Availability and Provision of Counseling for Pupils Affected by Post Election Violence in Kenya: A Case Study of Wareng District Eldoret Kenya

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Background: Children's experience with violence has been linked to a variety of negative outcomes, one of particular importance being children's school adaptation and success. The 2007 disputed general election that took place in Kenya brought about a lot of pain and suffering to the children. Many children experienced first-hand violence which might have affected their academic performance. The physical effect of a disaster such as the one experienced in 2007 in Kenya left hundreds of people dead and others displaced. The short-term emotional effect of violence, fear, acute anxiety, feeling of emotional numbness, and grief may also be obvious. For many victims, these effects fade with time, but for many others there may be long-term emotional effect, both obvious and subtle. Despite this little emphasis is being put on problems affecting the internally displaced victims most of whom are school going children.

Objectives: To assess the availability and provision of counseling for pupils affected by post election violence in Kenya.

Methods: A causal comparative research design was used. The independent variable was post election violence while the dependent variable was counseling. The study was guided by cognitive behavior theory. Stratified random sampling was used to select schools. The focus was on public primary school. The research population was primary school going children. Class 7 and 8 pupils, School heads and teachers were also used to get information. A sample size of 150 pupils was used. They were selected by random sampling. Data collection was done by use of questionnaires. Data analysis was done through descriptive and inferential statistics. A biographical form was used to collect personal data. Piloting was done through test- retest approach within the target population. Reliability and validity was tested by use of consultation. Hypothesis was tested by use of chi-square.

Results: A vast majority117 (78%) of participants agreed that guidance and counseling services are available in their schools. The proportion of children who received counseling was 91 (60.7%).There was significant difference between Individual and Group Counseling, gender and Social economic status.

Conclusions: Counselling services were vital in schools affected by post- election violence and that is perhaps one of the reasons why pupils were able to cope and adjust after the violence. The proportion of pupils who received Counselling was higher showing a lot of ground work must have been done to enable students receive counselling services after the post-election violence. The type of counselling most preferred was group counselling suggesting that it was the easiest to offer to pupils affected by post-election violence. The gender factor played a big role in the sense that more female students accessed counselling than to their male counterpart an indication that females could have been the more affected during post-election violence Socio economic status of the parents affected counselling. Pupils of middle economic status received counselling more than the low and high income economic status.

Keywords: Post election violence; Counselling; Students; Psychology

I. BACKGROUND OF THE STUDY

Children's experience with violence has been linked to a variety of negative outcomes, one of particular importance being children's school adaptation and success. Since the early 1980s researchers and professionals working with children have become increasingly aware of the extent to which many children experience or observe violence within the confines of their own homes or within their own neighborhood (Margolin & Gordis, 2000).

The 2007 disputed general election that took place in Kenya brought about a lot of pain and suffering to the children. Many children experienced first-hand violence which might have affected their academic performance. Property was lost; some watched their own parents and other relatives killed; and others were raped. The physical effect of a disaster such as the one experienced in 2007 in Kenya left hundreds of people dead and others displaced. The short-term emotional effect of violence, fear, acute anxiety, feeling of emotional numbness, and grief may also be obvious. For many victims, these effects fade with time, but for many others there may be long-term emotional effect, both obvious and subtle.

Children exposed to violence often demonstrate lower school achievement and poorer adaption to the academic environment. Exposure to violence affects these developmental tasks both directly and indirectly. Violence exposure can lead to disturbances in cognitive functioning, emotional difficulties such as depression and anxiety and behavior and peer problems (ibid).

Cognitive, emotional, behavioral and social effects of violence are interrelated and contribute to one another. If children who

are exposed to violence are less flexible and resourceful in their reasoning, this cognitive process may be associated with problems with peers and school work, which may lead to depression and anxiety.

The cognitive effect of violence exposure affects more children's academic performance. Children who have difficulty with attention and memory may not be sensitive to important social clue and expectations, and thus find themselves struggling with school rules, peer relationship and classroom instructions. Thus, the cognitive effect of violence exposure may disrupt children functioning in the school environment in addition to hindering academic competence.

Exposure to violence almost always carries emotional consequences for children. Violence may put children at risk for increased anxiety and depressive symptoms. Violence exposure can be interpreted by the child to mean not only that the child is unworthy of being kept safe. This attitude can undermine children's school adjustment and academic achievement by contributing to negative self-perception and problems with depression and anxiety.

Acute exposure to violence such as the one witnessed by children after the disputed general election can cause posttraumatic stress disorder. The symptoms involve diminished concentration, sleep disturbance, sudden startling and intrusive thoughts. These symptoms of anxiety and depression interfere with children academic achievement by making it more difficult for them to attend to school lesson, and by lowering the motivation and disruption of the concentration necessary to complete academic task. Similarly children adaption to school may be undermined by emotional consequences of violence exposure. Some of the emotional effects are direct responses to the trauma of disaster. Other effects are longer-term responses to interpersonal society and economic effects of the disaster. In any case, in the absence of well designed interventions up to 50 percent or more of the victims of a disaster may develop lasting depression, pervasive anxiety, post –traumatic disorder and emotional disturbance.

Myers-Walls (2003) and Shaw (2003) state that in times of war and in the shadow of political violence, innocent civilian populations are often intentionally and unintentionally hurt. The outcomes of war and the political violence range from damage to the infrastructure responsible for the civilian basic needs to family break-ups and multifaceted reality of the trauma in the lives of the children and adults. Researchers and clinicians agree that children exposed to political violence develop mental health symptoms manifested in long term emotional, cognitive and behavioral problems (Myers-Walls, 2004; Shaw, 2003).

Children who lost their loved ones could still be facing a lot of pain and anguish. This referred to as childhood traumatic grief. The current concept of this condition is that it results from the loss of a loved one in traumatic circumstances and its related symptoms on the child's ability to negotiate the normal bereavement process (Nader, 1997; Saltzman, Pynoos, Layne, Steinberg, & Aisenberg, 2001).

The social effects of children exposed to violence are associated with a variety of aggressive and maladaptive behaviour that can disrupt their school and academic performance. Such behaviour problems not only interfere with classroom learning, they also hamper children's effort to make friends which is another essential task of childhood and an important dimension of school adaptation.

Researchers have observed that exposure to violence is related to difficulties regulating anger and frustration. This study therefore attempts to find out how counseling could assist pupils affected by post-election violence.

Statement of the Problem

The African continent has been ravaged by internal conflict and insurgencies in the past decade. Eighteen out of the 53 countries on the continent are currently involved with or emerging from armed conflict. Violence conflict has devastated countries on the continent such as Angola, Burundi, the Democratic Republic of Congo (DRC), Mozambique, Rwanda, Sierra Leone, Sudan and Uganda. Kenya has now joined the growing statistic of countries in Africa affected by violence. Children in these war torn countries are often direct or indirect victims of violence or witnesses to various horrors associated with war.

Following the disputed general election in 2007 in Kenya a lot of politics has been going on especially on the thorny issue of whether the perpetrators of violence have to be tried at The Hague or locally. Little emphasis is being put on problems affecting the internally displaced victims most of whom are school going children. Kilner (2008), reports that Rift Valley province hosts the highest number of IDPS, 134,399 as at May 1st 2008. Before the operation (Rudi Nyumbani) initiated by the government of Kenya which means to help people return to their farms, there were 158,124 internally displaced people in 157 camps across the country (7). Those who have moved back to their homes have pitched tents in their homes and the sight of burnt houses still haunts them. If this is not addressed then we are likely to have a problem in the future because as we all know today's children are tomorrow leaders. A number of children were therefore affected either directly or indirectly by the post-election violence.

Specific Research Objectives

This study was guided by the following objectives:

1. To investigate availability of guidance and counselling services in primary schools affected by post- election violence
2. To find out the proportion of pupils affected by post-election violence and have received guidance and counselling
3. To find out the type of counselling offered to pupils affected by post-election violence

4. To investigate the relationship between gender and counselling of pupils affected by affected by post-election violence

5. To investigate the relationship between the socioeconomic status of parents and counselling of pupils affected by post-election violence.

Research Gap

After the disputed election of 2007 the enrolment issues was greatly affected. Students dropped out of school and a lot of truancy was noted, this affected the performance of the children.

Research also shows that chronic exposure to violence adversely affects a child's ability to learn. Relationship between violence and learning is particularly significant because cognitive skills are crucial in terms of academic success, self-esteem, coping skills and overall resilience. When our children's ability to learn is being dangerously undermined the foundation of our society is being damaged in a manner that cannot be easily repaired, intervention must begin early in order to help children develop higher order. The study therefore highlighted these issues and tried to offer solutions to solve them.

This study was therefore conducted to enable experts resolve problems that arise as a result of violence to school going pupils now and in the future. If these issues were resolved then Kenya is likely to achieve its vision of 2030 which is to make Kenya an industrialized country.

II. LITERATURE REVIEW

Impact of Violence

Exposure to trauma or violence can severely burden mental capacity and information processing, and deteriorates concentration and memory functioning (Cicchetti, 2002). Traumatic experiences of violence and loss are associated with the children's cognitive capacity, intelligence, and creativity and school performances. The results revealed that children exposed to severe trauma had concentration problems and low cognitive capacity and thus had difficulties processing new information and retaining old knowledge (Qouta, Punamäki, & El Sarraj, 1995).

Extreme exposure could result to post traumatic stress disorder (PTSD) which is a result from exposure to overwhelming stressful events or series of events, such as war, rape or abuse. The traumatic events that lead to PTSD are typically so extraordinary or severe that they would distress almost anyone. PTSD is a normal response to an abnormal event because the condition is completely understandable and predictable. The symptoms make perfect sense because what happened has overwhelmed normal coping responses (G. Schiraldi, 2000).

Post- traumatic stress disorder can be viewed as fear of the unpleasant memories of traumatic event that repeatedly intrude intones awareness. Intrusive recollection can occur in the form of thoughts, images or perceptions. They often elicit feeling of fear and vulnerability, rage at the cause, sadness, disgust or guilt. Sometimes they break through when one is trying to relax and ones guard is down. This therefore implies that children exposed to violence may have post-traumatic stress disorder a condition that can affect their academic performances.

Degree or severity of exposure to natural disasters and other disasters such as war is known to impact traumatic symptoms. Increased PTSD is related to increased exposure to the hurricane or other traumatic events, with life threats being the greatest predicator of the children who continued to exhibit PTSD symptoms over time. In the case of post election violence some students were affected more than others. The issue of primary and secondary exposure comes to place.

Mental health workers rely on comprehensive assessment information, including demographics, type and severity of trauma exposure, interviews and rating scales to identify children in greatest need of services. While general depression and anxiety measures or broad band behavior ratings scales, self-report, instruments that capture reaction to the trauma itself are critical for screening, because children understanding how scared they are and reaction to coping and anxiety, amount of support the events significantly impacts adjustments (Margolin & Gordis, 2000).

Children's experience with violence has been linked to a variety of negative outcomes, one of particular importance being children's school adaptation and academic success. Since the early 1980s researchers and professionals working with children have become increasingly aware of the extent to which many children experience or observe violence within the confines of their own homes or within their own neighborhoods'. Community violence also has an impact on many children.

Murray (1992) states that estimate of community violence exposure are based on data gathered through interview or survey methods, and generally reflect the number of children who were personally victimized as well as those who witness community violence involving their family members, schoolmates, neighbors, and peers as victims. Whereas attempts are made to keep child abuse and parental aggression private and secret, community violence is discussed widely, often resulting in rapidly spreading ripple effects. Thus, even children who do not directly observe community violence often have knowledge of violent events within their community or hear repeated accounts of a specific incident, and may form their own mental imagery of the violence. Studies suggest that in inner city neighborhoods, almost all children have been exposed to community violence and at least one-third of pre-teenage and teenage children have been directly victimized. Exposure to violence (i.e. children's experience as either targets or witnesses to violence) affects children's views of the world and themselves, their ideas about the meaning and purpose of life, their expectations for future happiness, and their moral development. Moreover, exposure

to violence often interferes with developmental tasks children need to accomplish in order to become competent members of society (Schwartz & Proctor, 2000).

Two key developmental tasks frequently compromised by exposure to violence are children's adaptation to school and academic achievement. Children exposed to either familial or community violence (or both) often demonstrate lower school achievement and poorer adaptation to the academic environment. Exposure to violence affects these developmental tasks both directly and indirectly. Violence exposure can lead to disturbances in cognitive functioning, emotional difficulties such as depression and anxiety and behavior and peer problems. Before examining how each of these effects can interfere with children's adaptation to school and academic competence, it is important to consider three issues related to children's violence exposure.

First, violence exposure rarely occurs only once or only in one form. That is, most children who are exposed to violence are rarely exposed to only one incident or one type of violence. Researchers have determined that there are high rates of co occurrence between exposure to community violence and interfamilial violence, and within the family, high rates of co-occurrence have been detected between interparental violence and parent-to-child violence. Moreover, it also has become clear that these different forms of violence are frequently recurring events (Schwab-Stone et al., 1995).

A second central issue is that violence exposure often goes hand in hand with numerous other adverse life experiences. Children living with violence typically experience other stressors such as poverty, neglect, poor nutrition, overcrowding, substance abuse, lack of adequate medical care, parents' unemployment. These factors can exacerbate and extend the negative effects of violence exposure in children. For example, children whose parents suffer from psychopathology or struggle with substance abuse problems may not have had the opportunity or guidance to develop pro-social coping skills with which to deal with violence exposure in their community. Although children exposed to violence may have a greater need for nurturance and protection than children without such stressors, they may actually have less access to social support from their caretakers. Therefore, efforts to grasp the effects of violence exposure on children also must evaluate the context in which the child is embedded (Margolin, Gayla& Gordis 2000)

 A third issue is that the effects of violence exposure are developmentally contingent. Children face specific challenges at different points in development. Thus, the impact of violence exposure will vary according to the child's developmental level. Children's abilities to appraise and understand violence, to respond to and cope with danger, and to garner environmental resources that offer protection and support change become refined over the course of development. Moreover, theorists assert that as children mature, the skills required mastering current life challenges rest on competencies acquired earlier in development.

Accordingly, exposure to violence early rather than later in development may be more detrimental particularly if the violence exposure compromises the foundations required to develop future competencies. In a related vein, however, if early violence exposure is terminated, the plasticity in children's developmental processes may promote recovery for any lost or delayed functioning. The implications of length and timing of violence exposure are complicated and require future empirical investigation (Margolin, Gayla & Gordis 2000)

The review that follows examines the cognitive, emotional, behavioral and social effects of violence exposure, and highlights the ways in which these effects can disrupt children's adaptation to school and academic competence. Although the effects of violence exposure are presented here as distinct, in reality the cognitive, emotional, behavioral and social effects of violence are interrelated and contribute to one another. For example, if children who are exposed to violence are less flexible and resourceful in their reasoning, these cognitive processes may be associated with problems with peers and school work, which may then lead to depression and anxiety.

Long term consequences of violence

The impact of violence exposure can go beyond the period of exposure and the immediate aftermath, affecting some individuals into adulthood. Although little is known concerning the effects of exposure to community violence, researchers have examined the adult lives of individuals exposed in childhood to interfamilial aggression. Adults exposed to such violence as children have been found to have completed significantly fewer years of school and reported more episodes of truancy during their time in school compared to non-exposed peers. In addition and perhaps related to their lack of schooling, adults exposed to interfamilial violence in childhood also are at greater risk for arrest for a violent crime, and for earlier and more chronic involvement in criminal behavior (Campbell & Schwarz, 1996).

It is important to recognize, however, that the damaging effects of violence exposure are not inevitable. Researchers have identified a host of protective factors that can buffer the detrimental effects of adverse life events, such as violence exposure. Among these factors are the presence of supportive adults in children's live scholastic competence, and realistic educational and vocational plans (Murray, 1992).

Gender based violence

Gender based violence can also cause long term consequences in victims of violence. According to UNFPA (1995), there are various forms of sexual violence. Rape, the most often cited form of sexual violence, is defined in many societies as sexual intercourse with another person without his/ her consent. Rape is committed when the victim's resistance is overwhelmed by force or fear or other coercive means. However, the term sexual and gender-based violence encompasses a wide variety

of abuses that includes sexual threats, exploitation, humiliation, assaults, molestation, domestic violence, incest, involuntary prostitution (sexual bartering), torture, insertion of objects into genital openings and attempted rape. Female genital mutilation and other harmful traditional practices (including early marriage, which substantially increases maternal morbidity and mortality) are forms of sexual and gender-based violence against women which cannot be overlooked nor justified on the grounds of tradition, culture or social conformity.

Since perpetrators of sexual and gender-based violence are often motivated by a desire for power and domination, rape is common in situations of armed conflict and internal strife. An act of forced sexual behavior can threaten the victim's life. Like other forms of torture, it is often meant to hurt, control and humiliate, while violating a person's physical and mental integrity.

Perpetrators may include fellow refugees, members of other clans, villages, religious or ethnic groups, military personnel, relief workers and members of the host population, or family members (for example, when a parent is sexually abusing a child). The enormous pressures of refugee life, such has having to live in closed camps, can often lead to domestic violence. In many cases of sexual violence, the victim knows the perpetrator.

UNHCR (1995) reports that although incidents of sexual and gender-based violence are under-reported, the true scale of the problem is unknown. The World Bank estimates that less than 10 per cent of sexual violence cases in non-refugee situations are reported.

Two principal types of under-reporting are found in refugee situations: Under-reporting by the victims, which can lead to distorted figures that suggest there is no problem; and

an absence of figures relating to sexual violence within official statistics.

It is essential to know that the problem of sexual violence is serious. Reporting and interviewing techniques should be adapted to encourage both victims and relief workers to report and document incidents. Reporting and follow-up must be sensitive, discreet and confidential so no further suffering is caused and lives are not further endangered.

In reporting, it is recommended that definitions such as confirmed rape cases or sexual violence, in general are provided and a rate calculated (for example, the number of reported cases per 10,000 people over a given period of time). This rate would allow for monitoring of trends and comparisons with other areas (UNHCR,1995)

Sexual and gender-based violence has acute physical, psychological and social consequences. Survivors often experience psychological trauma: depression, terror, guilt, shame, loss of self-esteem. They may be rejected by spouses and families, ostracized, subjected to further exploitation or to

punishment. They may also suffer from unwanted pregnancy, unsafe abortion, sexually transmitted diseases (including HIV), sexual dysfunction, trauma to the reproductive tract, and chronic infections inflammatory diseases and infertility. Counselling can therefore be of great benefit to the victims of violence.

III. METHODOLOGY

Study site

The study was carried out in Wareng district. This is one of the districts is in the north rift region of the Rift Valley Province in Kenya . The neighboring districts are Eldoret West, Eldoret East and Eldoret Central. Wareng District is in Uasin Gishu county in Kenya. The district has been divided into five zones: Tulwet, Timboroa, Kesses, Cheptiret, and Kapseret zones. The inhabitants of this district are mainly peasant and large scale farmers. They mainly cultivate maize and wheat. The district has 106 public primary schools five of which were seriously affected by the post-election violence. Many inhabitants of this area were affected by the post-election violence. The survey of the area indicates that some of inhabitants returned to their farms and still live in tents while others have refused to return and are still living in IDP camps because of fear for the lives This district is chosen for this study is because the area was the epicenter of the post election violence.

Research Methods

The research method used in this study was quantitative. The study was quantitative because it involved collection of numerical data which were analyzed statistically to answer one research questions and to test four null hypotheses posed in the study

Research Design

In this study two research designs were used. These were survey and causal comparative (ex post facto). The survey design was used to answer the first research questions posed in this study. This question sought to find out availability of guidance and counselling services in primary schools in Wareng district affected by post-election violence. This question was answered through a survey because it only involved use of descriptive statistics.

The main research design used in this study was causal-comparative. This design was ideal for this study because relationship between variables which had already occurred were investigated. The researcher did not manipulate any independent variables involved in this study.

The Research Population and Sample

The study was carried out in public primary schools of Wareng district and the research population comprised of all primary school pupils in the district. Standard 7 and 8 pupils were selected to participate in the study. The pupils in these classes were chosen because they can understand what

happened during the post election violence and thereafter respond to the questions at hand. The class teachers were involved in assisting the researcher to administer questionnaires. A total of 15 primary schools were selected at random, three from each of the five zones. Ten pupils from each school were also selected at random to participate in the study. Thus, a total of 150 pupils comprised the research sample. Stratified sampling technique was used in the selection of the sample. The participants were stratified by gender. From each strata random sampling technique was used to select the participants.

Research Instrument

In this study a biographical form was used to collect personal data about the participants such as: gender, age, family size, and economic status of families of participants involved in this study. In addition, it was used to collect information about the availability of guidance and counseling services in primary schools affected by post-election violence and the type of counseling services provided.

Data Collection Procedures

The permit to conduct this study was obtained from the relevant authority which is the Ministry of Education and Science and Technology. Permission was also sought from the head-teachers of the schools to include their schools in the study. Collection of data was done by use of a biographical form through document analysis. Biographical form was used because it covers a large sample and saves on time.

Data Analysis

The researcher administered questionnaires and ensured that they are filled before any analysis was done. Data analysis was done by both descriptive and inferential statistics. Descriptive statistics was used because they include mean, standard deviation, percentages and frequencies.

Chi-square was used for hypotheses testing to establish the relationship between the two variables. The levels of significance were set at alpha .05. The data was analyzed using statistical package for social sciences (SPSS).

Ethical Considerations

Permits: Ethical approval to conduct the study was sought from the Institutional Research Ethics Committee (IREC) at the Moi Teaching and Referral Hospital/ Moi University School of Medicine on behalf of the National Commission of Science, Technology and Innovations (NACOSTI). Permission to conduct the study was obtained from the appropriate officers in the Sub-County and the County where the study was carried out.

Consent: Written consent was obtained from all the study participants. At the conclusion of the study, any information that could be used to link the respondents to the research data collected was destroyed. Only individuals who freely consented were allowed to participate in the study, and no one

was coerced to participate. Participants were informed that they have the right to withdraw at any point of participation in the study. Participants were informed that they could decline to answer any question or stop talking at any time they wished during the interview process for any reason.

Confidentiality and Anonymity: The identity and replies of respondents was confidential. Participant logs, the only link between identifying information and code numbers, and all data was kept in a locked file cabinet. Only the researcher had access to the files.

IV. RESULTS

Table 1 Demographic Description of Participants

Variable	Gender			
	Male (N)	Male %	Female (N)	Female %
Tulwet	15	50	**15**	50
Kapseret	15	50	15	50
Cheptiret	10	33.3	20	66.5
Timboroa	12	40	18	60
Kesses	13	43.3	17	56.7
Total	65	43.3	85	56.7

Availability of Guidance and Counseling (G&C) services in Primary Schools Affected by Post- Election Violence

The objective of this study was to assess guidance and counseling services available to primary school pupils affected by post-election violence. To answer this question the participants were asked to respond to indicate whether guidance and counseling services are available or not in their schools. Their responses were scored and the results are presented in Table 2

Table 2 Availability of Guidance and Counseling (G&C) services in Primary Schools Affected by Post-Election Violence

Variable	Availability of G& C	
	Frequency	Percent
Yes	117	78
No	33	22
Total	150	100

The results of the descriptive statistics presented in Table 2 indicate that the vast majority (78%) of participants agreed that guidance and counseling services are available in their schools while (22%) of the participants indicated that guidance and counseling services were not available in primary schools affected by post-election violence.

Proportion of primary schools affected by Post- Election Violence who received guidance and counseling

The results of the descriptive statistics on table 3 suggest that majority of pupils in primary schools affected by post-election violence received guidance and counseling.

Table 3 Proportion of pupils who received counseling after the post- election violence

Variable	Received Guidance and Counseling	
	Frequency	Percent
Yes	91	60.7
No	31	20.7
Total	122	81.3

28 participants (18.7%) did not indicate whether or not they received Guidance and Counseling.

To find out if there was a significant difference in proportion of pupils who have received guidance and counseling services and those who did not, a chi-square test was conducted. The results of the analysis showed that there was a significant difference $\chi 2$, (1) = 29.508, P< .05. It was concluded that majority of pupils in primary schools affected by post-election violence received guidance and counseling services.

Provision of Individual and Group Counseling

To find out whether the numbers of pupils who received individual counseling was significantly different from those who received group counseling, a chi-square test was conducted. The results of the analysis indicate that there was a significant difference, $\chi 2$ (1) = 57.04, P<.05. It was then concluded that most pupils in primary schools affected by post- election violence received group counseling.

Table 4: Provision of Individual and Group Counseling

Variable	Type of Counseling	
	Frequency	Percent
Group	83	91.2
Individual	8	8.8
Total	91	100

Relationship between gender and provision of guidance and counseling

Descriptive statistics shown on table 5 revealed that the number of female pupils who received counseling was higher than the male pupils.

Table 5: Relationship between gender and provision of guidance and counseling

Variable	Received Counseling	
	Frequency	Percent
Male	36	39.5
Female	55	60.5
Total	91	100

To find out whether there was any significance difference in male and female students who received guidance and counseling after the post-election violence a chi-square test was conducted. The results of the analysis indicate that there was a significant difference, $\chi 2$, (df1) =25.5 P<.05. It was then concluded that most of the pupils who received counselling after the post-election violence were females.

Relationship between Social economic status and Provision of Guidance and Counselling

High income status had responses of only 2 participants having received counselling therefore the entries were not significant.

To find out whether these numbers were significantly different a chi-square test was conducted. The results of the analysis indicate that there was a significant difference, $\chi 2$, (2) =111.2, P< .05. It was then concluded that most of the pupils who received counseling after the post- election came from the middle class income families, followed by those from fewer pupils from low income families.

Variable	Socio economic status		
	N=120		
	Yes	No	Total
Middle income	64	22	86
Low income	25	9	34
Total	89	31	120

V. SUMMARY

The findings of the study indicated that majority of primary schools in Wareng district offer guidance and counselling services. The results also indicated that majority of pupils in primary schools affected by post-election violence received guidance and counselling; that group counselling was the most common type of counselling used in helping pupils affected by post-election violence; the results also indicated that more female pupils than male pupils received counselling after the post-election violence. Finally, majority of pupils who received counselling were from middle income families.

VI. DISCUSSION

Availability of Guidance and Counselling Services in Primary Schools Affected by Post-Election Violence

The findings revealed that a vast majority (78%) of participants have counselling services at their schools while a minority (22%) of respondents did not have counselling services at their schools. From this finding it can be concluded that guidance and counselling has been embraced in most primary schools in the district. However, there is still need for the government to ensure that guidance and counselling is offered in all primary schools in the country. This will enable children who were affected by post-election violence and those who are experiencing other personal problems be helped in good time.

African Ministers of Education have long been aware of the growing number of social problems which affect the lives of

young Africans, particularly girls, and determined some time ago that their education systems had to play a much more active and positive role in promoting the growth and development of the young people entrusted to their care. Before taking action they took into account the declarations and recommendations of the Pan African Conference on the Education of Girls. Fourth Conference on Women in Beijing, China, 1995, and other international gatherings on matters related to women. They then convened a series of technical meetings in English and French-speaking countries, at both the regional and the national level, to decide in greater detail what should be done. The consensus reached was that Guidance and Counselling should be an integral part of the education of children and should be included in the teacher training programmes (Wango, 2006).

This co-ordinated effort resulted in the establishment in April 1997, of a Board of Governors, made up of African Ministers of Education, who would be responsible for policy decisions and for establishing procedures in the development of the Guidance and Counselling Programme. In preparing the programme African countries would collaborate so that it would benefit from the best of African expertise. It was also agreed that 'The Guidance Counselling and Youth Development Centre for Africa', designed to provide training for teacher trainers and youth and social workers from all over the continent, would be set up in Malawi. While this programme was intended for boys and girls, its content and organization are such that special attention is given to the needs and requirements of girls. Assistance is being given by a number of international and regional agencies such as UNESCO, UNICEF, UNFPA, FAWE (the Forum for African Women Educationalists), DANIDA, the Rockefeller Foundation, and from countries such as Finland and USA.

Traumatic experiences of violence and loss are associated with the children's cognitive capacity, intelligence, and creativity and school performances. Research has been done and results revealed that children exposed to severe trauma had concentration problems and low cognitive capacity and thus had difficulties processing new information and retaining old knowledge (Qouta et al., 1995). Extreme exposure could result to post traumatic stress disorder (PTSD) which is a result from exposure to overwhelming stressful events, such as war, rape or abuse.

The traumatic events that lead to PTSD are typically so extraordinary or severe that they would distress almost anyone. PTSD is a normal response to an abnormal event because the condition is completely understandable and predictable. The symptoms make perfect sense because what happened has overwhelmed normal coping responses (G. R. Schiraldi, 2016). This finding concur with the researchers view that there is a great need for counselling services to be offered to schools affected by post election violence as this will help them cope and make adjustments in their lives while still at school. The impact of violence exposure can go beyond the period of exposure and the aftermath, affecting some

individuals into adulthood. Although little is known concerning the effect of exposure to community violence, researchers have examined the adult lives of individuals exposed in childhood to interfamilial aggression.

Proportion of Pupils affected by Post-Election Violence and have received Guidance and Counselling

This study also investigated the proportion of pupils who received guidance and counselling services after post election violence. From the findings the results showed a significant difference in proportion of pupils who received guidance and counselling and those who did not. In fact majority of pupils in primary schools affected by post election violence had received guidance and counselling services.

The implication of this finding is that guidance and counselling is accessible and therefore quite useful to the students affected by post-election violence. This finding agrees with a report from UNESCO which states that with supportive care givers and secure communities, most children will achieve a sense of healing. Helping war-affected children to build on their own strength and resilience, in collaboration with trusted caregivers, is an important strategy in the process of healing.

Counselling is a learning-oriented process, which occurs usually in an interactive relationship, with the aim of helping a person learn more about the self, and to use such understanding to enable the person to become an effective member of society. Counselling is a process by means of which the helper expresses care and concern towards the person with a problem, and facilitates that person's personal growth and brings about change through self-knowledge.

Counselling is a relationship between a concerned person and a person with a need. This relationship is usually person-to-person, although sometimes it may involve more than two people. It is designed to help people to understand and clarify their views, and learn how to reach their self-determined goals through meaningful, well-informed choices, and through the resolution of emotional or interpersonal problems. It can be seen from these definitions that counselling can have different meanings.

Counselling is a concept that has existed for a long time. We have sought through the ages to understand ourselves, offer counsel and develop our potential, become aware of opportunities and, in general, help ourselves in ways associated with formal guidance practice.

In most communities, there has been, and there still is, a deeply embedded conviction that, under proper conditions, people can help others with their problems. Some people help others find ways of dealing with, solving, or transcending problems.

In schools, if the collaboration between teachers and students is good, students learn in a practical way. Young people develop degrees of freedom in their lives as they become

aware of options and take advantage of them. At its best, helping should enable people to throw off chains and manage life situations effectively.

Unprecedented economic and social changes have, over the years, changed the ways in which we manage our lives. Consequently, not all the lessons of the past can effectively deal with the challenges of modern times. Effective counselling, especially in institutions of learning has now become important. Boys and girls, and young men and women, need to be guided in the relationships between health and the environment, earning skills, knowledge, and attitudes that lead to success and failure in life.

The need for counselling has become paramount in order to promote the well-being of the child. Effective guidance and counselling should help to improve the self-image of young people and facilitate achievement in life tasks. Counselling should empower girls and boys to participate fully in, and benefit from, the economic and social development of the nation.

Type of Counseling Offered to Pupils affected by Post - Election Violence

This study also investigated the type of counseling that was offered to pupils affected by post-election violence whether it was individual counselling or group counselling. The findings of this study revealed that most pupils in primary schools affected by post-election violence received group counseling.

This finding is contrary to the expectations of the researcher. It was expected that a lot of students would receive individual counselling compared to group counseling. Individual counselling is better for the students because it is done at a more personal level compared to the latter. Individual and personal issues can be discussed and sorted out more during individual counselling sessions.

Individual counselling assist the counselor in clarifying the counselee concerns, examining the solutions they have tried and developing new coping strategies. During the first meetings, the counsellor gathers information about the individual's personal, intellectual and emotional style, as well as relationships. This assists the counselor in determining which counselling strategies will be most helpful to the counselee. Group counselling involves more than four people coming together to discuss their issues and find ways of solving them in group.

School Counselor's possess man skills to aid in their versatility in schools. Counselling is provided under a variety of labels. For example, there are instances where counselling is offered when a relationship is primarily focused on other, non-counselling concerns. A student may use a teacher as a person with whom it is safe to share worries. In such a situation, the teacher uses counselling skills, but does not engage in an actual counselling relationship. The teacher counsels but is not a counselor (Ngumi, 2005).

The reasons why the researcher believes that group counselling is the most preferred compared to individual counselling in most primary schools in the district are:

The time factor. Most schools have a very tight schedule in their programmes and finding time to carry out individual counselling is almost impossible. Teachers prefer to form groups and save on time. Counselling in most schools is normally carried out in the evening after class making it difficult for the teachers to have ample time to discuss about issues affecting them

Another reason the researcher found out was that teachers who carry out counselling are not qualified counselors. The knowledge they have is based on their experience as teachers. Individual counselling requires one to have enough professional knowledge to be able to carry out a session with a client successfully.

Lack of sensitization. Teachers do not carry out sensitization on counselling. Pupils therefore, do not get to know that they can as well have individual counselling. They also don't get to know when they require counselling leaving them helpless that is if they are not lucky to be identified by the teachers.

Stigmatization. Individual counselling is mostly associated with disciplinary issues. Pupils then become afraid of being seen by their peers to be receiving individual counselling.

Confidentiality. Lack of confidentiality by the teacher counsellor makes many pupils afraid of discussing their personal issues to get help. Some schools have not set aside a specific room for counselling, therefore privacy is not guaranteed. In group counselling things are viewed in a general way and nobody gets victimized.

Individual counselling could have been the best for the pupils affected by post-election because of the following reasons:

Individual student counseling is a skill that has proven to be highly effective in schools. Counselors employ their expertise by identifying student problems as well as resolving these problems using established counseling methods.

After an individual counselling session the counselor may find the issue beyond their expertise and would then find the most appropriate next action is to refer the student to other support staff or to professionals not employed by the school.

School counselors need to at times use their own discretion in this area, or simply abide by school policies, state law or federal law. For example, if it appears a particular student has suicidal tendencies, the counselor is required by law to notify authorities.

Individual counselling provides a high level of confidentiality on the side of the pupil being counseled. Some of the issues to be discussed could be highly confidential, issues that can not be discussed and resolved in a group.

Dealing with student mental health issues promptly and properly can result in the avoidance of much pain and suffering for the student and in some cases the avoidance of physical injury upon the afflicted child/student or upon the student's peers if there is a potential for outward violence. This can only be achieved through individual counselling as opposed to group counselling.

Relationship between Gender and Counselling of Pupils Affected by Post-Election Violence

The study investigated the relationship between gender and counselling of pupils affected by post-election violence. The results showed that most of the pupils who received counselling after post election violence were female. From this findings it may be concluded that female pupils accessed counselling more than the males because they seemingly were the ones who were affected the most by the post-election violence. According to UNICEF survey, children are usually the most vulnerable in times of war. Armed conflict destroys homes, separates families, splinter communities, breaks down trust among people and disrupts health and education services, undermining the very foundation of children's lives. Many children have witnessed their parents' tortured, murdered or raped and have been threatened with death themselves. The female child becomes the most vulnerable in times of crisis because they are an easy target to those involved in perpetuating violence (Machel, 1996).

According to UNHCR, (1995) an increase in sexual violence in insecure situations is well recognized. Displacement, up rootedness, the loss of community structures, the need to exchange sex for material goods or protection all lead to distinct forms of violence, particularly sexual violence against women.

The magnitude of the problem is difficult to determine. Even in normal situations, sexual violence often goes unreported. The factors contributing to under-reporting fear of retribution, shame, powerlessness, lack of support, breakdown or unreliability of public services, and the dispersion of families and communities are all exacerbated in refugee situations.

In general, field staff should act on the assumption that sexual violence is a problem, unless they have conclusive proof that this is not the case. Preventive measures should be established, and appropriate protective, medical, psychosocial and legal responses should be organized. The refugees themselves, especially women, should be fully involved in organizing and reviewing protective and preventive measures and appropriate responses (UNFPA, 1995)

Most reported cases of sexual violence amongst refugees involve female victims and male perpetrators. It is acknowledged that men and young boys may also be vulnerable to sexual violence, particularly when they are subjected to detention and torture. Even less is known about the true incidence of sexual violence against men and boys than against women and girls in refugee situations.

The researcher is convinced that the female children are the most vulnerable in times of conflict. But why do women and girls become the target in conflict situations? Few data are available on the total number and extent of sexual and gender based violence during the post-election conflict period in Kenya; and as in all recent conflicts the total number will remain unknown, not at least due to the fact that most cases remain unreported, because of shame, embarrassment, a lack of awareness on the law and a many other reasons. The Center for Rights Education and Awareness (CREAW) study on sexual and gender based violence in Kenya's 2007 post-election crisis indicated indecent assault as the most prevalent form of sexual violation even, if such cases were not reported as often as incidences of gang rape because women are not aware of it being a sexual offence and a crime (CREAW, 2008).

Other types of Sexual Gender Based Violence (SGBV) occurred during the post-election crisis included attempted assault, sexual slavery, survival sex or sexual exploitation of women: Women were forced to exchange sex in order to secure their own or their families' lives and livelihoods, to gain access to food, shelter or services. Women who fled from conflict-areas and left their home and properties behind were not more secure. They may be assaulted on the way to refugee camps or even inside them. Not only men from the opposite group, tribe, or guerrilla groups, but also the security forces or security personnel, camp officials or aid workers in refugee camps and sometimes men from outside the camp, who can enter unchecked, were among the perpetrators. Women from minority ethnic groups, unaccompanied young women and girls were mostly at risk and attacked due to their lack of protection. Female heads of households such as single women and widows also faced this lack of protection and furthermore the necessity to exchange sex in order for their basic needs. Married women were less vulnerable to external sources of sexual aggression, but they remained vulnerable to violence caused to them by their intimate partners. The marital status of women is an important factor indicating the vulnerability of women and girls during conflict periods, but not the only one: age and the dynamics of the area where they are resident are among the others.

All these experiences of sexual and gender based violence and injustice have different bad and harmful (long-term) effects on women and girls. The women affected by it do not only have to suffer psychological traumas and mental tortures on an immeasurable scale – sadly enough; they may become pregnant due to rape. This forces them to abort their foetuses or deliver a child from their rapist who may have even killed their husbands and families and always live with the stigma of being raped. This stigma of unwanted pregnancy or "just" rape may lead to separation or divorce from a husband who might have had to witness his wife being raped. Rape and unwanted pregnancy can also lead to forced unions or marriages (with their rapist) to increase economic support and some sense of safety which then ends up in a cycle of rape and violence,

unwanted pregnancies, economic dependence and emotional and mental trauma.

Another problem and consequence of sexual and gender based violence are rising incidences of HIV/ AIDS and other sexually transmitted diseases. Most of the women missed the 72-hour delay during which they could receive medical protection from HIV/sexually transmitted diseases.

Social economic status and counselling after post-election violence

The study investigated the relationship between social economic status and counselling after the post election violence. The findings of this study revealed that most students who received counselling were from middle income families. This finding implies that majority of pupils in the public primary schools in the district are of middle income and are therefore the ones who accessed counselling services in their school. Very few pupils are from low and high income status. One would therefore assume that the low income students are either not in school while the high income students are in a different class of school.

These findings do not agree with the researchers expectations. It was expected that many of respondents would be of low income status as opposed to middle income status. Most inhabitants of the district are peasants and large scale farmers. The reasons the researcher thought could have brought about these findings are because the rural areas do not have many private schools making parents prefer the public schools which are close by. According to the records obtained from the district education office the district has a total number of 22 private schools out of the 106 public school. Being farmers most families work on their own farms and prefer to use the children at times with different chaos, perhaps providing the reason why they would not like to take their children to boarding schools or school that are far from home.

Following the introduction of free primary education there was an increased enrollment in public schools and that compromised on the quality of education. Some parents then transferred their children to private schools which are believed to be doing better in academic performance. One would therefore expect more pupils of middle income to do the same but this is not the case. The researchers then came to a conclusion that there is ignorance and illiteracy on the side of the parents. Parents in rural area do not seem to care on the quality of education, all they care about is that their children are in school.

The researcher also found out that parents in this region have closed families. They prefer to have their children around them at all times. Watch over them and control them. Releasing them to boarding schools would not be preferred by most parents.

Theoretically, fee abolition reduces the private cost of education, which results in relatively greater freedom to choose a school to obtain a higher private rate of return to education. Nonetheless, if such a policy sacrifices the quality of education, then the overall productivity of the educated person could decline and subsequently reduce the rate of return to education. Such a phenomenon could be manifested as pupils' behaviors such as dropouts and school transfers. In fact, a decline of internal efficiency of education has already become evident in some countries under the system of fee abolition (Nishimura & Yamano, 2008).

There are only a few studies, however, that have estimated the impacts of school quality on school choice between school and private primary school in developing countries (Alderman, Orazem, & Paterno, 2001). Furthermore, there are no studies, as far as we know, that estimate the impacts of the school quality on progress and transfers by using individual level panel data in developing countries.

Therefore, we estimate the determinants of school choice, progress, and transfers under the free primary education (FPE) policy in rural school and discuss how fee abolition of public schools alone cannot tackle equity in access to the quality of education in the overall education system. We examine the determining factors of both the supply and demand sides of education on pupils' school choice and transfers, by using individual panel data and school census data. First, we estimate the school choice model with options of enrollment in public primary school, enrollment in private primary school, and non-enrollment. As a proxy for school quality, we use the average score of the 2005 Certificate of Primary Education (KCPE) exam, which is a primary leaving examination that determines whether a pupil can complete a primary cycle and become eligible for entry into secondary school. Then we estimate the determinants of school transfers over a period of three years between the panel surveys. We find that children in relatively wealthy households have a higher probability of attending private primary school and transferring between schools than children in poorer households.

VII. CONCLUSION

The study found that counselling was available in schools affected by post election violence and that most students accessed counselling services in their schools.

In view of the findings of this study the author concluded that:

Counselling services were vital in schools affected by post-election violence and that is perhaps one of the reason why pupils were able to cope and adjust after the violence.

The proportion of pupils who received counselling was higher showing a lot of ground work must have been done to enable students receive counselling services after the post-election violence

The type of counselling most preferred was group counselling suggesting that it was the easiest to offer to pupils affected by post-election violence.

The gender factor played a big role in the sense that more female students accessed counselling than to their male counterpart an indication that females could have been the more affected during post-election violence

Socioeconomic status of the parents affected counselling. Pupils of middle economic status received counselling more than the low and high income economic status.

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