

**NATURE OF PSYCHOSOCIAL SUPPORT PROVIDED TOWARDS EDUCATION IN EMERGENCY FOR THE GIRL CHILD IN TURKANA WEST SUB COUNTY, KENYA**

**Chelia Rose Deng, Dr. Ombachi Kipkorir Nicholas & Dr. Janet Nabiswa**

<sup>1</sup> Msc. Candidate, Disaster Management and Humanitarian Assistance of Masinde Muliro University of Science and Technology [MMUST], Kenya

<sup>2</sup> Lecturer, Department of Emergency Management Studies, Masinde Muliro University of Science and Technology [MMUST], Kenya

<sup>3</sup> Lecturer, Department of Educational Psychology, Kibabii University [KIBU], Kenya

**Accepted: December 6, 2021**

---

**ABSTRACT**

*The objective of the study was to examine the nature of psychosocial support provided towards education in emergency for the girl child in Turkana West Sub-County. Questionnaires were used to collect data from 387 respondents which comprised of primary school girls from Turkana West Sub-County schools. Interview guides and focus group discussions were used to collect data from the key informants who comprised of teachers, head teachers, representatives from the Ministry of Education, Emergency education specialists and UNHCR officials in Turkana West Sub County. The study found out that 71% of the girls agreed that individual counseling has been one of the nature of psychosocial support used to assist girls and advice from the class teacher which rate at 68%. From the results obtained on the nature of the psychosocial support provided to girls in emergency primary education in Turkana west Sub-County, it was found that some support was not effective to the girls. The study found out that, out of the different forms of psychosocial support offered to the girl child in emergency primary education in Turkana west Sub-County, not all schools were given the same support by the NGOs and the government. There was need to improve on the criteria of disseminating the information to the girls and the communities at large. The findings would in turn help the various implementing agencies to develop policies that would ensure girls were supported appropriately in their education. The study results would also add up to the knowledge base on education in emergencies.*

**Key Words:** *Girl Child, Psychological Support, Education*

---

**CITATION:** Chelia, R. D., Ombachi N. K., & Nabiswa, J. (2021). Nature of psychosocial support provided towards education in emergency for the girl child in Turkana West Sub County, Kenya. *Reviewed Journal of Social Science & Humanities*, 2 (1), 15 - 26

## INTRODUCTION

Humanitarian crises, whether caused by natural disasters, conflict, or both, are substantial impediments to girls' right to education. They worsen difficulties that already impede girls' access to school, such as poverty and gender inequality, in many countries. Non-state armed groups in various countries are trying to outlaw girls' education and are specifically targeting schoolgirls. Since the assassination of Malala Yousafzai, the subject of girls' right to education has gotten a lot of attention (2012). Malala wasn't the only one who felt this way. Girls around the world are being denied access to excellent, relevant education in safe learning environments due to conflict and disasters.

According to UNHCR (2011), once refugees have met their basic needs for food, water, and shelter, their main concern is that their children be able to attend school. The international society, on the other hand, has a lower regard for education than refugees do. According to the research, as humanitarian needs expand in many regions of the world, financing for refugee help has become increasingly scarce. In many cases, this has resulted in a reduction in educational resources, and refugee education is a critical but often overlooked humanitarian concern. Due to this education refugee camps has lacked quality, it's marred with gender disparities in enrollments, retention, transition to higher levels as well as performance with girls being disadvantaged. For example, ColClough and Lewis (1993) noted that a 20% differential gap exists between the environment and completion rates in the primary education between girls and boys; which is highly pronounced in rural areas. On average 96% of girls in African countries Kenya included, left primary education before finishing in 2002 (UNICEF, 2011). Many reasons have been advanced for this; the majority of which point out the combination of community socio-cultural and economic priorities alongside family factors which are very central.

Advocates of girl child education seem to have failed to recognize and acknowledge the link to domestic oriented labor demands, other camp based factors and role expectations put on girls (King & Hill, 1992). This is what the Kenya government pointed out in its vision 2030 Development Plan database that the female school children are more affected by domestic work and other camp based factors. This explains why girls do not continue school beyond certain levels in the rural areas even after the introduction of free primary (universal) education by the NARC government when it took power in Kenya back in 2003 and subsequent free Primary education in 2009. In a way then from the expressed and demonstrated expectations on males and females, girls in the refugee camps learn that they are not really expected to excel in school since their main role is to be wives, mothers and subordinates of men (Moore, 1994).

The school environments in Turkana west tend to perpetuate the situation at home. The school environment, teacher's beliefs and behavior including gender stereotyping influence the educational achievement of students because most teachers in the school come from the surrounding communities, they tend to propagate the community's cultural beliefs and attitudes towards girls that further determines the assigning and allocation of responsibilities and duties in schools within the camps (UNICEF, 2006).

The domestic environment consisting of the complex structure of the refugee home and its interaction with the wider society has profound influence on the performance of learners in schools. Studies show that more girls than boys are required to help in domestic chores, a demand which increases as the child grows though the girls start even earlier than boys Lockhead & Vespoor, 2000. This leads only to absenteeism, repetition and dropping out of girls at the primary level, but also contributes to failure in examination by girls. This is because the prolonged absence leads to lack of time dedicated to study and general loss of interest in school work. Though the domestic environment and its related gender manifestations are multifaceted in their influence in education of girls, studies on their specific effect on the class performance are quite minimal influencing the trends in Kakuma Camp impacting negatively on the girl child education in Kakuma refugee camp schools and the host communities (UNICEF, 2006).

Windle International Kenya, a Non-Governmental Organization has been supporting girls by offering tuition

classes during holidays through Girls Child Education (GCE) programs, distributing uniforms to girls, sanitary pads/towels, and solar lamps for extended learning at home and textbooks for studies in girls' schools. Educating a girl-child entails educating a society as a whole. Unlocking the potential in women's is a quest for future learning.

There are more effective approaches to instill confidence in the ability of girls to become leaders in society. Educating women for others is more than a simple assurance that they can apply what they learn in the classroom to what they see in the world. As a result, multiple studies in Turkana West schools have discovered that the number of girls enrolling in primary day school decreases as they progress to upper primary. Girls who complete primary school should have the opportunity to enjoy such an uplifting experience. Although there are numerous efforts and studies that have highlighted the effect of Girls participation in education and performance. The influence of psychosocial support on education in emergency for the girl child in Turkana West Sub-County seems to have been neglected, thus the need for this study.

### **Statement of the Problem**

Practice of pastoralism, cattle rustling and the endless drought have been noticed as major challenges for girls to access education in Turkana west since the indigenous keep on moving from place to place to survive and save their livestock. Psychosocial support could be a durable solution if it was implemented. However, Humanitarian crises resulting from natural disasters, conflict, or both are severe impediments to girls' right to education. Conflict and natural catastrophes are preventing girls around the world from receiving quality and relevant education in safe learning environments ( Malala, 2012). When adolescent girls' education is interrupted by conflict or disaster they are more likely than boys to remain out of school permanently. Girls' learning can also be affected by the consequences of such crises, including: lack of teachers, uniforms and school supplies; damaged school buildings and access routes; frequent migration, increased risk of violence on the journey to and from school, post disaster stress and trauma. Education is a human right in nature that cannot be deprived in whatever circumstances. Therefore this study examined the nature of psychosocial support provided towards education in emergency for the girl child in Turkana West Sub County, Kenya.

### **Objective of the Study**

The study's goal was to investigate the nature of psychosocial support provided towards education in emergency for the girl child in Turkana West Sub County, Kenya.

## **LITERATURE REVIEW**

### **The Nature of psychosocial support extends to Girl Child Access on Education in Emergency.**

Education in emergencies is believed to provide physical, psychosocial, and cognitive support and protection, which contributes to children's healthy development.

The United Nations in general, and UNHCR, UNICEF, and UNESCO in particular, have emphasized the necessity of education in emergencies to support sustainable development. Education has increasingly been seen as a way to create physical and psychological safe spaces and to provide a sense of normalcy. Otake, Y, (2018)

Through the Girls Education South Sudan (GESS) programme, DFID has supported government ownership and decision making in determining the amount and coverage of girls' scholarships when demand outstripped available funds. Rather than leave the decision with the implementing partner (IP), the MoE took the equitable decision to pay all girls less, rather than pay fewer girls more. ( GCPEA 2016)

### **The Nature of Psychosocial Support on Education in Emergency**

The term psychosocial alludes to the powerful connection between mental parts of our experience (that is, our considerations, feelings, and practices) and our more extensive social experience (that is, our connections, family and local area organizations, social qualities, and social practices), where one impacts the other (IFRC

Reference Center for Psychosocial Support, 2014; Psychosocial Working Group, 2005). Utilization of the term psychosocial support depends on the possibility that a mix of elements is liable for people groups psychosocial prosperity, and that these organic, passionate, otherworldly, social, social, mental, and material parts of involvement can't be isolated from each other.

On the physical or mental parts of wellbeing and prosperity, the term stresses the entirety of people groups' insight and underlines the need to see these issues inside the setting of the more extensive family and local area networks in which they happen (Action for the Rights of Children [ARC], 2009). The International Rescue Committees Healing Classrooms Initiative a SEL program zeroed in on instructor backing and advancement processes, with specific accentuation on understudy prosperity thus shows how SEL acquired from the all-encompassing PSS approach by zeroing in on the standards of psychosocial prosperity and the recuperating of kids and educators. With regards to unexpected beginning and persistent emergencies, just as post emergency settings and state delicacy, this drive plans to create and reinforce the job that schools, and educators specifically, play in advancing the psychosocial recuperation and prosperity of youngsters and youth International Rescue Committee (IRC, 2012).

Then again, as a way of dealing with stress young ladies who need clean cushions regularly utilize unrefined and Unhygienic techniques, including utilizing dry cow fertilizer, or embedding cotton fleece into their uterus to attempt to impede the stream. In metropolitan ghettos, young ladies are broadly known to gather utilized cushions from trash dumps, and wash them for their own utilization. These actions regularly bring about genuine unexpected problems which therefore influence their exhibition in assessments.

As per GCN (2003) conditions in schools, for example, helpless disinfection assumes a significant part in deciding the cooperation of young ladies in training especially when sterilization doesn't oblige their natural necessities. Dida (2009) presumed that, Research discoveries from assorted nations and diverse school settings have uncovered the incredible effect of authority processes identified with school adequacy and improvement. Basically, schools that are powerful and have the ability to improve are driven by head educators who make a critical and quantifiable commitment to the adequacy of their staff. Windle Trust a Non-Governmental Association has been supporting young ladies by making Girls Child Education (GCE) programs that offer healing classes during occasions, circulating garbs to young ladies, clean cushions/towels, and sun oriented lights for broadened learning at home and course readings for examinations in young ladies schools. In 2017 UNICEF Kenya proceeded with its endeavors to standard sex fairness all through the entirety of its programming. Program mediations were planned and executed to address young ladies and young men various requirements, and were checked through the assortment of sex disaggregated information. UNICEF Kenya guaranteed that limit advancement for educators and educational committees of the executives included both male and female instructors. The preparation in instruction in crises (EE) was intended to address distinctive insurance issues identifying with young ladies and young men. To further develop sex equality, the quantity of ladies and men going to the preparation was followed and checked. UNICEF Kenya likewise checked the sex breakdown of the local area wellbeing volunteers unit, to guarantee that all kinds of people were enlisted. All task focuses in UNICEF Kenyas association concurrences with NGOs are disaggregated by sex. UNICEF Kenya likewise conveyed designated mediations pointed toward tending to young ladies low access and use of administrations. To address young ladies' low standards for dependability at grade schools, UNICEF Kenya upheld the development of 196 sexual orientation touchy latrines. Since numerous young ladies don't go to class while bleeding because of absence of clean items, UNICEF Kenya upheld the conveyance of 2,500 arrangements of expendable sterile towels to young ladies in 40 schools in seven regions and gave feminine cleanliness instruction to 39,000 young ladies in five regions. UNICEF Kenya upheld the public Ministry of Educations Mentorship program to help young ladies in danger of exiting school. Until this point in time, the program has helped an aggregate of 200 young ladies in 20 objective schools.

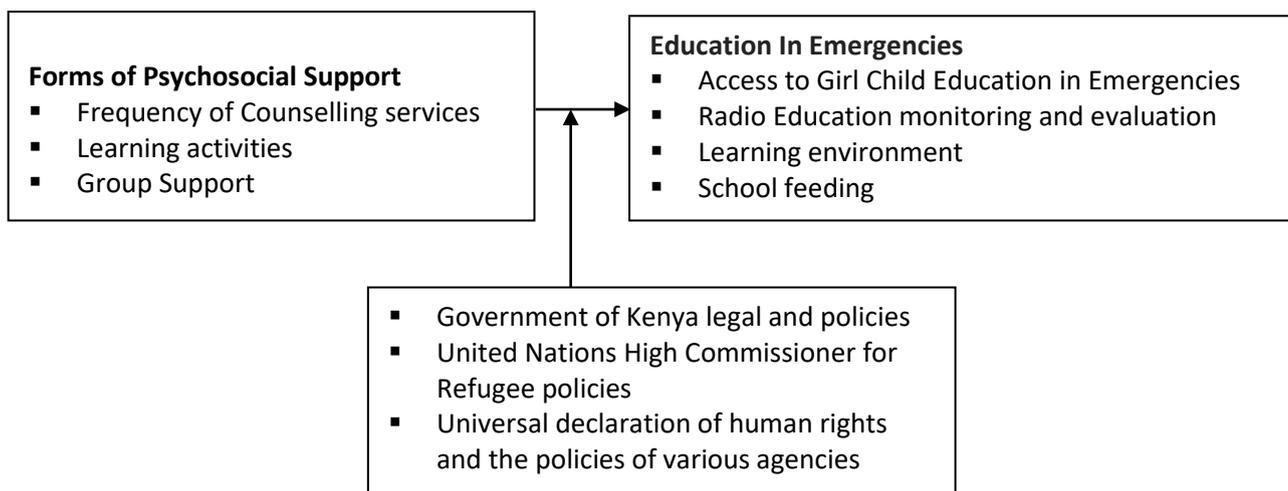
## Theoretical Review

The study was guided by Maslow's theory of motivation.

### Maslow's Hierarchy Theory of Needs

Maslow's order of requirements was utilized to concentrate on how people inherently participate in conducting inspiration. Maslow utilized the expressions "physiological", "security", "having a place and love", "social necessities" or "regard", and "self-realization" to depict the example through which human inspirations for the most part move. This implies that with the end goal for inspiration to emerge at the following stage, each stage should be fulfilled inside the actual singular. Furthermore, this progression was a primary base in knowing how exertion and inspiration corresponded while examining human conduct. Every one of these singular levels contains a specific measure of inner impression that should be met all together for a person to finish their order. The objective in Maslow's chain of command is to accomplish the fifth level or stage: self-realization.

Physiological requirements are the least degree of Maslow's pecking order of necessities. They are the most fundamental things an individual requires to make due. They incorporate the requirement for cover, water, food, warmth, rest, and wellbeing. A people inspiration at this level gets from their nature to make due. The second degree of Maslow's order of requirements comprises wellbeing needs. Wellbeing, or security needs, identify with a person's need to have a sense of security and safety in their life and environmental factors. Inspiration comes from the requirement for law, request, and insurance from capricious and perilous conditions. There are numerous instances of security needs in present day culture. To track down soundness and security, an individual should think about their actual wellbeing. This implies looking for security from the components, savage conditions, or wellbeing dangers and infection. Furthermore, a singular necessities monetary wellbeing to live and flourish in present day cultures. The third degree of human necessities is relational and includes sensation of belongingness. The need is particularly solid and can abrogate the requirement for wellbeing. The definition inside this degree of Maslow progression is because of hospitalism, disregard and sparkling segregation can impact people capacity to shape and keep up with sincerely critical relationship overall, for example, companionship and closeness which later prompts marriage and drop from school. This hypothesis was utilized to address first and the subsequent target.



**Independent Variable**

**Intervening variables**

**Dependent Variable**

**Figure 1: Conceptual framework model showing interaction of variables**

## METHODOLOGY

In this study, a descriptive design was adopted. The research was carried out in the Turkana West Sub-County, which is located in the dry Turkana District of Northwest Kenya. After Dadaab, it is the country's second-

largest refugee housing location. It lies 95 kilometers south of Lokichogio, 120 kilometers south of the Sudan-Kenya border, and about 1,000 kilometers northwest of Nairobi. There were 17 administrative divisions in Turkana West. Turkana west sub-county was specifically chosen for this study because the climate of the Turkana is harsh which lead the community to move from one place to another therefore affecting the education system. Second, there is scarce resources, this causes the conflict between the Turkana and the neighboring and the bordering communities like the Taposa of South-Sudan, the Karamojong of Uganda, the Dodoth and the Merille of Ethiopia which constitute these emergencies. The total number of primary schools in Kakuma, Turkana west Sub-County was 27, in these 27 schools, there were 57,000 pupils out of whom 14,496 were girls of which 6,000 of them were psychosocial cases. Therefore the target population was 6,011 of which 6,000 were pupils, 8 head teachers, 1 ministry of education officer and 1 an expert in emergency education.

The researcher collected data using structured interviews guides, questions designed for focus group discussion and questionnaires. Data was collected using a qualitative method. Interviews were used to gather information, feelings, experience, and knowledge about the influence of psychosocial support.

Primary and secondary data were used by the researcher. Secondary data was acquired through document reviews, while primary data was gathered through questionnaires, interviews, and focus group discussions.

The questionnaires were administered to both their primary teachers and head teachers from Turkana West Sub-County. The questionnaires contained items, consisting of both open- and closed-ended questions. Because no question rewriting or re-sequencing was encouraged, the number of questions, their sequence, and their wording remained the same for all respondents.

Documentary materials served as the primary source of data for this study from the outset and throughout the research process. A Pilot Test was done in 2 major primary schools at Dadaab refugee camp in Northern part of Kenya where 120 girls responded from both schools. The pilot region was identified by the fact that both areas shared social challenges due to the fact that the surrounding communities were refugee camps.

The information was processed and analyzed in accordance with the study's goals. It was coded and classified in terms of quantitative data. Analysis was done using descriptive, content and narrative approach. Primary and secondary data were organized by assembling responses from interviews and questionnaires on hand and documents on the other hand.

## **RESULTS**

### **The nature of psychosocial support provided towards education emergency for the girl child in turkana west sub county, kenya**

The findings included data analysis, presentation, interpretation, and discussion. The survey aimed to reach 387 people, and every single one of them responded, with a 100% response rate. Nature of Psychosocial Support offered to girls in emergency primary education Psychological effects on girl child education was one of the issues in Turkana west sub- County. Turkana being a patriotic community had made it backward in terms of educating girl child because girls are seen as a source of wealth. Therefore many girls in Turkana were tortured psychologically and they have nothing to do about it because it's their culture.

### **Frequency of counseling services**

The researcher sought to find out if frequency counseling had affected the girl's learning in emergencies positively or negatively. The study established that 71.8 %( 278) of the respondents agreed that frequency counseling services were done as one of the forms of psycho-social support given to girls during emergencies. While, 28.2 %( 109) of the respondents disagreed.

In agreement with the current study on the frequency counseling services to strengthen efforts in promoting

psychosocial support within educational programming in emergencies, UNICEF, Save the Children, International Rescue Committee, emphasized on the importance of training teachers and school counselors. The influx of Syrian children has stretched educational resources in Lebanon, Jordan, and Turkey as a result of the Syrian conflict, and an urgent concern was that, in addition to a lack of material resources in these schools, most teachers were not trained in dealing with the needs of traumatized children, some of whom may exhibit difficult behaviors. (Sirin and Rogers-Sirin, 2007) (2015). In conclusion, however much counseling services were offered to girls in Kakuma, there is still a gap that some girls were left out due to the higher number of psychosocial cases in some schools. Therefore there's need for the implementing agency to improve on how to distribute the staff responsible for the psychosocial well-being of the girls so as to meet the objective of the project.

### **Individual counseling**

From the data obtained in the field, the study revealed that 29.2 % ( 113) of the respondents agreed that individual counseling was one of the psycho-social support given to girls during emergencies. On the contrary, 70.8 % ( 274) of the respondents disagreed that individual counseling was not a form of psycho-social support that is accorded to the girls during an emergency.

This current study agreed with Abu Asaad, (2011) which discussed on the importance of building social relations and forming friendships in shaping and forming the personality of the academically talented girls, and as a result of exposure to anxiety and psychological pressures that affect the personality of the academically talented girls, School counseling plays an important role in assisting talented girls in forming social relationships with their peers and the surrounding environment, so encouraging personal growth, learning, and goal attainment. Therefore, individual counseling can give much meaning to girls' education if given opportunity, especially in the setup of Turkana west Sub-County where pupils are learning under the emergency situation.

Despite their ability to develop social relationships and believe that they are unique in social and intellectual talents, academically brilliant students are always less pleased than other girls who do not measure themselves socially and academically. Competition for better grades among those academically gifted girls may also lead to social issues. Udvari et al., Udvari et al., Udvari et al (2015).

During the FGD with the community leaders at Dar-furian admin in Kakuma two, the zonal chairlady pointed out that it is very important to have individual counseling for girls in the school so as to help them focus on their studies and hence improve on their performance.

This result agreed with Al-Dhaen (2013), who evaluated the effectiveness of a counselling program for brilliant female students with emotional difficulties (perfectionism, hypersensitivity, and peer connections) in a prior study, and verifying its effectiveness in reducing the level of anxiety they suffer from. Distributed into two groups, a control group (10) students, and the experimental group (10) students, and a counseling program has been implemented on emotional problems experienced by those gifted students. Anxiety scale was administered. The results showed that the counseling program contributed to reducing the level of anxiety among female students in the experimental group.

### **Group Counseling**

The study sought to find out if group counseling was one of the psycho-social support given to the girls during an emergency. From the results, it was observed that 71.1% (275) of the respondents denied while 28.9% (112) accepted that it was provided to the girls.

This current study is in agreement with Yusoff & Abdullah, (2021) who carried out research in Malaysia schools on how to improve guidance and counseling in the schools. He goes on to say that in Malaysia, guidance and counseling services are seen as an important part of the overall educational program and an effective way to boost student achievement and behavior. However, in order to retain high-quality professional

services, school guidance and counseling services must be continually improved and revised. School counseling in Malaysian schools has progressed through many stages and achievements, but there are still many obstacles to overcome. To boost kids' educational chances and future careers, school counselors must be accepted as crucial partners in the school. All stakeholders, particularly the Malaysian government, must continue to support and collaborate in order to improve the status and implementation of guidance and counseling services in Malaysian schools. Abdullah and Yusoff (2021).

As a result, in Kakuma Turkana west Sub-County, where females are learning under duress, this could be the situation. As a result, guidance and counseling services are critical components of the educational system. It is not only for students who are involved in disciplinary situations, but also for people' positive growth. It is based on the most common sorts of mentorship and counseling programs that are offered at the school. Thank you, Amat (2019).

### **Advice from the Class Teacher**

They revealed that 68.5% (265) of the respondents agreed that the girls were getting advice from their class teachers while 31.5% (122) of them rejected.

Before creating a comprehensive guidance and counseling program, teachers must execute numerous components in management. School counselors are responsible for leading the program, making choices, issuing guidelines, integrating the program management procedure, and enhancing motivation and counseling. Thank you, Amat (2019).

The current study was in agreement with an interview with teacher counselor Kakuma girl's primary school, that teachers play a big role in schools to assist those needy girls to learn by giving them advice that they need. The teachers also provide girls with counseling whenever she is stressed up and sometimes the school spares some moments to take girls through life skills and to advise girls.

This current study was in agreement with UNICEF 2021, hand book on reimagining girl's education solution in emergencies. During the planning of emergency preparedness, response, or recovery efforts, focusing on factors to guarantee equitable and gender-responsive education. It also emphasizes how females' active participation in educational response planning can lead to opportunities for change.

UNICEF (United Nations Children's Fund) (2021). However, Girls are already disadvantaged even without the emergency. What about when there are emergencies? Girls become more vulnerable in that they could need someone to assist them cope with the vulnerability, especially in an emergency.

### **Learning Activities**

Another form of psycho-social support was provision of learning activities at the school. On this aspect, the result established that 65.9% (255) of them disagreed while 34.1% (132) of them agreed to be one of the natures of psychosocial support given to the girls in schools.

Only in an environment that is suitable for teaching and learning can a child's whole growth take place. All educational services that can boost teaching and learning in schools are given considerable attention by educational planners in recognition of the above. Counseling is one of the educational services provided by the institution. Guidance and counseling services in schools are thought to help establish, assess, and improve educational programmes, as well as increase teaching and teacher competence and lower costs for students. As a result, this research concurs with this publication, which focuses on the importance of excellent counseling services in schools. As it influences teaching and learning in Nigerian schools, advice from the class teacher as a kind of guidance and counselling. Egbo Anthonia Chinonyelum, {2013}

In agreement with the current study on the learning environment as the form of psychosocial support in education in emergencies. Education programmes that include a safe learning environment (SEL) can assist females learn skills that can help them decrease the harmful developmental and behavioural effects of conflict

exposure. This includes developing the intrapersonal and interpersonal skills necessary for effective emotion management and the development of healthy relationships. Gould, & Sklar, ( 2013).

SEL approaches improve the quality of education for children by giving them tools to help them focus, regulate their emotional responses, interact with others, and cope with stress and challenges, as well as by increasing their learning capacity and teaching them how to apply what they learn in their daily lives (Durlak et al., 2011; UNICEF, 2013).

Kakuma has been a place with a lot of learning activities, therefore, this current study will help the implementers of the various activities in Kakuma to be used in the learning process in the schools as a form of psychosocial support to assist the girl child participate and benefit from. However UNICEF normally provides the schools around Turkana west Sub-County with playing material for psychosocial purposes.

### **Community awareness on the importance of girl child education**

The study sought to find out respondents' whether community awareness was one form of psychosocial support that can assist the girl to access education in emergencies.

The study revealed that 31.3% (121) disagreed while 68.7%(266) agreed that it is one form of psychosocial support to help girl child's access to education in emergencies. In line with the findings of the current study, the community awareness programme addressed demand and supply side challenges experienced by adolescent females through cross-sectoral interaction with schools and communities. Construction of gender-segregated latrines, provision of teaching and learning materials, and gender-responsive teacher training were among the interventions. The emphasis was on including school management committees, parent/teacher associations, and students in raising community awareness of the value of girls' education, meaningful engagement by girls, and the development of girls' long-term and transferable abilities. UNICEF included a component in this programme that involved adolescent boys as activists for gender equality. (2013)

### **Provision of workshops to the parents and guardians**

The purpose of the study was to find out whether providing workshops as a kind of psychosocial support was effective in allowing girls to access education in an emergency. From the findings, 63.3% (245) of the respondents were not of the opinion that workshops to the parents and guardians can help their problem. On the other hand, 36.7% (142) agreed that parents and guardians need to be educated through workshops on the importance of girl child in Turkana county.

### **Weekly Mentorship Programs in the Schools**

The respondents revealed that conducting weekly mentorship programs in schools is one of the strategies to be used in ensuring that girl child access education. This is echoed by UNESCO, 2013 which revealed that by engaging the female role model such as teachers can help the girl child as a way of motivating and encouraging the girl child in matters relating to education. This is one of the important strategies that will bridge the gap of gender equity and equality in education.

The study revealed that 35.4% (137) of the respondents were in agreement of the strategy while 64.6%(250) of them disagreed that it was not a better strategy for solving the access to girl child. The results of this study are in agreement with Jacki (2012), which found out that mentorship by female role models is important in encouraging and supporting girl child education to complete their education. Female role models are especially crucial in listening to and suggesting solutions to specific difficulties that girls experience. According to Bailey et al (2013), the presence of female teachers at schools where males are the majority helps to ensure that school girls are safeguarded from unwanted attention, sexual abuse, or exploitation by male members of the school community.

### **Provision of Psychological Emotional Support to Girls in Schools**

The respondents revealed that providing psychological emotional support to girls in schools is one of the strategies to be used in ensuring that girl child access education.

The study revealed that 43.7% (169) of the respondents were in agreement of the strategy while 56.3%(218) of them disagreed that it was not a better strategy for solving the access to girl child.

Education and psychosocial support are said to have a dynamic and mutually reinforcing relationship, according to the current study. The 2011 Global Monitoring Report for Education for All (UNESCO 2011) focused on education in conflict settings and acknowledged the importance of psychosocial interventions in addressing the negative effects of conflict, such as depression, trauma, shame, and withdrawal, which can have significant consequences for individual learning.

Effective child-centered learning is vital in enhancing the psychological welfare of both learners and teachers, according to UNICEF (2009). Students' relationships with instructors have been shown to be major determinants of academic performance as well as beneficial health and social behaviours. Perceptions of instructor fairness and respect for students were found as major contributors to resilience and psychological health in several meta-studies (Tol et al., 2013; World Bank, 2014; Noltemeyer & Bush, 2013; Joynes 2016).

In addition to the emotional support provided to girls, their participation in informing emergency response planning was critical in ensuring that responses were properly addressing their needs in a way that benefited them. Their voices should be heard in a methodical manner. When it comes to promising methods that analyse girls' participation in education in emergencies, there is a crucial vacuum in the research base.

### **Group support**

The study sought to find out respondents' opinion on whether group support was used as one of the forms of psychosocial support that can assist girls to access education in emergencies.

From the findings, 68.0%(263) of the respondents were not of the opinion that group support as the form of psychosocial was not helping girls in accessing education in emergency, while, 32.0%(124) agreed that support group helped in accessibility of education in emergencies by the girl child. The study finding in agreement with the key informant interview with the education counselor from windle trust kenya that, Some girls were trained by the NGO as peer counselors to become mentors so as to teach other girls on how to manage their stress and emotions, they were grouped and trained and picked from different classes for easy implementation of the counseling activities.

In agreement with the current study that group support programmes have a beneficial impact on female child development and learning by increasing girls' emotional health and well-being, and are a promising avenue of response for education in emergencies. As a result, group support programmes can promote academic success and attainment, as well as school attendance, engagement, and motivation, all of which minimise bad behaviour among girls in schools and communities. Durlak and colleagues (2011).

### **Creation of Life- Skills lesson in Schools**

The study revealed that creating lessons of life skills in schools is one of the ways the girl child can be able to access primary education during emergencies. Results illustrated that 37.7%, (147) of the respondents disagreed that it's a form/nature of psychosocial support offered to girls while 62.3%, (240) of the respondents agreed that introduction of life skills of lessons in schools helped the girl child in accessing education in emergency. In agreement with the finding interview with the headteacher Angelina jolie primary school

The school provides guidance and counseling to girls who are psychologically affected so as to have positive ideas towards life, especially those neglected by their parents or guardians. The teacher counselor normally talks to them in group or separately depending on the nature of the case and she talks of real life situations to help the girls understand.

The current study refutes the claim that as learners of all ages battle to cope and survive in unstable and often life-threatening conditions, the linkages between social, emotional, and academic skills strengthen. SEL abilities are important tools for establishing resilience in children and teens who have been through a crisis.

They can be the difference between having supportive relationships or being socially isolated, managing stress or using negative coping methods, and succeeding in school or dropping out (Varela et al., 2013).

Life skills has been one of the effective forms of psychosocial support that is mostly used by the NGOs to assist girls access education in Kakuma, however the girls in Kakuma have got their own ways of responding to life skills from their experience of the emergency situations. Therefore the humanitarian organizations in charge need to revise their ways of delivering the services to the girls so that they can take it positively and seriously for their future.

## **CONCLUSIONS AND RECOMMENDATIONS**

The findings established that the nature of psychosocial support offered to girls in emergency primary education in Turkana west Sub-County were, individual counseling where 29.2%(113) agreed while 70.8%(274) disagreed, peer counseling 71.8%(278) disagreed and 28.2%(109) agreed, group counseling 28.9%(112)agreed, 71.1%(275) disagreed, advice from the class teacher, 68.5%(265)agreed, 31.5%(122) disagreed, community awareness 68.7%(266) agreed, 31.3%(121) disagreed, construction schools near for accessibility 68% (263)disagreed, 32%(124) agreed, providing psychological emotional support 56%(218) disagreed, 44%(169)agreed.

The study findings found that most girls who needed psychosocial support resided in Kakuma 4 because they were mostly unaccompanied minors, children who sought refuge in Kenya without parents or guardians. The study concluded that there were several types of psychosocial supports offered to girls but still there were gaps, the support did not reach right beneficiaries due to the increased number of those who needed psychosocial support each day. The schools and the NGOs offering the support should re-structured their methods of offering their support to meet the needs of every girl child who needs the assistance.

The study Recommended that much effort should be put on nature/ forms of psychosocial support that was ranked less throughout the study findings i.e., individual counseling, psychological emotional support, mentorship programs, workshops to the parents and guidance. That intense mentorship programs be conducted in both community and schools to enable parents break the strong negative culture about the place of girl child in the community and enlighten the girl and the teachers on the importance of education which will create a favourable environment for learning for the girl child. However much support is there, it was not effective for the girl child in emergency primary education in Turkana west Sub-County.

## **Suggestions for Further Studies**

More studies in the following areas should be approached, according to the study.

- A research to be carried out in the North Eastern region of Kenya since the area also hosts the biggest refugee camp in the country.
- A research to be done in the entire Turkana County because they share the same challenges.
- Other socioeconomic factors affecting the girl child can be addressed in future research conducted in the region.

## **REFERENCES**

- Ager, A.; Metzler, J.; Vojta, M.; Savage, K. Child friendly spaces: A systematic review of the current evidence base on outcomes and impact. *Intervention: International Journal of Mental Health, Psychosoc. Work Couns. Areas Armed Confl.* 2013,
- Beeman, W. O. (2002). Culture, performance, and communication in Iran. *Tokyo, Japan: Institute for the Study of Languages and Cultures of Asia & Africa.*
- Bogonko, S.N. (1992). Reflections on Education in East Africa. *Nairobi: Oxford University Press.*
- Chege, W., J. (2014). "Influence Of Inter-Ethnic Conflict On Girls' Participation In Primary Education In

- Samburu Central Sub-County, Kenya.” *Unpublished Master's Thesis. University of Nairobi, Kenya.*
- Egbo Anthonia Chinonyelum,{2013} The Role of Guidance and Counselling in Effective Teaching and Learning in Schools: The Nigerian Perspective.
- Felsman, JK, “Social and Psychological Aspects of Emergency Settlement”, *Interworks, University of Wisconsin Disaster Management Centre, 1996.*
- Felsman, JK, “The Image of War-Affected Children: An Ethical Dilemma from the Field”, *Peace Psychology Bulletin, Vol. 1, No 1, April 1992.*
- Felsman, JK, “The Repatriation of Vulnerable Refugee Groups: Field-Based Planning and Co- ordination”, *SATARI, Save the Children Federation, May 1993.*
- Felsman, JK. et. al., “Estimates of Psychological Distress among Vietnamese Refugees: Adolescents, Unaccompanied Minors and Young Adults”, *Social Science & Medicine, Vol. 31, No 11, p.1251-1256, 1990.*, Fred C. (2010) School Guidance and Counselling Services. Schooling.
- Gezelius, H., *Refugee-Run Education: The Somali Refugee Primary School in the Republic of Yemen, RäddaBarnen, Stockholm, 1996.*
- Global Monitoring Report on Armed Conflict and Education, (UNESCO, 2011)
- Hills, E.S. (1996). *Arid Lands: A Geographical Appraisal.* London:Methuen& Co. Ltd Government of Kenya (2003). *Economic Recovery Strategy for Wealth and Employment Creation.2003-2007.Nairobi: Government Printer.*
- Hyde, K. (1989). *Improving Women’s Education in sub-Saharan Africa.A review of the literature. Education and Employment Division, The World Bank.*
- IASC (2005). *Guidelines on Gender-Based Violence Interventions in Humanitarian Settings. Action Sheet 7.4: Provide sanitary materials to women and girls, p.61. Geneva: IASC. [http://www.humanitarianinfo.org/iasc/content/subsidi/tf\\_gender/gbv.asp](http://www.humanitarianinfo.org/iasc/content/subsidi/tf_gender/gbv.asp).*
- Kanus, E. (2017). *Influence of Guidance and Counselling Services on Students' Emotional adjustment in Secondary Schools in Kenya.*
- Kenrick, D. T., Neuberg, S. L., Griskevicius, V., Becker, D. V., & Schaller, M. (2010). *Goal- Driven Cognition and Functional Behavior The Fundamental-Motives Framework. Current Directions in Psychological Science, 19(1), 63-67.*
- Kenya Reference students experiences of education in Kakuma Refugee camp.*Unpublished master project Saskatoon University of Saskatchewan.Mareng CD (2006).*
- Kothari CR (2009) *Research methodology and Techniques 2<sup>nd</sup> revised edition new Age International publishers.*
- Loescher, J. Milner, E. Newman, and G. Troeller, eds. (2008).*Protracted Refugee Situations: Political, Human Rights and Security Implications.* Tokyo: UN University Press.
- Martínez, Elin. 2016. *The Education Deficit: Failures to Protect and Fulfill the Right to Education through Global Development Agendas.*
- Maslow, A. H. (1943). *A Theory of Human Motivation. Psychological Review, 50(4), 370-96.* Maslow, A. H. (1954). *Motivation and personality. New York: Harper and Row.*
- Miller, K.E.; Rasmussen, A. Rasmussen, War experiences, daily stressors and mental health five years on: *Elaborations and future directions. Intervention 2014*

- Onyilofor F.N.C., (2013). Repositioning Guidance and Counselling and curriculum innovation in higher education in Nigeria *Journal of Internal Education*.
- Otake, Y. Community Resilience and Long-Term Impacts of Mental Health and Psychosocial Support in Northern Rwanda. *Med Sci*. 2018
- Pamela: *Peace Education Kit*, Nairobi/Geneva, UNHCR, 2000.
- Refugee Survey 2004.USCRI (U.S. Committee for Refugees and Immigrants).[online] Available at: [www.refugees.org/data/wrs/04/pdf/38-56.pdf](http://www.refugees.org/data/wrs/04/pdf/38-56.pdf).
- Sinclair, M. (2002).Education in Emergencies, in: Learning for a Future: Refugee Education in Developing Countries. *Geneva: UNHCR*.
- Smith, A., and Vaux, T. (2003).Education, Conflict and International Development008). 'Socio-economic and Cultural Constraints Facing Implementation of Free Primary Education in Garissa District'. Nairobi: Kenyatta University. *Unpublished M.Ed Thesis. New York, Macmillan Publishers*.
- Sphere Project (2004). Humanitarian Charter and Minimum Standards in Disaster Response. Minimum Standards in Water, Sanitation and Hygiene Promotion, pp.51-102. Geneva: Sphere Project. <http://www.sphereproject.org/handbook/index.html>.
- Summary Report of the Workshop on Promising Practices for Protecting Education from Attack and Schools from Military Use, (GCPEA 2016)
- Tay, L., &Diener, E. (2011). Needs and subjective well-being around the world. *Journal of Personality and Social Psychology*, 101(2), 354-356. doi:10.1037/a.
- Tolfree, D., Restoring Playfulness: Varieties of Approach to the Assistance of Children Who Are Psychologically Affected by War or Displacement, *RäddaBarnen, Stockholm, 1996*.
- UNHCR (2012) *2012-2016 Education Strategy*.
- UNHCR.2013 UNHCR'S Mental Health and SupportSupport for Persons of Concern Geneva United Nations High Commissioner for Refugees.
- UNICEF (2012) *Water, Sanitation and Hygiene (WASH) in Schools Manual*. United Nations.
- University of Wisconsin, Emergency Settlement Project (1996)*. Topic 14 – Environmental Health: Water, Sanitation, Hygiene, and Vector Management. <http://dmc.engr.wisc.edu/es96/Environhealth.html>.
- Wessells MG.2008 Do no harm: challenges in organizing support to displaced people in emergency settings *Refugee* 25-6-14.
- World Bank, Accelerating Uganda's Development: Ending Child Marriage, Educating Girls, 2017, <http://documents.worldbank.org/curated/en/553381512398131516/pdf/121848-REVISED-rrUEU-10-Full-report.pdf> (accessed March 2018).
- World Vision International 2004).Dankei S. 2004. Refugee Interregnum in the international term.*A study of Nepal Pakistan and Kenya.UNHCR Education and policy analysis unit*.
- Yusoff, Y. M., & Abdullah, N. R. W. (2021). Assessing the Effectiveness of Guidance and Counselling Programme in Managing Student's.