Psychosocial Wellbeing of Primary Pupils and School Participation: A Terrorism Related Insecurity Perspective

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Abstract: Kenya has been a victim and remains a vulnerable target due to its location, stand and support to international institutions and countries opposed to their illicit operations. In the past, the country has borne the dreadful pain meted by the regional perpetrators, the Al Shabab and still remains susceptible. In particular, Northeastern and Coastal Counties including Lamu County have witnessed several terrorist attacks and attempts since 2011. These attacks have notably targeted schools, pupils, teachers, host communities, the local communication and transport systems. This study sought to investigate the influence of terrorism-related insecurity on pupils' participation in Lamu West Sub-county. The study was guided by a research question on how the terrorism related insecurity psychosocial wellbeing of pupils affect their school participation. The study adopted the mixed methodology with a concurrent triangulation approach, targeting 25,420 school stakeholders in Lamu west subcounty. With a sample of 381 and clustering the schools into regions, five headteachers were selected using simple random sampling method. The research instruments and approaches of data collection were questionnaires, focus group discussions, interview schedules and observation checklist for learners. Validation of research instruments was done through discussions with relevant experts while reliability was assessed by applying split-half method and Cronbach's Alpha method. The study found that the extent of the pupils' psychosocial wellbeing affected was measured using different indicators which depict varied levels of influence. The study showed that 7.3% of the variations in pupils' participation were attributed to psychosocial wellbeing arising from terrorism related insecurity.

Keywords: Psychosocial Wellbeing, School Participation, Terrorism, Insecurity, Pupils

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1. Introduction

Insecurity is generally a state of uncertainty confronting an individual, a localized area or zone, country or region. It may be classified on the basis of its root cause such as political skirmishes, ethnic tensions, regional conflicts or terrorism (Momanyi, 2015). In the context of this study, insecurity is narrowed down to terrorism, which is categorized as organized crime, targeting the perceived victims based on issues of interest to the perpetrators. This study conceptualizes terrorism related insecurity as the act and threat of aggression on populations or any strategic assets/properties by the terrorists, who are driven by religious, ideological or political inclinations or retaliation motives. These are

seen to affect the psychosocial welling of pupils. Psychosocial wellbeing entails the positive motives especially in relating to others, having autonomy as well as feeling purpose in life. In the context of conflict environment, psychosocial welling includes the levels of managing oneself to be resilient to the situation.

According to Brück, Schneider and Karaisl (2007), and drawn from the UN (2012), terrorism is not the only source of insecurity, but only one among many others, such as organised crime, political instability or economic shocks, natural disasters or industrial accidents where the risk of terrorism is defined not only by its own absolute probability but also by the likelihood of other events to happen. It is a differentiated activity whose motive is premised on some perceived contraventions or threat to the perpetuators' interests, ideology, religion or political stand. Hussain and Sarma (2016) argue that given that the portfolio of risks and their likelihoods vary across time, across countries and across stakeholders, the importance that is assigned to a particular element of insecurity, e.g., terrorism and its salience on the policy agenda will vary as well.

While terrorism is a global phenomenon, the frequency and magnitude are more pronounced in the Middle East, Asia and Africa. However, Europe and the US have had their share of attacks, though few but with a universal impact particularly when considered together with their targeted interests and alliances in other countries or regions. According to Global Terrorism Index (GTI) by Institute for Economics & Peace (IEP), the vast majority of terrorist attacks occur in the Middle East and North Africa (MENA), South Asia and sub-Saharan Africa regions, where collectively they account for 84% of all attacks and 94% of deaths (IEP, 2017). In contrast, Central America and the Caribbean accounted for the lowest levels of terrorism with only 0.05% of attacks and deaths. In 2016, Sub-Saharan Africa was the fourth worst performing region with 51 different terrorist organisations carrying out at least one attack in the region. Nigeria and Somalia have experienced both the highest numbers of attacks and the highest death toll in the last 15 years primarily due to Boko Haram and al-Shabaab. Of the 35,559 people killed in terrorism attacks since 2002, 65% of the fatalities and 70% of the attacks occurred in these two countries. GTI further observes that there are regional variations in terms of who is attacked, and the methods used however in all regions civilians are frequently targeted. In MENA and Sub-Saharan Africa civilian attacks accounted for 60% and 56% respectively in 2016. In both regions government infrastructure and personnel were targeted less frequently, in accounting for 8% and 20% of attacks respectively while in Europe, civilians were the target of 41% of attacks while a quarter of attacks targeted the police and military. There were 150 attacks on police and military targets in 2016 compared to 192 attacks aimed at civilians (IEP, 2017).

The counterterrorism measures have expended state and donor resources but despite the concerted efforts, terrorism has not ceased and continues to thrive given the intermittent episodes worldwide. The Country Report on Terrorism by the US Department of State (USDOS) argues that despite our successes, the terrorist landscape grew more complex in 2017 noting that ISIS, al-Qa'ida, and their affiliates have proven to be resilient, determined, and adaptable, and they have adjusted to heightened counterterrorism pressure in Iraq, Syria, Afghanistan, Libya, Somalia, Yemen, and elsewhere (USDOS, 2018). In addition, the report further observes that they have become more dispersed and clandestine, turning to the internet to inspire attacks by distant followers, and, as a result, have made themselves less susceptible to conventional military action (USDOS, 2018). This is corroborated by Momanyi (2015) in a study on The Impact of Al-Shabab Terrorist Attacks in Kenya that in 2011, the Kenyan Government started an operation called "Operation Linda Nchi" meaning 'Operation Protect the Nation', after the Al-Shabaab were blamed for a series of kidnappings of aid workers from refugee camps in North Eastern Kenya and some tourists from the coastal area of Lamu. According to the study, the idea of the operation was aimed at pushing back the Al-Shabaab from southern Somalia and to weaken their operation, since the presence of Al-Shabaab in the southern part of Somalia was a threat to the Kenya tourism industry (Momanyi, 2015).

Arising from the trend of the several attacks on people and assets in Kenya, the greatest threat is thus attributable to *Al Shabaab* activities, filtering through the porous Somali border or from their local cells and networks. Besides the physical damage and human loss, the economic activities have similarly taken a beating from the attacks, which include among others the displacement of population and negative socioeconomic impact from occasional travel advisories by the various development partners. This view corresponds to the observation in the report by the U.S. Department of Homeland Security (DOHS) on the Security Strategic Framework for Countering Terrorism and Targeted Violence reported that Kenya had lost its reputation and thus directly affecting its attraction of tourists. This not only affected it competitiveness globally but also lost of income which in turn affected its GDP. The effect spread of the employment sector where the hotel industry was significantly hit with multiple job losses in hospitality and catering sector. The effect spilled over to the transport sector with the air transport reporting high amount of job losses due to terminations and related transfers (DOHS, 2019).

In the East African region, Kenya has comparatively borne the greatest loss and threat from the Al-Shabab insurgents. The scale of the terrorist has depended on the target, but apart from those aimed at installations associated with the West, a good number have been of lower scale spread across the country but still with casualties. This tallies with a study by Momanyi (2015) that observed that most of the attacks have occurred in Nairobi, Mombasa and the North- Eastern province, particularly in Mandera, Wajir and Garissa counties. The attacks were small scale and were carried out on churches, buses, bars, bus stations, military camps, marketplaces and shopping centres. A study focusing on the coastal border county of Lamu would enhance the available literature and knowledge on this subject matter and thus this study.

Insecurity in Kenya is rampant, taking the forms of political disturbances, ethnic conflict, riots and organized crimes. Terrorism is a high-level form of organized crime that may be executed locally or from across the borders. Terrorist attacks in Kenya are largely targeted type, mainly aimed at public institutions or facilities with Western World interests or preferences. For the latter, such attacks are mainly retaliatory and/or agitations against standpoints considered antagonistic or hostile to the perpetrators. Whenever such attack occurs with a tangible measure of success, the outcome is widely shared in all accessible media platforms, purposely to create apprehension, fear and self-aggrandizement on the part of the perpetrators. Terrorism is disruptive, affects normal livelihoods and the attendant support systems and facilities.

It is noteworthy to mention that terrorism inflicts pain and life-long suffering to the victims. Omede and Omede (2015) argue that terrorist activities had led to displacement of people, loss of lives and properties, feelings of suspicion, anger, and hatred as well as psychological and emotional trauma and general state of insecurity. This observation and the consequences therein resonate with the disruptions on continuity and quality of education in schools whenever such targeted attacks on learning institutions take place. The education sector, its support systems and infrastructure have been casualties of the sporadic attacks resulting in prolonged interruptions of the school curriculum. A study by K'Odipo (2017) on the causation issues of terrorism in Kenya and their effects on the provision of education found out that the education sector is reeling from constant attack of terrorists, where deaths of students and teachers and destruction of educational facilities are just some of the impacts. The study further observed that in the most affected counties of Mandera, Wajir and Garissa, the level of enrolment has dropped down significantly and that many teachers that were working in the areas have left their workstations, such that some opted to resign, seek transfer yet those left

work under trauma and anxiety. It was, therefore, imperative to explore the ramifications of terrorism-related insecurity on the pupils' participation in public schools in Kenya.

2. Literature Review

Terrorism is executed through various horrifying mechanisms such as suicide bombings, abductions, kidnappings, hijackings and use of grenades, where the targeted victims are subject to chronic fear, loss of lives, injuries and extermination of their enterprises (Omar, 2021). The anxiety caused by terrorists is exacerbated when online platforms and media are widely used to spread their propaganda. This may easily cause psychosocial trauma especially if such a victim or reader has previously encountered terrorist acts. According to a report on The Use of Internet for Terrorist Purposes by United Nations Office on Drugs and Crime noted that this may be achieved through the dissemination of disinformation, rumours, threats of violence or images relating to provocative acts of violence (UN, 2012).

Hussain and Sarma (2016) in a study on Socio-economic and Psychological Effects of Terrorist Bomb Blasts on the Lives of Survivors in India illustrates that adverse psychological effects were expressed in terms of various psychological symptoms, such as flashbacks, hyper-arousals, hopelessness, helplessness, lack of interest in daily activities, which are in line with the symptoms of Post-Traumatic Stress Disorder (PTSD) and depression. This study further argues that, although several years have elapsed since the disaster, those who survived still carry the scars that constantly remind them of their horrific ordeal and that they are also tormented by psychological issues, which by their own admission, are more difficult to deal with compared to the trouble and pain caused by their physical injuries. Therefore, a direct outcome of the terrorist bomb blasts is the uncertainty that the family members of the deceased and the injured have been facing regarding education for their children, accessing proper medical facilities and employment (Hussain & Sarma, 2016).

In Kenya, the past episodes of terrorist attacks gravitated around religious and/or ideological orientations. In local and rural settings with multi-ethnic and religious backgrounds, such acts have had the effect of creating suspicion, resentment and anxiety in the neighborhood. This ethnic or religious tension may conflict that destabilize the old ways of existence and may easily mutate to internal conflicts that negatively impacts on households depending on the divide that they belong to. This is reinforced by Hussain and Sarma (2016) noted that after the disaster, the immediate focus was on rebuilding of infrastructure and lives of victims, however, psychological trauma can linger for a very

long time, or even a lifetime. Additionally, terrorist activities also lead to a sense of victimhood in society and increase negative beliefs, stereotypes and hostile attitudes towards the members of the group to which terrorist belongs; such as increase in the negative stereotype towards Muslims in USA after World Trade Center attack (Hussain & Sarma, 2016). It is more profound when such attacks affect a school since the effect escalates to the community that includes parents, private and public establishments. This may inevitably lead to closure of schools, displacement or local strife. K'Odipo (2017) in a study on causation issues of terrorism in Kenya and their effects on the provision of education argued that the closure of schools has also left even the willing students without any chance for better education such that some students have had to endure the painful memories of their dead teachers. The Post Traumatic Stress Disorder (PTSD) comes with such experiences and hinders their ability to learn noting that they require counselling and psychological support that is not available to them. This leaves them at the mercy of nature for their survival and poor performance is inevitable in such circumstances even for the most brilliant brains (K'Odipo, 2017).

More specifically, the Ministry of Education in Kenya, lists terrorism in the portfolio of insecurities facing school-going children. The National Education Sector Strategic Plan for the Period 2018–2022 documents that a large proportion of children face challenges in accessing quality education due to natural or man-made disasters, as well as insecurity, citing issues such as floods, drought, fires, cattle rustling, inter-ethnic clashes, inter-clan clashes, terrorism and political instability, among others, do affect them (RoK, 2018). While this is consistent with Brück, Schneider & Karaisl (2007) that terrorism is not the only source of insecurity, it nonetheless provokes the thought that even though terrorist incidents are sporadically executed, the attendant impact causes concern to the education policy makers and by extension security administrators.

Theoretical Framework

This study was guided by Frustration-Aggression-Displacement and Social Learning theories. The tenets of the two theories provides the foundation concepts in the understanding of the hypothesized relationship between the dependent and independent variables. Sekaran (2003) informs that a theoretical framework is a conceptual model of how one theorizes or makes logical sense of the relationships among the several factors that have been identified as important to the problem.

Frustration Aggression Displacement Theory

The theory also referenced as Frustration Aggression Hypothesis was fronted in 1939 by John Dollard, Neal Miller, Leonard Doob, Orval Mowrer, and Robert Sears. Subsequent refinement of the theory was by Neal Miller in 1941 later by Leonard Berkowitz in 1969. The primary tenet of the theory is that aggression comes about when an individual's pursuit of a goal is blocked or frustrated. The proponents of the theory postulate that frustration causes aggression, and when frustration is not challenged, then aggression gets displaced on an innocent target.

Social Learning Theory

The theory was postulated by Albert Bandura fronting the concept or notion of reciprocal determinism. He averred that an individual's observation, social personality characteristics and socio-cultural settings also have a potential influence on his or her own behaviours (Abbasi, Khatwani & Soomro, 2017). The theory argued that the characteristics of an individual and his environment are the key determinants and dominant factor in explaining the behaviour of an individual in society.

3. Methodology

The study adopted the mixed methodology with a concurrent triangulation approach, targeting 25,420 consisting of Head Teachers, pupils, parents, teachers, County Director of education, Curriculum Support Officers, Sub-County Director of education and Education Donor staff. A sample of 381 of the population was derived from Krejcie and Morgan (1970) sampling tables. The questionnaire study participants (teachers) were 60% female and 40% males. The schools were clustered by their zones. The 5 schools and the five headteachers were selected using simple random sampling method. The research instruments and approaches of data collection were questionnaires for teachers, focus group discussions among parents, interview schedules with the head teachers and observation checklist for learners. Piloting of the data collection instruments was conducted in Lamu East Sub- County to establish the validity, reliability, credibility and dependability. Validation was done through discussions with relevant experts while reliability was assessed by applying split-half method and Cronbach's Alpha method. Credibility was ascertained via multiple analysis, whereas dependability was ascertained through detailed reporting. Qualitative data was analysed and aligned to the study objectives with narrations and thematic presentations. Quantitative data was organized and processed using Statistical Packages for Social Sciences (SPSS 23), presented in frequency tables and charts, and further analysed using descriptive and inferential statistics.

4. Results and Discussion

The questionnaire items included the question for teachers on how terrorism activities related anxiety and fear among the learners was rated on a 5-point Likert scale 1-5. The findings obtained about the state of anxiety and fear among the learners are presented using Table 1.
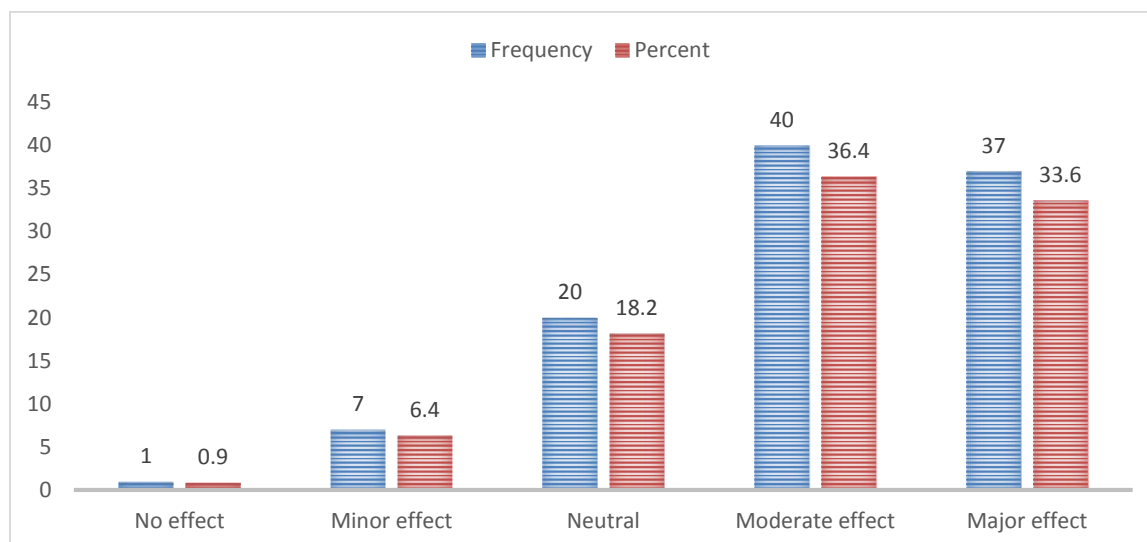
Table 1 Terrorism Activities related Anxiety and Fear among the Learners

Terrorism activities cause Anxiety and Fear	f	%
No effect	3	2.7
Minor effect	13	11.8
Neutral	24	21.8
Moderate effect	39	35.5
Major effect	31	28.2
Total	110	100.0

Table 1 shows that majority of the respondents 39 (35.5%) from 110 respondents felt that the effect of fear and anxiety related to terrorism-related insecurity among the learners was of moderate effect with additional 31(28.2%) pointing out that it had a major effect. This compares to existing literature that states the anxiety caused by terrorists is exacerbated when online platforms and media are widely used to spread their propaganda (Institution for economics and peace (IEP), 2015). This may easily cause psychological trauma especially if the victim previously encountered terrorist acts. Being fearful and anxious due to past heartbreaking occurrences may lead to a mental block whereby one is unable to clearly process their thoughts and have closure for those events. Guidance and counselling must be introduced to provide learners with a platform where they can open up and deal with their realities in a beneficial and healthy manner.

On the other hand, the inquiry on the levels of uncertainty following the terrorism-related insecurity among the learners was investigated and the data collected analyzed. The results are presented using Figure 1.

Figure 1: Uncertainty following the terrorism-related insecurity among the learners

Figure 1 shows that the majority of the teachers indicated that the learners moderately faced uncertainty on their academic life following terrorism related insecurity 40(36.4%). Close to this was a portion o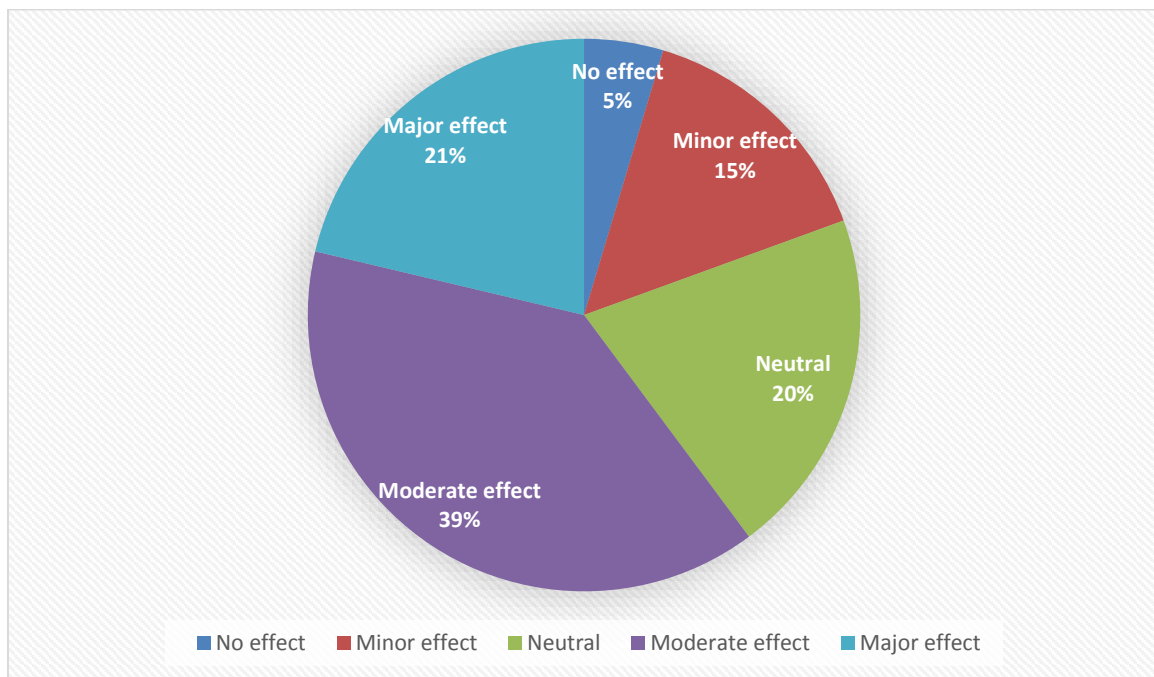f 37(33.6%) which showed that the uncertainty challenges had a major effect on the academic of the learners. Contrary, only a few 1(0.9%) felt that the terrorism incidents had no effect on uncertainty among the learners. Related to this, the findings on suspicion and withdrawal were presented using Table 2.

Table 2 : Terrorism-related Insecurity Suspicion and Withdrawal among Learners

Terrorism activities cause Suspicion and Withdrawal	F	%
No effect	6	5.5
Minor effect	15	13.6
Neutral	24	21.8
Moderate effect	43	39.1
Major effect	22	20.0
Total	110	100.0

Table 2 shows that majority of the teachers 43(39.1%) indicated that the terrorism-related insecurity had a major effect on suspicion and withdrawal among the learners. While a portion of 24(21.8%) were neutral about the effect of the insecurity suspicions and withdrawal among the learners, a close portion of 22(20%) felt that it had a major effect. The findings reflect the study of Hussain and Surma (2016) on socio-economic and psychological effects of terrorist bomb blasts on the lives of survivors in India. The study illustrated those adverse psychological effects were expressed in terms of various psychological symptoms such as flashbacks, hyper-arousals, hopelessness, helplessness, lack of interest in daily activities which are in line with symptoms of PTSD and depression. When pupils face traumatic events, they will not concentrate in class. They may develop erratic behavior as a result of their subconscious. Trauma can affect one's life if it is not dealt with. Social groups of people who have been affected should be formed as a platform for sharing and understanding that they can overcome the past and know that they are not alone. The data on the indicator of resentment among the learners was also analysed and presented using Figure 2.

Figure 2: Terrorism-related Insecurity resentment among the Learners

Figure 2 shows that majority of the teachers (39%) felt that terrorism-related insecurity had a moderate effect on resentment among the learners. Significantly, 21% of them felt that the insecurity had a major effect on the learners' resentment. Related to the current study findings, Hussain and Surma (2016) reported that Kenya's past episodes of terrorist attacks gravitated around religious and or ideological orientations whose effects are increased suspicion, resentment and anxiety in the neighbourhood. Though affected parties maybe fearful, they also develop bitterness due to the extreme agony they have been through. These may create an

environment that the aggrieved parties may want to seek revenge. In avoiding any retaliation, it is key for the government to assure its citizens that justice will be served, and they look into the matter with aggression and determination.

The study explored the effect of the terrorism-related insecurity using rejections, an indicator for psychosocial effect among the learners. The study findings are presented using table 3.

Table 3: Terrorism-related Rejection Effects among Learners

Terrorism activities cause rejection	F	%
No effect	6	5.4
Minor effect	12	10.9
Neutral	21	19.1
Moderate effect	48	43.6
Major effect	23	20.9
Total	107	97.3

Table 3 shows that majority of the teachers 48(44.9%) indicated that the terrorism-related insecurity had moderate effect on resentment among the learners. On the other hand, a relatively large portion of the respondents 23(20.9%) also indicated that the insecurity had major effect of resentment among the learners. According to K'Odipo (2017), attacks affect schools since the effect escalates to the community that includes parents, private and public establishments which leads to closure of schools, displacement or local strife. One

of the strategies that would restore school attendance is by reinforcing the security around the affected areas. This will provide a safety angle that the residents can rely on.

The collected data on influence of terrorism-related insecurity on psychosocial wellbeing of the learners was analysed using correlation analysis and the results presented in Table 4.

Table 4: Correlation Analysis on Psychosocial wellbeing of Learners

		Anxiety and fear	Uncertainty	Suspicion and withdrawal	Resentment	Rejection	Average Transition rate 2015-2019
Anxiety and fear	Pearson Correlation	1	-.141	.123	-.007	.176	-.125
	Sig. (2-tailed)		.151	.199	.941	.071	.194
	N	110	110	110	110	110	110
Uncertainty	Pearson Correlation	-.141	1	-.154	.026	-.069	-.111
	Sig. (2-tailed)	.151		.117	.797	.490	.259
	N	110	110	110	110	110	110
Suspicion and withdrawal	Pearson Correlation	.123	-.154	1	.027	-.148	-.223*
	Sig. (2-tailed)	.199	.117		.779	.127	.019
	N	110	110	110	110	110	110
Resentment	Pearson Correlation	-.007	.026	.027	1	-.032	.055
	Sig. (2-tailed)	.941	.797	.779		.747	.570
	N	110	110	110	110	110	110
Rejection	Pearson Correlation	.176	-.069	-.148	-.032	1	-.095
	Sig. (2-tailed)	.071	.490	.127	.747		.329
	N	110	110	110	110	110	110
Average Transition rate between 2015 and 2019	Pearson Correlation	-.125	-.111	-.223*	.055	-.095	1
	Sig. (2-tailed)	.194	.259	.019	.570	.329	
	N	110	110	110	110	110	110

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4 shows a correlation coefficient between anxiety & fear and average transition rate between 2015 and 2019 at – 0.125. This implies that an increase in anxiety and fear related to terrorism insecurity led to a decrease in average transition rate between 2015 and 2019 in Lamu west subcounty, Lamu County. Similarly, the correlation of the other psychosocial indicators except resentment were negative depicting a reduction effect on transition rates among the leaners. This implies that the psychosocial effects of the terrorism-related insecurity affected transition rates. Notably, only one indicator (suspicion and withdrawal) significantly affected transition rates among the learners. This reflects the postulation of the ministry of education in Kenya which listed terrorism in the portfolio of insecurities that faced psychosocial aspects of school going children and that a large portion of pupils faced challenging quality due to insecurity as well as natural or man-made disasters (K'Odipo, 2017). Enrolment represents the percentage of pupils that have joined school. Holding the quality of

education aside, pupils who are not in school do not access education. It is vital for management authorities to ensure that the learning institutions are safe and conducive for quality and safe learning.

In a different inferential analysis using linear regression, the independent variable indicators including anxiety and fear, uncertainty, suspicion and withdrawal, resentment and rejection against the school enrolment are presented using table 5.

Table 5: Regression Analysis between Psychosocial wellbeing and Enrolment

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	3.416	.788		4.336	.000
	Anxiety and Fear	1.265E-17	.100	.000	.000	1.000
	Uncertainty	.151	.145	.222	1.045	.300
	Suspicion and withdrawal	-.246	.085	-.494	-2.906	.005
	Resentment	-6.705E-16	.137	.000	.000	1.000
	Rejection	-.038	.141	-.059	-.268	.790

a. Dependent Variable: Pupils' enrolment

Table 5 shows that unstandardized coefficients for constant beta and standard error are 3.416 and 0.788, respectively. The table also shows standardized coefficients beta for anxiety and fear, uncertainty, suspicion, and withdrawal, resentment, and rejection as .0, .222, -.494, -.0 and -.059 respectively. Modelling the statistics would lead to a function that relates independent variables to enrolment as shown below.

$$Y = 3.416 + 0.222W - 0.494X - 0.059Y + 0.788$$

Where;

Y is the enrolment of the learners.

W is the uncertainty level.

X is suspicion and withdrawal.

Y is rejection.

This implies that the increase in uncertainty level related to terrorism insecurity would increase enrollment while increase in withdrawal and rejection would reduce enrolment of the pupils in Lamu West subcounty. The statistics also indicate that anxiety and fear, and resentment would not have effect on enrollment. This implies that while fear and resentment may be among the pupils, the enrollment remained stable.

From the regression, a model summary for psychosocial wellbeing of learners is presented using Table 6.

Table 6: Model Summary for Psychosocial wellbeing of Learners

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.347[a]	.120	.073	.25461

a. Predictors: (Constant), Rejection, Resentment, Uncertainty, Suspicion and withdrawal, Anxiety and fear

Table 6 shows an adjusted R square of 0.073 at standard error of .23461. This implies that the 7.3% variations in pupils' participation in education are attributed to psychosocial wellbeing determined by terrorism related insecurity in Lamu West subcounty.

Related to the qualitative data collected through interviews with the head teachers and other educational organ leaders, the findings are consistent. One of the head teachers pointed out that when they resumed after closure following insecurity incidences, the pupils looked less happy with talks in low tones. In a different

revelation through a Focus Group Dicussion (FGD) with parents in mini valley, Hongwe zone, one of the parents was quoted saying:

> *There has been heightened anxiety and tension especially when children hear any booming sounds and alarms. They become terrified to the point they can be on their own. Learning processes have been disrupted, access to public amenities like transport is very difficult. It is important to mobilize our communities through*

peaceful co-existence in aim to ensure that our children are not recruited. [P3, female]

Both quantitative and qualitative study findings reflect the existing literature that points out importance of management authorities to ensure that the learning institutions are safe and conducive for quality learning (UN, 2012). Being fearful and anxious due to past heartbreaking occurrences may lead to a mental block whereby one is unable to clearly process their thoughts and have closure for those events. Guidance and counselling must be introduced to provide learners with a platform where they can open up and deal with their realities in a beneficial and healthy manner. When pupils face traumatic events, they will not concentrate in class. They may develop erratic behavior as a result of their subconscious (Hussain & Sarma, 2016).

Trauma can affect one life if it is not dealt with. Social groups of people who have been affected should be formed as a platform for sharing and understand that they can overcome the past and know that they are not alone. One of the strategies that would restore school attendance is by reinforcing the security around the affected areas. This will provide a safety angle that the residents can rely on. Though affected parties maybe fearful, they also develop bitterness due to the extreme agony they have been through. These may create an environment that the aggrieved parties may want to seek revenge. In avoiding any retaliation, it is key for the government to assure its citizens that justice will be served, and they look into the matter with aggression and determination (RoK, 2018).

5. Conclusion and Recommendations

The study findings showed that there is to a large extent that the psychosocial wellbeing of pupils in the schools were affected and thus impacting the school participation. The extent of the pupils' psychosocial wellbeing affected was measured using different indicators which depict varied levels of influence. The aspects which include anxiety and fear, uncertainty, suspicion and withdrawal, resentment and rejection are concerns for psychosocial stability of the pupils in participating in education in Lamu West Subcounty.

The study recommends that the education stakeholders in public primary schools in Lamu West subcounty use expert guidance and counseling services to mentor the affected pupils during the times of terrorists' attack. The revelation of the unstable psychosocial welling of the learners calls for professional and stakeholder cooperation to assure the pupils of their safety and security. In regard to this, the scenarios where the pupils exhibit anxiety and fear, uncertainty, suspicion and withdrawal, resentment and rejection should be given priority. The most affected pupils can be enrolled in counselling centres or attached to specialists on counseling psychology for restoration of their psychological stability.

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