ( ) well wisher ( ).

iii) How has the girl been affected by living away from her parent(s)?

iv) In your opinion what should be done to improve guidance and counseling services to learners especially girls in secondary school?

Thank you for your co-operation

APPENDIX D: QUESTIONNAIRE FOR GIRLS

SECTION A: Demographic information

i) How old are you?.....

ii) In which class (form) are you?.....

SECTION B: Absenteeism and girls' participation

i) Are you in school throughout the school term? Yes ( ) No ( ).

ii) If not, what causes the absenteeism?

SECTION C: Psychosocial support and girls' participation

i) Have you received any counseling from your school? Yes ( ) No ( ).

ii) If yes, was it adequate? Yes ( ) No ( ).

iii) Do you participate in co-curricular activities? Yes ( ) No ( )

iv) Which particular activities are you interested in?

v) Are they offered in your school? Yes ( ) No ( )

vi) In your opinion, how can other girls facing similar challenges be assisted?

SECTION D: Parental livelihoods and girls' participation

i) How many siblings do you have?……..

ii) How many are in school? Primary ( ) Secondary ( ) College/University ( ).

iii) How many are working?.....

iv) Who pays your school fees?.....

v) In which class were you in January 2008?

vi) Where were you living before the violence? Yes ( ) No ( ).

vii) Did your family lose any member in the said violence?.....

viii) If so, who? Father ( ) Mother ( ) Siblings ( ) Other ( ).

ix) How did the loss affect you/your family?

x) Did your family lose any property during the violence? Yes ( ) No ( )

xi) If yes, what?

SECTION E: Separation from family members and girls' participation

i) Whom do you live with now?

ii) What is the relationship with this person? Parent ( ) Sibling ( ) Grandparent ( ) Other ( ) Please specify.

iii) If living with someone other than your parent (s), would you say it has affected your secondary schooling? Yes ( ) No ( ).

iv) If yes, how?

Thank you for your co-operation