SOCIAL DEVELOPMENT NEEDS OF CHILDREN EXPOSED TO POST-ELECTION VIOLENCE IN SELECTED PRIMARY SCHOOLS IN NAIVASHA, NAKURU COUNTY KENYA

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ABSTRACT
Kenya is known for her ethnic diversity of over 43 ethnic communities that for many years have lived together in harmony. However, there have been sporadic threats on issues of political differences that have cultivated ethnic hostility especially during general elections observed after every five calendar years. This political animosity has simmered in the country over the years but reached its climax in December, 2007 to February 2008 when Kenya broke down into ethnic fighting after a disputed presidential election. Though the violence experienced for two months was quelled and calm restored, some of the internally displaced children are still living in the camps that were established to shelter them temporarily. The purpose of this study was to explore the social development needs among children exposed to post-election violence in selected primary schools in Naivasha, Nakuru County. The study was descriptive in design. The study targeted children aged between 10 to 13 years who were displaced from schools by the violence. The population of the study was 530, which constituted 500 children, 15 teachers and 15 caregivers. A sample of 80 participants was drawn from the population of 530 people. Primary data were collected through the questionnaires. Microsoft excel program was used to analyze the data presented in form of frequency and percentage tables, pie and bar charts. The findings of the study show that children’s social development was affected by the Post-Election Violence, and this has effects on education and children’s behavior. The study recommends that the government could put more efforts to develop peace keeping strategies, especially in the violence prone areas to ensure people from diverse communities live in harmony. Together with peace keeping education, security should be reinforced and the rights of children protected and safeguarded.

Keywords: Post-Election Violence, Social Development needs, internally displaced persons, children.
Introduction

The aftermath of political war always poses serious challenges on children’s developmental needs such as attachment, food, security and education among others. Violence in a country for instance, can lead to the interruption of food supplies to children thereby affecting their physical growth, which in turn affects their social and cognitive development. Daily Nation team (2008) report estimated the number of children displaced by 2007/2008 post-election violence (PEV) in Kenya at 100,000. Unknown number of children raped, abused and exploited, as many of those separated from their parents were left alone in Internally Displaced Person (IDP) camps. UNICEF (2008) reported that there were around 7,000 Internally Displaced Persons (IDPs) at the Nakuru showground IDP camp, a total of 6,000 IDPs in Naivasha. A further 2,000 people had camped at the Police Station and 4,000 at the Government of Kenya Prison. In a span of three weeks, there were 18,000 IDPs at the Eldoret showground IDP camp and over 12,000 IDPs at the Nairobi Show grounds.

Children’s responses in conflict may vary from those of adults as they are continuing to mature in all domains of life (Berk, 2003; Schiamberg, 1988). Children often struggle with developmental changes, such as growing sense of self and others, and the integration of adaptive ways for coping with both internal and external stressors (Harwood et al., 2008). The resulting effects of exposure to war-related stressors on a developing child are broad and affect the development of personality structures, identity formation, adaptive and coping strategies, assumed standards of right and wrong, and the interaction of a child with others (Garbarino et. al. 1992). It is unlikely for children to go through disturbances of this kind without showing their effects in difficult behavior and in differences from normalcy. Therefore, this study explored the social development needs that have effect on the developing children who were aged between 10 to 13 years. Children at age 10 - 11 years, are at what Piaget called concrete operational period, by the time children wind their way through concrete operational period, they are impressive logical thinkers (Bjorklund and Blasi, 2012) and are able to organize information in a more logical fashion (Harwood et al., 2008) they have mental ability to understand whatever is happening around them (Myers, 1995). Additionally, their memory improves with age (Cole and Cole, 1989). At the age of 12 years and above, they think logically as they are in formal operational period (Bjorklund and Blasi, 2012).

Background to the Study

In spite of the world being in an era of globalization, ethnic and communal violence persist (Large, 1997). Consequently, the ethnic groups that previously lived harmoniously together now turn against each other, leaving behind marks of destruction among themselves. During conflicts, most of the victims are normally children and their mothers (Dodge, 1990). Besides those who suffer from the violence directly, there are large numbers of children who witness violence in the communities in which they live. Research has established that children who witness community violence are at risk of exhibiting a variety of psychological, behavioral, and academic problems, as well as difficulty in attention span, impaired memory, anxious attachments to caregivers and aggressive behavior (Garbarino, 1991). Even when they have not directly witnessed the violence, children can be traumatized when the victim happens to be known to them. In Colombia, a 2001 study of 5,775 children aged 12-18 years found that 11% of the adolescents sampled reported having had a family member murdered or kidnapped, or received a death threat in the previous year (Pinheiro, 2006). In Jamaica, a study of 1,893 children aged 9-17 found out that 60% of the children sampled reported that a family member had been a victim of violence and 37% had a family member who had been killed (Pinheiro,
2006). Cairns (1996) estimated that 150 children under the age of 14 had been killed or injured as a result of political violence in Northern Ireland.

According to Simpson (1993) Africa is among the hardest hit by violent conflicts in the world. For instance, in 1989 in South Africa, 300 children were killed by police, 1000 wounded, 11,000 detained without trial and 173,000 were held in police cells (Simpson, 1993). The infamous Rwanda genocide in 1994 is another case in point, where more than 100,000 children were separated from their families (UNICEF, 1996). More examples of African countries where conflicts persist include Liberia, Somalia, South Sudan, Algeria, Angola, Congo, Democratic Republic of Congo, and Burundi among others (Osaghae, 1992). During conflicts, most of the casualties are normally children and their mothers (Dodge, 1990). For instance, Danson (2008) reported that, 80% of the children abducted by the Lord Resistant Army in Uganda became fighters. The unrest witnessed in the countries mentioned above is relevant to the unrest witnessed in Kenya in 2008, where people lost their lives, children displaced and properties destroyed (Daily Nation, 2008). Violence can have strong, negative impacts on economic development by drastically reducing growth and producing long-lasting detrimental social impact of the entire population (World Bank, 2010).

Violence and its aftermath in Kenya pose huge challenges to the well-being of children. Children face serious protection threats when the existence of the various ethnic groups is threatened (Nyukuri, 1997; Otieno, 2008). Since the early 1990s, Kenya has experienced tribal clashes that have caused loss of life, property and displacement of person (Muigai, 1995; Otieno, 2008; Oucho, 2002). Surviving mothers frequently struggle on daily basis to feed and provide medical care for the children left behind following their husbands’ deaths (Otieno, 2008). The 2007/8 Post-Election Violence was reportedly triggered by the disputed presidential elections results (International Crisis Group, 2008). The elections were not only contentious but also failed to meet the key international and regional standards for democratic elections (ibid). Supporters of the ruling Party of National Union (PNU) and those from the opposition party, Orange Democratic Movement (ODM) immediately began attacking each other after the presidential results were declared (Daily Nation, 2008).

The towns hardest hit by the violence were Eldoret, Naivasha, Nakuru, Nairobi, Mombasa and Kisumu (International Crisis Group (ICG), 2008). In the urban centers, the clashes were intense in the slum areas. Properties were set ablaze besides women and young girls being raped. Churches, police stations and other government facilities and buildings were turned into Internally Displaced Peoples’ (IDPs) camps (ICG, 2008). According to the Republic of Kenya Independent Review Commission (IRC, 2008), on PEV, about 1,150 lives were lost and up to 300,000 people were displaced. In Eldoret town, over 35 women and children taking refuge in Kenya Assemblies of God (K.A.G.) Kiambaa Church, were burnt to death (Daily Nation, 2008).

According to the Daily Nation (2008), it was estimated that up to 100,000 children were displaced from their homes and schools; a situation that forced them to live in congested IDP camps. This forced many of them to work hard to earn a living since life was very hard. Some girls engaged in sex in exchange for food (Otieno, 2008). Although IDP camps were set up and children who were displaced settled and later taken to school, the effect of PEV goes beyond physical harm as it also affects their development. It is thus evident that this study was crucial to explore the social development needs of children exposed to PEV in selected primary schools in Naivasha, Nakuru County.
Problem Statement
Following the disputed outcome of the December 2007 general election results, Kenya was thrown into chaos that left 1,150 people dead and over 300,000 rendered homeless according to Independent Review Commission IRC, 2008. Though women and men suffered different consequences such as physical death, loss of property and psychological trauma, children in particular were affected physically, emotionally, socially and psychologically. Though studies have highlighted the physical and psychological needs of the children in other countries affected by PEV (Eichstaedt, 2009; Peled, et al., 1995; UNICEF, 2009), there has been limited focus by researchers on the social developmental needs of children exposed to Post Election Violence. Therefore, there was a great need to explore the social development needs of children exposed to PEV in Kenyan context.

Theoretical Framework
This study is guided by Erikson’s perspective on psychosocial development, the concept of human development, and the development of the emotional and social life of the individual. The developmental task, the psychosocial crisis and the central process for resolving the crisis that specifically relates to the children ages 10 to 13 (pre-adolescence) were covered in this study. It is important to understand the psychosocial developmental needs of children in early and middle childhood stages, and thereafter the environment in which the child is developing.

Developmental psychologist Erik Erikson provided a basis for understanding children’s psychosocial development (Berk, 2003; Keenan & Evans, 2009). He emphasized the importance of feelings and social relationships in a person’s development. He maintained that personal relationships and societal expectations influence the way a child responds to those needs. Thus, psychosocial theory offers a view of human development as a creation of the interaction between individual needs and abilities and societal expectations and demands. Psychosocial theory emphasizes the capacity of the person to contribute to his or her own development (Newman & Newman, 1984).

According to Erikson’s theory, children continually face new developmental tasks that they must somehow resolve as they mature (Berk, 2003). He identified a positive and a negative outcome for each developmental stage and believed that an unhealthy resolution of a particular task could harm the development in that child’s domain later in life.

Early and middle childhoods are important periods for the development of self-control, initiative, and purpose (Meece & Daniels, 2008). At ages 3-6, children try to resolve the struggles related with Erickson’s third stage, initiative versus guilt (Erikson, 1963). Young children learn to balance their actions with those of others. However, if children are not allowed to make independent decisions or are constantly criticized for everything they do, they may develop a sense of guilt and avoid initiating actions on their own (Newman & Newman, 1984). Children must develop a sense of purpose and direction and assume more responsibility for their actions as their social world expands (Meece & Daniels, 2008).

In middle childhood, ages 6-12 children develop what Erikson calls a sense of industry (Erikson, 1963). In the industry versus inferiority stage, children begin to identify with their strengths and to take pleasure in their accomplishments. In so doing, they develop a basic idea of how well they enjoy being competent both in learning skills and in performing them, in comparison with others. During this time, a child
learns the basic skills of their culture. They spend a great deal of their day-to-day life learning the skills that are valued by their society, whether those skills are intellectual, artistic or athletic. As children gain confidence in their skills, they begin to have a more realistic image of their possible role to the larger community (Newman & Newman, 1984). However, war denies children the opportunity to learn social skills and competence since they are denied their rights to freedom and education. For instance, in Kenya in 2008, children were displaced from their houses, the violence forced them to move to displacement camps, their education was disrupted, they lost friends and they lived in congested camps (Daily Nation, 2008; Otieno, 2008).

According to Maier (1998) war environment denies children the opportunity to develop their capacity to work and cooperate with others at school. This is because their energies are sapped up by the suffering and loss they experience instead of being directed towards mastering academic skills and being proud of their successes.

There are certain factors that tamper or aggravate poor psychological health such as family unity, parental psychological health, individual dispositional factors (Keenan, Evans and Crowley, 2016) and environmental factors such as peer and community support (Bern, 2013). Children’s basic needs are met when caregivers help them to find their social-emotional competence (Ashdown and Bernard, 2011; Berk, 2013). If they are not supported in their efforts, or if they are unable to live up the expectations of others, they may develop feelings of inferiority or inadequacy (Santrock, 2015). Unfortunately, war denies children their right for food, family life, education and health (UNICEF, 2008). Their suffering takes many forms such as being orphaned, injured or abducted, for some children, the death of a parent leaves them in a state of trauma (Subbarao and Coury, 2004).

Orphans may become withdrawn and passive or develop sadness, anger, fear and antisocial behaviors and become violent or depressed (Leavitt & Fox, 1996). They may experience additional suffering from lack of nurturance, guidance, and a sense of attachment (Davis, 2004), which may threaten their self-confidence, social competencies, and motivation (Maier, 1998). To develop a sense of trust, children must be able to count on their primary caregivers to provide food, relieve discomfort, and display warmth and affection (Shaffer, 2009), in war environment the caregiver may not be available for may be incapacitated. Moreover, children often find it difficult to express their fear, grievance, and anger effectively because of their mistrust towards adults, who may have threatened or abused them (Shaffer, 2009). When willing to express their feelings, they may find it difficult to find a sensitive ear. Unfortunately, some children are forced to flee form their native countries while others are internally displaced (Daily Nation, 2008). As a result of the denial of their rights, they begin to develop more negative attitudes about their abilities (Maier, 1998).

Increase in time spent with peers is a characteristic of middle school age children. Peer group increase in size and peer interactions take place in a wider range of settings (Rubin, Bukowski and Parker, 1998; Shaffer, 2009) and control from adults is lessened. The goal of friendships is typically defined by shared interests and gaining peer acceptance (Keenan & Evan, 2009). From the daily interactions with peers a child learns to appreciate the others point of view (Shaffer, 2009) that are represented in the peer group, the child increases sensitivity to the social norms and pressures of the peer group and the experience of care from peers (Newman & Newman, 1984).
Thus, the opportunity to function in social peer groups for work and play brings the child away from self-centeredness of childhood and closer to the resulting strength of adult thought (Newman & Newman, 1984). Sadly, war denies children their basic rights of simply being a cheerful child who enjoys attending school, playing with friends and developing in a secure environment (Maier, 1998).

During middle school age a new dimension is added to the quality of child’s play, which allows children to explore their social world by adapting various roles and interaction forms. This promotes the development of social competence (Height & Miller, 1993). The child begins to develop a sense of team success as well as personal success. Play tends to take the form of games with rules (Keenan & Evans, 2009) and so helps children to learn new social skills such as abiding by the rules and taking up responsibility roles. Each new skill acquired during middle school age, allows the child some degree of independence and may bring new responsibilities that increase his or her senses of worth (Altermatt et al., 2002). In time of war a child fails to get good environment for play.

This means he/she cannot acquire some of these social skills acquired from children playing together. Hendrick (1988) asserted that where the environment is affected by violence and fear, all natural and normal processes of growing up are likely to be negatively affected. Prior experiences of war such as death of a parent, injury or torture towards a family member, witness of brutal attacks, beatings and or physical injury, sexual assault, disappearance of family members or friends, witness of parental fear and panic, famine, forcible eviction, separation and forced migration (Burnett & Peer, 2001; Davies & Webb, 2000) may result in experiences of inadequacy in social development.

According to Maier (1998) feelings of worthlessness and inadequacy come in when a child feels he or she is unable to master certain skills. He also states that social environment creates feelings of inferiority through the process of comparison. Children with prior experiences of war can be distressed by the events that they witness thereby making them incapable of mastering social skills. They can fail to perform well in different tasks as compared to other children who did not experience the violence.

Relevance of the Selected Theory to this Study

Erikson’s theory (1902-1990) is relevant to this study in that the theory provides a basic framework for understanding the psychological changes experienced by an individual. Thus, he gave a great deal of importance to the social environment in a person’s psychological development. His theory suggests that every human being passes through several stages in life, from birth to death. Each stage of the life span has its own developmental tasks, which Erikson (1963) terms as psychosocial crisis, or challenge to attain a healthy rather than unhealthy attitude. Developmental change is enhanced or retarded by a person’s experiences in confronting and handling each psychosocial crisis that occurs within each stage of their life span (Keenan, Evans and Crowley, 2016). The person must confront a specific psychosocial crisis at each life stage and is given the opportunity to develop strengths and skills leading toward a particular attitude that is healthy or unhealthy (ibid). From this study’s findings, a majority of children were unable to perform tasks on their own, thus they depended on others for help. This made several of these children to repeat the same class over and over. A factor that leads to a feeling of inferiority and incompetence.

Provided with a social and psychological environment that is favorable to developmental change, an individual faces each problem during that stage with the potential for healthy, normal success. If a child experiences overwhelming difficulty in doing what is expected during one stage of the life span, the result will be difficulty in dealing with the psychosocial crises during future stages. Both physical and emotional safety
are essential elements for child development (Keenan, Evans and Crowley, 2016). Children cannot function properly in dangerous living conditions. In situations in which hatred, discrimination, and distrust are prevalent, children can be inhibited in their development. War situation does not offer favorable condition for child development. Children who witnessed the post-election violence negatively described themselves and did not have confidence in themselves, their self-esteem was low. They manifest emotional distress after exposure to overwhelming, life-threatening events through some form of developmental delay and behavior change. The findings of this study show that a majority of the children were socially withdrawn and some had poor peer interaction, a factor that led majority of them to be aggressive. Psychosocial well-being is necessary if healthy child development is to take place.

Focus of the Study
This study focused on the social development needs of children exposed to PEV in selected primary schools in Naivasha, Nakuru county in Kenya. The focus was on children aged 10-to 13 years who were old exposed to Post-Election Violence in Kenya in 2008. The study focused on the following research questions: (i) What were the social development needs of children aged 10-13 years old exposed to post-election violence? (ii) What kind of experiences did the children have from the post-election violence? (iii) What intervention strategies were employed to help children cope with post-election violence experiences.

The researcher hoped to gather information from the study that would be used to provide better care for children exposed to post-election violence and help those working with children to understand the impact of Post-Election Violence on the children’s social development. In addition, it was hoped that the knowledge gained through this study would be used to formulate policies for early warning, prevention and peaceful conflict resolution in cases of political violence.

Methodology
This study applied quantitative research design with the purpose of identifying the social-developmental needs of children exposed to Post-Election Violence in Naivasha, Nakuru County. The objectives of the study were: to investigate whether there were social development needs among children aged between 10 to 13 years old who were exposed to Post-Election Violence (PEV), their varied experiences and intervention strategies employed to help children cope with the violence. The target populations for this study were pupils, teachers, and caregivers in Naivasha in Nakuru County who were affected by the PEV and were living in the IDP Camps.

Four schools in Naivasha sub-county were purposively sampled. The choice of the schools was based on their participation in enrolling the displaced children from the IDP camps. The four schools (Mai Mahiu, P.C.E.A Munyu, Southern Cross and Shepherd Academy) had a total number of 2,617 children, between ages 6 and 15 – years old from the IDP Camps and the environs around the camps. According to the headteachers these are the number of children in each of the following schools: Mai Mahiu primary school had a total number of 1,592 children (803 boys and 789 girls). P.C.E.A. Munyu had a total of 350 children (196 boys and 154 girls). Southern Cross had a total number of 300 children (130 boys and 170 girls) and Shephard Academy had 375 children (184 boys and 191 girls). However, not all the children in the selected schools were affected by PEV and not all of them were between 10 to 13 years old, the focus of the study.
The researcher was interested in children between ages 10 to 13-years-old who were exposed to Post-Election Violence in 2007/2008 and were living in IDP camps. Therefore, a purposeful sampling of these children (ages 10 to 13 years old), who were exposed to PEV and were living in the camps was done, to obtain the target population for the study. Thus, the population of the study was 530 people, that is, 500 children ages 10 to 13 years old, 15 teachers and 15 caregivers. A simple random sampling was done to obtain a sample representative of 500 children. All the names of the 500 children were listed on a piece of paper, and then numbers were listed against the names from number 1 to 500. Then, numbers were counted from 1 to 10, whereby every 10th name was obtained. This was to ensure each individual child was chosen entirely on chance and each member of the population had an equal opportunity to participate. Thus, the representative sample for children was 50 children ages 10 to 13 years old. A purposive sampling was also done to obtain 15 teachers and 15 caregivers who witnessed PEV and were directly affected and had direct contact with children who were exposed to PEV.

Table 1.1: Population and sample population of the study

<table>
<thead>
<tr>
<th>Population of the study</th>
<th>Sampled population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children</td>
<td>500</td>
</tr>
<tr>
<td>Teachers</td>
<td>15</td>
</tr>
<tr>
<td>Caregivers</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>530</td>
</tr>
<tr>
<td></td>
<td>Total sample population</td>
</tr>
</tbody>
</table>

Data Collection Methods

The data collection instruments used in this research were questionnaires for 50 children and semi-structured interviews for 15 teachers and 15 caregivers. Before the real data collection in Naivasha, the researcher did a pretest with children ages 10 to 13 affected by PEV in Nairobi, Dagogetti North Constituency (Muslim Primary School - Kawangware). The researcher had earlier sought the permission do the pretest from the head teacher, who agreed the pretest to be done in Muslim Primary school. The purpose of the pretest was to ensure the questions were answering what the researcher intended to ask the respondents in Naivasha. After the pretest, the necessary corrections on the questionnaires were done and the researcher proceeded for data collection in Naivasha. The researcher obtained permission to do research from Naivasha Education Office and also the headteachers of the following schools: Mai Mahiu primary, P.C.E.A Munyu primary, Southern Cross Academy and Shephard Academy. Prior to collecting the data, the researcher visited the schools to plan with the teachers concerning appropriate time to administer questionnaires to the pupils and interviews with the teachers. The researcher administered the questionnaires in the schools during games time and interviewed the teachers and care givers during specific time when they were available.
Data Analysis
The data collected from the Children, teachers and caregiver respondents were entered into the computer using Access database and further refined in Excel. The method of analysis was by data transcription, reduction, display, drawing and verifying conclusions. The researcher further used memos and the development of propositions, which are the properties of the Grounded Theory. Transcription of qualitative data involved entering all the responses to the interviews in the form of question and answer into the computer Word Processing Program.

Comparison was used in analyzing the data to continuously compare data and capture emerging categories and themes. The findings were described by use of descriptive language to provide a clear understanding of the steps in the process and the logic of the method that was used. The data were also analyzed using content analysis to look for meanings, themes, patterns, connections and contrasts. The results were presented through frequency tables, graphs, diagrams and charts. Using the summary of data, the researcher made deductions and formulated findings which are presented in the results section below.

Ethical Considerations
The researcher safeguarded the rights, interests and sensitivities of the respondents. The researcher obtained a permit to conduct the study from the National Counsel for Science and Technology and also clearance from Daystar University, Institute of Child Development in order to proceed to the field to collect data. The researcher also obtained permission from Naivasha Education Office in charge of the schools to collect data. In addition, written permission to conduct the study in the specific schools was obtained from the head teachers. In all cases, permission was sought to ensure respondents were safe and protected against any harm.

Children aged 10-13 are a vulnerable group in need of protection from physical or psychological harm. Therefore, their parents/guardians signed an informed consent form on behalf of their children. The researcher explained the purpose and the reason for this study to the parents/guardians and also to all the respondents in simple terms and in the language, they could understand, before administering the questionnaires. To protect the privacy and confidentiality of the respondents, pseudonyms were used in place of the real names. Further, the researcher made it clear to the respondents that the information that was to be collected in the study was to be used for the explained purpose only. Respondents were informed that they were free to respond to the questions or withdraw from the study at any time.

Results
The findings of the study are presented below under the following themes:
1. Children’s exposure to PEV
2. Children’s experiences of PEV
3. Children’s social behavior competence
4. Intervention programs and strategies employed to help children cope with PEV
Children’s exposure to PEV
The study sought to establish whether children living in IDP camps witnessed PEV. The results indicate that children witnessed PEV events: they saw people being beaten up, being tortured, being intimidated, being injured or jailed. Table 1.2 presents the results.

Table 1.2: Children respondents’ knowledge of events witnessed during the PEV

<table>
<thead>
<tr>
<th>Events</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Beaten</td>
<td>18</td>
</tr>
<tr>
<td>Tortured</td>
<td>10</td>
</tr>
<tr>
<td>Intimidated</td>
<td>10</td>
</tr>
<tr>
<td>Injured</td>
<td>36</td>
</tr>
<tr>
<td>Caught by police</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
</tr>
</tbody>
</table>

Based on Table 1.2, 36% of the respondents reported witnessing injury on other people, 18% had seen someone beaten, 10% had seen someone tortured, 10% witnessed intimidation, 4% witnessed someone caught by police and 10% witnessed other events. A similar study that was done in the USA on 350 children exposed to violence where 35% of the respondents reported witnessing stabbing, 33% had seen someone being shot, 23% had seen a dead body and further, 25% had seen someone killed (Pinheiro, 2006). Children witnessing violence has negative consequences. According to Leavitt and Fox (1993) it transforms social networks and relationships in ways that can erode trust. The psychological stress associated with it may disrupt Social-Emotional behavior and mental health of the child. Further, the climate of fear and distrust created by violence can become so entrenched that it engenders additional violence, which then is justified as defense (Simpson, 1993).
Children’s experiences of PEV

The study sought to establish experiences children exposed to PEV encountered. The results as indicated in Table 1.3 below show that children experienced hunger, displacement from their homes, closure of their schools, destruction and interruption of learning. Others had their homes destroyed, were separated from their classmates due to transfers while others lacked clothes.

Table 1.3: Experiences Children had during the PEV

<table>
<thead>
<tr>
<th>Experience</th>
<th>TRUE</th>
<th>FALSE</th>
<th>Don’t know</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack food</td>
<td>32</td>
<td>64</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>Lack clothes</td>
<td>30</td>
<td>66</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>Destroyed home</td>
<td>62</td>
<td>36</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>Displaced from home</td>
<td>96</td>
<td>0</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>Destroyed school</td>
<td>24</td>
<td>58</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>Disrupted learning</td>
<td>52</td>
<td>38</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Transfer of teachers</td>
<td>14</td>
<td>54</td>
<td>32</td>
<td>100</td>
</tr>
<tr>
<td>Transfer of classmates</td>
<td>16</td>
<td>44</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

According to Table 1.3, 96% of children reported being displaced from their homes which forced them to live in IDP camps. Additionally, 62% reported that their homes were destroyed forcing them to flee and look for shelter. Further, 52% were disrupted from learning. The results from the children conform with a report in the Daily Nation Newspaper of February (2008) that indicated that up to 100,000 children were living in very bad conditions in IDP camps. Research (Berns, 2013) has shown that poor living conditions can affect a child’s sense of self-esteem. A child whose care is compromised, neglected or inconsistent may develop a sense of mistrust, which may persist throughout life and result in negative self-esteem.
Children’s social behavior competence

The study sought to establish whether children exposed to PEV were socially competent. Teacher respondents were asked to explain the social behaviors of children exposed to PEV. 

*Table 1.4* below shows teachers responses on the social behavior of children exposed to PEV.

<table>
<thead>
<tr>
<th>Social behavior exposed by children exposed to PEV</th>
<th>Percent %</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TRUE</td>
<td>FALSE</td>
<td></td>
</tr>
<tr>
<td>Social withdrawal</td>
<td>56.25</td>
<td>43.75</td>
<td>100</td>
</tr>
<tr>
<td>Social incompetence</td>
<td>50</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>Poor peer interaction</td>
<td>56.25</td>
<td>43.75</td>
<td>100</td>
</tr>
<tr>
<td>Aggression</td>
<td>75</td>
<td>25</td>
<td>100</td>
</tr>
<tr>
<td>Inferiority (low self-esteem)</td>
<td>75</td>
<td>25</td>
<td>100</td>
</tr>
<tr>
<td>Uncooperative</td>
<td>43.75</td>
<td>56.25</td>
<td>100</td>
</tr>
</tbody>
</table>

According to *Table 1.4* above, among the 15 teachers who were interviewed, 75% reported that children were aggressive and so they did solved their problems through aggressive means even when playing with their friends. When reporting on the children’s social behavior, 75% said children exposed to PEV were feeling inferior/low self-esteem. On the other hand, 56% reported that children who were exposed to PEV were socially withdrawn, and so it was hard for them to interact with others who were not living in the IDP camps. These children were isolated most of the time and so 56% of the teachers said these children demonstrated poor social skills. On the issue of social competence, 50% reported that children exposed to PEV was socially incompetent, while 43% reported that children were uncooperative. Attar, Guerra and Tolan (1994) reported that feelings of insecurity and alterations in social understanding may affect the peer relations of children exposed to violence. This seems to suggest that violence denies children the opportunity to learn social skills and competence. Social learning theory explains that children learn through observing and imitating behaviors from other significant people (Schiamberg, 1988). Thus, a child may learn to believe that aggressive attitudes and violent behavior are normal and acceptable in environments that support violence as a way of getting and maintaining power (Maccoby, 1980). The opinions given by the teacher respondents confirm a study done by Peled et al., (1995) that affirms that the psychological trauma experienced by children during violence can be displayed through low self-esteem, withdrawal, aggression and other emotional behaviors.
Children respondents were asked to indicate how PEV affected their social behaviors. They reported that they had bad relationships with friends and become angry easily. They reported that they were unable to perform tasks independently and often had feelings of being frustrated. They reported lacking interest to perform tasks and had decreased school performance. The responses are presented in Table 1.5 below.

Table 1.5 Children’s knowledge of how PEV affected their social behaviors

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not at all</th>
<th>A little</th>
<th>Much</th>
<th>Very much</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have bad relationship with</td>
<td>16</td>
<td>30</td>
<td>34</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I lose temper easily</td>
<td>18</td>
<td>34</td>
<td>28</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>I am unable to perform tasks</td>
<td>14</td>
<td>24</td>
<td>36</td>
<td>26</td>
<td>100</td>
</tr>
<tr>
<td>independently</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I easily get frustrated</td>
<td>20</td>
<td>24</td>
<td>36</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>I Lack interest to perform tasks</td>
<td>12</td>
<td>18</td>
<td>34</td>
<td>36</td>
<td>100</td>
</tr>
<tr>
<td>I have poor school performance</td>
<td>10</td>
<td>20</td>
<td>44</td>
<td>26</td>
<td>100</td>
</tr>
</tbody>
</table>

The results in Table 1.5, show the effect of PEV on children’s social behaviors. The PEV had effects on the social behaviors of children with 70% lacking interest to perform tasks, 70% had poor school performance while 62% were unable to perform tasks independently. Further, 56% were easily frustrated while 52% had bad relationships with friends.

The results show that children lacked interest in education which could have led to poor school performance. Maier (1998) argued that violence leads to the deprivation of the rights of children due to displacement and as a result children may begin to develop more negative attitudes on their learning abilities. Kiminyo (1992) agrees with Maier (1998) by stating that preoccupation with violence can lead to inattentiveness which in the long run can lead to poor school performance which further affects how the children feel about themselves.
Intervention programs and strategies employed to help children cope with PEV

The study further sought to establish the strategies and programs that were in place to help children cope with PEV. Teacher respondents were asked explain the strategies and programs which were being used to address the effects of PEV on children’s social development.

Table 1.6: Teachers knowledge of Programs and strategies to help children cope with PEV

<table>
<thead>
<tr>
<th>Programs and strategies</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance &amp; Counseling</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>Debate club</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>Ball games</td>
<td>6</td>
<td>43.75</td>
</tr>
<tr>
<td>Life skills education</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100</td>
</tr>
</tbody>
</table>

Teachers explained that ball games were used by schools to help children cope with PEV and so 6 out of the 15 teachers reported that ball games helped children interact well with other children from diverse communities. Four out of the 15 teachers reported that guidance and counseling was another strategy that schools were using to help the children cope with the aftermath of PEV. Two out of the 15 teachers indicated that creative arts were used to help children cope with PEV while a further two out of 15 teachers said that life skill education played a part in helping the children cope with PEV. In addition, one out of 15 teachers said that debate clubs were established in some schools to give children an opportunity to express their opinions and feelings about the different issues that were related to violence.

Conclusion and Way Forward

The results of this study show that 70% of children witnessed PEV in 2007/8. Children witnessed people being beaten up and tortured, others saw people who were injured, while others saw homes and schools being destroyed. Although not all children who were living in the IDP camps witnessed all the events of PEV, 96% of these children were displaced from their homes and so their learning was disrupted. The results of the study show that the social development of the children was affected by PEV, this is because they displayed social malfunctions such as social withdrawal, social incompetence, poor peer interactions, aggression and low self-esteem. In addition, children were easily frustrated, aggressive and fearful. These social behaviors had great effect on children’s education, because from the findings of the study they indicated their school performance was poor compared to their earlier performances when PEV had not taken place. They also reported decreased interest in performing school work. Further, the study has established that there were programs and strategies in place, established by churches and non-governmental organizations to reduce the negative effects
of PEV on the social development of children. These strategies included guidance and counseling, games and other activities such as debate clubs.

**Recommendations**

Based on the above findings, the following recommendations are made:

1. Curriculum on peace education should be developed at all levels of education to ensure everyone in Kenyan gets educated on the importance of keeping peace and relating with people from diverse communities.
2. Children’s rights should be protected and safeguarded. Professionals and non-professionals working with children should receive adequate training on children’s rights, prevention and protection of children against abuse, especially in conflict areas.
3. Schools can help promote a greater understanding and appreciation of ethnic diversity, starting early in the preschool years. The schools could initiate programs designed to expose children to the customs and histories of diverse groups.
4. Security should be reinforced especially in violence prone areas.
References


