

# **STRATEGIES OF TRAUMA MANAGEMENT IN PEACEBUILDING INITIATIVES AMONG SECONDARY SCHOOL STUDENTS IN NAKURU MUNICIPALITY, KENYA**

**Solomon Njenga Ng'ang'a**

P.O Box 19132-00501

Nairobi, Kenya

Email: [njengasolomon@gmail.com](mailto:njengasolomon@gmail.com) /[snjenga@anu.ac.ke](mailto:snjenga@anu.ac.ke)

## **ABSTRACT**

Trauma management is a major component of peacebuilding initiatives because its implications pose great challenges to the affected and infected. Unfortunately, peacebuilding initiatives in the recent past have placed more emphasis on components such as infrastructure development, rebuilding weakened institutions and facilitating socio-economic aspects of development to the neglect of trauma management aspect of peace building. The purpose of the study was to investigate strategies of trauma management among secondary school students in peace building initiatives in Nakuru Municipality, Kenya. Quantitative and qualitative research designs were employed to a sampled total of 189. Teachers, counselors, administrators and parents were also sampled and comprised of 189 for each category. Research techniques and instruments employed consisted of questionnaires, interviews, observations, focus group discussions and document analysis and in-depth interviews. On the first objective, the study established that the essential effects of trauma are a shattering of innocence. On the second objective, the study established that there were indeed several trauma strategies employed in secondary schools but not effectively employed for the management of trauma. On the third objective, the study established that trauma management must be integrated into peace building initiatives in secondary schools to realize a lasting peace among students within Nakuru Municipality and beyond. On the fourth objective, study established that a myriad of recommendations obtained from the respondents were made in an effort to formulate effective trauma management strategies for peace building. The study concludes that there is therefore need to focus on trauma management strategies that have been neglected greatly in peace building initiatives in schools. The study recommended that there is a need to integrate effective trauma management in peacebuilding initiatives.

**Key Words:** Trauma, Management, Strategies, Peacebuilding, Students, War, Violence

## **Introduction**

### **1.1 Introduction**

Trauma and its multifaceted complications are not only at the root of war and violence but also at the core of peacebuilding and as long as trauma remains unaddressed, elusive peace will be the way of life Mbondenyi (2007). Trauma impacts individual and collective ability for cooperation on which is based each process in society – its recovery and its development. Addressing and dealing with trauma toward its transformation

and healing is a necessary step to creation of the environment in which peacebuilding, transitive and integrative processes imply and give the result – sustainable peace (Barsalou, 2007).

### **1.2 Background to the Study**

The history of humankind has been the history of war and struggle for peace. War is in the world and many people including students in schools continue to experience the wrath of it everywhere. Driscoll (2011) observes that a growing fraction of the world's wars seem to be breaking out on the African continent, and in the last few decades it has acquired a reputation as a hotbed of violence and warfare.

Kenya, like many other parts of Africa has been faced in the past by recurrent conflict and inter-ethnic violence. Wanyande (2002) urge that war and violence has played out in different manners throughout Kenya's history. According to Kagwanja (2012), after the coming of independence in (1991), Kenya's political history was marked by violent uprising and repression (Kagwanja, 2012).

In the Rift Valley of Kenya, Nakuru Municipality has been observed by many as the most affected area. According to Kagwanja (2012), Nakuru experienced serious conflict in the aftermath of the (2007)/ (2008) elections, particularly in Maai Mahiu and Naivasha Town. Also violence that witnessed stone throwing at candidates and supporters of opposing groups involved local communities evicting non-local members of the community who had been in Nakuru on account of business or employment opportunities. Properties, particularly business premises and homes, were looted and burnt, with crimes perpetrated by young and old, men and women, predominantly from one local community of Nakuru (Kagwanja, 2012).

### **1.3 Problem Statement**

Africa and indeed, Kenya has experienced war and violence in the past and continues to face societal problems associated with the effects of war leaving many hopeless and vulnerable. Since the 53 states of Africa are quite varied and diverse, it is important to note that they have produced strikingly different patterns of elusive peace Darby (2006). Nyambura (2007) observes that post-conflict peace building in Africa has been preoccupied with the components such as infrastructure development, rebuilding weakened institutions and facilitating socio-economic aspects of development, to the neglect of trauma management aspect of peace building as noted by Nyambura (2007). According to Hockessin (2012), trauma interventions and approaches in post conflict peace building initiatives have been so minimal and failure to effectively manage this problem not only threatens the life of individuals, but also the economic and social development of the country as a whole observes Hockessin (2012). Without effective interventions, these cognitive processes and behavioral responses can lead to learning deficiencies, performance problems, and problematic behavior Gichinga (2006). It is therefore a great need for research that would investigate and document empirical data on trauma management among secondary school students in post conflict peace building initiatives and measures that would provide durable solutions for the region and beyond (Geraldine, 2002).

### **1.4 General Objective**

There is an identifiable need to confront trauma and support the peace building and healing initiatives. The overall objective of this study was to examine the strategies of trauma management in peace building initiatives among secondary school students in Nakuru Municipality, Kenya.

### **1.4.1 Specific Objectives**

The specific objectives of the study were to:

- i. Examine the nature and forms of trauma exhibited by secondary school students
- ii. Evaluate strategies used by teachers and counselors in management of trauma experienced by students in secondary schools
- iii. Assess the trauma management strategies' contributions to peace building initiatives in secondary schools
- iv. Recommend effective trauma management strategies for peace building

### **1.5 Research Questions**

The study was guided by the following corresponding research questions:

- i. What is the nature and forms of trauma exhibited by secondary school students?
- ii. How effective are trauma management strategies as employed by teachers and counselors in peace building initiatives?
- iii. What is the contribution of trauma management strategies' in peacebuilding initiative in secondary schools?
- iv. What are the effective trauma management strategies for peace building among secondary school students?

### **1.6 Scope of the Study**

The study was carried out in the Nakuru County, Kenya. The focus was in Municipality of Nakuru, because Nakuru has been the host of so many victims of war and violence in the previous years. The study covered secondary school students, teachers and counselors in schools. Data were collected within sampled schools in the Municipality.

### **1.7 Justification of the Study**

The current study is useful in contributing to the general body of knowledge in areas of peacebuilding initiatives and trauma management. The study is significance also to policy makers, administrators, teachers and counselors and institutions to better understand the current situation and accordingly make changes to address the nature of trauma among students in secondary schools.

## **SECTION TWO**

### **RESEARCH METHODOLOGY**

#### **2.1 Introduction**

This section covers the methodology that was used. It discusses the research design, area of study, population, sample size, and sampling procedures, research instruments, data analysis techniques, validity and reliability of research instruments, data analysis techniques and also covers ethical considerations of the study.

#### **2.2 Research Design**

The study employed the ex post facto comparative research design. This design also known as Causal Comparative is a study in which the researcher attempts to determine the cause, or reason, for pre-existing differences in groups of individuals. It attempts to explore cause and effect relationships where causes already exist and cannot be manipulated Kothari (2009). The study employed a mixed method approach

employing both qualitative and quantitative measures. The use of qualitative methods in this study was considered appropriate in situations where the researcher felt that quantitative measures cannot adequately describe or interpret a situation in relation to management of trauma among students. The purpose of using quantitative methods in this study was to describe, explain and predict the phenomenon and nature of trauma among students in post conflict peacebuilding initiatives and its effects on students' behaviour.

### **2.3 Study Area**

The study was conducted in the Nakuru Municipality, Nakuru County. According to Kenya Population and Housing Census (2009), the Nakuru County has a population of 5 million people and comprises of eleven constituencies ([http://www. Nakurucounty.org](http://www.Nakurucounty.org), Nov., (2013). The focus of the study was in Nakuru Municipality which is a cosmopolitan area. It covers an area of 1050 square kilometres. It extends between longitude 34° 50' and 35 ° 37' east and 0° 03' and 0° 55' north <http://www. Nakurucounty.org>, Nov., (2013). The Municipality was selected for the study because it was among the worst hit by the (2007)/(2008) post election violence and bore the largest numbers of internally displaced persons (Gachui, 2011).

### **2.4 Study Population and Sample**

The target population for this study comprised of secondary school students in Nakuru Municipality, Nakuru County, Kenya. The population also included the teachers, counselors, school administrators and parents in Nakuru Municipality. The study drew samples from the students affected by ethnic violence in the region and their teachers and counselors. During the study, there were 1000 registered secondary schools in Nakuru County and out of these; there were 134 schools in the municipality that represented approximately seven thousand nuclear families 7,000 with approximately 20, 000 students. These secondary schools spread across the Municipality of Nakuru

### **2.6 Sampling Procedure**

In this study, the areas with the target population were grouped according to zones. Selection process involved purposive sampling done to identify two zones out of the five zones hosting the Municipality. Four secondary schools were sampled, two from each zone. Sampling of students was based on lists of those who had been archived in the schools' record office. These lists were collected from the respective head teachers.

### **2.7 Techniques and Instruments of Data Collection**

In this study, the research adopted a combination of qualitative and quantitative approaches in data collection which allowed statistically reliable information to be obtained from numerical measurement to be backed up and enriched by information about the research participants' explanations. Quantitative methods were employed and focused on numbers and frequencies to provide information which was easy to analyse statistically and reliable while qualitative methods like focused groups and interviews were employed for an in-depth descriptions of meaning. The information collected included an investigation on the nature and effects of trauma exhibited among secondary school students; an examination of the role of trauma management strategies' in peacebuilding initiatives and finally an evaluation on the effectiveness of trauma management strategies in peacebuilding initiatives. Questionnaires, focus group discussions FGD and observation techniques were employed.

### **2.7 Data Analysis and Presentation of Findings**

Quantitative and qualitative data were collected from the field. Data obtained from the interviews, observations, FDGs and questionnaires were organized, edited and coded according to the research

objectives and research questions of the study. Analysis of data was done using a variety of descriptive and inferential statistics. The descriptive statistics included the usual parameters. Descriptive data were analysed using the statistical package of data analysis SPSS version 11.0. Qualitative data were categorized into themes basing on research objectives. The quantitative data are presented in percentages and frequencies in the form of charts and graphs for interpretation and clarity of meaning. Through description, comparison and interpretation, conclusions from the findings are presented in form of sections as per the specific objectives. From the findings, conclusions, recommendations and suggestions for further research are made.

## **2.8 Ethical and Legal Considerations**

In social researches, ethical and legal issues are prone to arise from the kind of problems that social scientists investigate and the methods used to obtain valid and reliable data. Ethical and legal considerations were therefore observed on this study because of the sensitivity of nature of the study, the methods of data collection and the kind of persons serving as research participants.

## **2.9 Summary**

This research was conducted in Nakuru Municipality, Nakuru County. It focused on students in secondary schools and their teachers and counselors. The study employed expo facto research design to get the nature and impact of trauma exhibited by students and determining the nature of the successfulness of the strategies employed. Descriptive approach was used to analyse the qualitative data while the quantitative data were analysed using descriptive statistics.

## **SECTION THREE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **3.1 Introduction**

The overall objective of this study was to examine the strategies of trauma management in peacebuilding initiatives among secondary school students. This objective was fulfilled via qualitative and quantitative research approaches where interviews, secondary and descriptive data were utilized as elaborated in sections three. Sections four, five, six and seven dealt with presentation and discussion of findings of the study in line with the specific objectives and conceptual issues. This section, therefore, presents the summary of findings, conclusions and makes recommendations for policy, practice and further scholarly inquiry as per the specific objectives.

#### **3.2 Summary of Key Findings**

Summary of the key findings were categorized as per the objectives outlined. Following are the summaries and to begin with is the first objective of the study that sought to examine the nature and forms of trauma exhibited by secondary school students.

##### **3.2.1 Nature and Forms of Trauma Exhibited by Secondary School Students**

The first objective of the study was to examine the nature and forms of trauma exhibited by secondary school students. A majority of respondents exhibited adequate understanding of trauma owing to the range of definitions given and the subsequent responses. The study established that trauma is a condition created by exposure to a psychologically distressing event outside the range of usual human experience, one which would be markedly distressing to almost anyone, and which causes intense fear, terror, and helplessness. The trauma is an assault to the student's biology and psyche. The event may have happened recently or a

long time ago. There are 3 categories of symptoms of trauma: hyper-arousal; re-experiencing, and avoidance/numbing. Hyper-arousal is when the traumatized student's physiology is in high gear, having been assaulted by the psychological impact of what happened and not able to reset.

The symptoms of hyper-arousal include: difficulty sleeping and concentrating, being easily startled, irritability/anger/ agitation, panic, and hyper vigilance being hyper-alert to danger. Symptoms of re-experiencing include: intrusive memories, nightmares, flashbacks, exaggerated reactions to reminders of the event, and re-experiencing including re-experiencing physical symptoms when the body 'remembers'. Numbing in trauma includes feeling robotic or on "automatic pilot" – disconnection from feelings and from vitality, which is replaced by a sense of deadness. Symptoms of numbing/avoidance include: loss of interest in life and other students, hopelessness, isolation, avoidance of thoughts and feelings associated with the traumatic event, feeling detached and estranged from others, withdrawal, depression, and emotional anesthesia. Preoccupation with avoiding trauma or feelings/thoughts related to trauma can become a central focus of the student's life.

The study established that the essential effects of trauma are a shattering of innocence. Trauma creates a loss of faith that there is no safety, predictability, or meaning in the world, or any safe place in which to retreat. It involves utter disillusionment. Because traumatic events are often unable to be processed by the mind and body as other experiences are, due to their overwhelming and shocking nature, they are not integrated or 'digested'. The trauma then takes on a life of its own and, through its continued effects, haunts the students and prevents normal life from continuing until the student gets help. It also emerged that different students react differently to different situations. It just has to be perceived by the victim as a traumatic event. Risk factors for students include: exposure to violent events such as rape, domestic violence, child abuse, war, accidents, natural disasters and political torture.

It was revealed that the turn out rate among students for counseling services was low, with a majority opting to go for counseling when faced with a variety of experiences including: having trouble functioning at home or work; suffering from severe fear, anxiety, or depression; unable to form close, satisfying relationships; experiencing terrifying memories, nightmares, or flashbacks; and avoiding more and more things that remind you of the trauma. Among the key indicators employed in finding out traumatized students include: symptoms of stress, anxiety, and depression; college adjustment issues such as homesickness, academic problems, and long-distance relationships; interpersonal difficulties, including roommate conflicts, family problems, romantic relationship concerns, problems with assertiveness, and other issues; bereavement and grief related to the loss of a loved one; experience with sexual assault; thoughts of suicide, death, or hurting others; and behaviors that can be harmful, like drug or alcohol abuse or cutting.

A range of negative effects were associated with trauma among students. There are usually high levels of emotional upset, potential for disruptive behavior or loss of student attendance unless efforts are made to reach out to students and staff with additional information and services. Students traumatized by exposure to violence are shown to have lower grade point averages, more negative remarks in their cumulative records, and more reported absences from school than other students. As a positive outcome of trauma, it was established that respondents were in a position to face similar situations better in future, upon recovery from a traumatic experience.

The study further found out that by using right strategies, trauma can be managed. Management for trauma by teachers/counselors involves helping the trauma become processed and integrated so that it ultimately functions as other memories do, in the background, rather than with a life of its own. Therapy/counseling for trauma initially focuses on coping and comfort, restoring a feeling of safety, calming the nervous system, and educating the student about what they are experiencing and why and - through the process of talking - interrupting the natural cycle of avoidance which actually perpetuates trauma symptoms though it is initially adaptive and self-protective. Therapy/counseling provides a safe place for trauma students to tell their story, feel less isolated, and tolerate knowing what happened. The teachers/counselors help the traumatized students make connections between feelings and symptoms occurring in the present and aspects of the traumatic events. Teacher/counseling helps students make sense of what happened and how it affected them, understand themselves and the world again in light of it, and ultimately restore relationships and connections in their lives. Below is the second objective of the study that sought to evaluate strategies used by teachers and counselors in management of trauma in schools

### **3.2.2 Evaluation of Strategies employed in Secondary Schools in Management of Trauma**

The second objective of the study was to evaluate strategies used by teachers and counselors in management of trauma in schools. The study found out that there were several trauma strategies that were used in trauma intervention in schools. Key strategies employed include: psychodynamic approaches, cognitive-behavioral approaches and systemic approaches. The psychodynamic approaches focus on understanding where the problems or symptoms came from. In this type of therapy/counseling the teachers/counselors helps the traumatized students recognize how the past is repeated in the present and understand the templates for relationships that were formed in childhood which are now being unconsciously repeated. These approaches use empirically-based and neurobiological research to understand problematic relationship styles.

The study has also found out that those symptoms in students relationships can be reliably predicted from objectively identifiable, early patterns of attachment between teachers/counselors/parents and students. Teachers/counselors using other strategies discussed ought to work within a framework of carefully attuned listening and responding aimed at healing unconscious, psychological and biological processes in the brain and promoting the development of higher level capacities. Such capacities include the ability to recognize and reflect upon what is happening in one's own mind and the minds of others, and sort out one from the other. This approach to therapy/counseling is also particularly helpful when used to guide teacher/counselors and teach strategies to help them understand and react in ways that optimize children's psychological and brain development and improve teacher/counselor- relationships.

Cognitive-behavioral approaches emphasize learning to recognize and change maladaptive thought patterns and behaviors, improve how feelings and worries are handled, and break the cycle of dysfunctional habitual behaviors. This perspective helps student see the connection between how they think, what they tell themselves, and the feelings and actions that follow. Interpersonal, relational approaches emphasize identifying and understanding [self-defeating] patterns in relationships, figuring out why this is happening now – given in a particular context or relationship, and how to change patterns that don't work and develop healthier ones. In this approach, relationships and the here-and-now are the focus.

Systemic approaches understand problems in a contextual framework and focus on understanding and shifting the current dynamics of relationships, families, and even school setting. The roles and behaviors that student take on in a particular school or context are understood as determined by the unspoken rules of that

system at large and the interplay of how everyone is acting with one another in that system. Change in any part of the school system or group is the route to changing symptoms and dynamics, whether or not the “identified traumatized students” is specifically involved in those changes. In this type of therapy/counseling, the “identified traumatized students” in a school – the one seen by school members as having the problem is viewed by the teachers/counselors as part of a larger system that is creating and/or sustaining this problem. This approach can be particularly useful when one student of a given school seems resistant to therapy/counseling or to change because it opens up other avenues where interventions can occur.

The study can therefore conclude that therapy/counseling offers a reliable, supportive structure in which student can actively focus and work on themselves and relationships, without being judged. Therapy/counseling relationship is healing both experientially - through interactions with the teachers/counselors in the therapy/counseling relationship itself - as well as through learning which occur during the process. Literature review showed that on therapy/counseling and the brain has shown that therapy/counseling changes the brain’s structure and function by adding new neuronal connections, fostered by learning and new experiences in ways comparable to medications’ effect on psychological symptoms. Therapy/counseling offers student the possibility of engaging in new behaviors and feelings, which in turn are positively reinforcing, and ultimately provide the basis for sustained life improvement.

The study found out that teachers/counselors can play a salient role in helping students understand the effects of medications and in ensuring medication compliance. Since trauma affects all aspects of an individual student’s functioning, management strategies that were holistic, comprehensive, and psychosocial were the most rational strategies; this is exemplified by the stage-oriented trauma management strategies. These trauma management strategies were sequenced according to three primary phases, each with a variety of healing tasks. Symptom reduction and stabilization appeared to be the first goals of all three trauma management strategies.

The final stage focused on life integration, rehabilitation, and reconnection. Since these stage trauma management strategies illustrated a major overlap in terms of goals, areas of focus, and steps in management, it is therefore good to conclude that teachers/counselors can use any them to achieve similar results. Teachers also employ different strategies, key among which include: recognizing that a student is going into survival mode and responding in a kind, compassionate way which will help the student gain a sense of control and agency and help them feel safe once more; create calm, predictable transitions between activities; praising publicly and criticizing privately; and adapt the classroom’s mindfulness practice for counteracting the impact of trauma. Following is the third objective of the study that sought to assess the trauma management strategies’ contributions to peacebuilding initiatives in schools.

### **3.2.3 Assessment of trauma management strategies’ contributions to peacebuilding initiatives in schools**

The third objective of the study was to assess the trauma management strategies’ contributions to peacebuilding initiatives in schools. The study found out that there were various trauma management strategies that were used. These included person centered; cognitive behavioral; and psychodynamic strategies. The assessment was achieved by means of comparing and contrasting them in reference to their differing theoretical rationale, therapeutic interventions and their processes of change to peacebuilding

initiatives. The study found out that these strategies were in a way contributors of peacebuilding initiatives in schools. The person centered strategies focused on the belief that students too, like any other human beings, are all born with an innate ability for psychological growth that can be enhanced to bring peace and when not enhanced may bring war and violence. From the study, traumatized students were initially found not to be in touch with this self-actualizing tendency by means of interjecting the evaluations of others and thereby treating them as if they were their own.

In person centered strategy, the study found out that, the strategy is based on the core conditions of empathy, congruence and unconditional positive regard. The strategy also focused on making the traumatized students feel prized and valued and when this happened, they showed tendencies of acceptance and reconnection with their true selves. The psychodynamic strategies focused on a student's unconscious thoughts that stemmed from childhood experiences and how they affected their current behaviour and thoughts' formation. This strategy drove urges that emanated from their unconsciousness and these urges were seen as the driving factors that made them have a repeat pattern of behaviours. Towards peacemaking, this strategy included free association, the analysis of resistance and transference, dream analysis and interpretation approaches to vent out the conflict in them. The aim was to make the unconscious conscious in order for the traumatized student to gain peaceful insight. In Cognitive behavioral strategy, the focus was on how student's thoughts and perceptions affected the way they felt emotions and behaved. Since students were also human beings, they responded reactively to external stimuli and their behaviour was as a result of learning and conditioning. Because their behaviour was viewed as having being learned, it can therefore be unlearned. By helping traumatized students to recognize negative thought patterns, they learnt new positive ways of thinking which ultimately affected their feelings and their behaviour and by this; inner peace in their lives was observed. Following is the fourth objective of the study that sought to recommend of effective trauma management strategies for peace building among secondary school students

### **3.2.4 Recommendation for Effective Trauma Management Strategies for Peace Building among Secondary School Students.**

The fourth objective of the study was to recommend of effective trauma management strategies for peace building among secondary school students. In this section, a myriad of recommendations obtained from the respondents were deduced in an effort to formulate effective trauma management strategies for peace building. From a student's point of view, there is need for the school management to provide physical protection and meeting basic needs such as medical care, water, shelter, food; establish a sense of security; determine the immediate needs and concerns; provide physical and emotional comfort and calming and orientating emotionally overwhelmed or distraught students; and reconnect with the class, school mates and family as appropriate. From a professional point of view, respondent counselors note that there is need to maintain usual routines; give students choices; increase the level of support and encouragement given to the traumatized student; designate an adult who can provide additional support if needed; providing a safe place for the student to talk about what happened; and set aside a designated time and place for sharing to help the student know it is okay to talk about what happened as well as the need to clarify distortions and misconceptions.

Respondent teachers further observe that there is need to anticipate difficult times and provide additional support; be aware of other students' reactions to the traumatized student and to the information they share; understanding that students cope by re-enacting trauma through play or through their interactions with

others; making accommodations and modifications to academic work for a short time; allow additional time to complete assignments; give permission to leave class to go to a designated adult if feelings become overwhelming; and provide additional support for organizing and remembering assignments.

### **3.3 Conclusion**

Indeed there is no doubt that war and violence and its aftermath impose an enormous burden of psychological and social suffering on affected populations and this caused the basis of this research. The study has examined the nature and forms of trauma exhibited by secondary school students and on this, the study concludes that the essential effects of trauma are a shattering of innocence. Trauma creates a loss of faith that there is no safety, predictability, or meaning in the world, or any safe place in which to retreat. It involves utter disillusionment. Because traumatic events are often unable to be processed by the mind and body as other experiences are, due to their overwhelming and shocking nature, they are not integrated or 'digested'.

The study has also evaluated strategies used by teachers and counselors in management of trauma in schools and the study concludes that there were several trauma strategies that were used in trauma intervention in schools. The study has found out that there are many different trauma management strategies and use of one orientation or another depends on the teachers/counselor's training, style, and personality of the student. Some teachers/counselors use one approach with all traumatized students; others are eclectic, and some tailor their approach based on particular traumatized students' needs, symptoms and personality. Although the approaches are often seen as distinct, in the implementation and even theoretically there is often overlap. Rigidly adhering to one way of thinking or approaching therapy/counseling often limits results and misses the whole picture, and may result in an approach that feels foreign or false to the traumatized students.

On this objective, the study concluded that on trauma management strategies, the trauma management teachers/counselors ought to be highly trained expert of the mind and heart who understands feelings, thinking, behavior, relationships, healthy and unhealthy coping, painful and disruptive symptoms, psychological growth and change. Teachers/counselors can teach student to become happier within themselves and relationships, be more successful, feel better physically and psychologically, break destructive patterns, leave abusive relationships, get along better with others, make difficult life decisions, cope with and heal adversity/pain/trauma, manage feelings, ease life transitions, improve performance, understand themselves and others, cope with difficult student, maximize growth and potential, and develop inner peace and strength. Teachers/counselors can help student become aware of their blind spots, develop new perspectives, become healthier and more flexible, have more options, find the right path career, love, self-growth, spiritual, and have greater control over their lives.

The study has further assessed the trauma management strategies' contributions to peacebuilding initiatives in schools and on this, the study concludes that there are various trauma management strategies that were used that included but not limited to person centered; cognitive behavioral; and psychodynamic strategies. The assessment was achieved by means of comparing and contrasting them in reference to their differing theoretical rationale, therapeutic interventions and their processes of change to peace building initiatives and to these, the study concludes that all these strategies are in a way contributor of peace building initiatives in schools and after examining all this, the researcher can conclude with confidence that strategies of trauma management ought to be employed with an aim of causing a lasting peace to those traumatized individuals.

### **3.4 Recommendations**

The study recommends the following;

The nature and forms of trauma that affect schools can be a sudden, unexpected, or unanticipated event that not only can disrupt the school's daily functioning, but can involve short-term turmoil such as shock, confusion, and fear. Although each student, teacher, parent or other school community member experiences each crisis differently, a school-wide trauma can have a broad and immediate impact on many children and adults sufficient to interfere with teaching, learning, attendance, and behavior. One important role that the mental health professional on school can play is being part of a multi-disciplinary school crisis team, often also composed of a school administrator, school counselors, school psychologists, nurses, lead teachers, a custodian, and other school or district personnel. Their collective skills can ensure that critical services are provided for the school and the greater community such as: assessing the range of crisis interventions needed for a specific traumatic situation; limiting the exposure to scenes of trauma, injury or death; advising and assisting the principal and teachers on how to restore regular school functions and routines as efficiently and quickly as possible; and providing psychological first aid to students.

There is need to develop an extensive step-by-step strategic guide for preparing, responding to, and recovering from traumatic crises in schools. The trauma crisis strategy should provide practical suggestions and tips for educators, schools, and districts. In addition, the strategy should provide information on the mental health needs of students, school staff, and the greater school community. There is further a need for the formation of a national student response network developed to respond to traumatic stresses and issues among students and to provide student trauma toolkit for school administrators, teachers, staff, and parents to provide basic information about working with traumatized children in schools.

In order to mainstream trauma management strategies into peace building initiatives in schools in the country, students ought to learn the different levels of trauma and how a traumatic event affects the brain and body which is then manifested in their behavioral activities towards themselves and others. Practitioners should also learn how to recognize trauma-affected behavior and how to apply the appropriate tools and approaches with these populations. Individual and team resilience is also critical in conflict environments in order to prevent secondary trauma and compassion fatigue. Self-care strategies should also be taught. Trauma affects the mind, body, and spirit of individuals, families, communities, and nations. It contributes to the cycle of violence around the world. Practitioners working in conflict zones thus need a high degree of trauma awareness, a "trauma lens", to work effectively in these challenging, fluid environments. Understanding the micro- and macro-levels of trauma is required for all professionals working in trauma management especially in conflict zones.

Thus, for effective trauma management strategies for peace building, there is a need for an establishment of psychosocial assistance in schools. Trauma is a serious threat to the wellbeing of students in schools and should be addresses forthwith by all parties involved. There is thus a great need to have trauma counselors/peacemakers equipped and qualified to handle issues related and associated to trauma. It is also imperative to recognize that peace building initiative efforts are incomplete without trauma intervention strategies and that there is a need to establish peace building initiatives clubs to promote peace in schools. Finally, the government of Kenya should set aside funds for trauma intervention strategies in schools as a way of peace building initiatives efforts.

### 3.5 Suggestions for Further Research

Research topics that would improve the management of trauma among secondary school students in the country and enhance peace building have been identified below.

- i. Evaluation of the effectiveness of psychotherapy in peacebuilding initiatives in improving diagnosis and management of trauma among secondary school students in the country
- ii. Development and validation of indicators to improve the quality of trauma management among secondary school students in peacebuilding initiatives in the country
- iii. Evaluation of the effectiveness of the existing peace clubs in peacebuilding initiatives and their relationship in trauma management in secondary school students in the country

### REFERENCES

- Mbondenyi, Michael et al., "Peacebuilding: What Is in a Name?" *Global Governance* 13:1 2007
- Mbondenyi, Michael (2006). "Nation Building's New Face," *Journal of Foreign Policy* > No. 133, pp. 98-99 (online) available at < <http://www.jstor.org>, Nov., 2002.
- Barsalou, Judy. Training to Help Traumatized Populations. Special Report 79. Washington, DC: United States Institute of Peace, December 2007.
- Driscoll, Morton et al (2006). *The Handbook of Conflict Resolution: Theory and Practice*, 2<sup>nd</sup> ed. San Francisco: Jossey-Bass
- Diagnostic and statistical manual of mental disorders: DSM-IV. Washington, DC: American Psychiatric Association, 2002.
- Dodd, Carley H. *Dynamics of Intercultural Communication*, 3<sup>rd</sup> edition. W.M.C. Brown, 2001.
- Geraldine, Marc A. (2002). *Conflict and Transformation – Evolving Theories of International*. Burlington: Ashgate Publishing
- Gachui, Joseph (2011). *Religion, International Relations and Development Cooperation*. Wageningen Academic Publishers
- Ghuman and Sarles (2007). *The Fight for Peace: A History of Anti-War Movements in America*. Twenty-First Century Books. Edwin Mellen Press Ltd
- Gichinga, Emmy M (2006). *Basic Counseling Skills*. Nairobi: Gem Counseling Services,
- Gilligan, James & Hudson (2007), Preventing Violence, Inc., New York, USA.
- Honwana, Alcinda (2007). Children of War: Understanding War and War Cleansing in Mozambique and Angola. In *Civilians in War*, edited by Simon Chesterman. Boulder, CO: Lynne Rienner.

Hockessin, Hughes (2012). Healing for Peace: Traditional Healers and Post-War Reconstruction in Southern Mozambique. In *Religion, Health and Suffering*, edited by R. Porter and J. Hinnels. London: Kegan Paul

IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings (2007). Geneva: Inter-Agency Standing Committee,

Improving the Outcome Research on Mental Health and Psychosocial Programs in Post-Disaster and (Post)Conflict Settings. An Issues Paper for the CRED/EM-SEANET Expert Consultation. Bangkok, Thailand, 26-27 October 2006.

Jeffrey, Arntson (2007). *Children in Crisis: Good Practices in Evaluating Psychosocial Programming*. (Westport, CT: Save the Children, 2007)

Kagwanja, Peter (2012). *Art Therapy and Political Violence. With Art, Without Illusion*. Routledge

Kosonfor, Brian Levy (2007). *Building State Capacity in Africa: New Approaches, Emerging Lessons*. World Bank Publications.

Kothari & Kothari, E. (2009). *Research Methodolgy*. Cambridge: Cambridge University Press

Mollica, Richard and Laura McDonald. Project 1 Billion: Health Ministers of Post-Conflict Nations Act on Mental Health Recovery. *UN Chronicle* 4 (2006).

Mutisya, John (2007). *State of the Art: Psychosocial Interventions with Children in War-Affected Areas*. Amsterdam: War Child Holland

Stagnaro, J-C (2006). Les Masques de Thanatos: Effets Cliniques et Psychosociaux à Court et Long Terme du Terrorisme d'Etat en Argentine. *L'Information Psychiatrique* 76, no. 3 259-263.

Wanyande, Peter (2002), *State Building and Late Development*. New York: Cornell University Press.

Zelizer, Craig (2007). *The Little Book of Restorative Justice*. Intercourse, PA: Good Books

<http://www.2009censuskenya>

<http://www.nakurucounty.org>