

**FAMILY RELATED FACTORS INFLUENCING GIRLS'
PARTICIPATION IN PRIMARY SCHOOL IN WIYUMIRIRIE
RESETTLEMENT CAMP, LAIKIPIA COUNTY, KENYA**

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DECLARATION

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

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DEDICATION

This research project is dedicated to my husband, John Mukenge who has encouraged me to soldier on even when it has been very difficult.

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LIST OF ABBREVIATIONS AND ACRONYMS

ADB:	African Development Bank
EFA	Education for All
IDP:	Internally Displaced Persons
MDG	Millennium Development Goals
PSS	Psychosocial support
PTA	Parent Teachers Association
TSC	Teacher Service Commission
UNICEF	United Nations International Child Education Fund

ABSTRACT

There is convincing evidence that conflict increases the disadvantages associated with gender discrimination of girl-child. Resettlement of displaced families with provision of adequate education of their children is among the first mechanisms to help them cope with the new life. Post conflict education embedded with psychosocial support and coping mechanisms can make a difference tipping the balance in favour of peace. The purpose of this study was to investigate the family related factors influencing girls' participation in primary school in Wiyumiririe resettlement camp, Laikipia County. Four objectives guided the study; influence of psycho-social support, loss of family member, separation of family and coping mechanisms on girl's participation in primary school. The study adopted descriptive survey research design with the target population as the school girls in class 6-7, head teachers, teachers and community leaders. Two primary schools were targeted; Community and Suguroi primary schools. Purposive and census sampling methods were used to select respondents. Questionnaires and interviews guides were used to collect data. Data analysis was done using the Statistical Package for Social Sciences (SPSS) programme. Psychosocial support was very crucial in enhancing girl's participation in education. Presence of active guidance and counseling services assisted in equipping the resettled girls with psychosocial support. Loss of a family member and separation of families were common among the resettled girls. Coping mechanisms were also important in ensuring girl's participation in school. The study concluded that there is need to extend psychosocial support to resettled girls in Suguroi primary school to make the girls enjoy the opportunity to participate in education. There is need for guidance and counseling services to be enhanced to cater for the affected girls in the two primary schools to enable their participation in school. Loss of a family member works against girl's participation in schooling due to grieving and trauma associated with death. There is need for the resettled girls to be accorded the necessary support by education stakeholders through psychosocial support to overcome post-conflict trauma associated with loss of a family member and fully participate in school. The study finally concluded that coping mechanisms has a contribution as a measure of participation of girls in school. This study recommends that special training for the guidance and counseling teachers should be undertaken. The study recommends for professional counseling services to equip the resettled girls participate in school. The study recommends for foster parents among the community members to inculcate parental expectations and values among the resettled girls to enable them participate in education. An area for further study is study to investigate those other factors explaining 43.8% of participation of girls in primary schools in Wiyumiririe resettlement camp since this study only explains 56.7% of the participation of resettled girls in school.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Gender parity in education is a fundamental human right, a foundation for equal opportunity and a source of economic growth, employment and innovation. The Dakar Framework for Action set bold targets for overcoming gender disparities (Global Monitoring Report (GMR), 2011). Countries affected by armed conflict are among the farthest from reaching the Education for All goals, yet their education challenges go largely unreported. The hidden crisis in education in conflict-affected states is a global challenge that demands an international response. As well as undermining prospects for boosting economic growth, reducing poverty and achieving the Millennium Development Goals, armed conflict is reinforcing the inequalities, desperation and grievances that trap countries in cycles of violence (GMR, 2011).

There is clear recognition that countries in or recovering from conflict require broader and more intensive support if they are to meet Education for All (EFA). Education strategies for post-conflict situations often outline staged responses: incorporating education into humanitarian relief, reopening schools and restarting the system, and planning for long-term development and reform of the education system to improve educational outcomes over time (United Nations Children Education Fund (UNICEF), 2011). Common practice in post conflict education mitigation assumes that schools must reopen as quickly as

possible, for as many as possible. Participation must be accompanied by a complementary drive for improved quality. Communities must be involved and decision-making processes. Specific responses for recovery; psychosocial support, peace education and coping mechanisms must be incorporated into the structures and content of education. Moreover, external actors must be coordinated and, most importantly, resettled population capacity for education must be built (United Nations Humanitarian Commission for Refugees, (UNHCR), 2006).

Belief in education's potential to mitigate conflict is claimed to contribute to resettlement of displaced people in post conflict era. Schools can provide psychosocial support to students to heal from the traumas of war; education strategies can be utilized as part of the reintegration process for former combatants, particularly child soldiers; and peace education and conflict resolution training can be integrated into curricula. The provision of universal access to education can reduce intergroup tensions, as can equity at both the system level and the classroom level. For education to mitigate conflict, it needs to focus on healing social divisions, building social cohesion, and rebuilding lives and communities (Fauth, Thompson & Penny, 2009).

Conflict has the effect of eroding the core values of societies. Children are orphaned, recruited, or separated from their parents; teachers and children are traumatized by violence; education systems and curricula are politicized; and a culture of violence is reflected in school practices and even textbooks. The

immediate symptoms are often quickly recognized in post conflict contexts in the form of blatant exclusion of members of the society especially children and youth. In a context where families and communities are often divided or dispersed by the upheaval of conflict, schools are seen as key institutions that will play the major role in rebuilding core values, in instilling new democratic principles, and in helping children recover lost childhood especially during the post conflict period.

Upon resettlement, displaced people often face a dual burden of dealing with poor physical and mental health due to past living conditions and experiences and current challenges of adapting to the culture and system of the host population (Danielle, 2012). Post-Traumatic Stress Disorder (PTSD) caused by traumatic situations experienced by displaced children in Sierra Leone was detrimental to their learning and overall schooling experiences (Sambul, 2004). Kainja and Mkandawire (2001) in their study on Rwandese refugees contended that because of their gender, girls frequently are sexually abused during conflicts. Girls in resettlement camps who have experienced such inhuman treatment may therefore suffer post conflict psychological disturbances that may hinder their progress in school. Post conflict psycho-social support must be provided if these girls are to fit in normal school environment and adjust to school life. Hellekjaer (2004) argued that lack of post conflict psycho-social support can hinder resettled learners ability to learn, perform adequately in school, and develop peer support networks. Post conflict trauma is usually a factor that haunts displaced children during the post conflict period.

Participation in school can offer displaced children a sense of normality and a safe space. All too often, however, displacement is a prelude to severe educational disadvantage. In Afghanistan, squatter areas around Kabul include people who have returned from refugee camps in the Islamic Republic of Iran and Pakistan but have become IDPs, not yet able to go back to their home area (Global Monitoring Report, 2011). One survey of returnees found that over one-third of parents reported being unable to send girls to school, often citing the absence of a safely accessible school building as the main reason (Jean, 2006). While child soldiers are invariably depicted as boys, girls are often involved as well. Since the armed conflicts in Angola and Mozambique in the 1990s, ‘girl soldiers have been present in virtually every non-international conflict’ (Amnesty International, 2012).

In some conflicts, abduction of girls for sexual exploitation and forced marriage has also been common (International Refugee Council, 2012). Insufficient attention has been paid to the devastating effects on education. For those directly affected, sexual violence leaves psychological trauma that inevitably impairs the potential for learning. Fear of such violence, exacerbated when perpetrators go unpunished, constrains women’s mobility and often results in girls staying home rather than attending school. The family breakdown that often accompanies sexual violence undermines prospects of girls being brought up in a nurturing environment. Countless displaced families have experienced traumatic loss of loved ones as a result of exposure to conflict and chaos in their countries (Global Monitoring Report, 2011).

Death of parents or siblings is a common occurrence among displaced children and youths in Liberia, Sudan and Rwanda resulting in suffering, destitution and eventual poverty (Amnesty International, 2012). Similarly in Kenya, displacement of population during the 2007/2008 post-election violence resulted in death of family members and the situation was more calamitous when parents were killed leaving the children destitute and helpless. The older sibling had to take parental responsibilities over the others. In most cases, due to cultural obligations, girls find themselves taking parental roles during the post conflict period, denying them the opportunity to fully participate in education (Njue, 2013).

Njue (2013) further stated that the family as the first social system is also heavily affected by conflicts when parents and children are separated. Girls need reconstruction and re-integration to the society owing to the traumatic events they are exposed during early ages of their lives. Their education and social lives are far much affected when no counselling services are offered thus they may not make it in life. International Rescue Committee (IRC) report (2011) notes that post conflict separation of children from the parents was frequently in Kenya, when the later had to oscillate between the resettlement scheme and the former land due to financial and employment demands. At the same time, the girls had to contend with adjusting to an unfamiliar role of taking parental duties which was detrimental to their education. Post conflict coping mechanisms like counselling services are rare either at home or in

school to the girls implying that almost all the girls are affected since no assistance is provided (Dryden, 2010).

In Kenya, the violent aftermath of the 2007 General Elections displaced large populations of people with an estimated 1300 dead and a long list of other crimes and human rights violations (Osumba, 2014). The population in Wiyumiririe resettlement scheme is as a result of this conflict. Wiyumiririe resettlement scheme also called “Shalom Camp”-Wiyumiririe is located in Laikipia County, Wamura Sub-location close to the Aberdare Ranges and Mount Kenya. The resettled group of IDPs, who consider themselves as Internally Blessed Persons (IBPs) were resettled in 2012. There were 1,557 households with 9,602 people by November, 2014. Most of the population came from Nakuru Agricultural Society of Kenya (ASK) show ground and Mawingu Farm, after the violent 2007 displacement (Osumba, 2014).

According to Emerand Consulting (2014) there is one schools in the resettlement scheme located in the community’s land. The school has 8 classrooms, one for each level. There is no administration block, staffroom and electricity for the entire school. There are 9 teachers employed by the Teachers Service Commission (TSC) against a pupil population of 450 in the Community school. There are 179 girls enrolled in the schools. The classrooms are small, the pupils seat on stones during their classes. Emerand Consulting (2014) also noted that there are low levels of participation among girls in primary schools. High number of girls have continuously dropped out of

primary school in this camp compared to boys. In most cases, majority of the parents are frequently visiting their original homes for economic reasons.

In most cases school going girls are left with the families to act as house keepers and take care of the other siblings. In families with a dead parent due to conflict, the children especially the girls are made to take parental roles to act as foster parents. Coping mechanisms for such girls is usually absent and they do not fully participate in education and they finally lose track of schooling finally dropping out due to early marriages or teenage pregnancy (Emerand Consulting, 2014). The low participation of girls in education in Wiyumiririe resettlement scheme is an issue of concern for education stakeholders whose responsibility is to ensure that every child of school going age receives basic education. The situation is more serious for girls who because of cultural, gender and social stereotypes are generally disadvantaged in participating in education.

1.2 Statement of the problem

There is convincing evidence that conflict strongly reinforces the disadvantages associated with gender and poverty. Conflict-affected countries have some of the world's worst education indicators, and girls are left furthest behind. Resettlement of displaced families with provision of adequate education of their children is among the first mechanisms to help them cope

with the new life. Post conflict education can make a difference tipping the balance in favour of peace.

However, displaced families leave the areas and schools where their children attended and are resettled in totally new areas where schools never existed or lack adequate infrastructure. The absence of coping mechanisms to deal with traumas of separated families and death of family members haunt these children for long durations. Generally, the burden of displacement affects the girls more than the boys due to cultural and social and gender disparities. In many resettlement locations like Wiyumiririe resettlement camp, primary school going girls were struggling with the challenges such as lack of coping mechanisms to withstand conflict related traumas. Few scholars have investigated the mechanisms adopted to enhance conflict affected girls to participate in education.

1.3 Purpose of the study

The purpose of this study was to investigate the family related factors influencing girls' participation in primary school education in Wiyumiririe resettlement camp, Laikipia County, Kenya

1.4 Research objectives

The study was guided by the following objectives:

- i. To establish the influence of psycho-social support on girls' participation in primary school education in Wiyumiririe resettlement scheme.
- ii. To examine the influence of loss of family member on girls' participation in primary school education in Wiyumiririe resettlement scheme.
- iii. To determine the influence of separation of family on girls' participation in primary school education in Wiyumiririe resettlement scheme.
- iv. To establish the coping mechanisms employed to enhance girl's participation in primary school education in Wiyumiririe resettlement scheme.

1.5 Research questions

The study sought to answer the following questions:

- i. To what extent does psycho-social support influence girls' participation in primary school education in Wiyumiririe resettlement scheme?
- ii. What is the influence of loss of family member on girls' participation in primary school education in Wiyumiririe resettlement scheme?
- iii. How does separation of family influence girls' participation in primary school education in Wiyumiririe resettlement scheme?

- iv. Which are the coping mechanisms employed to enhance girls participation in primary school education in Wiyumiririe resettlement scheme?

1.6 Significance of the study

The findings of this study provided an insight to the government and humanitarian organizations on the post conflict hindrances to participation of resettled girls in primary education in resettlement schemes. The study provided new paradigms to education stakeholders on approaching and dealing with the post conflict problems faced by resettled girls in resettlement camps. The study equipped school administrators and humanitarian organizations with knowledge to deal with post conflict barriers to participation of girl's in primary education, especially in resettlement camps. The study acted as a foundation of supporting future scholars with desire to further the research on post conflict factors affecting girl's participation in education.

1.7 Limitations of the study

Locating the resettled girls in the resettlement camp was challenging since some had moved from the camp to their former farms with their parents. Accessing, identifying and obtaining accurate data from the resettled girls was challenging since the respondents were too young during the 2007/8 post-election violence. Adaptation to the new environment may have dulled the mind-set of the resettled girls towards the events of displacement and were thus unable to provide the information required.

1.8 Delimitations of the study

Delimitations are boundaries of the study according to (Orodho, 2003) which defines the extent to which the study will go. This research only investigated the post conflict related factors with all other factors that affect participation of girls' in primary education such as socio-economic, cultural, and institutional characteristics not studied. This study focused on Wiyumiririe resettlement camp which is one of the many post conflict resettlement schemes in Kenya. The findings should not therefore be generalized with care to other resettlement schemes in Kenya.

1.9 Basic assumptions of the study

The study was based on the following assumptions:

- i. The study assumed that the resettled girls were at the resettlement camp at the time of the study.
- ii. The study assumed that the resettled girls would cooperate in provision of the information being sought.

1.10 Definitions of operational terms

Conflict refers to the disharmony in the society resulting from competition for resources like power and leadership. The conflict referred in this context is the one that resulted after the disputed 2007/2008 general elections in Kenya.

Coping mechanisms refers to the techniques provided to an individual who has undergone through difficult circumstances to positively respond to the overwhelming stress and loss.

Family loss refers to the situation where a family lose a loved one through death during conflict.

Family separation refers to the absence of the parent (s) from the children occasioned by the need to travel back to their livelihood in the farm or business located in the pre-conflict displaced area.

Internally Displaced Person(s) refers to a person or population who were forced to flee their home after the 2007/8 disputed elections in Kenya and who later were resettled in resettlements schemes.

Participation refers to the involvement of primary school going girls in education activities. It particularly points to the attendance and involvement of the resettled primary school girls in education.

Post-election violence refers to the protests and upheavals that were the aftermath of the disputed presidential elections in Kenya in 2007.

Psychosocial support refers to the psychological support given by members of the society like immediate family to enable the victim of a given calamity to cope and heal.

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

1.11 Organization of the study

The study was organized into five chapters. Chapter one consisted of the background to the study, statement of the problem, purpose of the study, objective of the study, research questions, significance of the study and

definition of the significant terms. Chapter two consisted of literature review, theoretical framework, conceptual framework and summary of reviewed literature. Chapter three consisted of research methodology, research design, target population, sample size and sampling procedure, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques. Chapter four presented the data analysed, presentation and interpretation while chapter five wound up the study with the summary of findings, conclusions, recommendation and suggestion for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter examines literature from previous related studies. It discusses the post conflict psycho-social support, loss of family member, separation of family and their influence on coping mechanisms on girl's participation in primary education. Theoretical review and conceptual framework are also addressed.

2.2 An overview of girls participation in primary education

Conflict constitutes a major obstacle to the achievement of Education for All (EFA) and the Millennium Development Goals (MDGs), especially the sector goals of universal completion of primary education and achievement of gender equality in primary education. Education has a key role both in conflict prevention and in the reconstruction of post conflict societies (IRC, 2011). It warrants high priority in both humanitarian response and in post conflict reconstruction because every education system has the potential to exacerbate the conditions that contribute to violent conflict, as well as the potential to address them. Ignoring education, or postponing educational response for some later phase, is not an option. Even when it is part of a humanitarian response, education must be undertaken with a developmental perspective if it is to contribute to reversing the damage done by conflict and to building resilience to further violent conflict (Save the Children, 2010).

The population of resettled girls needs to exercise their educational rights like any other child. This is dictated by other drives either extrinsically or intrinsically motivated. Peer influence can negatively or positively cultivate self-control and self-direction. Cases of indiscipline among resettled pupils might be on the rise as a result of unresolved psychological disturbances encountered during the post-election violence. Also, due to exposure to an environment of all sort of life style in the camps. Some may refuse to go back to school hence indulge in hazardous activities (Osumba, 2014).

A study conducted in the University of Cape Town, shows that there was a strong relationship between conflict and promotion from one class to the next. It also stated that as learners grow older they argue to move to the next level of education increases and if this is frustrated, the learner might discontinue with schooling (Sambul, 2004). Moreover it's taxing for pupils from resettlement areas who have been interrupted from their normal classroom routine. They find it difficult to repeat or even go back to school because of age. Girls are more vulnerable because of their nature of maturity. Pupils also develop negative attitudes toward schooling because either they are old, wasted time to settle hence delay to enrolment, teachers battering and unfriendly environment full of discrimination (Njue, 2013).

In Kenya, social culture attitudes, late entry into education system, adolescents pregnancy, early marriages, the payment of bride, price, gender roles and status, the division of labour, the home environment/home-based factors, physical and psychological security, of the females, the costs of education,

inadequate and gender based education facilities act as obstacles to girl child schooling (Osugo, 2013).

2.3 Influence of psycho-social support on girl's participation in primary education

The term psychosocial is used to emphasize the close connection between psychological aspects of the human experience and the wider social experience. 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 behavioural. Social effects concern relationships, family and community networks, cultural traditions and economic (World Bank, 2010).

Gregory and Austin (2010) cited influences of education being positive peer pressure, principles of fair play, positive coaching and facilitation experiences, improved self-control and problem solving from participation in regular, organized activity. Also acquisition of skills and knowledge are another positive side effect. Social wellbeing leads to improved ability to assume socially appropriate roles, which appears to be linked to a greater sense of the child being appreciated by the family and belonging to their community (Arafat & Boothby, 2003).

The post conflict context raises issues that schooling is required to address in addition to the regular demands of system reconstruction. Post conflict psychosocial support help learners to recover from stress and trauma

experienced in the conflict. One of the strongest arguments for rapid resumption of post conflict schooling is that in itself access to school helps establish an atmosphere of normality that builds on children's resilience and assists them in dealing with psychological trauma. Evidence from a number of countries suggests that learners themselves often require post conflict psychosocial support before they can acquire education. Training for teachers can help them provide basic support for children affected by conflict and to acquire the skills to identify and refer children who require support for which teachers are not trained.

Children bear the brunt of conflict around the world. Children have been targeted and killed in conflict violence, used in combat, abducted, tortured and abused in Srilanka, Sierra Leone, Congo DRC, Sudan and Liberia among others (African Development Bank (ADB), 2012). They have witnessed atrocities, been displaced, lost family members, and been denied access to school. In most instances and just as in many other emergencies, the provision of support for the post conflict psychological and social well-being and recovery of children 'psychosocial support' is sometimes overlooked (Njue & Retish, 2010).

The grave implications of sexual violence and rape for education in conflict-affected countries have not been sufficiently recognized. Sexual violence in conflict is an extreme form of collective violence. It is aimed not just at harming individuals, but also at destroying the self-esteem, security and futures

of those affected, and at tearing the fabric of community life (Amnesty International, 2012). Girls subjected to rape often experience grave physical injury with long-term consequences for school attendance. The psychological effects, including depression, trauma, shame and withdrawal, have devastating consequences for learning. Many girls drop out of school after rape because of unwanted pregnancy, unsafe abortion and sexually transmitted diseases, including HIV and AIDS, as well as other forms of ill health, trauma, displacement or stigma (International Refugee Council, 2011). Sexual violence also creates a wider atmosphere of insecurity that leads to a decline in the number of girls able to attend school (Dryden, 2010).

The provision of post conflict educational activities early on after the crisis in Liberia had been argued to have been an important means of restoring predictability and social supports to children (Aguilar & Retamal, 2008). During complex humanitarian emergencies, settlements formed by refugees and internally displaced people (IDPs) often involve the re-creation of both physical living spaces and social structures that existed prior to displacement (Al Jazeera, 2009). In emergencies such as large population displacements due to war, post conflict emotional resources are limited by the fact that nearly everyone has been touched deeply by personal loss, exposure to violence, and economic hardship. In humanitarian emergencies, aid workers and local professionals are faced with the challenge of working in concert with members of the displaced community to create a safe, nourishing, and supportive

environment for large populations under resettlement conditions of extreme duress (UNICEF, 2011).

The potential post conflict psychosocial mechanisms by which education programs may improve a child's adjustment to adversity are compelling in light of research indicating that post conflict social support, neighbourhood social cohesion, and even attending caring or "connected" schools have all been associated with positive health and behavioural outcomes (UNICEF, 2011). The relationship between children and teachers can have great impact on the child, particularly when teachers are able to provide post conflict social supports and model "positive qualities" such as forgiveness and caring (Arafat & Boothby, 2003).

Just like the other camp dwellers, a good number of the girls living in Wiyumiririe resettlement camp have experienced post conflict loss of privacy and their domestic duties have changed. Their lives is also characterized by a move from a fairly stable living situation to a much less stable one, where they try to make ends meet in a community where they do not have strong social networks or resources they can draw on to find jobs. Because of the camp life, there may be restrictions on movement, as well as insufficient access to food, water, sanitary towels and medical care. For most of these girls however, they have not received psychosocial support from either the community or the school. The end result is usually failure to participate and benefit from education.

2.4 Influence of loss of family members on girls' participation in primary education

Whatever the cause, the effect of losing a family member is very powerful on children for many reasons. First, there is the impact of grief (Dyregrov, 2004). Many children have bitter memories of crying at funerals, and coming to terms with the loss of a loved one. Like anyone who loses someone close to them to death, the knowledge that they would never see that person again causes them the most grief (Frydenberg Muller & Ivens, 2006). The impact of family death is also felt as a loss of the protection and love.

Save the Children (2010) reports that the post conflict consequences for a family of the loss of their provider are very great indeed, which may also result in added economic responsibilities for the children of a household as they take up jobs to earn money to fill the economic gap left by the loss of a provider. In this regard, an adolescent boy in the family often feels the impact of the loss of a father most heavily. On the other hand, an adolescent girl in the family often feels the impact of the loss of a mother more heavily during the post conflict period (Adam & Emma, 2004).

The loss of a sibling or friend also affects children's well-being especially during the post conflict period, because it is hard for children to understand the loss of someone who is their peer, and with whom they do things and play (Arafat & Boothby, 2003). Children often find it hard to understand why a brother, sister or friend that they spent time with had died and they have been

left alive. In addition, there are children in conflict areas like Sudan and Chad who have experienced multiple losses: deaths from sickness in addition to deaths from war and accidents. The consequences for these children are not only too-frequent exposure to grief but also a severe weakening of their network for protection and care (Cohen, Mannarino & Staron, 2006). Adams, Gina, and Monica (2010) pointed that another consequence of losing a family member for children is the new post conflict family relationships that often follow. This is most obvious in the case of the loss of a father because many widowed mothers remarry, and children have to come to terms with a new father figure and new family dynamics.

Christ and Christ (2006) report that in stable, adequately resourced family situations, around 20% of children will have post conflict clinical level symptoms extending beyond a year after a parent's death. While the initial grief responses tend to decline over time, mental health and other problems can persist or even increase. Harrington and Harrison (2001) found that deaths that had occurred more than five years previously were just as likely to be associated with depressive symptoms among 11-16 year olds as those that had occurred more recently.

Like the rest of the community, resettled girls in Wiyumiririe resettlement scheme also experiences an increase in anxiety with a focus on concerns about further loss, the safety of other family members, and fears around separation.

Post conflict mild depressive symptoms may appear frequently among the girls. The end result is low participation in education for the girls.

2.5 Influence of separation of family on girls' participation in primary education

Relationships between parents and children in early childhood can affect a wide range of behaviours later in life. Disruptions in “affection bonds” with parental figures (especially mothers) can have profound negative psychological and developmental implications later in life for girls. Resettled children have to deal with ambiguous post conflict loss after their mother or father leaves them, when they have to leave to go back to their original farms for economic purposes, and when they are left by the rest of their family and friends. The burden that resettled children bring to their new camps schools can become a significant constraint for them to succeed in education (Boss, 2001).

Separation from living family members was a threat to children's well-being in Rwanda after the genocide of 1994. Family separation occurred in many ways. For example, some of the children were separated from their fathers because their fathers had run away from the massacre or migrated to other towns or countries (Bolton & Ndogoni, 2000). Additionally, parents and grandparents in Kabul Afghanistan said that being separated as a family was a worry because they would not be able to fully control the behaviour of the children with whom they were not in contact (Bowie, 2000).

Bastian (2005) commented that displacement increases family separation; different family members often go separate ways. Displacement involves negative feelings of homesickness, loneliness and sorrow about what has been left behind. Family homes are places of birth, marriage and death, and of family identity and happy memories. They are also places of physical resources with rights to land and water. Being forced away from family homes is indeed an experience of loss and grief.

The “unaccompanied minors,” as international organizations term them, include children orphaned by war or disease, as well as those separated from family in the chaos of conflict (Fauth, Thompson & Penny, 2009). During the post conflict era, unaccompanied minors lack parental protection and generally live in a less supervised environment than other displaced children. The United Nations General Assembly has repeatedly recognized that “unaccompanied refugee minors are among the most vulnerable refugees and the most at risk of neglect, violence, forced military recruitment and sexual assault.”

Even when children remain with their parents, forced displacement can disrupt family and social networks. In a refugee or IDP crisis, parents often lose customary sources of authority, as they lack the ability to provide for their children (Njue & Retish, 2010). According to Danielle (2012) the most serious cases of post conflict family separation are for those families who have a family member missing, with no information about the person’s whereabouts or condition: well or ill, unharmed or injured, alive or dead. Often people do

not know why their relatives are missing. Sometimes the person may have moved to find an economic opportunity and never came back (Bastian, 2012).

In Wiyumiririe resettlement after the violence during the 2007 General Election, there were many families with missing relatives, especially among the displaced. The girls in the post conflict period experienced a lot of worry and anxiety, sometimes being hopeful that their relatives are still alive and sometimes being depressed and sure they would never see them again. More often than not, girls in Wiyumiririe resettlement camp find themselves playing the role of the parent to feed for the family. The girls' education future is usually curtailed and they are made to stay away from school as a result of parental duties. The end result is early marriages, teenage pregnancies and drug abuse out of desperation.

2.6 Coping mechanisms to enhance on girls participation in primary education

Families are the basic unit of society, and the well-being of children is closely linked to that of their parents. In all societies, families try to protect and meet the basic needs of children. Whatever the structure, in most cases, families provide the best environment for meeting the needs of children (Bolton, Bass, Betancourt, Speelman & Onyango, 2006). Attachment to care givers is one of the fundamental building blocks of child development and determinants of successful coping mechanisms. In addition to providing care and protection, the family is where children learn how to behave with other people, where they

learn their history, language, culture, and the customs of their community (Gerard & Buehler, 2004).

Providing education in the face of violent conflict is not easy is a successful coping mechanism for victims. In the Sudan, blue-beret missions have included accompanying women and girls on trips to collect water and firewood, attend school and carry out agricultural work. In the town of Goma in the Democratic Republic of the Congo, United Nations peacekeepers have helped facilitate safe access for girls on their journey to school, when rape of minors is the most common. Global Monitoring Report (2011) states that though children may often be considered vulnerable in difficult circumstances, they need to be supported and used to enhance their protection when needed.

They should be aided to acquire the ability to ‘bounce back’ in responding to the stress and loss of overwhelming situations. The greater the capacity of the children to adapt to changing circumstances, and gather the resources needed to respond positively to harmful events, the higher the likelihood that they will be able to move forward in a healthy developmental pattern and maintain or restore post conflict psychosocial well-being (Amnesty International, 2012).

Strongly performing post-conflict countries have attached considerable weight to the development of more inclusive education systems. There has been an emphasis in many cases on targeting interventions at particular groups and regions that have been badly affected by conflict, partly to pre-empt a return to violence.

A cash transfer programme introduced in Mozambique in 1990 was aimed at improving the nutritional status of those living in urban areas who had been displaced or disabled by the civil war, with a focus on early childhood and pregnant women. By 1995, it had reached 80,000 households, contributing significantly to food security and poverty reduction (Bornu, 2005). In Nepal, the post-conflict education strategy included stipends for girls and low-caste, indigenous and disabled children, creating incentives for their parents to send them to school. In 2002, Cambodia introduced a scholarship programme for girls and ethnic minorities from the poorest households, increasing enrolment by at least 22% (African Development Bank, 2012).

Following the 26 December 2004 tsunami, 'mothers and fathers in the Maldives, reported how the experience of the tsunami had brought their families together as they clung to each other more and became more affectionate with each other. Feelings were customarily not shared in the Maldivian society, but after the tsunami and the consequent earthquakes, people started to talk more often of their feelings (Haine, 2006). A key way children cope with difficulties is to share their suffering with relatives, neighbours and friends who can comfort, advice and distract them (Haine, 2008).

For resettled families in Kenya's resettlement camps, an effective way of sharing suffering is in knowing that others have been in similarly difficult situations and can understand (Osumba, 2005). It is important that people

recognize when someone is suffering by reading the signs of emotional distress. Once again empathy is an important factor in being able to share suffering. When empathy is positive, it lessens the burden on individuals because they can see that they are all in the same situation.

Cultural beliefs and practices are maintained and perpetuated by key persons and institutions in communities. Key people may include traditional or administrative authorities, religious or spiritual leaders, traditional healers, heads of community associations, or often, individuals who become known as supportive and giving members of the community (First Focus, 2009). Post conflict supportive structures or institutions may include religious institutions, social service and health organisations or such affinity groups as women's and youth groups, artisan cooperatives or arts and culture groups (Braiden, McCann, Barry & Lindsay, 2009).

For resettled children, schools are important places for post conflict cognitive development and social interaction with peers, both of which are significant components of social development. The school in Wiyumiririe resettlement scheme ought to have post conflict supporting programmes to assist the resettled children; especially girls cope with the difficulties of displacement and settlement. The school community should also develop a post conflict support system to cater for the welfare of these girls. When this is done, the girls will be able to cope with the memories of displacement and participate more in education.

2.7 Summary of reviewed literature

The reviewed literature discusses some of the post conflict factors influencing participation of girls' in primary education among resettled pupils in general. The broadly discussed post conflict factors include post conflict (psycho social support, loss of family member, separation of families and coping mechanisms). Gachangwe (2014) studied the factors that affect participation in education among resettled IDP pupils. The variables studied were pupils' characteristics, customary practices factors, parental beliefs and economic factors as factors which immensely affected participation in primary education.

Njue (2013) studied the factors that influence access and participation of refugee girls in primary education in Eastleigh area. The factors studied were family related factors, personal factors and language. However, few studies have been conducted to determine the post conflict factors affecting girls' participation in primary education among resettled population in Kenya and more precisely in Wiyumiririe resettlement scheme.

2.8 Theoretical framework

This Classical Liberal Theory of Equal Opportunity advanced by Horace Mann and advocated by John Rawl will form the foundation of this study. This postulates that each person is born with a given amount of capacity, which is largely extent inherited and cannot be substantially changed (Jean, 2006). It points that education system should be designed to eradicate barriers of any nature including the post conflict related ones that inhibits learners from

exploiting their inborn talents. The theory envisions on an education system whose participation would be determined on the basis of individual merits and not gender, geographical and other barriers.

The theory further asserts that no amount of discrimination should cause a child from getting proper education. It stipulates that all people should be treated similarly unhampered by artificial barriers or prejudices and preferences. The theory is relevant in this study since by eradicating post conflict barriers that hinder participation of girls in primary education among the resettled pupils, will create an equal playground to enable the resettled girls have an equal opportunity to participate in education that merits their inherited capacity (Nilani de Silva, 2010).

This will reduce post conflict dropouts; absenteeism and child labour which impacts negatively on girls' education. The strength of this theory is that it recognizes the opportunity of equity since no human being is a lesser human. When resettled girls are given an equal chance to participate in education, equity will be realized. The theory has a weakness is that it's mostly applicable to the more advantage segment among the disadvantaged group. The implication is that inequalities are distributed differently across groups but not eliminated.

2.9 Conceptual framework

The conceptual framework introduces the relationship between the independent variables (psychosocial support, loss of family member and separation of families) with the dependent variable; participation of girls in education.

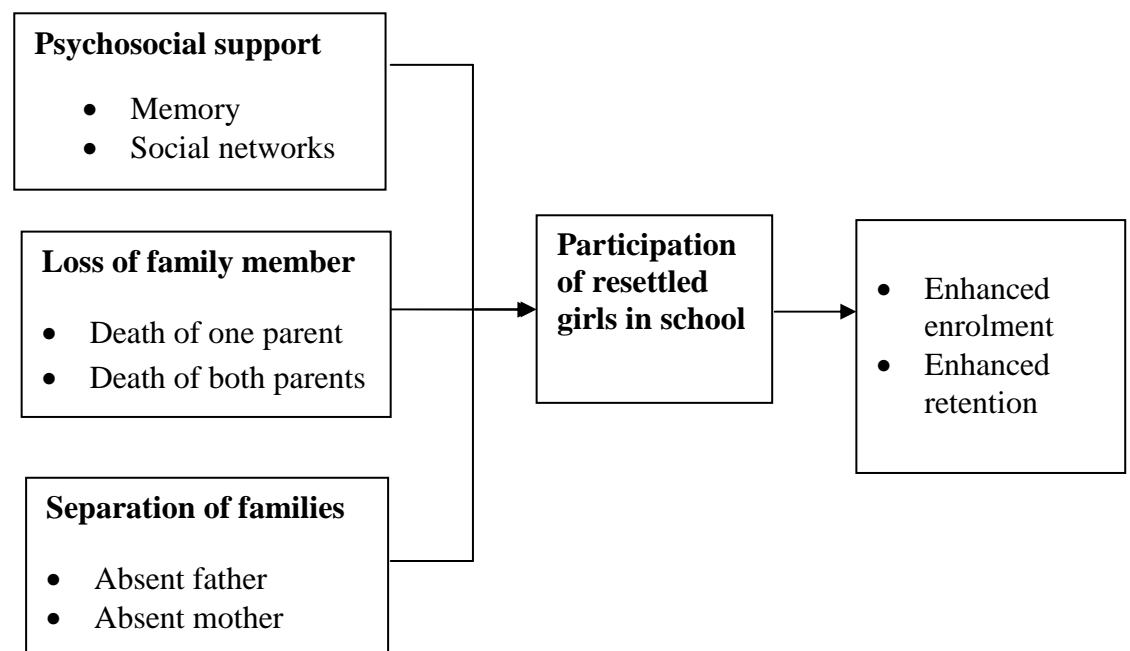


Figure 2. 1 conceptual framework showing relationship between families related factors and girls participation in primary school

Conceptual framework illustrates the family related factors that determine participation of resettled girls in primary education. Psycho social support provided by the teachers and the community will enable the resettled girls to 'bounce back' from the trauma and stress they experienced. They will participate in education leading to increased participation of resettled girls in education. Psychosocial mechanisms will enhance their participation in primary education. The end result will be an increase in participation and

enrolment of girls in school. Separation of families if well mitigated will enable more girls to participate and benefit from primary education. The availability of post conflict coping mechanisms provided by the school and the community will encourage the girls to participate in education. This will lead to enhanced enrolment and retention of girls in primary schools. If these conflict factors are adequately addressed, resettled girls will be able to fully participate effectively in education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter comprises of the research methodology and is organized as follows: - research design, target population, sample sizes and sampling procedures, research instruments, instrument validity and reliability, data collection procedure and data analysis technique.

3.2 Research design

The study adopted descriptive survey research design. Descriptive survey research describes the phenomena or characteristics associated with a subject population; to estimate proportions of a population that have these characteristics and to discover association among different variables (Cooper & Schindler, 2008). The design was appropriate as it would clearly describe the opinions and attitudes of resettled girls through self administered questionnaires and interview guides.

3.3 Target population

The target population of this study was the school girls in Wiyumiririe resettlement scheme. Two primary schools were targeted; one within the settlement and the other in the neighbourhood located 2km on the southern boundary of the camp. The study targeted school girls in class 6-7. There were 8 teachers and 84 girls enrolled in Community primary schools in class 6-8. Suguroi primary school had 9 teachers and 55 girls enrolled in class 6-7. To

supplement the data from the school girls, the 2 head teachers, 17 teachers and 10 community leaders were targeted. The final target population were 139 girls, 2 head teachers, 17 teachers and 10 community leaders comprising a total of 169 respondents.

3.4 Sample size and sampling procedures

Purposive sampling was used to select the resettled school girls for the study. Census was then used to select the teachers and head teachers. Community leaders were randomly selected for the study. This entailed that the sample size constituted of 139 school girls, 2 head teacher, 18 teachers and 10 community leaders. Krejcie and Morgan (1970) sample size estimation table was finally used to get a representative sample of 139 resettled primary school girls. According to the Krejcie and Morgan (1970) sample size estimation table (Appendix E), when the population is 139, the sample size is 102. Table 3.1 presents the total sample size of the study.

Table 3. 1 Sample size of respondents

University	Population	Sample size
School girls	139	102
Head teachers	2	2
Teachers	17	17
Community leaders	10	10
Total	168	131

3.5 Research instruments

Two sets of instruments were used in data collection; questionnaires and interviews guides. The two instruments were used to complement the shortcomings of one of the other. Bryman (2011) asserts that the use of multiple methods of data collection or triangulation enhances credibility. Two sets of questionnaires were used to collect data from pupils and teachers. The questionnaires had sections A to D. Section A gathered demographic information with the other providing information on the research variables. Interview guides were used to gather information from the head teachers and community leaders. Lovel and Lawson (2010) stated that interview schedule is an appropriate instrument in any study as it helps the interviewer to cover all dimensions of the investigation through probing of participants. The interview schedule for the research collected information from the head teachers and community leaders on the post conflict factors affecting girls' participation in education.

3.5.1 Instruments validity

Validity refers to the extent to which the measures used in the questionnaire are truthfully measuring the intended concept and not something else (Sekaran & Bougie, 2009). Content validity refers to the degree that the instrument covers the content that it is supposed to measure. To validate the instruments, the study adopted faces and construct validity. Face validity is a form of content validity. This involved education experts at the University of Nairobi using review and comment on the content and quality of the questionnaire. The

instruments were then adjusted from the results obtained from validation exercise to minimize errors and ambiguity (Sushil & Verma, 2010). Construct validity also validated the instruments. It dealt with whether a measurement instrument is closely linked with the known theory in the area of study and with other related concepts (Shushil & Verma, 2010) by linking the items in the instrument to the theoretical components of the research topic. Construct validity was used to assess the linkages of each of the items in the instruments with the theory of equal opportunity.

Pilot test of the instruments was undertaken. Welman, Kruger and Mitchell,(2008) argues that a pilot study is carried out for the following reasons: To detect possible flaws in the measurement procedures that may include among others, aspects such as ambiguous instructions or inadequate time limits. The size of the pilot group may range from 5 to 10 subjects depending on the method to be tested but the respondents do not have to be statistically selected (Cooper & Schindler, 2011). The pilot study was carried out at Solio resettlement scheme in Kieni Constituency which has similar characteristics to Wiyumiririe resettlement scheme constituting of 10 respondents. After the pilot study, adjustments were done on a few questions on the pupil's questionnaire that seemed vague; some of the questions were deleted. Others were reorganized to ensure flow of ideas.

3.5.2 Instruments reliability

Kombo and Tromp (2006) stated that reliability of an instrument is a measure of how consistent the results of a test are. In this study reliability test was carried out by pilot test and computing cronbach's Alpha. Cronbach's alpha was used to test the reliability of the measures of the questionnaire. Bryman (2011) suggests that where Cronbach Alpha is used for reliability and test a rule of thumb is also used that states that if the Cronbach values of the items to be included in the study should not be lower than 0.7. Cronbach Alpha was used to determine the reliability of each of the four independent variables (post conflict psychosocial support, death of family members, separation of family members and coping mechanisms) as well as the dependent variable, participation of girls in education. The strength and weaknesses of the correlation of the variables was measured. To increase the reliability of the questionnaire, this study used Cronbach's Alpha for separate domains of the questionnaire rather than the entire questionnaire. The Cronbach values were computed as follows:

$$\alpha = K / (K - 1) [1 - (\Sigma\sigma_k^2 / \sigma_{total}^2)]$$

Key: Where K is the number of items

$\Sigma\sigma_k^2$ is the sum of the k item score variances

Σ_{total}^2 is the variance of scores on the total measurement. (Bryman, 2011)

Cronbach alpha was used as a reliability measurement tool for the study variables. The reliability measurement was, psychosocial support (0.773), loss of a family member (0.793), separation of family (0.712), coping mechanisms (0.689) and participation in education was 0.754. Bryman (2011) has indicated 0.7 to be an acceptable reliability coefficient. The instruments had a reliability index of 0.7 hence; there was an internal consistence of the variables.

3.6 Data collection procedures

Before embarking on the data collection exercise, the researcher obtained a research permit from the National Council of Science and Technology and sought clearance from County Commissioner and the County Education office in Laikipia. Introductory letters were attached to the questionnaire and written consent sought for interviews. Appointments were sought with respondents for the purpose of creating rapport, confidence and removing any suspicions by assurances of confidentiality on the data that the study generated. The instruments were personally administered by the researcher. The respondents were given a time frame within which they were expected to respond to the questionnaires/ interview guides after which the instrument were collected by the researcher on the same day. This was to ensure that respondents did not discuss and modify their responses.

3.7 Data analysis techniques

After collecting the data, the researcher classified and coded the data according to the pattern of research questions and objectives. Qualitative data obtained

was analyzed by narrative reporting and categorized into themes. Quantitative data was analyzed using descriptive statistics. The descriptive statistics were obtained effectively using the Statistical Package for Social Sciences (SPSS) programme. The findings were presented using pie charts, bar charts and frequency distribution tables.

3.8 Ethical considerations

Written informed consents of the children were obtained. Information on the nature, purpose, duration, procedure and the benefits and possible risks of research were provided and the teachers and community leaders guaranteed confidentiality of information shared. The participants were given the opportunity to ask questions about any aspect of the research, at any time during or after their participation in the research. The participants were requested to take part in the study and participation was voluntary, meaning they had the right to decline and free to withdraw from study at any level if they felt they were not able to continue without any form of penalty.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

The purpose of this study was to investigate the family related factors influencing girls' participation in primary school in Wiyumiririe resettlement camp, Laikipia County, Kenya. This study was guided by the independent variables; psycho-social support, loss of family members, separation of family and coping mechanisms employed to enhance girls participation in primary school. The dependent variable of the study was girls' participation in education. This chapter presents the research findings and results of the study. Data analysis was conducted for each of the specific objective.

4.2 Questionnaire return rate

The respondent's questionnaire return rate is presented in Table 4.1.

Table 4. 1 Questionnaire return rate

Respondent	Sample	Returned	Percentage (%)
Pupils	102	96	94.1
Teachers	17	12	70.6
Total	119	108	90.8

Data was collected from the 119 respondents from Wiyumiririe resettlement camp, Laikipia County, Kenya. The targeted sample was 119 respondents. A total of 108 out of 119 self-administered questionnaires were filled and

returned yielding a response rate of 90.8%. Mugenda (2003) stated that a response rate of above 70.0% is acceptable in research. The high response could be attributed to self-administration of the questionnaire.

4.3 Demographic information

This section presents demographic information of the respondents involved in enhancing girls' participation in primary school. Demographic information highlighted the gender, age, academic qualification of teachers, length of service in the current school for the teachers and length of stay in the current school for pupils.

The gender distribution of head teachers and teachers is presented in Table 4.2

Table 4. 2 Gender of head teachers and teachers

Gender	Head teachers		Teachers		Total	Percentage %
	F	%	F	%		
Male	2	100.0	6	50.0	8	100.0
Female	0	0.0	6	50.0	6	100.0
Total	2	100.0	12	100.0	14	100.0

The gender of head teachers and teachers was sought since it is crucial for a school to have both head teachers and teachers to offer psychosocial support to boys and girls in the school. From the findings, all the head teachers and 50.0%

of the teachers were males with 50.0% of the teachers as females. This implies that majority of the head teachers and teachers in Wiyumiririe resettlement camp are males.

Age distribution of teachers is presented in Table 4.3

Table 4. 3 Age of teachers

Age (Years)	Frequency	Percentage (%)
21-30	3	25.0
31-40	7	58.3
41-50	2	16.7
Total	12	100.0

Age of teachers was vital in order to determine the teacher's profession to enhance girls' participation in primary school. The findings of the study shows that majority of the teachers (58.3%) were in the age bracket of age 31-40 years. At this age the teachers have gained a lot of skills in teacher management and are capable of using their expertise in enhancing girls' participation in primary school.

Table 4.4 presents the age of pupils

Table 4. 4 Age of pupils

Age (Years)	Frequency	Percentage (%)
11-13	24	25.0
14-16	62	64.6
17-19	10	10.4
Total	96	100.0

The age of pupils was sought to establish the extent of pupil's disruption in level of schooling by the post conflict violence. The results indicate that majority of the pupils (64.6%) in class 6-7 were in the age bracket of 14-16 years, a relatively higher age for pupils to be still in primary schools. This support Njue and Retish (2010) who found that conflict forces learners to take long in completing education.

Academic qualifications of the head teachers and teachers and length of service in the school are discussed below. Table 4.5 presents duration of service of the teacher in the school.

Table 4. 5 Length of teachers in the school

Response (years)	Frequency	Percentage %
1-3	3	25.0
3-5	6	50.0
5-7	3	25.0
Total	12	100.0

The duration of time the teachers had taught in the current school was taught with the intention of understanding whether they had accumulated enough time in the school to understand the plight of the resettled girls. The results show that all the head teachers had a P1 qualification. Similarly, all the teachers had a P1 qualification. This means that all the teaching staffs are trained as teachers in schools in Kenya. The results shows that most of the teachers (50.0%) had taught for 3-5 years, and another 25.0% had taught for between 1-3 and 5-7

years. The teachers at this age have acquired appropriate skills to participate in enhancing girls' participation in primary school in Wiyumiririe resettlement camp.

The study requested the school girls to state the duration of time the pupils have stayed in the current class and station. Results are indicated in Table 4.8.

Table 4. 6 Length of pupil's stay in the school

Response (years)	Frequency	%
Below 3	15	15.6
3-5	62	64.6
Above 7	19	19.8
Total	96	100.0

From the findings of the study, majority of the girls (64.6%) had stayed in the current school for a period of less than 3 years. Another (19.8%) had stayed in the current school for between 3-5 years. This implies that majority of the pupils have been in the school long enough to answer questions on their participation in schooling following resettlement.

4.4 Findings on influence of psychosocial support and girls participation in education

To find out the influence of psychosocial support and girls participation in education, the researcher asked a number of questions. They included; whether the pupils felt secure in the current school, existence of guidance and counseling in the school and support from teachers on pupils after admission.

The views of the school girls on the feeling of security in the current school are presented in Table 4.7.

Table 4. 7 Pupil's views on feeling secure in current school

Qualification	Frequency	Percentage (%)
Feeling secure	91	94.8
Insecure	5	5.2
Total	96	100.0

Majority of the pupils (94.8%) stated they felt secure in their current school. The other 5.2% stated that they felt insecure in the school implying that more guidance and counselling is required to enable them settle and participate in education. The implication is that the sense of security and comfort will enable the resettled girls to benefit from education. The findings agrees with UNICEF (2011) who found that potential post conflict psychosocial mechanisms may improve a child's adjustment and feeling of security after adversity.

The views of the head teachers and teachers on the existence of a functioning guidance and counseling services are presented in Table 4.8.

Table 4. 8 Head teachers & teachers' statement on presence of guidance & counseling in school

Presence of G/C	Present	Absent	Frequency	Percent
Head teachers	2	0	2	100.0
Teachers	12	0	12	100.0
Pupils	88	8	96	91.7
Total	102	8	110	93.2

All the head teachers and teachers stated that their schools had an existing guidance and counseling services. Majority of the pupils 88 (91.7%) also stated that the school had guidance and counseling services. The implication is that the schools in this region have complied with the ministry of education directive to have guidance and counseling department. This complements the argument by Njue and Retish (2010) who stated that provision of guidance and counselling to conflict-exposed learners assist in ejecting post conflict psychosocial support help to learners to recover from stress and trauma experienced in the conflict.

Table 4.9 indicates the views of the teachers and pupils on school support for the resettled girls after admission to the current school was requested.

Table 4. 9 Teachers and pupils views on support of resettled girls by school

School support of girls	Teachers		Pupils	
	f	%	f	%
Supported resettled girls	12	100.0	92	95.8
Did not support resettled girls	0	0.0	4	4.2
Total	12	100.0	96	100.0

The findings indicate that all the teachers indicated that they supported the pupils after admission. Majority of the pupils (95.8%) agreed that the school supported them after admission to the current school. The implication is that resettled girls have acquired psychosocial support to settle in the school. The

results supports Aguilar and Retamal (2008) who stated that provision of post conflict educational support early on after the crisis has been argued to be an important means of restoring social supports to children to enable them participate in schooling.

Table 4.10 presents the agreement of the teachers on the influence of various aspects of psychosocial support on girl's participation in school.

Table 4. 10 Teachers views on influence of psychosocial support and participation of resettled girls in school

Aspects of psychosocial support:	SA		A		N		D		SD	
	f	%	f	%	f	%	f	%	f	%
Resettled girls have access to food, shelter, security and education	2	17.0%	5	42.0%	2	17.0%	2	17.0%	1	7.0%
Resettled girls have friends in school	5	42.0%	3	25.0%	1	8.0%	2	17.0%	1	8.0%
Resettled girls fully participate in school activities	5	42.0%	3	25.0%	2	17.0%	1	8.0%	1	8.0%
Teachers support resettled girls to perform duties	8	67.0%	3	25.0%	0	0.0%	1	8.0%	0	0.0%

N= 12 teachers

The findings indicate that majority of the teachers (67.0%) strongly agreed with the assertion that teachers support resettled girls to perform duties in the school. Another category of teachers strongly agreed that resettled girls have friends in school (42.0%) and resettled girls fully participate in school activities (42.0%). This implies that the schools have put in place necessary mechanisms

to support resettled girls to participate in school. The statements agrees with Arafat and Boothby (2003) argument that the relationship between learners and teachers can have great impact on the child, particularly when teachers are able to provide post conflict social supports for pupils to participate in schools.

Table 4.11 shows the findings from pupils on aspects of psychosocial support.

Table 4. 11 Response on pupils on aspects of psychosocial support

Aspects of psychosocial support	SA	A	N	D	SD
I have access to food, shelter, security and education	93.0%	3.0%	0%	1.0%	1.0%
I have confidence with my friends in school	90.0%	3.0%	5.0%	1.0%	0%
I fully participate in school activities with friends	95.0%	2.0%	2.0%	0%	1.0%
My teachers support me in performance of duties	90.0%	5.0%	3.0%	0%	1.0%

N=96

From the findings of the study majority of the pupils strongly agreed with assertions that, they have access to food, shelter, security and clothing (93.0%); they have confidence with school friends (90.0%); they participate in school activities with friends (95.0%) and teachers support them in performance of duties (90.0%). The findings supports UNICEF (2011) argument that access and participation in schooling helps to establish an atmosphere of normality that builds on children’s resilience and assists them in dealing with psychological trauma.

The response of head teachers and community on resettled girl’s access to psychosocial support is presented in Table 4.12.

Table 4. 12 Response of head teachers and community leaders on access to PSS for resettled girls

Respondent	Head teachers	%	Community leaders	%
Access to PSS	2	100.0	7	100.0
Do not access PSS	0	0.0	0	0.0
Total	100	100.0	7	100.0

The results indicate that all the head teachers and community leaders stated that they ensure that resettled girls have access to psychosocial support. This means that the school community understands the importance of psychosocial support for the girls. The results further supports UNICEF (2011) argument that access to schooling helps establish an atmosphere of normality that builds on children’s resilience and assists them in dealing with psychological trauma.

The response from teachers on the extent to which the school has assisted resettled girls to settle in school is presented in Table 4.13.

Table 4. 13 Response of teachers on school assistance to resettled girls

School support:	SA		A		N		D		SD	
	f	%	f	%	f	%	f	%	f	%
School provides physically safe spaces for learning	6	50.0%	5	42.0%	0	0.0%	0	0.0%	1	8.0%
School provides structured daily routines for studying	5	42.0%	5	42.0%	1	8.0%	0	0.0%	1	8.0%
School support all the activities undertake	5	42.0%	3	25.0%	3	25.0%	0	0.0%	1	8.0%
School enables pupils to achieve my life ambitions	7	58.0%	4	34.0%	0	0.0%	1	8.0%	0	0.0%

N=12

The findings indicate that majority of the teachers strongly agreed with the fact that the school enables pupils to achieve life ambitions (58.0%). Most of the teachers (50.0%) also strongly agreed that the school provide physically safe space for learning. The implication is that through this support, the resettled girls have the opportunity to benefit from schooling. The results agrees with Njue and Retish (2010) who argued that provision of schooling to conflict-exposed learners help the learners to recover from stress and trauma experienced in the conflict.

The pupil's response on the extent to which the school has assisted the resettled girls to settle in school is shown in Table 4.14.

Table 4. 14 Pupil's response on assistance of school to resettled girls

School support	SA	A	N	D	SD
School provide physically-safe spaces for learning	93.0%	2.0%	2.0%	3.0%	0%
School provide structured daily routines for studying	97.0%	2.0%	1.0%	0%	0%
School support all the activities I undertake	93.0%	3.0%	2.0%	0%	2.0%
School enables pupils to achieve my life ambitions	85.0%	2.0%	2.0%	1.0%	10.0%

N=96

Majority of respondents strongly agreed with the statements that school provide structured daily routine (97.0%); school provide safe spaces for learning (93.0%); school support all activities (93.0%) and school enables pupils to achieve life ambitions. The results supports Aguilar and Retamal (2008) who stated that provision of post conflict services early on after the crisis is important means of restoring social support.

The coefficient of psychosocial support is presented in Table 4.15.

Table 4. 15 Coefficient of psychosocial support

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	-	.086		-.570	.571
Psychosocial support	.572	.089	.617	6.411	.000

a) Predictors: (Constant), psychosocial support

The coefficient helps to quantify the overall contribution of psychosocial support on participation of girls in school. Based on the above equation, psychosocial support has a moderate positive coefficient with girl's participation in education. This implies that psychosocial support is an important measure of participation of girls in primary schools in Wiyumirrie resettlement camp. Every unit increase by psychosocial support will increase a total of 0.572 of participation of girls in education at a confidence level of 0.000, provided other variables remain constant. The results supports Gachagwe (2013) who found that psychosocial support had the highest effect on the pupils' participation in primary education in Molo resettlement scheme.

4.5 Influence of loss of a family member on girls participation in education

The respondent's views on the influence of loss of family members in enhancing girls' participation in primary school education are discussed in this section.

The teachers and pupils views on knowledge of pupils in the school on loss of a family member are highlighted in Table 4.16.

Table 4. 16 Response of pupils on loss of family members

Respondent	Teachers	%	Pupils	%
Lost a member	12	100.0	90	93.75
Not lost a family member	0	0.0	6	0.06
Total	12	100.0	96	100.0

The findings indicate that all the teachers and majority of the pupils (93.75%) had knowledge of a pupil in the school that had lost a family member in the 2007 post-election violence. This implies that the resettled girls require the support of education stakeholders to overcome post-conflict trauma and participate in school. The results agrees with Dyregrov (2004) who found that the effect of losing a family member is very powerful on children especially due to the unending impact of grief and it affects the full participation in education.

The teacher's views on the extent of loss of a family member in the education future of the pupils are outlined in Table 4.17.

Table 4. 17 Teachers response on extent of loss of family member on resettled girls

Response	Frequency	Percent
Affected by loss	10	83.3
Not affected by loss	2	26.7
Total	12	100.0

The findings indicate that, majority of the teachers (83.3%) stated that loss of a family member affected the pupil's education future to a very large extent. This implies that psychosocial support and coping mechanisms are vital to ensure resettled girls adapt appropriately in the new learning environment. The results support Frydenberg, Muller and Ivens (2006) who argued that like anyone who loses someone close to them to death, the knowledge that the child would never

see that person again causes them the most grief. The impact of family death is also felt as a loss of the protection and love among the children thus affecting their participation in school.

The pupil's response on the extent of loss of a family member in their education future is outlined in Table 4.18.

Table 4. 18 Pupils response on extent of loss of family member on resettled girls

Extent affected by family loss	Frequency	Percent
Very	64	66.7
Large extent	22	22.9
Moderate extent	10	10.4
Total	96	100.0

Most of the pupils (66.7%) stated that loss of a family member affected their education future to a very large extent with another 22.9% stating that it affected them to a moderate extent. This implies that resettled girls still require psychosocial support to participate in education. The result fully agrees with Arafat and Boothby (2003) statement that the loss of a sibling or friend affects children's well-being especially during the post conflict period, because it is hard for children to understand the loss of someone who is their parent or peer, and with whom they do things and play.

The findings presented in Table 4.19 indicate the knowledge of pupils on some of the impacts of grief among resettled girls who have lost a family member.

Table 4. 19 Pupils response on impact of grief on resettled girls

Statement	Frequency	Percentage
The knowledge that they will never see the person again	55	57.3
Bitter memories of crying at funerals	20	20.8
The agony of coming to terms with the loss of a loved one	9	0.09
The loss of the protection and love	12	0.13

N=96

The findings indicate that majority of the school pupils (57.3%) indicated that the knowledge that they will never see the departed person had the greatest impact on grief. The others stated that bitter memories of crying at funerals (20.8%) and loss of protection and love (0.13%) as also having great impact on grief. This gives credence to the need for proactive coping mechanisms to facilitate the girl's participation in education. The findings support Frydenberg, Muller and Ivens (2006) who stated that many children have bitter memories of crying at funerals.

Table 4.20 shows teachers rate of agreement with loss of family member.

Table 4. 20 Extent of teacher's agreement with loss of family members on resettled girls

Aspects of losing a family member	SA	A	N	D	SD
	%	%	%	%	%
Loss of a provider may result in added economic responsibilities for the children of a household	69.0	25.0	0.0	0.0	6.0
An adolescent girl in the family often feels the impact of the loss of a mother more heavily	58.0	33.0	0.0	0.0	9.0
The loss of a sibling or friend affects children's well-being, as it is hard for children to understand the loss of someone who is their peer.	42.0	50.0	0.0	0.0	8.0
Children encounter family tensions and disappointments when parents remarry.	50.0	9.0	33.0	0.0	8.0
Resettled children often experiences an increase in anxiety with a focus on concerns about further loss, the safety and fears around death.	42.0	33.0	17.0	8.0	0.0
The impact of bereavement increases with the passage of time since death	57.0	17.0	9.0	0.0	17.0

N=12

The findings show that the teachers strongly agreed with the question items. Majority stated that for the pupils, loss of a provider may result in added economic responsibilities for the children of a household (69.0%); adolescent girl in the family often feels the impact of the loss of a mother more heavily (58.0%) and impact of bereavement increases with the passage of time since death (57.0%). This implies that resettled girls need to be catered for socially and economically to participate in school. The results agrees with Save the Children (2010) report that the post conflict consequences for a family of the

loss of their provider are very great indeed, which may also result in added economic responsibilities for the children of a household as they take up jobs to earn money to fill the economic gap left by the loss of a provider.

The pupil's response on level of agreement on aspects of losing a family member among is presented in Table 4.21.

Table 4. 21 Pupil's level of agreement on loss of family members on resettled girls

Aspects of losing a family member	SA	A	N	D	SD
	%	%	%	%	%
Loss of a provider result in added economic responsibilities for children of a household	72.0	13.0	12.0	0.0	3.0
An adolescent girl in the family feels the impact of the loss of a mother more heavily	70.0	18.0	4.0	0.0	5.0
The loss of a sibling or affects children's well-being.	69.0	15.0	7.0	0.0	9.0
Children encounter family tensions and disappointments when parents remarry.	59.0	13.0	2.0	8.0	18.0
Resettled children often experiences an increase in anxiety with a focus on concerns about further loss and safety.	74.0	3.0	10.0	3.0	10.0
Impact of bereavement increases with the passage of time since death	67.0	12.0	7.0	5.0	9.0
N=96					

The findings indicate that majority of the pupils strongly agreed with the assertions that resettled children often experiences an increase in anxiety (74.0%); adolescent girl often feels the impact of the loss of a mother more heavily (72.0%); loss of a provider result in added economic responsibilities for the children of a household (70.0%) and loss of a sibling or friend affects children’s well-being (69.0%). This highlights the importance of psychosocial support and coping mechanisms to enable the resettled girls to settle and participate in education. The results fully agrees with Save the Children (2010) report that the post conflict consequences for a family of the loss of their provider are very great indeed, which may also result in added economic responsibilities for the children of a household as they take up jobs to earn money to fill the economic gap left by the loss of a provider.

The coefficient of the influence of loss of a family member on participation of resettled girls in school is shown in Table 4.22.

Table 4. 22 Coefficient of loss of a family member

Model	Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.
	B	Std. Error			
(Constant)	-	.086		-.570	.571
1 Losing of family member	.226	.088	.243	2.578	.013

a) Predictors: (Constant), loss of family member

Based on the coefficient results, loss of family member has a weak positive coefficient with girl's participation in education. The findings imply that loss of a family member influence participation of girls to a small extent in primary schools in Wiyumiririe resettlement camp. Every unit increase by loss of a family member will increase a total of 0.226 of participation of girls in school at a confidence level of 0.13, provided other variables remain constant. The results contrasts Gachagwe (2013) who found that loss of a family member had the second highest effect on the pupils' participation in primary education in Molo resettlement scheme.

4.6 influence of separation of families on girls participation in education

Information on separation of families was sought from the respondents. The question sought to find out from the respondents whether they had witnessed pupils in the school who were unable to participate in school due to separation of families.

The teacher's response on the effect of separation of families on girl's participation in education is shown in Table 4.23.

Table 4. 23 Response of teachers on effect of separation of families on resettled girls

Respondent	Teachers	%	Pupils	%
Witnessed separation	10	83.3	89	92.7
Not witnessed separation	2	26.7	7	7.3
Total	12	100.0	96	100.0

Majority of the teachers (83.3%) indicated that they had witnessed pupils separated from family members as a result of the post-election violence in 2007 with 92.7 % of the pupils stating that they had similar experience. This means that separated pupils from families is an occurrence affecting participation of resettled girls in education. The result similarly agrees with Osogo (2013) who indicated that resettled children have to deal with ambiguous post conflict loss after their mother or father leaves them, when they have to leave to go back to their original farms for economic purposes, and when they are left by the rest of their family and friends. The burden that resettled children bring to their new camps schools can become a significant constraint for them to participate in education.

The pupils were asked to indicate the identity of the person separated from the family as indicated in Table 4.24.

Table 4. 24 Response of pupils on the person separated from family

Separated person	Frequency	Percent (%)
Father	35	36.5
Mother	19	19.8
Sibling	44	45.8
Relative	48	50.0

N-96

All the pupils indicated that they had experienced a loss of a family member. Most (50.0%) indicated that they were separated from relatives with 44.0% and

19.8% respectively pointing out that they were separated with siblings and the father. This implies that measures like psychosocial support will go a long way to overcome post-conflict trauma. The results augment Bastian (2005) commentary that displacement increases family separation; different family members often go separate ways.

The respondents feeling on the extent of how separation of the family member affected girl's participation in education are indicated in Table 4.25.

Table 4. 25 Teachers and pupils views on extent of separation of family member on resettled girls

Extent of girls affected by separation	Teachers		Pupils	
	Frequency	%	Frequency	%
Very large extent	8	66.7	88	91.2
Large extent	4	33.3	4	0.84
Moderate extent	0	0	2	0.02
Small extent	0	0	2	0.02
Total	12	100.0	96	100.0

The findings shows that majority of the teachers (66.7%) felt that to a very large extent, separation of the family member affected girl's participation in education. Majority of the pupils (91.2%) stated that separation of the family member affected girl's participation in education to a very large extent. The implication is that resettled girls need support from education stakeholders to fully participate in learning. The findings agrees with Osogo (2013) who stated that conflicts leads to disruption of education future of learners who are usually

forced to stay away from school. The end result is early marriages, teenage pregnancies and drug abuse out of desperation.

The head teachers and community leader's feeling on the extent of how separation of the family member affected girl's participation in education are indicated in Table 4.26.

Table 4. 26 Head teachers & community leader's views on extent of separation of a family member on resettled girls

Extent of girls affected by separation	H/ teachers		Community leaders	
	f	%	f	%
Very large extent	2	100.0	6	85.7
Large extent	0	0.0	1	14.3
Total	2	100.0	7	100.0

The findings show that all the head teachers had the sentiments that to a large extent, separation of the family member affected girl's participation in education. Majority (85.7%) of the community leaders indicated that to a very large extent, separation of the family member affected girl's participation in education. The implication is that resettled girls need support from education stakeholders to fully participate in learning. The findings agrees with Osogo (2013) who stated that conflicts leads to disruption of education future of learners who are usually forced to stay away from school. The end result is early marriages, teenage pregnancies and drug abuse out of desperation.

The views of the teachers on the impacts of separation of families among girls participation in education are presented in Table 4.27.

Table 4. 27 Teachers views on impact of separation of families on resettled girls

Impact of separation of families	Frequency	Percent (%)
The knowledge that they will never see the person again	9	75.0
Bitter memories of crying at funerals	8	66.7
The agony of coming to terms with the loss of a loved one	9	75.0
The loss of the protection and love	12	100.0

N-12

The findings shows that all the teachers argued that the loss of protection and love as having a great impact among girls participation in education. Majority of the teachers pointed that the knowledge that they will never see the person again (75.0%), the agony of coming to terms with the loss of a loved one and bitter memories of crying at funerals (66.7%) as having an impact on girl's participation in education. The findings also agrees with Osogo (2013) who stated that conflicts leads to disruption of education future of learners who are usually forced to stay away from school. The end result is early marriages, teenage pregnancies and drug abuse out of desperation.

The pupil's response on the impact of separation of families among girls participation in education are presented in Table 4.28.

Table 4. 28 Pupil's response on impact of separation of families on resettled girls

Impact of separation of families	Frequency	Percent (%)
The knowledge that they will never see the person again	80	83.3
Bitter memories of crying at funerals	10	9.6
The agony of coming to terms with the loss of a loved one	75	78.1
The loss of the protection and love	85	88.5

N=96

The findings show that the pupils agreed that the question items impacted on girl's participation in education. Majority (88.5%) indicated the loss of the protection and love; (83.3) stated knowledge that they will never see the person again and (78.1) pointed at the agony of coming to terms with the loss of a loved one as having impact on girl's participation in education. The implication is that resettled girls need to be supported in overcoming post-conflict related trauma in order to participate in education. The results complement Bastian (2005) argument that displacement increases family separation with different family members often going separate ways. Displacement also involves negative feelings of homesickness, loneliness and sorrow about what has been left behind.

The teacher's views on level of agreement with aspects of separation of families among girls participation in education was sought and is presented in Table 4.29.

Table 4. 29 Teacher's agreement with aspects of separation of family member on resettled girls

Aspects of separation of families:	SA	A	N	D	SD
Separation entails from a complete loss of a parental love and protection	8 66.7%	4 33.3%	1 8.3%	0 0%	1 8.3%
Separation ruptures the bond between children and parents	9 75.5%	3 25.0%	1 8.3%	0 0%	1 8.3%
Separation of peers for girls means a loss of emotional support and social interaction	7 58.3%	6 50.0%	0 0.0%	0 0%	2 16.7%
Separation burden that resettled children bring to their new schools constraint their success in education	10 83.3%	2 16.7%	1 8.3%	0 0%)	0 0.0%
Separation entails from a complete loss of a parental love and protection	8 66.7%	4 33.3%	1 8.0%	0 0%	2 16.7%

N=12

The findings indicate that majority of the teachers strongly agreed with the question items. Majority (83.3%) stated that separation burdens constraint pupil's success in education; separation ruptures the bond between children and parents (75.5%). They further stated that separation entail complete loss of a parental love and protection (66.7%) and separation entails a complete loss of a parental love and protection (66.7%). This means that measure such as guidance and counseling in the school should be undertaken to facilitate the resettled girl's education. The findings support Fauth, Thompson & Penny (2009) statement that during conflicts, family break up leads to unaccompanied

minors who generally lack parental protection and live in a less supervised environment than other displaced children.

The pupil's response on level of agreement with aspects of separation of families among girls participation in education is presented in Table 4.30.

Table 4. 30 Response of pupils on level of agreement with aspects of separation of families on resettled girls

Aspects of separation of families	SA	A	N	D	SD
Separation entails from a complete loss of parental love and protection	86.0%	4.0%	7.0%	3.0%	0.0%
Separation ruptures the bond between parents and children	63.0%	21.0%	14.0%	2.0%	0.0%
Separation of peers for girls means a loss of the emotional support and social interaction	64.0%	15.0%	7.0%	4.0%	10.0%
Separation breaks social relationships and weakens the links of togetherness among family members	71.0%	14.0%	5.0%	5.0%	5.0%

N=96

The findings show that all the pupils strongly agreed with the question items. Majority (86.0%) indicated that separation entails from a complete loss of parental love and protection; separation breaks social relationships and weakens the links of togetherness (71.0%). The others also argued that separation of peers for girls means a loss of the emotional support and social interaction (64.0%) and separation ruptures the bond between parents and children (63.0%). This implies that resettled girls require resemblance of peace and family love if they are to fully participate in schooling. The results support Fauth, Thompson and Penny (2009) who argues that conflict disrupts families

resulting into, unaccompanied minors lacking parental protection and generally living in a less supervised environment than other displaced children.

The coefficient of the influence of separation of families on participation of resettled girls in school is shown in Table 4.31.

Table 4. 31 Coefficient of separation of families

Model	Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.
	B	Std. Error			
1 (Constant)	-.049	.086		-.570	.571
Separation of family	.152	.089	-.163	1.709	.093

a) Predictors: (Constant), separation of families

Based on the results in the table, separation of families had a weak positive coefficient of 0.152 with girl's participation in education. The findings imply that separation of families influence participation of girls to a small extent in primary schools in Wiyumiririe resettlement camp. The results contrasts with Gachagwe (2013) who found that separation of families had significant effect on the pupils' participation in primary education in Molo resettlement scheme. Every unit increase by separation of families will increase a total of 0.152 of participation of girls in school at a confidence level of 0.93, provided other variables remain constant.

4.7 Influence of coping mechanisms on girls participation in education

The study sought to establish the influence of coping mechanisms in enhancing girls' participation in primary school.

The views of teachers and pupils on the school community help to the resettled girls to overcome the stress and loss occasioned by the post-election violence in 2007 are presented in Table 4.32.

Table 4. 32 Respondents views on the help of school community on resettled girls

Respondent	Teachers	%	Pupils	%
School helped resettled girls	10	83.3	84	87.5
School never helped resettled girls	2	26.7	12	12.5
Total	12	100.0	96	100.0

From the findings, majority of the teachers (83.3%) and pupils (87.5%) agreed that the school community helped the resettled girls to overcome the stress and loss due to post election violence. This implies that the mutual performance of education stakeholders will play a crucial role in assisting the resettled girls to cope and participate in learning. The findings add weight to Speelman and Onyango (2006) who argued that to assist the conflict affected children to overcome the related trauma, attachment to care givers like teachers is one of the fundamental building blocks of child development and determinants of successful coping mechanisms.

The views of the head teachers and community leaders on the school's help to the resettled girls to overcome stress and loss are presented in Table 4.33.

Table 4. 33 Views of head teachers and community leaders on assistance of community to resettled girls

Assistance provided	Head teachers	%	Community leaders	%
Resettled girls assisted	2	100.0	7	100.0
Resettled girls not assisted	0	0.0	0	0.0
Total	2	100.0	7	100.0

From the findings, all the head teachers and community leaders agreed that the school community helped the resettled girls to overcome the stress and loss. This implies that the mutual performance of education stakeholders will play a crucial role in assisting the resettled girls to cope and participate in learning. The findings further add weight to Speelman and Onyango (2006) who argued that to assist the conflict affected children to overcome the related trauma, attachment to care givers like teachers is one of the fundamental building blocks of child development and determinants of successful coping mechanisms.

The teacher's level of agreement on the ability of resettled girls to manage to cope with displacement and resettlement are shown in Table 4.34.

Table 4. 34 Teacher's agreement on ability of resettled girls to cope with displacement

Level of agreement	SA		A		N		D		SD	
	f	%	f	%	f	%	f	%	f	%
They share the suffering with relatives, neighbours and friends	9	75.0%	3	31.3%	0	0%	0	0%	0	0.0%
They comfort themselves with the knowledge that others were also suffering	4	33.3%	5	41.7%	3	31.3%	0	0.0%	0	0.0%
Supportive structures like religious institutions assist in overcoming suffering	9	75.0%	3	31.3%	0	0.0%	0	0.0%	0	0.0%
Schools assist in overcoming suffering through social interaction with peers	6	50.5%	3	31.3%	0	0.0%	1	18.2%	0	0.0%

N=12

From the findings, most of the teachers (75.0%) strongly agreed with the assertion that supportive structures like religious institutions assist in overcoming girl's sufferings. Most of the teachers (66.77%) also agreed with the assertion that resettled girls share suffering with relatives, neighbours and friends. This implies that school administration should ensure that regular counseling of resettled girls is articulated to make them participate in learning. The results supports Haine (2008) argument that the key way children cope with difficulties is to share their suffering with relatives, neighbours and friends who can comfort, advice and distract them.

The pupil's level of agreement on the ability of resettled girls to manage to cope with displacement and resettlement is indicated in Table 4.35.

Table 4. 35 Pupil's agreement on ability of resettled girls to cope with displacement

Level of agreement	SA	A	N	D	SD
I share the suffering with relatives, neighbours and friends	81.0%	13.0%	2.0%	2.0%	2.0%
I comfort themselves with the knowledge that others are also suffering	80.0%	7.0%	5.0%	4.0%	4.0%
Supportive structures like religious institutions assist me in overcoming suffering	87.0%	6.0%	1.0%	2.0%	4.0%
Schools assist me in overcoming suffering through social interaction with peers.	71.0%	12.0%	3.0%	9.0%	5%

N=96

From the findings, majority of the pupils strongly agreed with the fact that supportive structures like religious institutions assist in overcoming girl's sufferings (87.0%); resettled girls share suffering with relatives, neighbours and friends (81.0%); they comfort themselves with the knowledge that others are also suffering (80.0%) and school assist them in overcoming sufferings through social interaction with peers (71.0%). This implies that post-conflict coping mechanisms are vital in guaranteeing resettled girls participation in schooling. The results concur with Osumba (2005) statement that for resettled children, an effective way of sharing suffering is in knowing that others have been in similarly difficult situations and can understand.

The teacher's level of agreement on coping mechanisms in enhancing participation of girls in school is indicated in Table 4.36.

Table 4. 36 Teachers agreement on aspects of coping mechanisms on resettled girls

Aspects of coping mechanisms	SA	A	N	D	SD
To cope with suffering, children need a sense of self-worth.	77.0%	16.0%	0.0%	2.0%	5.0%
Children need to feel socially connected to a community and the world	46.0%	42.0%	2.0%	0.0%	10.0%
Children need to be given opportunities to develop their capacities	56.0%	14.0%	13.0%	9.0%	8.0%
Children need interaction with peers for social development	72.0%	24.0%	2.0%	0.0%	2.0%
Children need social and cultural values imparted to them to shape their identity	55.0%	17.0%	7.0%	13.0%	8.0%

N=12

The findings indicate that majority of the teachers (77.0%) strongly agreed with the sentiments that to cope with sufferings, children needs a sense of self-worth and opportunities to develop their capacities. Another 72.0% strongly agreed that children need interaction with peers for social development The results supports Monitoring Report (2011) which stated that states that though children may often be considered vulnerable in difficult circumstances, they need to be supported and used to enhance their protection when needed. They

should be aided to acquire the ability to ‘bounce back’ in responding to the stress and loss of overwhelming situations.

Head teacher’s and community leader’s response on ways of ensuring resettled girls cope with the difficulties of displacement and resettlement is indicated in Table 4.37.

Table 4. 37 Techniques of ensuring resettled girls overcome displacement

Techniques of coping with displacement	Frequency	%
The head teacher and community leaders occasionally counsel the pupils	6	66.7
The teachers counsel the girls to cope with difficulties	6	66.7
The school invites church leaders and counselors to assist the pupils	5	55.6

N=9

The findings indicates that the head teacher and the community leaders suggested that they assist the resettled girls to cope with the difficulties of displacement and resettlement through occasionally counseling the pupils, engaging teachers to conduct counseling and through inviting church leaders and professional counselors to assist the pupils. The finding adds weight to Monitoring Report (2011) states that children should be aided to acquire the ability to ‘bounce back’ in responding to the stress and loss of overwhelming situations. The greater the capacity of the children to adapt to changing circumstances, and gather the resources needed to respond positively to harmful events, the higher the likelihood that they will be able to move forward

in a healthy developmental pattern and maintain or restore post conflict psychosocial well-being.

4.8 Participation of resettled girls in education

The respondent's views on participation of resettled girls in primary schools are analyzed in this section. The teacher's response on hindrances to girl's participation in primary school is presented in Table 4.38.

Table 4. 38 Response of teachers on hindrances to participation of resettled girls in school

Hindrances to pupils' participation	SA	A	N	D	SD
	%	%	%	%	%
Parents do not provide their girls' with adequate materials e.g. revision books, pens, personal effects	14.2	65.4	0	13.4	7.0
Girls do a lot of work at home as compared to boys	22.2	62.1	0.0	9.0	6.7
Language barrier in the instructional language used in school	21.1	64.2	0.0	6.9	7.8
Parents are not concerned with girls progress in school	45.1	43.5	5.0	0.0	6.4
School curriculum does not offer services that could help girls recover from trauma	54.2	29.4	5.0	9.0	2.4
Poor educational background hinders girls from participating in school	72.7	14.8	0.0	5.5	7.0
Girls do not easily adjust to the trauma of exposure to conflicts	81.2	13.2	0.0	5.6	0.0

N-12

The findings indicate that majority of the teachers (81.2%) strongly agreed with the opinion that girls do not easily adjust to the trauma of exposure to conflicts and that poor educational background hinders girls from participating in school (72.7%). Another majority agreed with the fact that parents do not provide their girls' with adequate materials (65.4%); language used in school's instructions is a hindrance (64.2%) and girls do a lot of work at home as

compared to boys (62.1%). This implies that there are numerous issues that hinder participation of girls in school. The results support IRC (2011) report that conflict constitutes a major obstacle and disrupts children's education.

The pupil's response on hindrances to girl's participation in primary school is presented in Table 4.39.

Table 4. 39 Pupils views on hindrances of girl's participation in school

Hindrances	SA	A	N	D	SD
	%	%	%	%	%
Parents do not provide their girls' with adequate materials e.g. revision books, pens, personal effects	11.9	35.5	0.0	10.5	42.1
Girls do a lot of work at home as compared to boys	71.1	24.7	0.0	2.2	2.0
Language barrier in the instructional language used in school	57.1	22.4	10.1	0.0	10.4
Parents are not concerned with girls progress in school	50.0	31.0	0.0	7.8	11.2
School curriculum does not offer services that could help girls recover from trauma	69.2	9.8	0.0	8.0	13.0
Poor educational background hinders girls from participating in school	43.0	40.4	0.0	6.2	10.4
Girls do not easily adjust to the trauma of exposure to conflicts	53.3	36.7	0.0	2.0	8.0

N-96

The results indicate that majority of the pupils strongly agreed that the following are hindrances to resettled girls participation in education: girls do a lot of work at home as compared to boys (71.1%), school curriculum does not offer services that could help girls recover from trauma (69.2%), instructional language used in school is a barrier (57.1%) and girls do not easily adjust to the trauma of exposure to conflicts (53.3%). The results similarly support IRC

(2011) report that conflict constitutes a major obstacle and disrupts children's education progress and education has a key role both in conflict prevention and in the reconstruction of post conflict societies.

The respondents were asked to suggest ways of enhancing participation of resettled girls in education and the findings are presented in Table 4.40.

Table 4. 40 Teachers and pupils suggestions on ways of enhancing participation of resettled girls

Suggestions	Teachers	%	Pupils	%
	f		F	
Introduction of school feeding programme	8	66.7	0	0.0
Provision of sanitary towels	8	66.7	0	0.0
Parental support of girls in school	6	50.0	45	46.9
Provision of specialized guidance and counseling	6	50.0	23	24.0
Provision of education materials like uniforms and books	4	33.3	40	41.7
	N=12		N=96	

The results indicate that majority of the teachers suggested that provision of school feeding programme (66.7%), sanitary towels (66.7%), parental support (50.0%) and specialized guidance and counseling (50.0%) greatly enhance participation of resettled girls in education. The pupils suggested parental support (45%) and provision of education materials (40%) as the appropriate measure to enhance girl's participation in education. This implies that they have awareness of the necessity to support the girls to fully participate in

school. The suggestions complement UNHCR (2006) report that participation in school must be accompanied by a complementary drive for improved quality. Specific responses for recovery; psychosocial support, peace education and coping mechanisms must be incorporated into the structures and content of education.

The head teachers and community leaders were asked to suggest ways of enhancing participation of resettled girls in school and the findings are presented in Table 4.41.

Table 4. 41 Head teachers and community leaders’ suggestions on enhancing participation of resettled girls in school

h/teachers and community leaders suggestions	H/teachers F	%	C/leaders F	%
Parental support of girls in school	2	100.0	2	16.7
Provision of specialized guidance and counseling	2	100.0	0	0.0
Provision of education materials like uniforms and books	2	100.0	6	50.0
	N=2		N=12	

The results indicate that all the head teachers suggested that, parental support, specialized guidance and counseling services and educational material will greatly enhance participation of resettled girls in education. On the other hand, the community leaders suggested parental support (16.7%) and provision of education materials (50.0) as measures of enhancing girl’s participation in education. This implies that they have awareness of the necessity to support the girls to fully participate in school. The suggestions complement UNHCR

(2006) report that participation must be accompanied by a complementary drive for improved quality. Specific responses for recovery; psychosocial support, peace education and coping mechanisms must be incorporated into the structures and content of education.

4.9 Testing Regression analysis

The regression for all the variables was conducted to establish the criteria of relationship as indicated in Table 4.42.

Table 4. 42 Summary of coefficients of the study variables

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-.049	.086		-.570	.571
Psychosocial support	.572	.089	.617	6.411	.000
1 Losing of family member	.226	.088	.243	2.578	.013
Separation of family	-.152	.089	-.163	1.709	.093
Coping mechanisms	-.147	.089	-.154	-0.988	.053

a) Predictors: (Constant), psychosocial support, loss of family member, separation of family and coping mechanisms

b) Dependent Variable: participation of girls in school

Based on Table 4.42, the regression equation for mechanisms adopted to enhance influence girls' participation in primary school is:

$$PART = -0.049 + 0.572X_1 + 0.226X_2 + 0.152X_3 - 0.147X_4$$

Based on the above equation, psychosocial support, loss of family member, separation of family are positively correlated with girl's participation in education. Coping mechanisms has a negative relationship to participation of girls in education. The results contrasts Gachagwe (2013) who found that coping mechanisms had the highest effect on the pupils' participation in primary education in Molo resettlement scheme. The findings implies that psychosocial support is the predictor variable that contribute the highest to participation of girls in primary schools in Wiyumiririe resettlement camp. Every unit increase by psychosocial support will increase a total of 0.572 participation of girls in education, provided other variables remain constant. Coping mechanisms had a negative relationship with participation of girls in education. Every one unit increase in coping mechanisms, will decrease participation in education by 0.147 holding other variables constant.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

The study investigated the family related factors influencing girls' participation in primary school in Wiyumiririe resettlement camp, Laikipia County, Kenya. The findings were analyzed and discussed with reference to literature reviewed. This chapter summarizes the findings, draws conclusions and makes recommendations.

5.2 Summary of the study

There is convincing evidence that conflict increases the disadvantages associated with gender discrimination of girl-child. Resettlement of displaced families with provision of adequate education of the children is among the first mechanisms to help them cope with the new life. Post conflict education embedded with psychosocial support and coping mechanisms can make a difference tipping the balance in favour of peace. The purpose of this study was to investigate the family related factors influencing girls' participation in primary school in Wiyumiririe resettlement camp, Laikipia County.

Four objectives guided the study; influence of psycho-social support, loss of family member, separation of family and coping mechanisms on girl's participation in primary school. The study adopted descriptive survey research design with the target population as the school girls in class 6-7, head teachers, teachers and community leaders. Two primary schools were targeted;

Community and Suguroi primary schools. Purposive and census sampling methods were used to select respondents. Krejcie and Morgan (1970) sample size estimation table was finally used to get a sample size of 131 respondents. Questionnaires and interviews guides were used to collect data. Data analysis was done using the Statistical Package for Social Sciences (SPSS) programme.

From the data analysis, the four independent variables were significant as they explained 56.2% of the participation of girls in school. Psychosocial support was very crucial in enhancing girl's participation in education. Presence of active guidance and counseling services assisted in equipping the resettled girls with psychosocial support. Loss of a family member was common among the resettled girls as supported by all the teachers and majority of the pupils (90%) (Table 4.16) who had knowledge of a pupil in the school who had lost a family member. Separation of families was common and impacted on participation of girls in education. Coping mechanisms were important in ensuring girl's participation in school as supported by all the head teachers and community leaders.

The study concluded that psychosocial support offered to resettled girls greatly enhances their participation in overcoming conflict-related trauma and fully participate in schooling. There is need to extend psychosocial support to resettled girls in Suguroi primary school to make the girls enjoy the opportunity to participate in education. The study concluded that since all the respondents had the sentiments that to a large extent, separation of the family

member affected girl's participation in education, there is need for guidance and counseling services to be enhanced to cater for the affected girls in the two primary schools to enable their participation in school. The study concluded that loss of a family member works against girl's participation in schooling due to grieving and trauma associated with death. There is need therefore for the resettled girls to be accorded the necessary support by education stakeholders through psychosocial support to overcome post-conflict trauma associated with loss of a family member and fully participate in school. The study finally concluded that coping mechanisms has a contribution as a measure of participation of girls in school. There is need for mutual performance by education stakeholders will play a crucial role in assisting the resettled girls to cope and participate in learning.

This study recommends that for effectiveness of psychosocial support for resettled girls in Wiyumiririe resettlement camp, special training for the guidance and counseling teachers should be undertaken. The study recommends for professional counseling services to equip the resettled girls participate in school. The study recommends for foster parents among the community members to inculcate parental expectations and values among the resettled girls to enable them participate in education. An area for further study is extension of the study on family related factors influencing resettled girls' participation in primary school in Wiyumiririe resettlement camp to other resettlement camps in Kenya.

5.3 Major findings of the study

The major findings of the study were presented in this section:

5.3.1 Findings based on influence of psycho-social support on girl's participation in primary school

More pupils in Suguroi primary school were indifferent on provision of guidance and counseling than in Community school. The implication is that the mixed composition of resettled girls and others from the local population inhibits the provision of counseling services by the teachers in Suguroi primary school. The study recommends that guidance and counseling services need to be intensified in Suguroi primary school to ensure that the resettled girls studying there fully participate in school.

5.3.2 Findings based on the influence of loss of a family member on girls' participation in primary school

Most of the pupils (66.7%) (Table 4.18) stated that loss of a family member affected their education future to a very large extent with another 22.9% (Table 4.18) stating that it affected them to a moderate extent. Most of the pupils in Suguroi primary school indicated a moderate extent response on loss of a family member than in Community primary school. This response may be influenced by the fact that more pupils from the local population attend Suguroi primary school and may not have experienced a loss of a family member. The recommendation is that resettled girls attending Suguroi primary school require psychosocial support to participate in education, which may not

be given a lot of emphasis as a result of the assumption that counseling is a necessity in the Community school only.

5.3.3 Findings based on the influence of separation of family on girls' participation in primary school

More teachers and pupils in Community primary school stated that they have witnessed cases of separation of families than those in Suguroi primary school. This is a pointer to the fact that more cases of resettled girls are left with grandparents and relatives since their parents have returned to their former homes. The girls in this case are made to work to cater for their grandparents and siblings leading to low participation in school. The recommendation is that psychosocial support and coping mechanisms need to be available to these girls to enhance their participation in school.

5.3.4 Findings based on the coping mechanisms employed to enhance girl's participation in primary school

From the findings, majority of the teachers (83.3%) (Table 4.32) and pupils (87.5%) (Table 4.32) agreed that the school community helped the resettled girls to overcome the stress and loss due to post election violence. It was noted that more respondents in Community primary school seemed to agree more with the statements on coping mechanisms than in Suguroi primary school. This implies that they had more experience with psychosocial support and coping mechanisms established to support the resettled girls participate in education. The study recommends that coping mechanisms to be extended to

resettled girls in Suguroi primary school, to motivate them participate in education.

5.4 Conclusions from the study

The study concluded that psychosocial support is the best measure of enhancing the participation of resettled girl's in education. Psychosocial support offered to resettled girls greatly enhances their participation in overcoming conflict-related trauma and fully participate in schooling. As articulated by the head teachers, community leaders and the pupils, the existing guidance and counseling services in the school can form the basis of psychosocial support for the resettled girls. It is notable that there is need to extend psychosocial support to resettled girls in Suguroi primary school to make the girls enjoy the opportunity to participate in education.

The study concluded that examining the influence of separation of family is the second best measure of understanding girls' participation in primary school. This is because separation of families to a great extent affects girl's participation in learning since separation of families automatically graduates teenage girls to assume parenting duties to the other siblings. Since all the respondents had the sentiments that to a large extent, separation of the family member affected girl's participation in education, there is need for guidance and counseling services to be enhanced to cater for the affected girls in the two primary schools to enable their participation in school.

The study concluded that loss of a family member works against girl's participation in schooling due to grieving and trauma associated with death. Loss of a family member usually impacts on the economic stability of a family. There is need therefore for the resettled girls to be accorded the necessary support by education stakeholders through psychosocial support to overcome post-conflict trauma associated with loss of a family member and fully participate in school.

The study finally concluded that coping mechanisms has a contribution as a measure of participation of girls in school. Coping mechanisms for resettled girls chiefly depends the other constructs that impact on participation of girls in education. For coping mechanisms to have an impact on girls participation in education, mutual performance by education stakeholders will play a crucial role in assisting the resettled girls to cope and participate in learning.

5.5 Study recommendations

Based on the major findings of the study and conclusions, the study made the following recommendations:

- i. Special training for the guidance and counseling teachers should be undertaken. This will assist in equipping the teacher counselors with adequate skills to revamp the guidance and counseling department in the schools. They will also acquire special skills to adequately understand and assist the needs of resettled girls.

- ii. In order to cater for the special needs of the many resettled girls who have experienced loss of family members, professional counseling services should be sought by the school fraternity. This is in order to equip the resettled girls with understanding to overcome the stress and trauma of death.
- iii. To deal with the severity of separation of families as experienced by resettled girls, the school community should look for foster parents among the community members in Wiyumiririe resettlement camp. The foster parents will inculcate parental expectations and values among the resettled girls to enable them participate in education.
- iv. For coping mechanisms to be effective in enhancing participation of resettled girls in education, the school environment should be made attractive and endearing through introduction of school feeding programme. Since majority of the resettled girls have burdening parental roles due to separation of families and death of family members, the school feeding programme will entice them towards learning.

5.6 Area for further research

- i. Since the four predictor variables, (psychosocial support, loss of family members, separation of families and coping mechanisms) explains only 56.2% of the participation of girls in school in Wiyumiririe resettlement camp, Laikipia County; a study should be conducted to investigate

those other factors explaining 43.8% of participation of girls in primary schools.

- ii. A study should be undertaken to determine the mechanisms adopted to enhance participation of resettled boys in primary schools in resettlement camps in Kenya.

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APPENDICES

APPENDIX A: LETTER OF INTRODUCTION

April 1st, 2015

To: The head teacher, Community primary school

Dear Sir/Madam

RE: REQUEST FOR YOUR PARTICIPATION IN MY RESEARCH

I am a student pursuing a Master of Education in Education in Emergencies degree at the University of Nairobi. I am conducting a research on **'family related factors influencing girls' participation in primary school in Wiyumiririe resettlement camp, Laikipia County, Kenya'** and I would greatly appreciate your participation in my research. Please answer truthfully and objectively to the questions provided in the questionnaire. Please note that your identity will remain confidential and will only be used for research purposes only.

Please note that any assistance accorded to me will be highly appreciated.

Thank you,

Pauline Wambui Kamau

APPENDIX B

PUPILS QUESTIONNAIRE

This questionnaire aims at getting your opinion on your family related factors influencing participation of girls in school. You do not have to write your name as your identity will remain confidential. Answer all the questions by indicating your choice by a tick (✓) where appropriate or fill in the blank spaces. You may tick as many reasons as possible.

SECTION A: DEMOGRAPHIC INFORMATION

1. State your age bracket? 11-13 yrs () 14-16 yrs () 17-19 yrs () above 20 yrs ()
2. You are currently in which class Std (6) Std (7) Std (8)
3. For how long have you been a pupil in this class in this station? Less than 3 years () 3 – 5 years () Over 5 years ()

SECTION B: INFORMATION ON PSYCHOSOCIAL SUPPORT

4. Does your school have guidance and counseling services? Yes () No ()
5. Did the teachers comfort and support you after admission to you current school?
Yes () No ()
6. Do you feel secure and comfortable in your current school? Yes () No ()
7. State the extent to which you agree with the following aspects of psychosocial support on a scale of 1 – 5 where 1- strongly agree and 5 – strongly disagree

Aspects of psychosocial support	1	2	3	4	5
I have access to food, shelter, security and education					
I have confidence with my friends in school					
I fully participate in school activities with friends					
My teachers support me in performance of					

duties					
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8. State the extent to which you the school has assisted you to settle in your education on a scale of 1 – 5 where 1- strongly agree and 5 – strongly disagree

School support	1	2	3	4	5
School provide physically-safe spaces for learning					
School provide structured daily routines for studying					
School support all the activities I undertake					
School enables me to achieve my life ambitions					

SECTION B: INFORMATION ON LOSS OF FAMILY MEMBER

9. Do you know of a pupil in your school that lost a family member during the post-election violence in 2007? Yes () No ()
10. To what extent do you think the loss of a family member affected their education future? Small extent () Moderate extent () Large extent () Very large extent ()
11. What are some of the greatest impact of grief among girls who have lost a family member?
- a) The knowledge that they will never see the person again ()
- b) Bitter memories of crying at funerals ()
- c) The agony of coming to terms with the loss of a loved one ()
- d) The loss of the protection and love ()
- e) Others (specify)_____

12. State the extent to which you agree with the following aspects of losing a family member on a scale of 1 – 5 where 1- strongly agree and 5 – strongly disagree

Aspects of losing a family member	1	2	3	4	5
Loss of a provider may result in added economic responsibilities for the children of a					

household					
An adolescent girl in the family often feels the impact of the loss of a mother more heavily					
The loss of a sibling or friend affects children's well-being, as it is hard for children to understand the loss of someone who is their peer.					
Children encounter family tensions and disappointments when parents remarry.					
Resettled children often experiences an increase in anxiety with a focus on concerns about further loss, the safety and fears around death.					
The impact of bereavement increases with the passage of time since death					

SECTION C: INFORMATION ON SEPARATION OF FAMILIES

13. Did you experience separation from family members during the post-election violence in 2007? Yes () No ()
14. If yes in above, who was separated from your family? father ()
mother () sibling () relative ()
15. To what extent do you think the separation of the family member affected your participation in education?
Small extent () Moderate extent ()
Large extent () Very large extent ()
16. What are the impacts of separation of families among girls participation in education?
- a) The knowledge that they will never see the person again ()
 - b) Bitter memories of crying at funerals ()
 - c) The agony of coming to terms with the loss of a loved one ()
 - d) The loss of the protection and love ()

17. State the extent to which you agree with the following aspects of separation of a family member on a scale of 1 – 5 where 1- strongly agree and 5 – strongly disagree

Aspects of separation of families	1	2	3	4	5
Separation entails from a complete loss of parental love and protection					
Separation ruptures the bond between parents and children					
Separation of peers for girls means a loss of the emotional support and social interaction					
Separation breaks social relationships and weakens the links of togetherness among family members					

SECTION D: INFORMATION ON COPING MECHANISMS

18. Did you new school community help to overcome the stress and loss occasioned by the post-election violence in 2007? Yes () No ()
19. How did you manage to cope with the difficulties of displacement and resettlement? Rate on a scale of 1 – 5 where 1- strongly agree and 5 – strongly disagree

Aspects of coping mechanisms	1	2	3	4	5
I shared the suffering with relatives, neighbours and friends					
I comforted myself with the knowledge that others were also suffering					
We shared each other suffering by sympathizing, comforting and healing each other					
Schools assisted in overcoming suffering through social interaction with peers.					

SECTION E: PARTICIPATION OF GIRLS IN EDUCATION

20. Which are the hindrances to girl's participation in primary school in the camp? Use the scale of 1 – 5 where 1- strongly agree and 5 – strongly disagree

Hindrances	1	2	3	4	5
Parents do not provide their girls' with adequate materials e.g. revision books, pens, personal effects					
Girls do a lot of work at home as compared to boys					
Language barrier in the instructional language used in school					
Parents are not concerned with girls progress in school					
School curriculum does not offer services that could help girls recover from trauma					
Poor educational background hinders girls from participating in school					
Girls do not easily adjust to the trauma of exposure to Conflicts					

21. Suggest ways in which the participation of resettled girls in education can be enhanced

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Thank you very much for your cooperation.

APPENDIX C
TEACHER'S QUESTIONNAIRE

This questionnaire aims at getting your opinion on your family related factors influencing participation of girls in educations. You do not have to write your name as your identity will remain confidential. Answer all the questions by indicating your choice by a tick (√) where appropriate or fill in the blank spaces. You may tick as many reasons as possible.

Section A: Demographic Information

1. What is your gender? Male () Female ()
2. Which is your age bracket? 21-30 years () 31-40 years () 41-50 years () above 50 years ()
3. What is your highest academic qualification? Masters () B/Ed Degree () P1 ()
4. For how long have you been in this school as a teacher? -----years.

SECTION B: INFORMATION ON PSYCHOSOCIAL SUPPORT

5. Does your school offer guidance and counseling services to resettled girls? Yes () No ()
6. If Yes above, state the areas you focus on.

7. Do you comfort and support resettled girls after admission to the school?
Yes () No ()
8. If No above, state why you do not practice it.

9. State the extent to which you agree with the following aspects of psychosocial support on a scale of 1 – 5 where 1- strongly agree and 5 – strongly disagree

Aspects of psychosocial support	1	2	3	4	5
Resettled girls have access to food, shelter, security and education					
Resettled girls have friends in school					
Resettled girls fully participate in school activities					
Teachers support resettled girls to perform duties					

10. State the extent to which you the school has assisted the girls to settle in education on a scale of 1 – 5 where 1- strongly agree and 5 – strongly disagree

School support	1	2	3	4	5
School provide physically-safe spaces for learning					
School provide structured daily routines for studying					
School support all the activities they undertake					
School enables them to achieve education life ambitions					

SECTION B: INFORMATION ON LOSS OF FAMILY MEMBER

11. Do you have girls in your school that lost a family member during the post-election violence in 2007? Yes () No ()
12. To what extent do you think the loss of a family member affected their education future? Small extent () Moderate extent ()
 Large extent () Very large extent ()
13. State the extent to which you agree with the following aspects of school girls losing a family member on a scale of 1 – 5 where 1- strongly agree and 5 – strongly disagree

Aspects of losing a family member	1	2	3	4	5
Loss of a provider may result in added economic responsibilities for the children of					

a household					
An adolescent girl in the family often feels the impact of the loss of a mother more heavily					
The loss of a sibling or friend affects children's well-being, as it is hard for children to understand the loss of someone who is their peer.					
Children encounter family tensions and disappointments when parents remarry.					
Resettled children often experiences an increase in anxiety with a focus on concerns about further loss, the safety and fears around death.					
The impact of bereavement increases with the passage of time since death					

SECTION C: INFORMATION ON SEPARATION OF FAMILIES

14. Do you have in the school girls who experienced separation from family members during the post-election violence in 2007? Yes ()
 No ()
15. To what extent do you think the separation of the family member affected their participation in education?
 Small extent () Moderate extent ()
 Large extent () Very large extent ()
16. What are the impacts of separation of families among girls participation in education?
- a) The knowledge that they will never see the person again ()
- b) Bitter memories of crying at funerals ()
- c) The agony of coming to terms with the loss of a loved one ()
- d) The loss of the protection and love ()

17. State the extent to which you agree with the following aspects of separation of a family member on a scale of 1 – 5 where 1- strongly agree and 5 – strongly disagree

Aspects of separation of families	1	2	3	4	5
Separation entails from a complete loss of parental love and protection					
Separation ruptures the bond between parents and children					
Separation of peers for girls means a loss of the emotional support and social interaction					
Separation burden that resettled children bring to their new schools constraint their success in education.					
Separation breaks social relationships and weakens the links of togetherness among family members					

SECTION D: INFORMATION ON COPING MECHANISMS

18. Does the school community help the resettled girls to overcome the stress and loss occasioned by the post-election violence in 2007? Yes

() No ()

19. If yes in above, how did the school community assist them?

20. How do resettled girls manage to cope with displacement and resettlement? Rate on a scale of 1 – 5 where 1- strongly agree and 5 – strongly disagree

They share the suffering with relatives, neighbours and friends	1	2	3	4	5
They comfort themselves with the knowledge that others are also suffering					
Supportive structures like religious institutions assist in overcoming suffering					
Schools assist in overcoming suffering through social interaction with peers.					

21. State your agreement on the following coping aspects mechanisms in overcoming displacement on a scale of 1 – 5 where 1- strongly agree and 5 – strongly disagree

Aspects of coping mechanisms	1	2	3	4	5
To cope with suffering, children need a sense of self-worth.					
Children need to feel socially connected to a community and the world					
Children need to be given opportunities to develop their capacities					
Children need interaction with peers for social development					
Children need social and cultural values imparted to them to shape their identity					

22. Which are the hindrances that to girls participation in primary school in the camp? Use the scale of 1 – 5 where 1- strongly agree and 5 – strongly disagree

Hindrances	1	2	3	4	5
Parents do not provide their girls' with adequate materials e.g. revision books, pens, personal effects					
Girls do a lot of work at home as compared to boys					
Language barrier in the instructional language used in school					
Parents are not concerned with girls progress in school					
School curriculum does not offer services that could help girls recover from trauma					
Poor educational background hinders girls from participating in school					
Girls do not easily adjust to the trauma of exposure to Conflicts					

23. Suggest ways in which the participation of resettled girls in education can be enhanced

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Thank you for your cooperation

**APPENDIX D: INTERVIEW SCHEDULE FOR HEAD
TEACHER/COMMUNITY LEADERS**

1. Do you offer guidance and counseling services to resettled girls?
2. Do you comfort and support resettled girls after admission to the school?
3. Do you ensure that resettled girls have access to psychosocial support like basic needs?
4. How does the school/community support resettled girls to participate in school activities?
5. How does the school/community assist the girls who have lost a family member(s) to participate in education?
6. To what extent do you assist to overcome the grief and memories of losing their loved ones?
7. How does the school/community assist the girls who are separated from family members?
8. To what extent do you think the separation of the family member affected their participation in education?
9. How does the school/community help the resettled girls to overcome the stress and loss occasioned by the post-election violence in 2007?
10. How do you ensure that resettled girls cope with the difficulties of displacement and resettlement?
11. How can participation of resettled girls in education be enhanced?

APPENDIX E: KREJCIE AND MORGAN (1970) SAMPLE SIZE ESTIMATION TABLE

N*	S [†]	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384