

NATIONAL DEFENCE UNIVERSITY-KENYA (NDU-K)

**POST-TRAUMATIC STRESS DISORDER AND SECONDARY SCHOOL
ACADEMIC PERFORMANCE AMONG SECONDARY SCHOOL
STUDENTS IN SAMBURU WEST CONSTITUENCY, SAMBURU
COUNTY-KENYA**

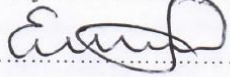
ELIAKIM K SILGICH

**RESEARCH THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE AWARD OF MASTER OF ARTS IN
NATIONAL SECURITY AND STRATEGY OF NATIONAL DEFENCE
UNIVERSITY-KENYA**

SEPTEMBER 2024

DECLARATION

I hereby declare that this research Thesis is my original work and has not been submitted for a Degree in any other University/learning institution.

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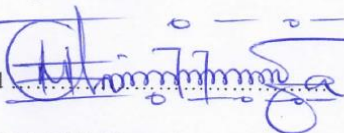
Eliakim K Silgich

This thesis has been submitted for adoption with our approval as the University Supervisors.

Signed  Date 20/9/2024

Prof. Philip Nyinguro

University of Nairobi

Signed  Date 20/09/2024

Maj. (Dr) Cliff Obwogi

National Defence University-Kenya

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National Defence University-Kenya

DEDICATION

This thesis is dedicated to children and families affected by PTSD, especially those residing in Arid and Semi-Arid Lands areas where health support systems are weak, stigma is pervasive, and maintaining hope is challenging. Furthermore, I extend this dedication to all those who have devoted themselves to caring for and addressing the needs of children grappling with mental health issues.

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At the outset, I extend my heartfelt gratitude to everyone who participated in this study. Your generosity in sharing your knowledge and experiences has been invaluable in giving me a complete picture of how PTSD impacts on the academic performance of the students. Your willingness to cooperate and your honest answers have been essential in shaping the results and recommendations of this report.

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LIST OF ABBREVIATIONS AND ACRONYMS

DSM-5	Diagnostic and Statistical Manual
GAS	General Adaptation Syndrome
KIIs	Key Informant Interviews
NACOSTI	National Commission for Science, Technology and Innovation
NGOs	Non-Governmental Organizations
PTSD	Post-Traumatic Stress Disorder
SPSS	Statistical Package for Social Science

OPERATIONAL DEFINITION OF TERMS

1. **Accelerated learning programs:** Programs that allow students to learn more material in a shorter period of time.
2. **APS DSM-5 PTSD sub-scale:** A specific questionnaire used to assess PTSD symptoms.
3. **Cattle raiding:** The act of stealing cattle from another group, often as part of a long-standing feud.
4. **Cattle rustling:** The act of stealing cattle from another group and is often accompanied with violence.
5. **Comorbidity:** The presence of two or more diseases or conditions within an individual at the same time.
6. **Emics perspectives:** This refers to the viewpoints and experiences of people from within a particular culture or community.
7. **Flexible distance learning initiatives:** Educational programs that allow students to learn at their own pace and in a location that is convenient for them.
8. **Flexible learning options:** Educational approaches that offer students choices in how, when, and where they learn.
9. **Grade retention:** When a student is required to repeat a grade level in school.
10. **Hypervigilance:** A state of heightened alertness and sensitivity to potential threats.
11. **Interlocking determinants:** Factors that are interconnected and can influence each other.
12. **Longitudinal evaluation:** A research study that involves following a group of people over a long period of time.
13. **Meta-analysis:** A statistical method that combines the results of multiple studies to investigate the overall effect of a phenomenon.
14. **Narco-Paramilitary Activity:** Activities of armed groups involved in drug trafficking.
15. **Post-Traumatic Stress Disorder (PTSD):** A mental health condition triggered by a terrifying event, with symptoms including flashbacks, nightmares, severe anxiety, and uncontrollable thoughts about the event.
16. **Psychosomatic:** Relating to the mind and body connection, where mental or emotional factors can influence physical health.
17. **Refugees:** People who have been forced to flee their homes due to war, persecution, or natural disaster.

18. **Secondary Stressors:** Additional challenges or burdens that can worsen the impact of a traumatic event, such as loss of livelihood, inadequate housing, or lack of social support.
19. **Standardized tests:** Tests designed to be administered and scored in a consistent manner, allowing for comparison between students.
20. **Trauma-informed education:** Educational practices that recognize the prevalence of trauma and incorporate strategies to support students' healing and learning.

ABSTRACT

The study examined Post-Traumatic Stress Disorder (PTSD) and secondary school performance among high school students in Samburu West Constituency, Samburu County, Kenya. PTSD is diagnosed in people who have experienced traumatic events in their day-to-day activities directly or indirectly. Therefore, PTSD is regarded as a mental health condition that developed in some individuals who have experienced traumatic events. Traumatic events that could trigger PTSD included, but not limited to, conflict, natural disasters, serious accidents, physical or sexual assault, and other life-threatening experiences. The study was guided by the following objectives: To evaluate the prevalence of PTSD among secondary school Students in Samburu West Constituency, to determine the Nexus between PTSD and Academic Performance in Samburu West Constituency, to assess the efficacy of PTSD Support systems within Secondary schools in Samburu West Constituency and to determine social policy measures and mechanisms to address PTSD among high school students in Samburu west constituency. This study utilized Dual Representation Theory. The study adopted mixed method research approach anchored on descriptive survey research design to analyse the impact of Posttraumatic Stress on Education performance among Secondary School Students in Samburu West Constituency, Samburu County. The study employed various methods to collect both primary and secondary data. The study sampled 375 students from a target population of 6000 students employing Yamane formula. Five key informants composed of three teachers and two medical officers were interviewed. The findings show that, the impact of PTSD on academic performance among secondary school students is profound and multifaceted. They manifest in cognitive impairments such as difficulties with concentration, memory, and attention, intense emotional distress, physical symptoms such as headaches, fatigue, and insomnia, social withdrawal and isolation, as well as long-term effects on educational attainment and career prospects if left untreated. PTSD symptoms resulting from exposure to violence and insecurity can detrimentally affect students' ability to succeed in school. Addressing the mental health needs of affected students is crucial for mitigating these impacts and promoting academic success. In this regard, the study recommends that, the government should implement psycho-social support programs within schools to provide students affected y PTSD with counselling and mental health services. These programs should be designed to help students cope with trauma, reduce anxiety, and improve their overall well-being. There is need to provide training for teachers and school staff on identifying signs of PTSD and other mental health issues in students. There is also need to offer flexible academic support for students who have experienced trauma. This could include additional tutoring, modified coursework, or extended deadlines to accommodate their emotional needs while maintaining their educational progress. Findings shed light on how schools situated in conflict prone areas which often lead to traumatic events resulting to PTSD ultimately impacting on the academic performance of students could offer favourable opportunities for the students through the adoption of various mitigation strategies. Researchers interested in Education in conflict prone regions and student mental wellness could use these findings. Students afflicted with PTSD could benefit from improved provision of secondary school education if the research findings are implemented.

CHAPTER ONE

1.1 Introduction

The chapter presents the background to the study which discusses the impacts of Post-Traumatic Stress on academic performance among secondary school students resulting from cattle rustling incidents in Samburu West Constituency. The chapter also offers the Statement of the problem; the study objectives; research questions; justification of the study; significance of the study; research hypothesis; scope and limitations of the study. First, the chapter presents the background understanding of the implication of PTSD.

1.2 Background of the Study

According to the Diagnostic and Statistical Manual of Mental Disorders 5th edition (DSM-5), Post-Traumatic Stress Disorder (PTSD) is diagnosed in people who have experienced traumatic events in their day-to-day activities directly or indirectly. Therefore, Post-Traumatic Stress Disorder (PTSD) can be regarded as a mental health condition that develops in some individuals who have experienced or witnessed a traumatic event. Traumatic events that can trigger PTSD include, but are not limited to, military combat, natural disasters, serious accidents, physical or sexual assault, and other life-threatening experiences. Xiya (2023) describes PTSD as a mental disorder that develops after an individual experiences a major catastrophic event. PTSD is no longer exclusive to significant natural disasters or wartime experiences. Beyond these factors, various life-traumatic events also contribute to stress disorders of different magnitudes. The increased frequency of large-scale disasters globally over the last two decades has resulted in a significant rise in individuals affected by PTSD. Given the substantial impact of this mental health condition on human well-being, it has led to substantial consumption of social resources. Consequently, the management of PTSD has garnered increasing attention from both governments and the scientific community.

According to Friedman (2024), the key characteristics of PTSD include; the persistent re-experiencing of the traumatic event through distressing memories, nightmares, flashbacks, or intense emotional reactions. Individuals with PTSD often try to avoid reminders of the traumatic event, which includes avoiding certain places, people, or activities. They also experience

heightened arousal and reactivity, such as difficulty sleeping, irritability, declining academic performance and an exaggerated startle response. PTSD significantly impacts a person's daily life, relationships, and overall well-being. It is not limited to specific age groups, and also affects anyone who has experienced trauma. The symptoms of PTSD may vary in intensity and duration, and they can develop shortly after the traumatic event or manifest weeks, months, or even years later.

Csiernik (2019) postulates that, PTSD affects 5.2 million people in the United States with 70 per cent of adults having experienced at least one traumatic incident in their lifetime. The main causes of PTSD in the United States are related to both natural and man-made disasters. Individuals affected by disasters and those participating in rescue efforts often endure mental distress triggered by the tragic scenes resulting from a high number of casualties. The occurrence of PTSD symptoms in rescuers can reach to as high as 17.95 per cent (Ibid). Common natural disasters include earthquakes, storms, fires, and floods, all of which lead to a high incidence of PTSD. There were 130 earthquake survivors in Northridge, California, and 13 per cent of them matched the complete PTSD criteria.

Kimerling, Ouimette and Wolfe (2002) conducted a study on the psychological well-being of 116 individuals in North Carolina, assessing them 5 months post the tornado impact. The findings revealed that, 69 individuals (59 per cent) met the diagnostic criteria for acute PTSD. Similarly, 108 veterans who participated in World War II were examined and found that 49 (45 per cent) still had significant PTSD 45 years after the war. Similarly, the 9/11 terrorist attack stands as one of the tragic events in American history. Approximately five to eight weeks following the incident, 7.5 per cent of Manhattan, New York residents were diagnosed with PTSD, while 9.7 per cent experienced symptoms of depression.

In Africa several research studies have been conducted particularly in sub-Saharan Africa relating to PTSD. For instance, Ng *et al*, (2020) conducted a systematic review and meta-analysis of the prevalence of PTSD from representative national and regional studies in SSA, and found out that, PTSD symptoms and probable PTSD are common in Sub-Saharan Africa. Repeated and prolonged exposure to violence, armed conflict, and mass-casualty events, combined with a lack of access to mental health treatment, all result in a substantial effect on the population burden of posttraumatic

stress disorder (PTSD) in sub-Saharan Africa. Further, misconceptions about PTSD remain. For example, PTSD is more widely recognized as a problem for refugees, in high-conflict situations, and in humanitarian crises (de Silva *et al.*, 2018). A cross-sectional study conducted at Addis Ababa; Ethiopia reported the prevalence of PTSD to be 22.8 per cent among survivors of a road traffic accident. In that study, factors such as being female, having poor social support, duration since the accident (1-3 months), and having depression were reported as significantly associated with PTSD. Nway *et al.* (2022) conducted another study to establish the prevalence of PTSD and depression symptoms among students. The findings of that study revealed that, students aged 18-20 years registered the highest prevalence of both PTSD (11.4 per cent) and depressive illness (15.2 per cent) compared to older students. The prevalence of PTSD was found to be higher among the female students compared to male students.

In Kenya, various studies have also been conducted on the subject of PTSD among students. Wesonga (2017) conducted a research study on PTSD, personality types and social support among orphan students in secondary schools in Gem Sub-County, Kenya. The research revealed a significant prevalence of PTSD symptoms among orphaned students, with over 50 Per cent exhibiting such symptoms. In Gem sub-county, intrusion symptomatology scored the highest at 72.2 per cent. Females displayed a higher prevalence of PTSD symptomatology compared to males. Neuroticism emerged as a predominant personality trait among orphaned students, and social support was perceived as crucial in mitigating PTSD symptoms, despite the absence of comprehensive social support systems in most schools (Lambert & Denckla, 2021).

In Samburu west constituency, PTSD is exacerbated by prevalent cases of cattle rustling, a form of organized theft and violence involving livestock (Njeri, 2020). This practice is not only a significant socio-economic issue but also a severe source of psychological trauma for affected individuals and communities (Lekimain, 2020). The constant threat of violence and the frequent exposure to traumatic events contribute to elevated levels of PTSD among students in this region.

Research underscores the profound influence of PTSD on academic outcomes. PTSD symptoms, such as intrusive memories, hypervigilance, and avoidance behaviours, have been shown to interfere with cognitive functions essential for learning and academic achievement (Walker *et al.*, 2021). For students in high-trauma environments, these symptoms can manifest as difficulty

concentrating, decreased motivation, and emotional dysregulation, all of which can severely impede their academic performance (Bird, 2011).

In regions where PTSD is prevalent due to recurrent violence and insecurity, such as Samburu West, the educational impacts are compounded by additional stressors. These stressors include instability in the home environment, displacement, and interruptions in schooling due to security concerns (Nicholas, 2010). Consequently, students may face significant barriers to educational attainment, exacerbating existing educational inequalities.

The intersection of trauma and education is particularly critical in areas like Samburu West, where socio-cultural and economic dynamics, including cattle rustling, heighten the risk of PTSD among students. Understanding how PTSD affects academic performance in such contexts is essential for developing targeted interventions and support systems to mitigate these impacts and improve educational outcomes for affected students.

1.3 Statement of the Problem

PTSD has far reaching implications beyond the health issues and affects a wide spectrum of human developmental capacities and more so education among growing children. Implications of PTSD on academic development among children becomes a matter of serious concern in Samburu Central sub-county in which rampant cases of cattle rustling result in serious conflicts and subsequent development of PTSD among students. PTSD can severely impact a student's academic performance by disrupting concentration, memory, and information processing due to symptoms like intrusive memories and heightened anxiety. This often results in irregular attendance, reduced engagement, and diminished motivation, which in turn affects class participation and assignment completion. Emotional distress from PTSD can cause frustration and helplessness, while difficulties with social interactions may lead to isolation and misunderstandings with peers and instructors. Additionally, PTSD can impair sleep and physical health, exacerbating cognitive challenges such as memory and problem-solving skills, which further hinder academic success. Cattle rustling, an enduring issue in Samburu Central sub-county, Kenya, not only disrupts the tranquillity of communities but also exposes residents, including secondary school students, to pervasive violence which often lead to trauma and development of post-traumatic stress disorder. Cattle rustling remains a persistent challenge, continuing to disrupt

communities and endangering the safety and well-being of residents, including secondary school students in Samburu Central sub-county. Cattle rustling in Samburu West has led to significant psychosocial suffering, particularly among children. A 2015 World Vision study found that over 30% of children displayed symptoms of PTSD just one month after experiencing or witnessing cattle rustling violence. This has disrupted education, with schools becoming targets for attacks.

Hence, this study examined the ramifications of such trauma, particularly focusing on the prevalence and impact of PTSD among students. The prevalence of PTSD among secondary school students is alarming, with symptoms such as flashbacks, hypervigilance, and emotional dysregulation significantly impeding their academic performance. These challenges, ranging from difficulty focusing to completing schoolwork, culminate in declining grades, increased absenteeism, and struggles with standardized tests, posing substantial obstacles to their academic advancement and future prospects. Through the investigation into the relationship between PTSD and academic performance, the study illuminated the educational hurdles confronting secondary school students in Samburu West. By comprehensively understanding the scope of this issue, the study paves the way for the development of targeted interventions and support mechanisms within schools. Such initiatives are vital for equipping educators and communities with the tools to effectively address trauma-related challenges, thereby fostering a conducive learning environment that enables students to overcome adversity and realize their academic potential despite the pervasive impact of cattle rustling in their region.

1.4 Research Objectives

1.4.1 General Objectives

The general objective of the study was to examine impacts of PSTD on secondary school students' academic performance in Samburu West Constituency.

1.4.2 Specific Objectives

The study was guided by objectives that sought;

- i. To assess the prevalence of PTSD among secondary school students in Samburu West Constituency.

- ii. To determine the nexus between PTSD and academic performance among secondary school students in Samburu West Constituency.
- iii. To evaluate the efficacy of PTSD support systems within secondary schools in Samburu Central Sub-county.
- iv. To analyse social policy measures and mechanisms to address PTSD among high school students in Samburu west sub county.

1.5 Research Questions

The following research questions guided the study;

- i. What is the prevalence of PTSD among secondary school students in Samburu West Constituency?
- ii. How does PTSD relate to academic performance among secondary school students in Samburu West Constituency?
- iii. What is the efficacy of PTSD support systems within secondary schools in Samburu West Constituency?
- iv. What socio-demographic factors are associated with PTSD symptoms among secondary school students in Samburu West Constituency?

1.6 Justification of the Study

1.6.1 Policy Justification

This study on PTSD and secondary school performance among victims of cattle rustling in Samburu West Constituency, Samburu County, Kenya, holds significant policy and academic importance. From a policy standpoint, understanding the mental health challenges faced by secondary school students affected by cattle rustling is crucial for informing targeted interventions and support systems within schools. By recognizing the impact of trauma on academic performance, policymakers can allocate resources towards mental health services and educational programs aimed at mitigating these effects and promoting student well-being. Furthermore, addressing the underlying socio-economic and inter-ethnic tensions fuelling cattle rustling requires evidence-based conflict resolution strategies, making this study instrumental in shaping policy responses to violence in the region. Through research in this domain, policy-makers can also

champion the establishment of educational environments that are both compassionate and well-informed, placing a priority on the mental health and academic achievements of all students, not only in Samburu West, but also in other regions experiencing traumatizing incidences such as Cattle Rustling.

1.6.2 Academic Justification

Post-traumatic stress disorder (PTSD) constitutes a significant public health concern with far-reaching implications for individuals, communities, and societies. Its impact on academic achievement is a particularly critical area of inquiry.

The prevalence of traumatic experiences, both within and beyond conflict zones, underscores the urgency of understanding how PTSD manifests in educational settings. By examining the complex interplay between trauma, PTSD, and academic outcomes, this research contributes to a growing body of knowledge that seeks to optimize educational experiences for vulnerable populations.

A comprehensive investigation into the mechanisms through which PTSD adversely affects academic performance is essential for developing evidence-based interventions. Such interventions can mitigate the negative consequences of trauma, foster academic resilience, and ultimately enhance overall well-being. Moreover, this research holds the potential to inform the creation of inclusive and supportive educational environments that address the unique needs of students with PTSD.

By identifying risk factors and early warning signs of academic difficulties among students with PTSD, this study can contribute to the development of effective prevention and early intervention strategies. Such initiatives can significantly improve educational trajectories and long-term outcomes for affected individuals.

Ultimately, this research aligns with broader societal goals of promoting mental health, equity, and educational attainment. By shedding light on the academic challenges faced by students with PTSD, this study can contribute to a more just and compassionate society that supports the holistic development of all learners.

1.7 Significance of the Study

Research on the relationship between PTSD and academic performance is significant for reasons; first, it facilitates understanding the impact of PTSD on education and academic performance. Investigating the effects of PTSD on academic performance helps understand how trauma can affect cognitive functioning, concentration, memory, and overall academic achievement. This knowledge is crucial for educators, psychologists, and policymakers to develop effective strategies to support individuals with PTSD. Research in this area aids in the identification of students who may be struggling academically due to PTSD. Early identification allows for timely intervention and support, potentially mitigating the negative impact on academic performance. Thirdly, this research facilitates tailoring support services appropriate for dealing with PTSD among students. By understanding the specific challenges that individuals with PTSD may face in an academic setting, researchers can contribute to the development of targeted support services and policies. This could include counselling, mental health resources, and accommodations that cater to the unique needs of these students. Ultimately, the goal of this research is to contribute to the development of effective interventions that can improve academic outcomes for individuals with PTSD. This involves a combination of therapeutic approaches, educational support, and mental health resources.

1.8 Scope and Limitations of the Study

This research study was geographically limited to the Samburu West Constituency focused primarily on Secondary school students in the area. Therefore, the research mainly focused the impacts PTSD on secondary school performance among victims of cattle rustling in Samburu west constituency, Samburu County-Kenya. The research targeted students, teachers in these institutions since they are deemed to be knowledgeable on trauma and the implications on academic performance. The research primarily focused on PTSD resulting from incidents of cattle rustling and not any other form of PTSD. Additionally, this research was cross-sectional looking at period starting from 2020 to January 2024. This time frame was chosen due to the intensity and the frequency with which incidents of cattle rustling heightened. One of the guiding principles in this study was the ability of students to recall incidents of cattle rustling, link them to occurrence of PTSD in their lives and the implications they have had on their academic performance. This

period is long enough to gather meaningful data and short enough to aid accurate memories on the part of the students.

The geographical vastness of the County required extensive travel time and financial commitment, which would have hindered the acquisition of adequate data from the sampled target population. The researcher overcame this challenge by leveraging on local partnerships to gain valuable insights and facilitate access to remote areas, as well as training local research assistants to assist with data collection and enhance rapport with the community. The security operation which was being carried out in this region at the time of this research threatened to hinder the acquisition of certain information, due to the sensitivity associated with such a security operation to flush out cattle rustlers from the region. The research participants were assured that the results of the study were purely for academic purposes only. Apathy from the local community to provide information, also threatened to limit the comprehensiveness of this study. The apathy may have stemmed from the perception by the participants as being marginalized, and to them, the results of this study bore no practical solutions. Trust building between the participants and the researcher was of critical essence during this study and this helped the participants understand the potential benefits this study which increased their willingness to participate.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on review of related literature on the impacts of PTSD on Academic performance among students with insight on schools within communities affected by trauma. It begins with theoretical review and delves to the specific areas of focus in particular: prevalence of Post-Traumatic Stress Disorder, nexus between PTSD and academic performance, efficacy of PTSD support systems within education institutions and finally the efficacy of social policy measures and mechanisms to address PTSD among high school students. It proceeds to the summary of literature review, theoretical framework and lastly conceptual framework.

2.2 Theoretical Literature Review

2.2.1 Social Ecological Theory

Urie Crawford (2020) is considered one of the main proponents of social ecological theory. He viewed human development as being shaped by dynamic interactions between individuals and their environment. Bronfenbrenner proposed that the environment consists of different layers surrounding the developing individual, with each layer exerting direct or indirect influence on their development. At the microsystem level, Bronfenbrenner believed the closest relationships and social interactions play an important role, like interactions with family, peers, and experiences within local communities and schools. For children in Samburu West, key microsystems would include interactions within their home and peer groups, as well as experiences at the local school set up. The mesosystem comprises relationships and interactions between two or more microsystems that the developing person is directly involved in, such as interactions between their family and school. For students in Samburu West, disruptions to the mesosystem level could occur when cattle raids undermine the linkages between their home, peers, and education settings as routines are broken.

Bronfenbrenner's ecosystem level refers to social settings that do not directly involve the developing individual but still exert influence, such as parental relationships, extended family

influences, or media influences. For Samburu West students, recurring cattle raids that displace families or undermine livelihoods could disrupt ecosystem influences. The macro system level consists of cultural values, laws and customs of the surrounding culture or subculture. For the Samburu community, cultural systems that traditionally relied on pastoralism are disrupted by continual cattle rustling, threatening the transmission of important cultural values, skills, and knowledge between generations. This social ecological theory provides a useful framework for understanding how the cycles of cattle raiding and insecurity in Samburu West permeate different spheres of influence to negatively shape human development outcomes like educational attainment (Ekiru, 2020). Recurrent raids create instability at the microsystem level of immediate homes, peer groups and schools as daily routines are disrupted. They also undermine linkages and interactions between these settings at the mesosystem level. The cultural values and livelihood systems comprising important macro system influences for Samburu identity are disrupted when herding traditions are placed under constant threat.

By understanding how insecurity disturbances can permeate influences at varying ecological levels according to this theory, it helps to identify entry points for multilevel interventions. Addressing underlying security threats may be necessary to stabilize the microsystem and enable its supportive functions for learning. Interventions also need to focus on strengthening links between key settings to compensate for displacement impacts. Cultural foundations and identity is equally important for building resilience against disruption pressures. Overall, social ecological theory lends useful insights for analysing impacts and identifying comprehensive solutions in Samburu West.

One of the main weaknesses of Social Ecological Theory is that it does not provide clear or testable predictions about the direction and strength of influences between different ecological levels surrounding an individual. The theory outlines various environmental systems from micro to macro levels that are theorized to impact development, but it does not quantify or specify how influences flow between these levels. This makes it difficult to empirically verify causal pathways proposed by the theory or determine the precise impact that disturbances at one level may have on others. The dynamic interactions between an individual and their various ecological contexts are portrayed as complex and multidirectional in the theory. Influences likely differ based on contextual factors like cultural and environmental characteristics. However, the theory does not provide insights into how these dynamics may vary in significant ways between different

populations and settings. This lack of specificity poses challenges for generalizing theoretical predictions or drawing robust conclusions from studies applying the theory. The complex interplay between levels is not easily reducible to testable models.

Additionally, the theory assumes influences on development occur through average or typical interactions within given ecological levels. It does not account for natural variability between individuals in how they are differentially affected by or cope with potential disturbances or disruptions to the systems surrounding them. Two people existing within the same disrupted ecological levels may ultimately experience very different developmental impacts or trajectories due to personal resiliency factors. By portraying influences as operating through standard interactions defined by context alone, the theory risks overlooking the importance of individual agency.

Nonetheless, the recognition of multi-level influences provides guidance in designing comprehensive interventions that address underlying causes as well as support systems at different ecological levels. For Samburu West, this involves addressing security challenges while strengthening community resilience through education, healthcare, and alternative livelihood programs. Bronfenbrenner's theory therefore offers a valuable framework to analyze complex social problems like cattle rustling.

2.2.2 Social Cognitive Theory

Social Cognitive Theory, proposed by Albert Bandura, emphasizes the reciprocal interaction between individual characteristics, behavior, and the social environment (Saul and Olivia, 2024). In the context of PTSD and secondary school performance among victims of cattle rustling in Samburu West Constituency, this theory is highly relevant as it provides insights into how individuals' beliefs, perceptions, and social interactions influence their academic outcomes despite experiencing trauma. Bandura posits that individuals learn through observation, imitation, and modeling, and their behavior is influenced by cognitive processes such as self-efficacy beliefs and outcome expectations. In the context of the study, students' beliefs about their academic abilities (self-efficacy) and expectations regarding their academic success despite experiencing trauma may significantly impact their school performance. For example, students with high self-efficacy beliefs may exhibit greater resilience and motivation to overcome academic challenges associated with PTSD symptoms (Wayne, 2022).

Furthermore, Social Cognitive Theory emphasizes the role of social modeling and reinforcement in shaping behavior. In the context of secondary school performance, positive role models such as supportive teachers, peers, and community members can provide encouragement, guidance, and feedback to students affected by trauma, thereby enhancing their academic outcomes. Conversely, negative social influences and lack of support may exacerbate the negative effects of PTSD on school performance.

This theory emphasizes on the dynamic interplay between individual, behavioral, and environmental factors, which provides a comprehensive framework for understanding complex phenomena such as academic performance in the context of trauma. The theory also highlights the importance of self-regulation and cognitive processes in shaping behavior, offering practical implications for intervention design and implementation. However, Social Cognitive Theory has been criticized for its limited consideration of contextual factors and cultural influences on behavior. Critics argue that, the theory tends to overlook the socio-cultural dimensions of learning and behavior, thereby potentially neglecting the role of systemic inequalities, cultural norms, and social structures in shaping individuals' experiences and outcomes. Additionally, some researchers have questioned the theory's reliance on laboratory-based studies and its applicability to real-world settings.

Overall, Social Cognitive Theory offers valuable insights into the mechanisms through which individuals navigate traumatic experiences and academic challenges. By examining students' self-efficacy beliefs, social modeling processes, and interactions with their social environment, researchers can gain a deeper understanding of how PTSD impacts secondary school performance and identify potential avenues for intervention and support.

2.2.3 Stress Response Theory

The main proponent of stress response theory was Hans Selye, a Canadian endocrinologist who conducted extensive research on stress and its physiological impacts in the mid-20th century. Through his work, Selye proposed that stress results from any demand placed on the body, whether caused by emotional or physical factors. According to Selye, when a person encounters a stressful event or situation, their body undergoes a general adaptation syndrome (GAS) in response (Jacob, 2022). The GAS involves three stages - the alarm reaction, resistance, and exhaustion. In the alarm reaction stage, the body's sympathetic nervous system is activated which increases heart rate, blood

pressure, respiration, and other physiological arousal to prepare the body for a fight or flight response. If the stressor persists, the body enters the resistance stage where it tries to compensate and adapt to maintain homeostasis. However, this comes at a cost as prolonged physiological activation can impair functioning over time. The final exhaustion stage occurs if stress is not resolved, and the body has depleted its resources to keep compensating for stress. At this point, immune function may decline, and disease risks increase (Harris, 2020).

Selye's work helps explain how traumatic experiences like witnessing or experiencing cattle raids could impact students in Samburu West by over-activating stress response systems. When exposed to such events, they would experience acute biological alarm reactions. The repeated cycles of raids then mean prolonged resistance stage stress without sufficient recovery intervals, gradually undermining physiological functioning and psychological well-being. For students in Samburu West, the persistent stress state associated with living amid recurring cattle rustling threats could plausibly contribute to impaired cognition and concentration that disrupts learning. Chronic stress activation linked to trauma impacts memory formation and emotional/behavioral regulation in the brain. It also increases fatigue and poor physical health, which students may struggle with as they have limited support systems to reduce stress impacts. Over time, these effects could manifest as reduced academic engagement, performance, and progression to higher levels of schooling (Reeve & Jang, 2020). By viewing these potential dynamics through the lens of stress response theory, it highlights the importance of providing trauma-informed support to students to help break the cycle of stress induction, prevent prolonged resistance stage impacts and aid recovery process. This includes enhancing safety, access to counseling services, and integrating stress-reducing activities into the learning environment.

An important weakness of Stress Response Theory is that it primarily focuses on explaining biological and physiological impacts of stress but does not adequately account for critical psychological and social factors that also influence individual stress responses. By conceptualizing stress responses as operating largely through defined biological pathways, the theory presents an oversimplified view of a complex phenomenon. Factors like personality traits, coping styles, social support systems, and cultural meaning assigned to stressors all mediate physiological stress reactions in important ways not captured by the theory.

Additionally, the theory was developed based on studies using controlled animal experiments and physiological measures in lab settings. It assumes stress responses follow a linear model moving through defined stages. However, responses to stressors in real life are likely more variable, context-dependent, and multi-directional than implied by the rigid staged model. Measurements used to assess stress physiologically may also not directly translate to assessing impacts of stress experienced in complex, uncertain environments like among communities experiencing insecurity in places such as Samburu West, Kenya. By focusing only on biology, Stress Response Theory presents an incomplete picture of factors enacting stress impacts. It also assumes responses follow predictable patterns that may not reflect reality's complexity. This limits the theory's utility for understanding stress in real-world contexts and populations.

2.3 Empirical Literature Review

2.3.1 Prevalence of PTSD in Education sector

On a global scale, various studies have shown that exposure to war, political violence and other humanitarian crises are associated with high rates of PTSD. Hoppen and Morina estimated that 4% of adults worldwide will develop PTSD at some point in their lives due to experiencing or witnessing a traumatic event (Hoppen, T. H., & Morina, N. 2019). However, prevalence is much higher in areas affected by conflict. Research among refugees from countries devastated by war, violence and human rights abuses revealed widespread PTSD symptoms (Kohrt & Carruth, 2022). Studies carried out among Syrian refugees found incidence between 13-35% of PTSD prevalence, with those directly exposed to trauma factors such as bombardment at greatest risk with incidences of internal displacement heightening PTSD vulnerability. Studies found out that over 30% of Colombians displaced by decades of civil strife met diagnostic criteria of PTSD (Richards et al., 2011).

Studies by researchers found out that natural disasters which rapidly displace communities also significantly elevate PTSD risk as witnessed in the aftermath of the 2004 Indian Ocean tsunami, in which survivors in Sri Lanka, India and Thailand reported PTSD prevalence between 20-40% (John et al., 2007).

Hurricane Katrina survivors assessed a year later still had PTSD rates as high as 37%. Secondary stressors like loss of livelihoods, inadequate public services in refugee camps, uncertainty over the

future are factors exacerbating mental health impacts. According to Stein & Song (2021) Political upheaval, civil unrest turmoil communities and undermine wellbeing. Prevalence research on conflict-affected regions consistently showed elevated PTSD. For example, over 15% of Kurdish civilians living in south-eastern Turkey exhibited symptoms at the peak of the insurgency in the 1990s. In Bosnia and Herzegovina which are still recovering from the atrocities of the 1990s war, between 10-30% of the population were given PTSD diagnoses into the 2000s. The anxiety, lack of security and chaos engendered by violence takes a profound toll.

People long embroiled in guerrilla warfare or terrorism also grapple with high rates of trauma-related disorders. Surveys of civilians in provinces plagued by narco-paramilitary activity in Colombia and agriculturalists persistently targeted by Hamas rockets in southern Israel found PTSD in over 25%. Communities torn apart by sectarian militancy like in Northern Ireland and Nagorno-Karabakh also suffer disproportionately from PTSD decades after the guns fall silent. School-age children are also seriously impacted. Studies on war-affected youth from Palestine, Gaza, Sudan, and Somalia reported PTSD prevalence ranging from 13-37% (Garry & Checchi, 2020). Prolonged exposure disrupts normal development, undermines psychosocial wellbeing and educational outcomes if left unaddressed.

The Horn and Great Lakes regions of Africa encompassing countries like Ethiopia, Kenya, Somalia, South Sudan, and Uganda have grappled with cattle raiding and clan conflicts for generations. Livestock theft between pastoralist groups is entrenched, with cycles of violence destabilizing vast areas (Amina, 2020). Regional research reflects the human costs. In northern Uganda, the Acholi people endured two decades of brutal insurgency by the Lord's Resistance Army along with Karamojong cattle raids. A study on conflict-affected internally displaced persons found disturbingly high rates of PTSD - 52% amongst adults in camps. Constant abductions, killings and loss of livelihoods left deep scars. Over the border in north-eastern Congo, Mongbwalu territory remains volatile due to Herrero-Lendu rivalry and Ugandan rebel activity as per Meert (2020). A 2015 assessment found 34% of local civilians exhibited severe PTSD symptoms stemming from atrocities and upheaval. The displaced faced high risks due to worse living conditions and disrupted social support networks.

A longitudinal evaluation 10 years following conflict in northern Uganda found 16% of youth still met PTSD diagnostic criteria, hindering potential. Unresolved trauma casts a long shadow if healthcare support lags (Dworkin *et al.*, 2023). This regional analysis indicates protracted conflict, cattle raids and related insecurity have traumatized enormous populations in the Horn of Africa. Disruptions spill over national borders while undermining development. Targeted interventions and cooperation are crucial to curb cycles of violence driving mental health crises across porous frontiers.

South Sudan has struggled with conflict since gaining independence, while also confronting Karamojong, Murle and Libo raiders crossing porous borders. Investigations on their report on PTSD prevalence between 27-37% amongst the general population, with women more affected and symptoms sometimes intergenerational, war, cattle raids, and tribal clashes form an unhappy synergy undermining wellbeing. Ethiopia's embattled Somali and Oromo regions have similarly battled overland raiding by Issa militias and domestic unrest. Assessments of pastoralist communities find rates between 20-30%, underscoring mental scars. The cycle of destruction and loss plays out with each new wave of theft (Onuoha *et al.*, 2023).

In Kenya, the vast, semi-arid north has seen some of the worst bouts of rustling violence, fuelled by small arms proliferation and competition over resources. Impact studies on the Pokot, Turkana and Samburu reveal PTSD levels ranging from 18-27% due to instability, trauma, and disrupted livelihoods. Recurrent instability compromises coping. Other findings note that, symptoms persist long after trigger events.

Within Kenya, northern regions for instance; Turkana, West Pokot and Samburu have struggled with pervasive cattle rustling which displaces thousands annually. However, studies on the mental health and education impacts are limited compared to depth of the problem. Samburu County exemplifies chronic insecurity challenges facing Kenyan pastoralists. Clans like the Samburu and Pokot traditionally rely on livestock, but frequent theft and retaliation has destabilized livelihoods. Violence disrupts herd management and prevents accessing pastures, diminishing self-reliance. Samburu West Constituency is recognized as a rustling hotspot, where clashes intensified in the post-election period of 2008 (Omuse, 2018). Armed banditry confronts security forces stretched

thin across vast territory. Families continue losing loved ones and property to opportunistic raids, generating intense fear and distress.

Preliminary evidence points to substantial psychosocial suffering. World Vision, 2015 study screened households in Samburu West, findings show that, over 30% of children met PTSD criteria, one month after experiencing or witnessing cattle rustling violence (Lekimain, 2020). Symptoms included nightmares, flashbacks and withdrawal affecting their daily life. Education faces difficulties in such a volatile atmosphere. Schools remain soft targets that raiders occasionally occupy or vandalize to harass security patrols. Students walking long distances through, risk encounter or are being pressed into herder roles during emergencies. Tension diverts focus from studies. Recent reports indicate enrolment declined in Samburu West following episodes of intense rustling, as families migrated or prioritized security (Andiema and Dietz, 2023). Dropout rates rose for those directly experiencing trauma or disruptions to routines. Counselling services were overstretched facing massive needs.

Research on other Kenyan pastoralist regions like Turkana found a strong correlation between PTSD and poor academic performance. Residual effects interfere with concentration, memory, and social skills critical for learning. Left unattended, trauma impacts the developmental potential of an entire generation. While a range of factors influence education quality in arid lands, the destabilizing cycle of violence must be better understood. Targeted interventions require data on the true scale of distress and linkage to education hindrance specific to Samburu West district. Without a dedicated evaluation, response policies risk being misguided or insufficiently addressing root causes. This review aims to fill knowledge gaps by empirically investigating the impacts of PTSD stemming from cattle rustling trauma on secondary school students, achievement and experience in Samburu West using validated tools (Ngipuo, 2021). The findings can support evidence-based strategies that strengthen psychosocial support, security and curriculum resilience for learners growing up amid adversity.

2.3.2 The Nexus between PTSD and Academic Performance

At a global scale, research consistently links childhood trauma exposure to impaired academic achievement and socioemotional development. A meta-analysis of over 70 studies found moderate to strong associations between PTSD and poorer grades, lower standardized test scores, increased

absenteeism, and grade retention. Refugee youth struggling through resettlement commonly face risks as education discontinuity interacts with victimization (Schwartz *et al.*, 2021). For example, displaced Colombians processed through overtaxed Brazilian schools often repeated grades or dropped out before gaining stability. Survivors of conflict in West Africa similarly struggled reintegrating. Natural disasters equally displace large student populations, stressing education systems. In the Philippines, thousands of schools were destroyed by super typhoon Haiyan in 2013, disrupting survivors for years. Children in makeshift coastal camps suffered psychologically from separation, lack of routine and academic support.

Inner city violence also undermines community well-being and student success in impoverished urban settings. In the US, exposure to elevated crime and traumatic crises correlated with behavioural issues, diminished engagement and worse mark in classrooms lacking trauma-sensitive approach which indicated that addressed PTSD further reduced graduation rates. Terrorism and ongoing conflicts produce profound disruption over generations (Atran, 2021). In Israel and Palestine, political unrest strains the education of vulnerable populations. Learners coping with instability while navigating layered trauma exhibited impaired concentration, apathy and hostility impacting performance. Even stable developed nations confront learning barriers after tragedy strikes. After school shootings in the US, impacted pupils experienced lower standardized test scores, spikes in absenteeism and failure to complete high school diplomas compared to unaffected peers. Unresolved PTSD also hampered potential. Successful interventions prioritize healing psychosocial wounds and strengthening systems to promote inclusion. Coordinated response incorporating mental health support, enhanced safety and curriculum flexibility, helps traumatized children access continued age-appropriate education shown vital for long term wellbeing and growth across cultures.

In South Sudan, recurring tribal conflicts produced a "lost generation" of learners missing out on schooling (Musisi & Kinyanda, 2020). As violence periodic spikes halted lessons, traumatized refugees in crowded shelters cared for orphaned relatives instead of studying. Those resuming education struggled with panic and detachment hindering concentration. In Ethiopia's Somali region, pastoralist children often take livestock to remote pastures for months- missing important lessons. Elsewhere, Somali students disrupted by civil war faced a double burden of catching up

academically, and receiving counselling without adequate support personnel. Lingering anxiety attacks in classrooms became problematic.

In Northern Bahr el Ghazal, South Sudan, teachers recognize some learners bearing scars of abduction or loss struggle behaviourally adjusting to confinement of school. Student trauma manifested as aggression, sleeping in class or poor retention of material due to intrusive memories.

Across East Africa, the deleterious effects of PTSD on learning and development have become increasingly apparent. In northern Uganda, prolonged displacement in overcrowded camps deprived youth of structured education for generations. Lifelong psychological wounds from abductions and attacks hampered those who did return to classrooms. Similarly, in Jonglei state,

However, there have been promising response strategies. In post-conflict northern Uganda, multi-year integrated programming pairing psychosocial workshops and accelerated learning classes aided recovering dropouts. Mobile counsellors visited isolated South Sudanese communities to establish support groups and teach coping methods.

Research studies within East Africa have uncovered comparable patterns among war-affected regions. Northern Uganda and South Sudan saw “lost generations” of displaced youth missing years of schooling. Returnees struggled adjusting to structure and routines while managing psychological wounds. Qualitative work found intrusive memories and lack of support undermined classroom functioning.

In Kenya, the arid north experiences intermittent school dropouts and closures during security crises. In Turkana County, cattle raids displace families and pupils alike. Surveys found students directly attacked or witnessing severe violence had difficulty focusing and participating in lessons. Social withdrawal further complicated learning.

Similar approaches stabilized refugee camp schools in Kenya through teacher training and child protection. Basic counselling, play, music, and art therapies mitigated distress while preventing further disruption. Evidence demonstrates trauma-informed interventions strengthened education continuity across diverse challenges (Hazer & Gredebäck, 2023). Responses remain poorly developed in remote pastoral regions like Samburu County, where mobile student populations confront sporadic but intense bouts of violence. Establishing specific impacts on academic

performance and the effectiveness of resilience programs requires focused investigation and documentation of dynamics in this under-researched yet unstable locality.

Existing global research provides insights applicable to understanding challenges in Samburu West, Kenya. Recurring cattle raids generate disruption comparable to contexts of extended conflict and crisis explored internationally. Similar risks of PTSD impairing learning would logically manifest (Bienvenu *et al.*, 2021). Evidence from displaced communities consistently ties exposure to violence and trauma with lowered test scores, grade repetition, absenteeism, as well as dropouts. Secondary effects involve poor concentration, disengagement and behaviour issues interfering in classrooms. Samburu West's mobile student population confronts academic instability during frequent raids.

In Turkana County, pioneering studies established higher PTSD prevalence correlated strongly with reduced educational attainment indicators like completing primary cycles on time. Insecurity forced discontinuity, while untreated distress compounded learning barriers (Sandhya, 2024). Qualitative accounts described disruption of focus and participation for victimized students. However, attention to the nexus between cattle raid trauma and academics remains limited in remote northern Kenyan regions like Samburu County. General instability, cultural obligations and harsh climate present additional challenges in arid lands compared to stable countries. Continuous insecurity risks compounding disruption through PTSD without programming to strengthen inclusion.

Documentation of dynamics in Samburu West specifically is needed to boost local evidence-based response. Targeted interventions require prevalence data linking distress levels among secondary schoolers to academic metrics like test performance, class involvement, progression and completion rates contrasted with unaffected peers. Establishing measurable impacts could support trauma-sensitive adaptations like enhanced counselling, catch-up support, accelerated learning models and community-based safety (Bogale & Erena, 2022). Integrating mental health into educational resilience building represents a potentially effective approach for this vulnerable context where instability combines with developmental risks.

2.3.3 Efficacy of PTSD Support Systems within Education Institutions.

Globally, research emphasizes the crucial role of school-based support systems for students coping with trauma. Comprehensive models incorporate mental health, counselling, and teacher training to foster healing and learning. In the US, programs pairing psychologists, social workers and teachers helped troubled urban youth through crises like domestic violence or loss.

Case managers addressed core needs while counsellors stabilized emotions in individual/group sessions (Diaz, 2015). Post-disaster, Australian schools deployed trauma-informed teaching strategies, added wellness resources, and formed response teams (El-Khodary & Samara, 2020). Flexible attendance policies accommodated recovery, building resilience through routine and support. For refugees, inclusive policies facilitated access to education combined with psychosocial programs. Thai schools partnered with NGOs to provide counselling, safe spaces, activities, and language assistance for displaced Myanmar students.

In post-conflict Colombia, legislation mandated access to education alongside institutional protection and psycho-pedagogical supports tailored by specialists. Comprehensive networks stabilized reintegration for vulnerable children. Developed nations take integrated approaches or for instance, during Covid-19 pandemic, USA schools hired mental health social workers to help stabilize the students to cope with the stressful situation of learning in the middle of unpredictable health hazard (Watson et al., 2022). Schools in Washington, U.S recognize trauma's disruption requiring whole of school approach coupled with programs tailored to accommodate the individual needs of the students. (Tuchinda, 2020). Canadian districts train educators in de-escalating behavioural issues and accommodating learning differences through activities and schedules adjusted for wellbeing. Resource teachers provide individual attention to children when needed, working closely with administrators, counsellors, and communities. Screening and referral pathways facilitate early intervention of the impending mental illnesses among students. Coordination strengthens sustainability by optimizing skills and leveraging partnership resources across sectors and specialized disciplines. Adoption of holistic, evidence-based, and culturally sensitive programming anchors recovery through education in many learning intuitions across Canada (Ateah & Cohen, 2009).

In Malawi, impacts of an educator training program utilizing a mental health literacy tool, specifically the African Guide Malawi version (AGMv) adopted and sponsored by the Canadian government was found to be effective. The findings revealed that this initiative significantly enhanced the mental health literacy of educators by instructing them on the resource's utilization within classroom environments. Notably, the intervention resulted in a recognizable and statistically significant improvement in educators' mental health literacy levels.

The approach extended the effectiveness of enhancing educators' mental health literacy through a familiar pedagogical model that can be seamlessly integrated into various school contexts to address mental health literacy. This integrated approach to mental health literacy encompasses mental health promotion, de-stigmatisation efforts, and comprehension of mental health disorders and treatments. By consolidating these components, which are often treated independently in educational settings, this method presents a comprehensive solution (Kutcher et al., 2015).

South Sudanese adolescent refugees in Rhino camp, western Nile, Uganda treated through a tool kit that incorporated standard psychosocial intervention delivered in a child-friendly space for 12 weeks was found to reduce mental distress among the affected children immensely. The tool kit adopted group activities such as songs as well as group counselling and therapies by trained educators (Metzler et al., 2023).

In Uganda, integrated support models within schools have stabilized education in conflict-affected areas. Mobile counselling teams accompanied accelerated learning programs to reintegrate displaced youth (Birch, Carter & Lind, 2023). Case management addressed psychosocial distress hampering classroom performance. Ethiopian refugee schools paired standard lessons with basic trauma training for teachers and child protection committees. Play equipment, drawing and music offered emotional outlets alongside academic content (Smyth-Dent, 2019).

While mental health concerns cast a long shadow over Kenyan high school students, the educational system struggles to offer a ray of hope. This review exposes the shortcomings of existing support systems, highlighting the limited access to counselling, the under-utilized potential of play and music therapy, and the glaring lack of training for teachers to effectively support students with mental illness.

Currently, a scarcity of qualified counsellors within Kenyan high schools creates a significant barrier to essential resources like individual and group therapy. These interventions are crucial for students grappling with anxiety, depression, and a multitude of other mental health challenges. Studies like one by Mbwayo et al. (2020) paint a concerning picture: teachers acknowledge the prevalence of mental health issues but feel inadequately equipped due to a lack of training and resources. Studies by Kilel *et al.* (2023) in Kisii county portrays the immense role played by teachers in addressing mental health issues among high school students with 86.8% of those afflicted by mental illness admitting to seeing their teachers for help to overcome the mental health challenges.

Furthermore, the immense potential of expressive therapies like play and music remains largely untapped within Kenyan high schools. These approaches have proven effective in managing symptoms of mental illness, yet their application is minimal. This neglect overlooks a powerful tool that could create safe spaces for students to express themselves and develop healthy coping mechanisms (Wanyama, 2006).

Perhaps the most concerning gap lies in teacher capacity and training. The Kenyan education system fails to adequately prepare teachers to identify and address mental health concerns in students. This lack of preparedness creates a significant barrier for early intervention. It leaves teachers feeling overwhelmed and unsure of how to support struggling students, as highlighted in research. For example, a study in sampled secondary schools within Ongata Rongai and Ngong identified a number of challenges that teacher counsellors face as they guide and counsel students with the main ones being lack of training and reference materials (Momanyi, 2015).

Turkana County, engages community health volunteers and occasional visiting counsellors to detect impacted learners. Understaffed schools struggle supporting traumatized students alone (Wadende & Sodi, 2023). While NGOs introduce temporary programs to Samburu County, schools recovering from raids, baseline data and strategic planning are required to coordinate sustainable, culturally appropriate responses embedded within educational institutions and communities (Ariyo *et al.*, 2021). Flexible, multi-sectoral partnerships optimized at the local level maximize limited resources for stability. Documenting dynamics specific to Samburu West would inform strategies, empowering educational institutions and actors, so as to strengthen protective

factors for learners through coordinated emergency preparedness and ongoing recovery support suited to remoteness and mobility.

Temporary responses assist Samburu West schools after violence, while institutional capacity requires strengthening for sustained resilience. Surveys noted overwhelmed counsellors amid massive needs following raids. However, baseline data on available long-term infrastructure and cultural appropriateness is lacking. Establishing this through field assessment of support mechanisms in educational and community contexts would inform tailored improvements (Lelegwe, 2022). Qualitative reports revealed some institutions rapidly lose many students as families flee instability or prioritize security over formal schooling. Support networks struggle mobilizing for mobile populations across remote, scattered settlements and pasturelands.

Creative application of accelerated learning models, mobile outreach units and trauma-informed teaching techniques facilitate continuity for disrupted students whether in class or scattered after raids. Flexible distance programs sustain access to normalcy. In this case, community dialogues establish expectations of schools as safe anchor institutions, mobilizing multi-sectoral responses, rapidly restoring stability through education when tensions erupt. Building local capacity empowers sustainable, scalable, and culturally owned solutions. Baseline research documenting experience gaps according to educational actors and beneficiaries' perspectives in Samburu West informs local-level strategic planning, resource allocation and partnership optimization (Njukunye & Waithaka, 2020).

2.3.4 Mechanisms and Social-policy Measures to Address PTSD among High School Students in Samburu west Sub County

The Sustainable Development Goals (SDGs) represent a universal framework of 17 goals, complete with targets and indicators, intended to guide member states in achieving their political and developmental agendas. SDG-3 focuses on promoting healthy lives and well-being for all individuals across all age groups. Meanwhile, SDG-17 serves as the overarching mechanism for implementing these targets, covering crucial aspects such as financing, partnership, technology, monitoring, and accountability, especially within the context of low-income countries (WHO, 2016).

The World Health Organization (WHO) introduced guidelines for implementing life skills education programs for children and adolescents in schools, aiming to foster the development and execution of such programs based on collaborative efforts involving multiple stakeholders (WHO, 1994). In the United States, various education laws and federal legislations, such as the No Child Left Behind Act of 2001 and the Individuals with Disabilities Education Improvement Act of 2004, have provided avenues to integrate trauma-informed elements into national programs (Ladd, 2017). Moreover, the President's New Freedom Commission on Mental Health in 2003 recommended the expansion and enhancement of school mental health programs across the U.S (Ko *et al.*, 2008).

Initiatives by governments often commence with legislative endeavours aimed at enhancing mental health support within educational settings. For instance, in the United States, the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act ensure that students with disabilities, including mental health conditions such as PTSD, receive appropriate accommodations and services in schools (National Centre for PTSD, 2020). The IDEA act is elaborate in distinguishing student misbehaviours induced by trauma from other indiscipline cases and prescribes remedies that has nothing to do with punishments.

The Norwegian Education Act demonstrates flexibility and proactive policymaking by addressing legal absence and providing alternative methods for setting grades. This proactive approach extends to accommodating the needs of children grappling with mental health issues, incorporating adjustments related to workload, deadlines, subject changes, and absences (Røkholt *et al.*, 2016).

Family support has been found to be crucial for children's recovery from trauma, particularly in the aftermath of natural disasters like the 2008 Sichuan Province earthquake and the 2005 Pakistan earthquake. Parents play a central role in intervention efforts and act as a bridge between children and community resources, especially in understanding and addressing children's post-disaster emotional reactions (Wieling & Mittal, 2008).

While Kenya lacks a specific model as per the WHO guidelines, a pilot study conducted in Machakos demonstrated effectiveness in terms of improved mental well-being, academic performance of children, and promising outcomes related to reduced stigma and increased sustainability (Mutiso, 2018). However, Kenya's Mental Health Act is outdated and fails to address

current needs, exacerbated by the challenges posed by a devolved healthcare system introduced with the new constitution. For example, Kilifi County lacks a functional District Mental Health Board and County Mental Health Authority, along with a mental hospital, despite the substantial burden of mental and neurological disorders (Bitta, 2017).

Adolescent mental health challenges in Kenya often go unnoticed, undiagnosed, and untreated, negatively impacting health outcomes. Various studies underscore the role of legislative challenges, healthcare service gaps, and individual issues in perpetuating mental health issues among adolescents (Memiah, 2022).

Accessibility to mental health institutions in Kenya remains a challenge, with facilities primarily concentrated in urban centres, making them inaccessible to the majority of the population residing outside these areas. Even if services exist, people lack awareness of how to access them (Zeitz, 2015). Staffing shortages are prevalent in mental health institutions in Kenya, with limited numbers of psychiatrists and psychiatric nurses available. This shortage exacerbates the already limited access to care, leading to misdiagnosis and inappropriate treatment for mental health patients attending hospitals at levels 1, 2, or 3 (Jenkins et al., 2010). To address this, Taylor et al. (2006) advocate for child welfare systems staffed by service providers with expertise in research-based trauma treatment services.

Collaboration among close kin help to address and lighten the burden of tackling mental illness in the community but this synergy need go beyond the kinship establishment and appreciate the positive role traditional healers could play in PTSD recovery among youth and children especially in regions where health infrastructure is lacking or poorly developed, with many acknowledging their potential contribution (Musyimi et al.,2017).Enhanced collaboration between the department of health, schools and affected families, will help to build capacity and foster mutual learning among traditional healers as revealed in several studies. This partnership should emphasize training initiatives that prioritize equipping healers with the ability to recognize signs and symptoms of mental illnesses promptly. This will minimize delays in accessing psychiatric care, positioning them as an early detection system. Healers have expressed keen interest in participating in workshops facilitated by governmental bodies to enhance their patient management skills (Green & Colucci, 2020).

In Kenya, lack of proper information within communities often leads to the concealment of mental health issues like PTSD due to cultural norms. This perpetuates stigma and isolation for individuals with PTSD, hindering efforts to provide adequate services (Zeitz, 2015).

2.4 Theoretical Framework.

The study was grounded on Dual Representation theory to provide context and lenses for analysing the study.

2.4.1 Dual Representation Theory and the Impact of PTSD on Education

The spectre of trauma can cast a long shadow across a student's life, with education often bearing the brunt of its impact. Dual Representation theory developed by Chris Brewin, Tim Dalgleish, and Stephen Joseph in 1996 (Brewin et al., 1996), emerges as a powerful lens to understand the complex relationship between PTSD and academic achievement. This framework delves into the psychological mechanisms by which traumatic experiences leave their mark on the learning process.

Central to the theory is the notion of a "dual impact" on learning. The first impact is direct, affecting core cognitive functions essential for academic success. PTSD symptoms such as hypervigilance, intrusive memories, and flashbacks can significantly impair attention, concentration, and memory consolidation. For instance, a student grappling with flashbacks during a math test – the ability to focus on complex calculations becomes an uphill battle.

The second impact is indirect, mediated by emotional and behavioural dysregulation. The intense anxiety, depression, and social withdrawal often accompanying PTSD can significantly disrupt classroom engagement and motivation. A student consumed by overwhelming emotions might struggle to participate actively or complete assignments.

Dual representation theory further emphasizes the concept of a "threat cycle." The constant state of hyperarousal associated with PTSD can make students overly sensitive to perceived threats in the classroom environment. This hypervigilance can manifest as disruptive behaviour or withdrawal from social interactions with peers and teachers. The resulting social isolation can further exacerbate emotional and academic difficulties (Liu *et al.*, 2018).

The theory does not operate in a vacuum. It acknowledges the role of pre-existing risk factors, such as learning disabilities or limited social support networks. These factors can interact with PTSD to create a more significant negative impact on academic outcomes (Shahid *et al.*, 2023).

Applying dual trauma theory to educational settings offers valuable insights for educators and support staff. Recognizing the cognitive and emotional challenges faced by students with PTSD becomes crucial. Creating a safe and predictable classroom environment, employing trauma-informed teaching practices, and providing access to mental health resources are all essential steps in fostering academic success for students carrying the weight of trauma (Moss, 2016).

However, the theory's focus on individual psychology might be seen as a limitation. It doesn't fully address the broader social and economic factors that can exacerbate the impact of PTSD on education. Social Determinants of Health theory complements Dual Representation theory by highlighting the importance of addressing issues like poverty, discrimination, and lack of access to healthcare, which can further disadvantage students with PTSD (Raphael & Bryant, 2022).

In conclusion, dual representation theory sheds crucial light on the intricate web of factors that connect PTSD to education outcomes. By understanding the psychological mechanisms at play, educators and policymakers can develop more effective strategies to support the learning journey of students impacted by trauma. Integrating this theory with other frameworks that address the social context of education can provide a holistic understanding and lead to the creation of more inclusive and supportive learning environments for all students.

2.5 Conceptual Framework

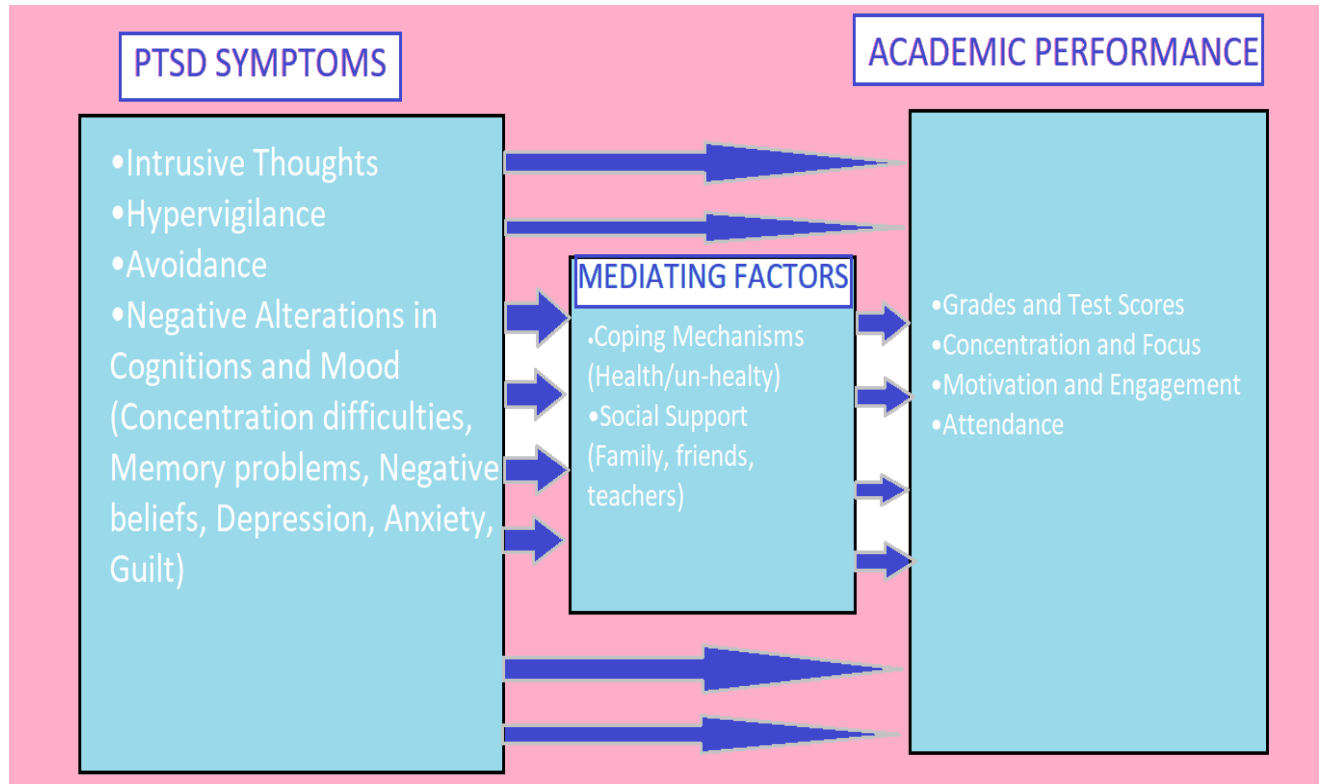


Figure 2.1: Conceptual Framework

Source: Researcher, 2024

2.6 Chapter summary and Knowledge gap

2.6.1 Chapter Summary

This chapter presented a review of existing literature relevant to understanding the impacts of post-traumatic stress on education among secondary school students in Samburu West, Kenya. The review began by exploring research from a global perspective, examining studies on the relationship between childhood trauma exposure and impaired academic achievement in countries around the world. Key themes that emerged include; associations between PTSD and lower test scores, repetition of grades, and dropping out of school. The discussion then turned to a regional analysis, focusing on East Africa. Studies on disrupted education in contexts of prolonged conflict, such as northern Uganda and South Sudan, revealed "lost generations" of youth missing years of school due to violence and displacement. For those who returned to the classroom, research found

psychological wounds and lack of support hindered functioning. Remote pastoral areas like Turkana County faced similar issues of instability-driven discontinuity compounding untreated distress.

The literature review then narrowed its focus to the specific case study location. It summarized existing research on the impacts of frequent cattle raids in Samburu West, including survey findings on immense caseloads overwhelming sparse counselling services. However, the chapter concluded there remains a lack of context-specific data directly assessing dynamics in this locality. Across the sections, common themes and gaps emerged. The chapter highlighted disruption of educational continuity as a consistent risk of trauma and instability. It also emphasized the need for integrated, multi-sector responses incorporating mental health, flexible learning models, and community engagement. At the same time, the review established that research directly addressing the circumstances within Samburu West remains limited. Gaps exist in quantifying links between raid trauma and local academic outcomes, understanding grassroots perspectives on challenges and priorities, and evaluating localized response strategies. In summarizing key findings and limitations, this chapter aimed to contextualize the case study focus while identifying unanswered questions motivating the present study. The literature established a foundation while signposting the necessity of original, participatory research to fill knowledge gaps around impacts and solutions according to on-the-ground realities in Samburu West constituency.

2.6.2 Knowledge Gap

Existing research provides informative context, while focused examination of dynamics specific to Samburu West remains limited. Studies touching on northern Kenyan pastoral regions do not comprehensively assess complex, localized challenges within the distinct socioeconomic and political circumstances of this remote locality. Mental health consequences of trauma such as PTSD among pastoralist societies due to cycle of cattle raids found elsewhere in East Africa have not been systematically substantiated through primary data collection directly from students, educators, and residential communities within in many frontier districts within Kenya (Mkutu, 2020). Local prevalence of trauma, associated impairments and compounding barriers requires documentation. Quantitative data mapping the true scale of instability's academic consequences according to indicators such as enrolment, retention, progression, and achievement rates among attacked secondary school students compared to unaffected peers is lacking. Qualitative

perceptions of causes for performance differentials have not been reported from grassroots perspectives.

Contextually appropriate, community-informed, and empirically demonstrated response strategies, designed through multi-stakeholder partnerships directly addressing priorities within this setting's mobility patterns, and cultural systems remain absent. Programs shown effective elsewhere have not been adapted, tested, or evaluated for sustained success within Samburu West's distinct dynamics (Schoon *et al.*, 2021). Existing infrastructure and capacity of educational institutions, households, and established community structures to mutually support learning continuity and catch-up, has not been assessed. Factors enabling or obstructing coordination of emergency preparedness and ongoing recovery have not been examined from local actor viewpoints.

Gaps therefore persist, in establishing an evidence base quantifying impact pathways between catalyst incidents, ensuing trauma and disrupted academic functioning within this population according to experienced deficits, obstructing influences and solutions priorities voiced by residents themselves. Absence of localized prevalence-needs assessments and response-outcome evaluations hinders responsiveness, effectiveness and sustainability of support aligned with mobility, cultural knowledge and realities on the remote grazing lands comprising Samburu West constituency. Targeted research was required to fill these gaps through participatory, mixed methods design directly eliciting emic perspectives on challenges, requisites and potential leveraging established protective structures within this understudied yet vulnerable setting. This study addressed the gaps.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology enumerates the methodological approach the study adopted in order to achieve the objectives stated in chapter one. Herein, numerous sections are included. First, the study design and the reason for its choice are presented. This is followed by a description of the target population. In addition, the sampling techniques, validity and reliability, data collection methods and presentation as well as ethical considerations are presented.

3.2 Research Design

This study employed a descriptive survey design to collect data essential for evaluating impacts of PTSD on secondary education outcomes among victims of cattle rustling in Samburu west constituency. The design describes the prevalence of Post-Traumatic Stress Disorder (PTSD) among secondary school students in Samburu West Constituency, examining its correlation with academic performance. It assesses the effectiveness of existing support systems within educational institutions in Samburu west constituency and analyse current social policies to identify potential strategies for addressing PTSD among the students.

Descriptive survey methodology is concerned with observing and reporting on existing phenomena (Gay, 1992). The design endeavours to gather information to ascertain the current status of a given population concerning one or more variables, and subsequently present an overview of the variable(s) (Orodho, 2005). According to Mugenda and Mugenda (2003), this research design seeks to delineate phenomena such as potential behaviours, values, and characteristics. This design allowed researcher to systematically gather data to describe as recommended by Kothari (2014) applicable in the study on the prevalence of PTSD symptoms among secondary school students in Samburu west constituency. Through structured questionnaires and interviews, researcher obtained information on the frequency and severity of PTSD symptoms, academic performance, and potential factors contributing to PTSD. The design facilitated the collection of quantitative data, enabling the researcher to analyse and present descriptive statistics and summarize key findings regarding the relationship between PTSD and

secondary school performance. Additionally, qualitative data obtained through open-ended questions provided insights into participants' experiences and perspectives, complementing the quantitative findings (Creswell & Poth, 2017). Therefore, this design was deemed suitable for elucidating the reasons and underlying factors contributing to the present state of secondary school outcomes among the students within the study area. This design was aptly tailored for the investigation as it enabled the delineation of diverse components encompassing behaviours, mind-sets and values.

3.3 Area of Study-Samburu West Constituency

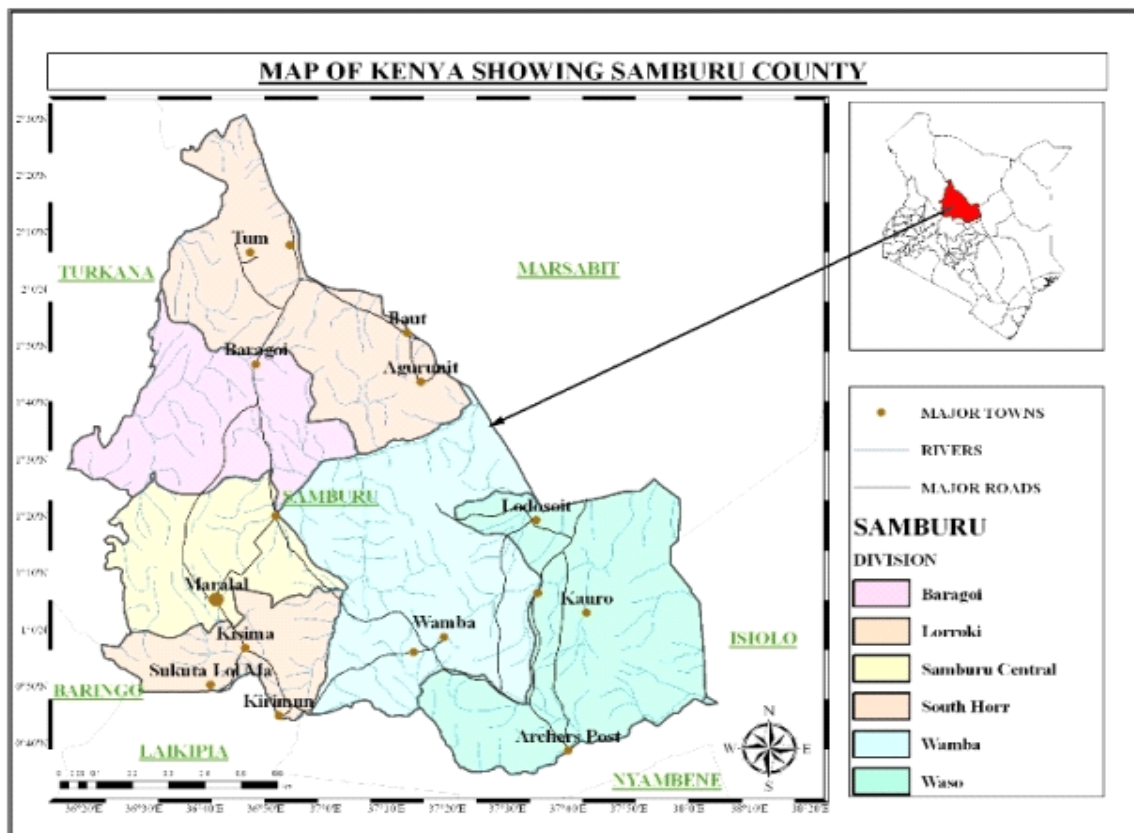


Figure 3.1: Map of Samburu County

Source: Google Maps, 2024

The study area was Samburu west constituency, situated in the northern part of Kenya within the Arid and Semi-Arid regions, encompasses a vast area of 21,022.1 square kilometres characterized by sparse vegetation and limited access to water. With a population of over 300,000 people,

predominantly belonging to the Samburu ethnic group, who are pastoralists and semi-nomadic, the county's economy revolves around livestock rearing and, to a lesser extent, agriculture along the Ewaso Ng'iro River. Samburu West Constituency, one of three electoral constituencies in Samburu County, covers approximately 2,295.50 square kilometres and is home to around 81,094 residents.

The constituency boasts of 19 secondary schools with 6000 students. However, the area has a history of significant challenges related to cattle rustling, stemming from disputes over grazing land, water resources, and livestock ownership among the predominantly pastoralist population. These conflicts have had adverse effects on the local communities, including disruptions to education due to instances of cattle theft and the psychological impact of constant threats of violence. Efforts to address cattle rustling in the constituency have involved security measures, community dialogue, conflict resolution initiatives, and development interventions, although sustainable solutions remain elusive due to underlying social, economic, and environmental factors.

The recurrent nature of cattle rustling in the region subjects the population, including students, to chronic and acute traumatic experiences. Given the established correlation between exposure to violence and PTSD, it is plausible to hypothesize an elevated prevalence of PTSD within this community. Furthermore, the direct impact of cattle rustling on education, manifested in school closures and student absenteeism, intensifies the psychological burden on students. This disruption, when combined with the pre-existing trauma, is likely to exacerbate the negative effects on academic performance.

3.4 Target Population

Samburu west constituency has 19 secondary schools, 19 principals, 6000 students and 53 medical officers.

According to Lanyasunya, (2023) there are roughly 6000 secondary school students in Samburu west constituency and the target population then for this study is made up of the 6,072 individuals comprising of 6000 secondary school students, 19 principals and 53 medical officers within Samburu west constituency making a total of 6,072 individuals.

Medical officers were included in the target population to offer expertise on diagnosing and managing PTSD, as well as potential interventions or support systems available in the community.

3.5 Sampling Procedures

The sampling procedure for the study was conducted systematically. Multi stage and purposive sampling techniques were employed depending on the type and category of respondents being sampled. Samburu West Constituency was purposively chosen due to its relevance to the study's focus. For the selection of student respondents, multistage sampling approach was employed to ensure representativeness of the sample. In the first stage, 3 schools within the constituency were randomly selected to participate considering 1 boy's school, 1 girl's school and 1 mixed school. The students from the three schools were then stratified in to various units based on classes and gender. Random sampling was then carried out which resulted in the sample of 375 students

Also within the selected schools, purposive sampling was applied in choosing three school principal teachers, one from each school. Within the sub-county, beside the health centres and dispensaries, there only two Hospitals-Samburu referral hospital and Suguta Marmar County Hospital. Two medical officers were purposively sampled-one from each hospital. Teachers were chosen because of their direct interaction with students and their insights into academic performance and behavioural observations. Medical officers were included due to their specialized knowledge in diagnosing and managing PTSD among students, as well as their familiarity with potential interventions and support systems.

3.6 Sample Size Determination

The sample size of the students for the study was obtained using the Yamane (1967) formula commonly used for determining sample sizes in educational research, the following steps were taken: The population size (N) is the total number of learners in all schools within Samburu West Constituency, which was given as 6000 learners.

Determine the desired sample size (n) based on the Yamane formula:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n is the desired sample size,

N is the population size, and

e is the desired level of precision (commonly expressed as a decimal).

The level of precision, e, is determined based on the desired margin of error or confidence level.

The researcher decided on a margin of error of 5%, hence e=0.05.

$$n = \frac{6000}{1 + 6000(0.0025)^2}$$

$N \approx 375$ students

Table 3.1, Illustrates on the sample size distribution and determination Table 3.2 illustrates on sample size distribution.

Table 3.1: Sample Size Distribution

Category	Target Population	Sample Size
Students	6000	375
Teachers	494	3
Medical personnel	53	2
Total	6,547	380

Source: Researcher, 2024

Therefore, the target number of respondents in the survey was 375 students, while interviews targeted 5 key informants.

Table 3.2: Sample Size, Composition and Distribution

FORM	TOTAL STUDENTS	TOTAL BOYS	TOTAL GIRLS	TOTAL SAMPLE SIZE	BOYS-SAMPLE	GIRLS-SAMPLE
One	296	203	93	140	96	44
Two	187	132	55	88	62	26
Three	168	126	42	80	60	20
Four	142	10	38	67	49	18
TOTAL	793	565	228	375	267	108

Source: Researcher, 2024

3.7 Data Collection Instrument

In the study, two primary data collection instruments were utilized based on the characteristics of the participants. For those who were purposively selected; Teachers and medical personnel, a key informant interview guide was employed. This guide consisted of unstructured set of questions, designed to elicit detailed qualitative information from these individuals regarding their experiences, observations, and expertise related to PTSD and its impact on secondary school performance. The key informant interviews allowed for in-depth exploration of the topic from the perspective of professionals directly involved in supporting students' mental health and educational outcomes within the community.

On the other hand, for the students sampled, two sets of questionnaires were used as the primary data collection instrument. The structured self-assessment forms were used to assess PTSD symptoms among the students according to the criteria outlined in the Diagnostic and Statistical Manual of Mental disorders (DSM-5). Another set of questionnaires generated by the researcher were structured to gather qualitative data on various factors related to PTSD symptoms, academic performance, behaviour, and potential measures to treat and mitigate. It included closed-ended questions with predetermined response options to facilitate efficient data collection and analysis. The questionnaire aimed to capture a broad range of information from a representative sample of participants, allowing for statistical analysis to examine patterns and associations between variables of interest. The student questionnaires also contained unstructured questions to allow the

students share their experiences in an in-depth manner. By utilizing both key informant interviews and questionnaires, the study was able to collect comprehensive data from different perspectives within the community, enhancing the depth and breadth of the findings regarding PTSD and secondary school performance in Samburu West Constituency.

3.8 Instrument Validity

The validity of research instruments in the study was ensured through a rigorous process. To achieve content validity, the research instruments, including the key informant interview guide and questionnaire, were carefully developed based on a comprehensive review of existing literature on PTSD, academic performance, and related factors in similar contexts as recommended by Cook and Beckman (2006). Expert feedback from researchers, educators, and health professionals was sought to ensure that the instruments adequately covered relevant domains and captured the intended constructs. Additionally, pilot testing was conducted with a small sample of participants to assess the clarity, comprehensibility, and relevance of the questions, leading to necessary revisions to improve the instruments' content validity. Moreover, concurrent validity was established as recommended by Cooper and Schindler (2003) by comparing the responses obtained from the research instruments with other established measures of PTSD symptoms and academic performance to confirm consistency and accuracy in measuring the intended constructs.

3.9 Instrument Reliability

Research instrument reliability in the study was ensured through several methods. Firstly, the internal consistency reliability of the questionnaire was assessed using Cronbach's alpha coefficient, a widely used measure of reliability (Malhotra, 2004). This was achieved by administering the questionnaire to a subset of participants and calculating Cronbach's alpha to determine the extent to which items within the questionnaire consistently measured the same construct. A Cronbach's alpha value of 0.71 was considered acceptable, indicating satisfactory reliability. Additionally, test-retest reliability recommended by Hardy and Bryman (2004) was assessed by administering the questionnaire to a separate group of participants at two different time points and comparing their responses to ensure consistency over time. Furthermore, inter-rater reliability was established for the key informant interview guide by having multiple interviewers independently conduct interviews and then comparing their findings for agreement.

Through these measures, the research instruments' reliability was attained, ensuring that they consistently and accurately measured the intended constructs, thereby enhancing the robustness of the study findings.

3.10 Data Analysis and Presentation

Data analysis was conducted using a combination of qualitative and quantitative techniques to comprehensively explore the research questions and objectives. Qualitative data from key informant interviews were analysed using thematic analysis, where transcripts were coded and categorized into themes and patterns related to PTSD symptoms, academic performance, and support systems within education institutions. This qualitative approach allowed for a rich understanding of participants' experiences and perspectives, providing valuable insights into the complex dynamics surrounding PTSD in the educational context. On the other hand, quantitative data from the questionnaire were analysed using statistical software such as SPSS (Statistical Package for the Social Sciences). Descriptive statistics such as frequencies, percentages, means, and standard deviations were calculated to summarize the prevalence of PTSD symptoms, academic performance indicators, and socio-demographic factors among secondary school students. Inferential statistics such as correlation analysis, t-tests, or regression analysis were also employed to explore relationships between variables and test hypotheses regarding the nexus between PTSD and academic performance.

Data presentation in the study involved presenting the findings in a clear and organized manner to facilitate interpretation and understanding. Qualitative findings from key informant interviews were presented thematically, with quotes or excerpts from participants to illustrate key themes and provide context. Quantitative findings from the questionnaire were presented using tables, charts, and graphs to visually represent the data and highlight key trends or patterns. Additionally, findings were contextualized within the existing literature on PTSD and academic performance, providing a comprehensive discussion of the implications and significance of the results. Overall, through a rigorous data analysis and presentation process, the study was able to generate meaningful insights into the relationship between PTSD and secondary school performance in Samburu West Constituency, contributing to the existing body of knowledge in the field.

3.11 Ethical Considerations

Ethical considerations in the study were paramount to protect the rights and well-being of participants. The study sought research approval from the National Defence University –Kenya and a research permit from the National Commission for Science, Technology and Innovation. Research permits were also obtained from the County director of education, Samburu County and Sub County Director of education Samburu central sub county. Further, informed consent was obtained from all participants, including students, teachers, and key informants, prior to their participation in the study. Participants were provided with clear information about the purpose of the research, their rights as participants, and any potential risks or benefits associated with their involvement. Confidentiality and anonymity were strictly maintained throughout the study, with measures taken to ensure that individual responses were kept confidential and not linked to personal identifiers. Data were securely stored and accessible only to authorized persons, and any identifying information was removed or anonymized in research reports and publications to safeguard participants' privacy.

Moreover, considerations were made to ensure the well-being and dignity of participants throughout the research process. Participation in the study was voluntary, and participants were informed of their right to withdraw from the study at any time without repercussions. Adequate support and resources were made available to participants who may have experienced distress or discomfort while discussing sensitive topics related to PTSD symptoms or traumatic experiences. Additionally, cultural sensitivity and respect for local customs and traditions were observed, particularly in the recruitment and engagement of participants from the Samburu community. Researchers sought to establish trusting relationships with participants and community stakeholders, engaging in open communication and collaboration to ensure that the research process was conducted ethically and respectfully within the cultural context of the study area.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.0 Introduction

The chapter presents the findings on the impacts of PTSD on the high school academic performance among victims of cattle rustling in Samburu West Constituency.

4.1 Demographic Characteristics of Respondents

4.1.1 Response Rate

The study sought to understand survey responses as illustrated in table 4.1

Table 4.1: Response Rate

Sample	Responded	Response Rate
375 Survey Respondents	375	100%
5 Interview Informants	5	100%
Total	380	100%

Source: Field Data, 2024

In the study a total of 380 participants were targeted for inclusion. Among them, 375 students who responded to the survey, resulting in a response rate of 100%. Further, the 6 informants targeted participated in the study translation to 100% response rate.

4.1.2 Age range of Respondents

Table 4.2: Age Range of Respondents

Age	Frequency	Percent
15-21 years	305	81.33%
22-25 years	70	18.66%
Total	375	100%

Source: Field Data, 2024

The demographic breakdown of respondents based on age in the study provides valuable insights into the distribution of respondents and their representation within different age groups. The study revealed that students between the ages of 15 and 21 years form 81.33% of the respondents with those between 21 and 25 years of age comprising of 18.66%. Ordinarily, by the age of 21 years, a student is expected to have completed high school. There is an indication that 18.66% of the students started school late or repeated classes either while in primary school or high school reflecting challenges that a pastoralist children encounter in pursuance of education which include temporary dropout as a result of displacement, class repetition and late school enrolment compounded by numerous setbacks (Ayiro & Sang, 2016).

4.1.3 Composition of Respondents

Further form level of respondents was sought in the three schools, there were a total of 793 students with form one having 296, form two having 187, form three having 168 and form four having 142, totalling to 793. Equal participation was ensured through ratios for each form, considering that the sample size in the study was 375.

$$\text{Form 1: } (296 \text{ students} / 793 \text{ students}) * 375 \text{ students} = 139.97$$

$$\text{Form 2: } (187 \text{ students} / 793 \text{ students}) * 375 \text{ students} = 88.43$$

$$\text{Form 3: } (168 \text{ students} / 793 \text{ students}) * 375 \text{ students} = 79.45$$

$$\text{Form 4: } (142 \text{ students} / 793 \text{ students}) * 375 \text{ students} = 67.15$$

Therefore, to achieve a representative sample of 375 students, the study considered:

Form 1: 140 students

Form 2: 88 students

Form 3: 79 students

Form 4: 67 students

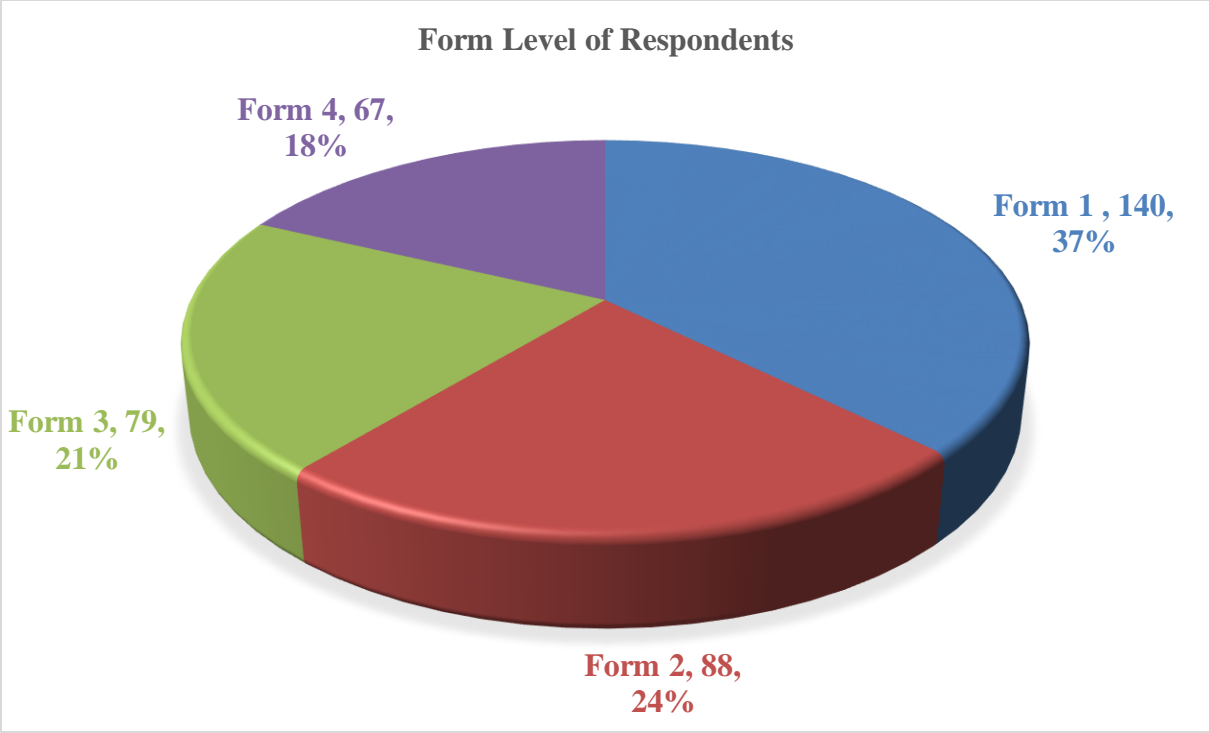


Figure 4.1: Class Composition of Respondents

Source: Field Data, 2024

The distribution of students across different forms indicated varying levels of response, with Form 1 having the highest representation at 140 students (37%), followed by Form 2 with 88 students (24%), Form 3 with 79 students (21%), and Form 4 with 67 students (18%) obtained through equal ratio form. Respondents’ gender categories were calculated as illustrated in Table 4.3. Respondents by gender.

Table 4.3: Distribution of Respondents per Gender and Class

Form	Total Students	Total Boys	Total Girls	Total Sample Size	Boys-Sample	Girls-Sample
Form 1	296	203	93	140	96	44
Form 2	187	132	55	88	62	26
Form 3	168	126	42	80	60	20
Form 4	142	10	38	67	49	18
Total	793	565	228	375	267	108

Source: Field Data, 2024

The gender distribution among respondents across different forms revealed varying patterns of male and female representation within each academic level. First, the gender composition of the student population in the three sampled schools, points to a male biased education system which is a notable practice among many pastoralist societies where educating boys is preferred over to that of girls (Munene, & Ruto, 2015).

There is a decrease of student population towards the higher levels. Retention rate for boys seems higher than for girls as the decrease is more acute for female students than for the male. There is high possibility that boys are dropping out of school to partake in male roles of taking care of cattle whereas girls are married off as they mature. This trend has been observed elsewhere among the Pokot pastoralist community and accounted for due to dropping out of school by the students on account of various reasons but mostly for herding by the boys and early marriages on the part of girls (Wepukhulu, 2011).

4.2 Prevalence of PTSD among Students in Samburu West Constituency

Prevalence of PTSD among the sampled students was assessed using DSM-5 self-assessment form and the results were analysed and presented as per table 4.4.

Table 4.4: Prevalence of PTSD and gender implications-DSM-5 Analysis

DSM-5	No. of students	Total %	Male	Gender %	Female	Gender %
Below 2.5	263	70.13	177	66.29%	86	79.62%
2.5 and above	112	29.86	90	33.70%	22	20.37%

Source: Field Data, 2024

4.2.1: PTSD Symptoms among Students in Samburu West

The overall analysis of AMD-5 results indicates that 29.9% of the sampled students manifested symptoms of PTSD as presented in figure 4.2.

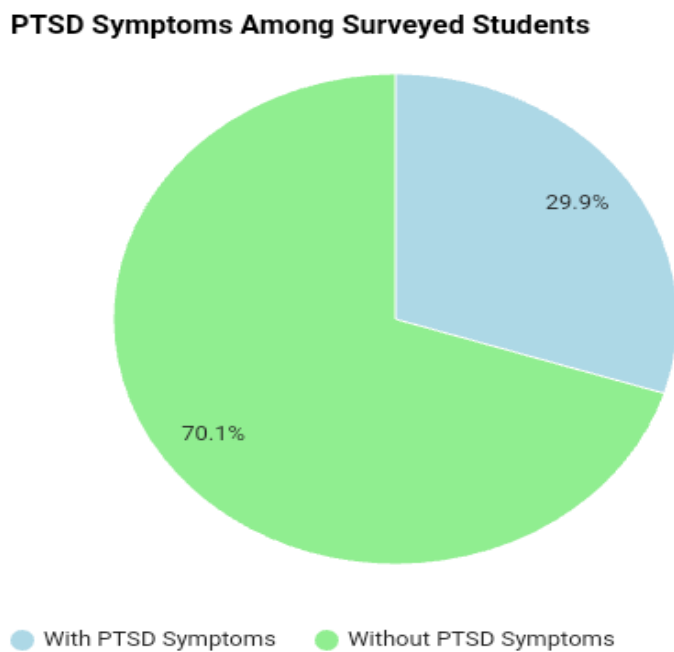


Figure 4.2: Percentage of Students with PTSD as Compared to those Without

Source: Field Data, 2024

The study surveyed 375 students using the APS DSM-5 PTSD sub-scale to evaluate trauma symptoms experienced in the past week. Students rated symptoms on a scale from "Not at all" to "Extremely". A DSM-5 trauma symptom score was calculated by averaging responses on items 1 to 25, with a score of 2.5 or higher indicating PTSD presence (Dziegielewski, 2014).

Among the 267 boys surveyed, 33.70% of them manifested PTSD symptoms and among the 108 girls surveyed, 20.37% of them manifested symptoms of PTSD with both gender averages at 29.86%. This is significantly higher than the estimated national average of 20% for students with diagnosable mental illnesses in Kenya (Kilel *et al.*, 2023).

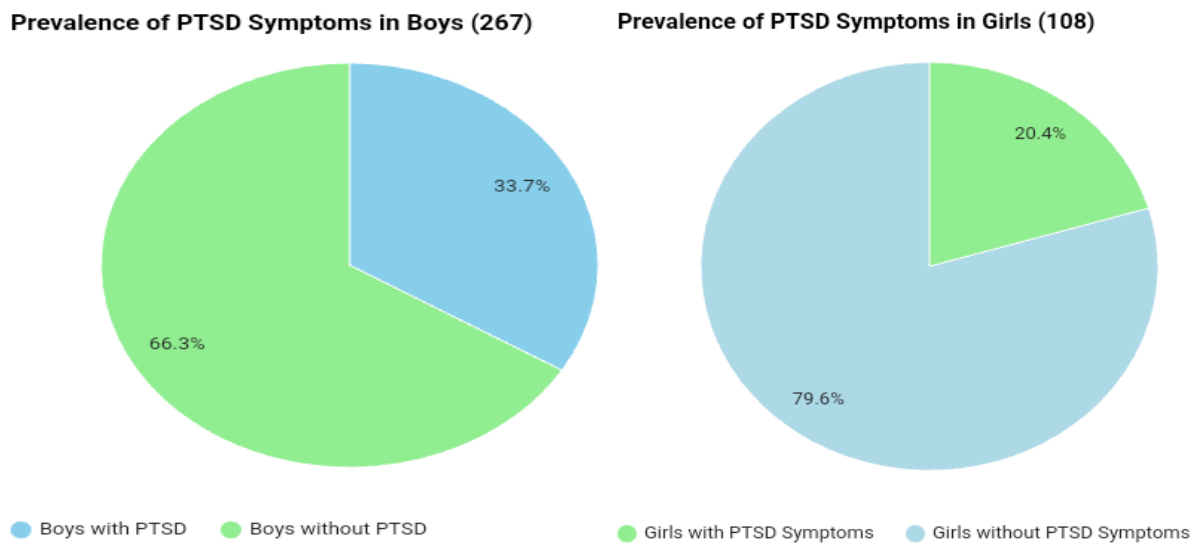


Figure 4.3: Intra-Gender prevalence of PTSD

Source: Field Data, 2024

Intra-gender percentages in Samburu indeed show that boys are more likely to experience symptoms of PTSD than girls. Many boys do directly witness violent traumatic incidents of cattle rustling while assisting their parents to herd cattle in the field especially during school holidays as compared to girls whose roles are limited to domestic chores within the homestead. Research findings among the Karamoja pastoralist society in Uganda showed that males are ten times more likely to be exposed to violent incidents than females and this properly accounts for the gender differential of PTSD implications (Gray *et al.*, 2003).

Given these gender-specific experiences, it becomes clear that interventions must be tailored to address the unique needs of each group. For boys, targeted trauma-focused programs are essential, particularly in areas where violence is prevalent. These programs should address the specific types of trauma boys experience and offer support that is relevant to their circumstances.

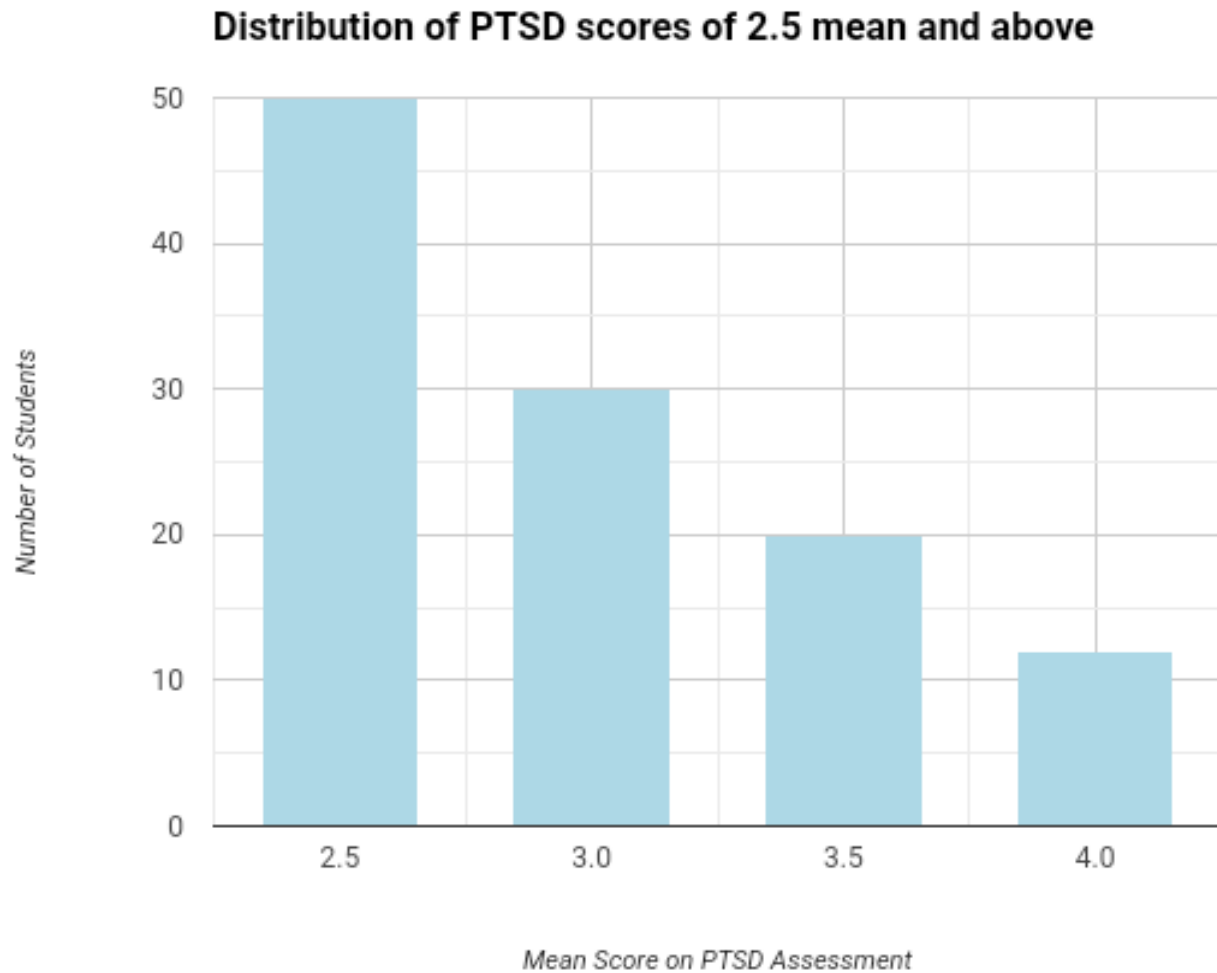


Figure 4.4: Severity of PTSD and Students Affected

Source: Field Data, 2024

Results as shown in figure 4.4 reveal that 112 students representing 29.86% of the students sampled had DSM5 of 2.5 mean score and above, an indication of PTSD presence. 50 students had DSM-5 mean scores of 2.5, an indication of mild symptoms of PTSD. 30 students had DSM-5 mean scores of 3.0, an indication of moderate presence of PTSD. 20 students had mean scores of 3.5, an indication of serious presence of PTSD and lastly, 12 students had DSM- mean scores of

4.0, an indication of severe PTSD. Analysis of filled APS DSM 5 self-assessment forms reveals that of the 112 students with mean score of 2.5 and above (an indication of PTSD presence), 103 students are extremely bothered by recurrent memories of the traumatic events that probably triggered the mental ailment.

4.2.2 Prevalence of PTSD by Form

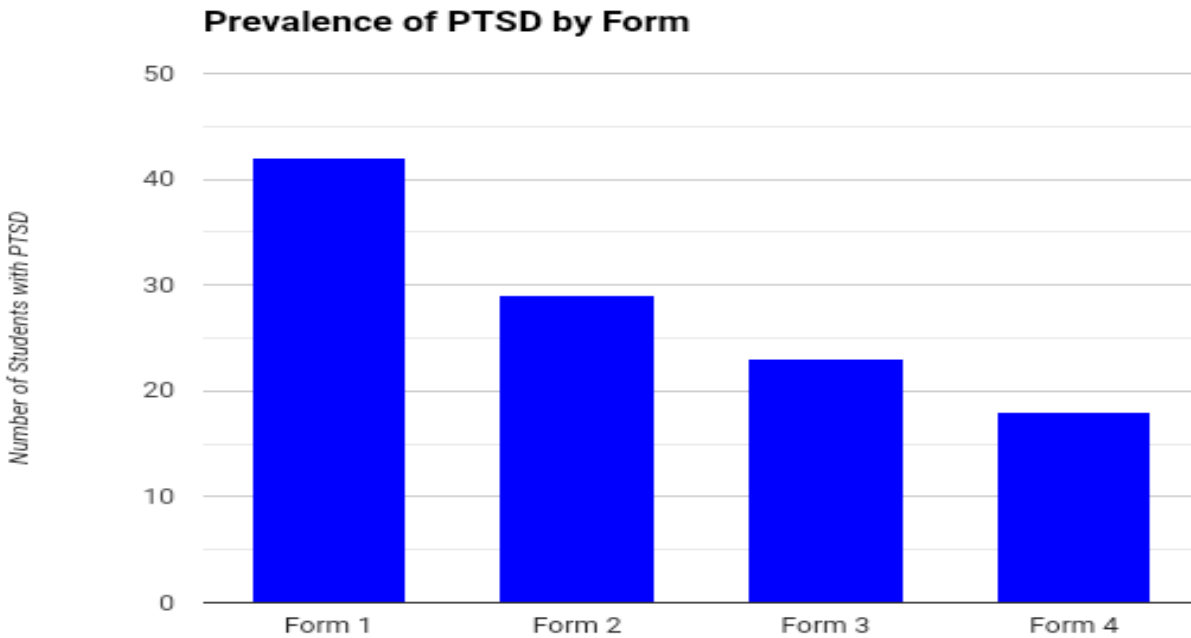


Figure 4.5: Prevalence of PTSD by Class/form level

Source: Field Data, 2024

Categorization of the 112 students with PTSD shows that 42 of them are in form one, 29 are in form two, 23 are in form three and 18 are in form four. This shows the severity of mental illnesses decreases towards the upper forms. Probably, students find better ways of coping with PTSD as they mature and progress in their academics (Ndeti *et al.*, 2007).

Additionally, respondents rated their agreement with statements on a Likert scale, providing further insight.

Table 4.5: Prevalence of PTSD among Students in Samburu West Constituency: Students Perception

Statement	SD (1)	D (2)	N(3)	A (4)	SA (5)	Total
"I am familiar with the symptoms of Post-Traumatic Stress Disorder"	0	0	2	62	311	375
"I believe that the prevalence of PTSD among students in Samburu West Constituency is a significant concern."	0	0	13	57	305	375
"I perceive that PTSD affects students in lower forms more than the upper forms."	0	0	11	53	311	375
"I perceive that there is variation of PTSD in terms of gender association."	0	0	2	14	359	375
"I believe that there is a correlation between a traumatic event and development of PTSD."	0	0	2	12	361	375
"I believe that boys and girls are exposed to varying amounts of trauma."	0	0	3	23	349	375
"I believe that PTSD negatively impacts on education performance."	0	0	2	8	365	375

Source: Field Data, 2024

Table 4.5 presents insightful data on the prevalence of Post-Traumatic Stress Disorder (PTSD) among students in Samburu West Constituency, alongside their perceptions regarding this mental health issue. Analysing the statistics, several notable findings emerge. Firstly, an overwhelming majority of students, approximately 99.5%, claim familiarity with the symptoms of PTSD. This suggests a commendable level of awareness within the student population regarding the signs and manifestations of this psychological condition.

Moreover, the data reveals that nearly 96.5% of students perceive the prevalence of PTSD among their peers as a significant concern. This widespread acknowledgment underscores the gravity of

PTSD within the student community and indicates a collective recognition of the need for attention and support in addressing mental health challenges.

Interestingly, a substantial proportion of students, around 97.1%, believe that PTSD affects lower-grade students more profoundly than their counterparts in higher forms. This perception may reflect underlying factors such as differences in vulnerability, coping mechanisms, or exposure to traumatic events among students of varying age groups.

Furthermore, the data highlights students' awareness of gender differences in PTSD prevalence, with nearly all respondents (approximately 99.5%) perceiving a variation in PTSD based on gender association. This recognition of gender-specific experiences and vulnerabilities to trauma is crucial for tailoring interventions that address the diverse needs of male and female students as revealed in previous studies by Epstein, & González, (2017).

Additionally, the findings indicate a strong belief among students, around 99.5%, in the correlation between traumatic events and the development of PTSD. This aligns with established research by Hageaars *et al.* (2011) who state that trauma onset is closely linked to frequency on PTSD-associated symptoms, further emphasizing the importance of trauma-informed support and intervention strategies.

Moreover, the data suggests that most students, approximately 99.2%, perceive differential levels of trauma exposure between boys and girls. This acknowledgment of gender disparities in trauma exposure underscores the need for nuanced approaches that account for gender-specific risk factors and experiences in addressing PTSD among students.

Finally, the overwhelming majority of students, around 99.5%, believe that PTSD negatively impacts educational performance. This awareness highlights the multifaceted effects of PTSD, extending beyond mental health implications to encompass academic functioning and overall well-being.

Upon inquiry on the prevalence of PTSD, a Key Informant (KI-1), a teacher affirmed and said:

There have been rising cases of mental illnesses among the students due to the rampant cases of cattle rustling in the area. There have been several incidents where students have witnessed these horrific cattle raids first-hand. The violence is raw, the screams

bloodcurdling. Some students have even lost parents, siblings, and close relatives – all in the blink of an eye. The fear is a constant companion. They come to school on edge, reliving the trauma in their minds, constantly scanning for threats that might not even be there. The devastation goes beyond the stolen cattle. Cattle rustling shatter the very foundation of life in these communities (KI-1, 7th February 2024, Samburu West Sub-County).

The statement from the teacher provides a profound and distressing insight into the impact of cattle rustling on students in Samburu West Sub-County. The teacher's account reveals that the violence and trauma associated with these cattle raids are deeply affecting the mental health of young people in the area. The vivid description of the violence—the raw brutality, the bloodcurdling screams—paints a picture of a community in distress. This kind of exposure to such extreme forms of violence undoubtedly leaves a mark on the psyche of those who witness it, especially children who are still in the process of emotional and psychological development.

The teacher's observation that students come to school on edge, constantly scanning for threats, highlights the pervasive and debilitating nature of their trauma. This constant state of hyper-vigilance is a classic symptom of Post-Traumatic Stress Disorder (PTSD), where the fear and anxiety stemming from past traumatic events interfere with normal functioning as alluded in previous studies by Parsons and Ressler (2013). Implications of memory modulation for post-traumatic stress and fear disorders. *Nature neuroscience*, 16(2), 146-153. The psychological impact of witnessing violence and losing loved ones in such a sudden and violent manner is profound, and it disrupts the sense of security that is crucial for healthy development.

The broader implications of this situation extend beyond the immediate psychological distress experienced by the students. The teacher points out that the effects of cattle rustling ripple through the community, undermining the very foundation of life. This suggests that the trauma experienced by individuals has a collective impact, eroding community cohesion and stability. When the fabric of community life is disrupted, it can lead to long-term social and economic consequences, further perpetuating cycles of violence and instability.

The research findings presented above underscore the profound impact of PTSD on students in Samburu West Constituency. The data reveals an impressive level of awareness among students about PTSD symptoms, with nearly unanimous recognition of the disorder's prevalence and its detrimental effects on educational performance. The overwhelming perception that PTSD affects

younger students more significantly, coupled with the recognition of gender differences and varying trauma exposure, highlights a nuanced understanding of the disorder within the learning community. Students' perceptions and qualitative data gleaned from head teachers align closely with DSM-5 findings, revealing that approximately 29.86% of those sampled are affected by PTSD, a statistic that underscores the severity of the issue.

4.3 The Nexus between PTSD and Academic Performance in Samburu West Constituency

Furthermore, the study evaluated the nexus between PTSD and academic performance where students were asked to indicate their level of agreement with statements in the Likert scale on a scale of 1 to 5, where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree). The findings were presented on Table 4.6.

Table 4.6: The Nexus between PTSD and Academic Performance: Students Perception

Statement	SD	D	N	A	SA	Total
	(1)	(2)	(3)	(4)	(5)	
"I believe that exposure to cattle rustling incidents has had a negative impact on the academic performance of students in Samburu West."	0	0	14	24	337	375
"I perceive a correlation between PTSD and decreased academic achievement."	0	0	24	21	330	375
"I think that PTSD symptoms such as intrusive memories and lack of support may hinder concentration and participation in classrooms."	0	0	36	47	292	375
"I believe that addressing PTSD-related challenges is crucial for improving educational outcomes and resilience among students in Samburu West."	0	0	31	38	306	375
"I perceive a need for trauma-informed interventions, such as counselling and play therapy, to support students affected by PTSD."	0	0	28	44	303	375
"I believe that integrating mental health support into education resilience building could be effective in addressing academic challenges in Samburu West."	0	0	33	17	342	375
"I think that conducting focused research to understand the specific impacts of trauma on academic performance in Samburu West is essential for targeted intervention strategies."	0	0	51	34	341	375

Source: Field Data, 2024

The research findings from Samburu West Constituency underscore a compelling connection between exposure to trauma, particularly from cattle rustling incidents, and its detrimental effects on students' academic performance. The data reveals a significant consensus among respondents that such exposure adversely impacts educational outcomes. These findings agree with studies by

Ndiema (2008) who established that PTSD has devastating effects on the academic life of Masaai girls. Approximately 96.3% of respondents believe that the trauma from cattle rustling negatively affects students' academic performance, illustrating a widespread recognition of the profound influence of trauma on educational experiences.

This consensus is further supported by the finding that around 93.6% of respondents perceive a clear correlation between PTSD and reduced academic achievement. This correlation highlights the intricate relationship between mental health challenges and educational outcomes in conflict-affected regions. The high percentage of respondents acknowledging this link suggests that PTSD is not merely a psychological issue but a significant barrier to learning and academic success.

The research also delves into the specific symptoms of PTSD that interfere with students' engagement and performance in the classroom. About 90.4% of respondents identify symptoms such as intrusive memories and a lack of support as major impediments to concentration and classroom participation. The results of this study are consistent with Perfect et al. (2016) who found out that traumatized children with strong support systems are likely to succeed in school as compared to traumatized children who are unsupported. This insight reinforces the need for educational strategies that address these psychological barriers, emphasizing that mental health support is crucial for fostering a conducive learning environment.

Furthermore, the findings reflect a strong belief in the effectiveness of trauma-informed interventions. Approximately 91.7% of respondents believe that addressing PTSD challenges is essential for improving educational outcomes. This belief is supported by a significant portion of respondents (80.8%) who strongly advocate for trauma-informed interventions, including counselling and play therapy, as necessary supports for students affected by trauma. These interventions are seen as vital for helping students manage their trauma and better engage with their education.

The data also highlights a broad recognition of the need to integrate mental health support into educational resilience-building efforts, with 91.2% of respondents endorsing this approach. This integration is seen as crucial for addressing the academic challenges faced by students in conflict-affected areas, suggesting that mental health and education are deeply intertwined and must be addressed simultaneously for effective results.

Moreover, the call for further research is notable, with 86.4% of respondents emphasizing the need to explore the detailed implications of PTSD on education. This underscores a significant gap in current understanding and a need for targeted research to develop tailored interventions that address the specific needs of students in conflict-affected regions like Samburu West.

In reflecting on these findings, it is clear that addressing trauma through targeted interventions and mental health support is not merely a supplementary consideration but a fundamental necessity for improving educational outcomes. The integration of mental health services into educational frameworks is essential for supporting students' overall well-being and academic success. Moreover, investing in research to better understand the impacts of trauma on education will provide valuable insights for developing more effective strategies to support students facing such challenges. This holistic approach is vital for fostering resilience and enhancing educational achievement in regions plagued by conflict and trauma.

Dual representation theory emphasizes the “dual impact” of PTSD on learning with the first impact being direct, affecting core cognitive functions essential for academic success. This supports the research findings in that results indicate that intrusive memories significantly hinder students' concentration and participation in the classroom, with approximately 90.4% of respondents acknowledging this issue. The findings also confirm the worrying trend to which symptoms such as intrusive memories disrupt cognitive processes and daily functioning of the mind, making it challenging for students to focus on academic tasks.

The findings also highlight how PTSD indirectly impacts on the education outcomes among the students through disruptive behaviour, social withdrawal, and altered sleep patterns that impair emotional and behavioural regulation. This aligns with the theory's view that trauma affects real-time cognitive and emotional processing, impacting classroom experiences and academic engagement.

The theory emphasizes the need to address both indirect impact as well as the indirect impact through holistic approaches that integrate educational strategies with mental health support.

The research findings in which significant portion of respondents (80.8%) strongly advocate for trauma-informed interventions, including counselling and play therapy, as necessary supports for

students affected by trauma, aligns with the theory's perspective that effective interventions must address the dual impacts of PTSD among the students.

In relation to DSM-5 PTSD Self-Assessment Forms score results, three key informants (KI-1, KI-2 and KI-3) all of whom are teachers within Samburu west constituency were interviewed, and information gathered strongly reveal that, academic performance among 112 students affected by PTSD in Samburu West was below the average, as evidenced by several indicators. A notable decrease in grades across various subjects emerged as a prominent sign of PTSD's impact among the 112 students, reflecting students' struggles with focusing, retaining information, or completing assignments amidst PTSD symptoms. Through interviews with key informants, the 112 students identified through DSM 5 score to have PTSD, various issues were revealed which cut across and include increased absenteeism was observed among them, attributed to both physical ailments and anxiety related to attending school, indicative of the pervasive influence of PTSD on students' school attendance. The three key informants reported to have noted certain characteristics among the identified students which include disruptive behaviour, social withdrawal, and changes in sleep patterns. Students with PTSD often exhibited disruptive behaviour in class, struggled to regulate their emotions, and had difficulty following classroom rules. Moreover, social withdrawal was common, as students isolated themselves from peers and activities they once enjoyed due to fear, anxiety, or a sense of disconnection. Additionally, changes in sleep patterns, such as difficulty falling or staying asleep and experiencing nightmares, were prevalent, further impairing students' ability to learn and function effectively in school. Moreover, difficulties in completing schoolwork was identified barrier, as students grappled with challenges in concentration, time management, and assignment completion due to hypervigilance, flashbacks, and emotional distress associated with PTSD. These manifestations culminated in lower scores on standardized tests, underscoring the significant academic hurdles faced by students grappling with PTSD in the context of cattle rustling in Samburu West. In an interaction with KI-2 on the study topic in relation to the nexus between PTSD and academic performance, he said:

There is a close link between PTSD and academic performance since learners who are repeatedly exposed to traumatizing events often drop out of school and tend to record poor performance manifested in decreased grades, increased absenteeism, and difficulties in completing schoolwork. (KI-2, 8th February 2024, Samburu West Sub-County).

The response highlights a significant connection between post-traumatic stress disorder (PTSD) and academic performance, shedding light on the profound impact that trauma can have on a learner's educational journey. It notes that students who experience repeated traumatic events are often at a heightened risk of poor academic outcomes, including lower grades, higher absenteeism, and struggles with completing assignments.

To delve deeper, the link between PTSD and academic performance can be understood through several lenses. Traumatic experiences can disrupt a student's cognitive and emotional processes, making it challenging to focus, retain information, and engage with the learning material. PTSD often brings about symptoms such as anxiety, depression, and difficulty concentrating, all of which can impede a student's ability to perform well academically. These symptoms might manifest as a decrease in grades, as the emotional and psychological toll of trauma interferes with their academic capabilities.

Additionally, the statement points to increased absenteeism as a direct consequence of trauma. Students dealing with PTSD may find it difficult to attend school regularly due to overwhelming stress or the need for frequent absences related to mental health care or recovery. These results are consistent with the findings of Mathews et al. (2009) who linked school absenteeism among school children with PTSD. This irregular attendance can further exacerbate academic struggles, creating a cycle where missed classes lead to gaps in knowledge and greater difficulty keeping up with coursework.

The challenges in completing schoolwork mentioned in the statement reflect how trauma can affect a student's ability to stay organized, manage their time, and maintain motivation. The cognitive and emotional burdens of PTSD can make even simple tasks feel insurmountable, leading to a decrease in overall academic performance.

In discussing this, it's crucial to emphasize that addressing the needs of students with PTSD requires a multifaceted approach. Schools must recognize the signs of trauma and provide supportive interventions, such as counselling services and tailored academic support. Educators and administrators need to foster an understanding and empathetic environment to help mitigate the impact of trauma on learning.

Ultimately, acknowledging and addressing the link between PTSD and academic performance is essential in creating a supportive educational framework that allows all students to thrive, despite the challenges they may face. Additionally, (KI-3) also a teacher said that:

Trauma is disastrous and has made some of the students to drop from school especially those who were direct victims of attacks and those that lost close relatives or parents bear the brunt of this trauma, facing immense psychological and emotional distress that overwhelms their ability to cope. As the weight of their experiences become unbearable, some students feel compelled to withdraw from school; their academic aspirations get overshadowed by the profound challenges wrought by the trauma they have endured. (KI-3, 9th February 2024, Samburu West Sub-County).

The voice note in the statement is passive. The focus is on the impact of trauma on students, with the subject "trauma" being the driving force of the sentence. The phrase "Trauma was disastrous" sets the tone for the sentence, portraying trauma as the cause of negative outcomes. The use of the passive voice places emphasis on the action (trauma) rather than the individuals affected by it, shifting attention away from whom or what caused the trauma. The phrase "made some of the students drop from school" further emphasizes the effect of trauma on students, portraying them as passive recipients of the action rather than active agents in their decisions to leave school. The passive voice was in line with a study by Baker *et al.* (2021) who found that passive voice descriptions of student behaviour led teachers to perceive students as less responsible for their actions compared to active voice description.

Similarly, a study by Lee and Ryu (2020) demonstrated that passive voice descriptions of learning outcomes can lead students to feel less control over their own academic success. In the context of your statement, the use of the passive voice phrase "trauma was disastrous" reinforces the notion that trauma acts upon students, potentially obscuring the complex interplay between individual experiences, support systems, and the decision to leave school. By emphasizing the consequences of trauma on students ("made some of the students drop from school") without mentioning the source or context, the statement, while highlighting the potential impact of trauma, may unintentionally contribute to a narrative that portrays students as passive recipients of external forces. KI-1 in addition said,

When students are continuously faced with risk of attacks and trauma, PTSD may come in and make them have reduced willingness to remain in school. As the threat of violence looms over their daily lives, students may experience heightened anxiety, fear, and

hypervigilance, leading to a reduced willingness to remain in school. The persistent stress and trauma associated with living in such environments can exacerbate symptoms of PTSD, further undermining students' sense of safety and security in educational settings, ultimately hindering their academic engagement and retention. (KI-1, 7th February 2024, Samburu West Sub-County).

The sentiment expressed in the statement highlighted the adverse effects of continuous exposure to risk and trauma on students' well-being and academic engagement. The use of phrases such as "risk of attacks," "trauma," and "reduced willingness to remain in school" conveys a sense of concern and distress regarding the challenges faced by students in conflict-affected environments. The mention of PTSD further emphasizes the psychological toll of such experiences, suggesting that students may struggle with mental health issues that affect their ability to remain motivated and engaged in their education.

The research findings from Samburu West Constituency reveal a profound and multi-faceted relationship between PTSD and academic performance among students affected by cattle rustling incidents. The data underscores a pervasive consensus that exposure to trauma significantly impairs students' educational outcomes, with nearly all respondents acknowledging the detrimental impact of PTSD on academic performance.

The study highlights several key insights. First, there is a strong agreement that exposure to trauma from cattle rustling adversely affects students' academic achievements. This finding is reinforced by the high percentage of respondents who perceive a clear correlation between PTSD and decreased academic performance. PTSD symptoms such as intrusive memories, anxiety, and lack of support are recognized as major barriers to concentration and classroom participation, further impeding students' ability to engage effectively with their education.

The qualitative insights from key informants reinforce these findings, highlighting the real-world implications of PTSD on students' educational experiences. Increased absenteeism, disruptive behaviour, social withdrawal, and difficulties with schoolwork were consistently reported as consequences of trauma, emphasizing the urgent need for comprehensive support systems within schools.

4.4 Efficacy of PTSD Support Systems within Education Institutions in Samburu West

The study sought to establish whether the role played by support systems within education institutions in Samburu west were efficient. The respondents were asked to indicate your level of agreement within a Likert scale statements ranging on a scale of 1 to 5, where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree). The findings were presented on Table 4.7.

Table 4.7: Efficacy of PTSD Support Systems within Education Institutions: Students Perception

Statement	SD (1)	D (2)	N (3)	A (4)	SA (5)	Total
"I believe that school-based support systems play a crucial role in addressing the trauma "	0	0	0	37	338	375
"I perceive that comprehensive support models incorporating mental health services, counselling, and teacher training are necessary for fostering healing and learning in Samburu West."	0	0	0	34	341	375
"I think that flexible attendance policies and trauma-informed teaching strategies can help accommodate the recovery process of students affected by cattle rustling trauma."	0	0	19	34	322	375
"I believe that community engagement is essential for strengthening support networks and resilience within educational institutions in Samburu West."	0	0	0	45	330	375
"I perceive a need for integrated support systems that involve coordination between educators, counsellor's, administrators, and community members to address the complex challenges faced by students."	0	0	8	30	337	375
"I believe that conducting baseline research to assess the current state of support mechanisms within educational institutions in Samburu West is crucial for guiding targeted improvements."	0	0	0	31	344	375

Source: Field Data, 2024

The research findings regarding the efficiency of support systems within educational institutions in Samburu West Constituency highlight a significant consensus on the pivotal role of comprehensive, school-based support structures in addressing trauma and fostering an effective learning environment. A remarkable 90.1% of respondents strongly agree that school-based support systems are crucial for addressing trauma. This high level of agreement underscores the recognition of the profound impact that trauma can have on students' educational experiences and the essential need for tailored support mechanisms. According to Kataoka *et al.* (2012), 'Effective trauma-informed practices within schools are essential for helping students navigate and overcome the impacts of trauma, significantly enhancing their academic and emotional well-being.'

Further emphasizing this point, 90.9% of respondents perceive that comprehensive support models, which integrate mental health services, counselling, and teacher training, are necessary for nurturing both healing and learning. This overwhelming consensus reflects a broad understanding that effective educational support extends well beyond traditional teaching methods. It involves a holistic approach that incorporates mental health and counselling services, alongside training for educators, to address the multifaceted challenges that trauma presents.

Additionally, the research indicates strong support for flexible attendance policies and trauma-informed teaching strategies, with 85.9% of respondents agreeing that these adaptations are crucial for accommodating the needs of trauma-affected students. This consensus highlights the necessity for educational practices to be adaptable and sensitive to the unique recovery processes of students who have experienced trauma. Such flexibility ensures that the learning environment is inclusive and supportive, recognizing and addressing the specific difficulties these students may encounter.

The findings also point to a significant endorsement of community engagement and collaborative efforts in enhancing support networks within educational institutions. With 88.0% of respondents strongly agreeing that community involvement is essential for strengthening support networks, and 89.9% agreeing on the need for integrated support systems involving coordination among educators, counsellors, administrators, and community members, it is clear that there is a widespread recognition of the importance of a collaborative approach. This perspective acknowledges that effective support for students extends beyond the school, requiring active

engagement with families, community leaders, and health volunteers to build a comprehensive network of care.

In similar studies, Walkley and Cox emphasizes that effective educational support systems are increasingly recognized as relying on strong community involvement and collaboration. The integration of efforts among educators, counsellors, administrators, and community members is critical in creating robust support networks, which is echoed by recent research showing high levels of agreement among stakeholders on the necessity of such collaborative approaches (Walkley & Cox, 2013).

Moreover, the research highlights a strong belief in the necessity of conducting baseline research to evaluate the current state of support mechanisms within schools in Samburu West. With 91.7% of respondents strongly agreeing that such research is crucial for guiding targeted improvements, there is a clear emphasis on the need for evidence-based decision-making. This proactive stance reflects a commitment to continuously enhancing support systems through informed strategies that address identified gaps and evolving needs within the educational community.

Dual Representation Theory (DRT) highlights the need to combine abstract and practical knowledge to improve problem-solving and understanding. In educational support systems, this means integrating theoretical knowledge (symbolic) about trauma and mental health with actionable (concrete) strategies. Symbolic representation involves understanding the theoretical aspects, such as the importance of mental health services and teacher training. Concrete representation, on the other hand, focuses on applying this knowledge through practical measures like school-based support systems, flexible attendance policies, and trauma-informed teaching strategies. Combining both approaches allows educational institutions to effectively support students affected by trauma.

In the context of the research findings from Samburu West Constituency, this means recognizing that effective support systems for trauma-affected students require both a deep understanding of trauma and practical, actionable strategies to address it. The consensus on comprehensive support structures, flexible practices, community engagement, and evidence-based improvements reflects this dual approach, ensuring that educational interventions are both conceptually grounded and practically effective.

Table 4.8: Student Attitudes towards Guidance and Counselling Department

Attitudes	percentage
Not aware	42%
Hesitant to visit	38%5
Mixed experience	20%
Leans towards academic	82%
Teacher incompetence	8%

Source: Field Data, 2024

A significant portion of students (42%) expressed a lack of awareness regarding counselling services available at their schools. Many students who were aware (38%) reported feeling hesitant to access them due to stigma or a perceived lack of confidentiality. One student wrote, "Everyone knows everyone here. If you go to counselling, it'll get out".

Students who did access counselling services (20%) reported mixed experiences. Several students (82%) felt the sessions focused more on academic concerns than mental health issues. A student wrote, "The Guidance and counselling teacher mostly talked about exam stress. There wasn't much space to talk about what was really bothering me". Furthermore, concerns arose regarding counsellor qualifications. Some students (8%) expressed doubts about the teachers' ability to handle complex issues like PTSD. In relation to these findings, recent research within Kenya has highlighted that a significant percentage of students have reservations about the adequacy of their counsellors' qualifications, particularly regarding their ability to address complex psychological issues (Omare *et al.*, 2023).

The current counselling approach appears mismatched with the cultural context of Samburu. Traditional coping mechanisms often involve seeking support from elders or community healers. A student wrote, "Talking to a stranger about my problems feels strange. I'd rather talk to my uncle". This cultural disconnect may be hindering the effectiveness of counselling services.

The student's perception of counselling and guidance services in addressing mental illness, particularly PTSD, is concerning. Limited awareness, accessibility issues, a perceived lack of expertise, and a cultural disconnect all contribute to the underutilization of these services. Further research is needed to develop culturally appropriate counselling models and increase student trust in the system. Additionally, raising awareness and educating students about mental health could play a crucial role in improving the effectiveness of counselling services within Samburu County high schools.

This study explored student perspectives on the potential of music, dance, and play in promoting mental health within Samburu County high schools. Content analysis of the responses from the 375 students sampled, reveal a strong positive attitude towards these expressive therapies alongside recognition of their underutilization within the schools.

An overwhelming majority of students (87%) expressed positive attitudes towards the use of songs, dance, and play for mental well-being. To corroborate this findings, Wedamulla (2022) highlighted that majority of students learning in an environment characterized by conflict reported positive attitudes towards incorporating songs, dance, and play in educational settings. This aligns with the feelings of many students (72%) who acknowledged the stress-relieving and mood-boosting effects of these activities. Music, for instance, serves as a powerful outlet for emotional expression. It helps individuals articulate feelings that might be difficult to convey through words, allowing for emotional regulation and stress management. Whether through playing instruments, singing, or listening, music can uplift moods, reduce anxiety, and foster a sense of emotional release. Additionally, engaging with music enhances cognitive functions such as memory, attention, and problem-solving skills, which are linked to better mental health outcomes. Socially, music can strengthen connections within communities and groups, providing a sense of belonging and support that is crucial for mental resilience.

Additionally, students (68%) recognized the potential for play to create a safe space for self-expression and emotional release. A student commented, "Sometimes it's hard to talk about one's feelings. Play allows you to express yourself in a different way". Furthermore, a small portion of students (15%) expressed a hesitation to participate in singing or dancing as they view them to be culturally inappropriate.

Despite positive student attitudes, the current school environment offers minimal opportunities to utilize music, dance, and play for mental health purposes. Students (82%) reported a lack of designated time or resources for these activities within the school curriculum. One student wrote, "There's no time for fun in school. It's all about Academic".

The students in Samburu west constituency hold a strong belief in the power of music, dance, and play to promote mental health. However, the current educational environment fails to capitalize on this potential. A lack of dedicated time, resources, and a cultural shift towards embracing these activities are significant barriers. Further research is needed to explore culturally appropriate ways to integrate music, dance, and play into the school curriculum while addressing student concerns about cultural misgivings. By incorporating these expressive therapies, schools within Samburu west constituency could foster a more supportive environment for student mental well-being.

The findings show that support systems were not very strong due to lack of resources. Nevertheless, where available, these systems enhanced access to psychosocial support and contributed to better performance among students. On this view, (KI-1) said:

We do not have a lot of resources. However, the little we have is important such as camps that provided medical care as well as trauma counselling services. These interventions are important in enhancing mental health among students especially those from affected communities, especially students who exhibit behavioural indicators of PTSD that include disruptive behaviour, social withdrawal, and changes in sleep patterns as we observe in those who are in the boarding program. This significantly impacts students' well-being and academic functioning. Students often exhibit disruptive behaviour in class and withdraw socially, isolating themselves from peers and activities that they are meant to enjoy. (KI-1, 7th February 2024, Samburu West Sub-County)

The voice in the statement is passive and collective, with an emphasis on the shared experiences and resources of a group or community. The use of "we" indicates a collective identity, suggesting a collaborative effort or a sense of shared responsibility within a community. The statement acknowledges limitations by stating, "We do not have a lot of resources," reflecting a shared understanding of constraints. Similar to this findings Reinbergs and Fefer (2018) identified resources as a major hindrance in addressing PTSD among secondary school students in Kenya. However, it also highlights the importance of the available resources, such as camps providing medical care and trauma counselling services. The passive voice, in this case, shifts the focus from individual actions to the collective efforts of the community, emphasizing the significance of the

shared resources in addressing mental health issues among students, particularly those from affected communities. Overall, the voice reflects a sense of communal responsibility and recognition of the value of limited resources in contributing to mental health enhancement. These findings align with the Dual representation theory (Brewin et al., 1996) that recognizes the multifaceted adverse effects of PTSD and calls for tangible ways of developing truly comprehensive, evidence-informed solutions tailored to address vulnerabilities in local populations.

The study on support systems in Samburu West's educational institutions reveals a strong recognition of the need for comprehensive and coordinated support to address the challenges faced by students, particularly those affected by trauma from cattle rustling. Students emphasize the importance of integrating mental health services, counselling, and teacher training into educational support models. They support flexible attendance policies and trauma-informed teaching strategies, and favour community engagement to build resilient support networks.

However, challenges include limited awareness and concerns about current guidance and counselling services, such as stigma, lack of confidentiality, and cultural disconnects. Traditional Samburu coping mechanisms often clash with available counselling services, highlighting the need for culturally sensitive approaches. Additionally, the absence of dedicated time and resources for expressive therapies, like music and dance, further limits support.

Despite these challenges, existing resources like medical camps and trauma counselling have been beneficial in improving access to support and student performance. The study suggests a need for more culturally attuned and integrated support systems, including the development of culturally appropriate counselling models and expanded expressive therapies in the curriculum. Increasing mental health awareness among students is also crucial.

4.5 Social-Policy Measures and Strategies to Address PTSD among High School Students in Samburu West Sub County.

4.5.1 State of Health in Samburu West Constituency

Interviews with key informant (KI-4) a medical officer in a hospital within Samburu west constituency provided valuable concerning the state of health facilities within Samburu west constituency. He indicated that there are sixteen level 2 hospitals (Dispensaries), three level 3

hospitals (health centres), one level 4 hospital and Samburu county referral hospital as displayed in figure 4.6.

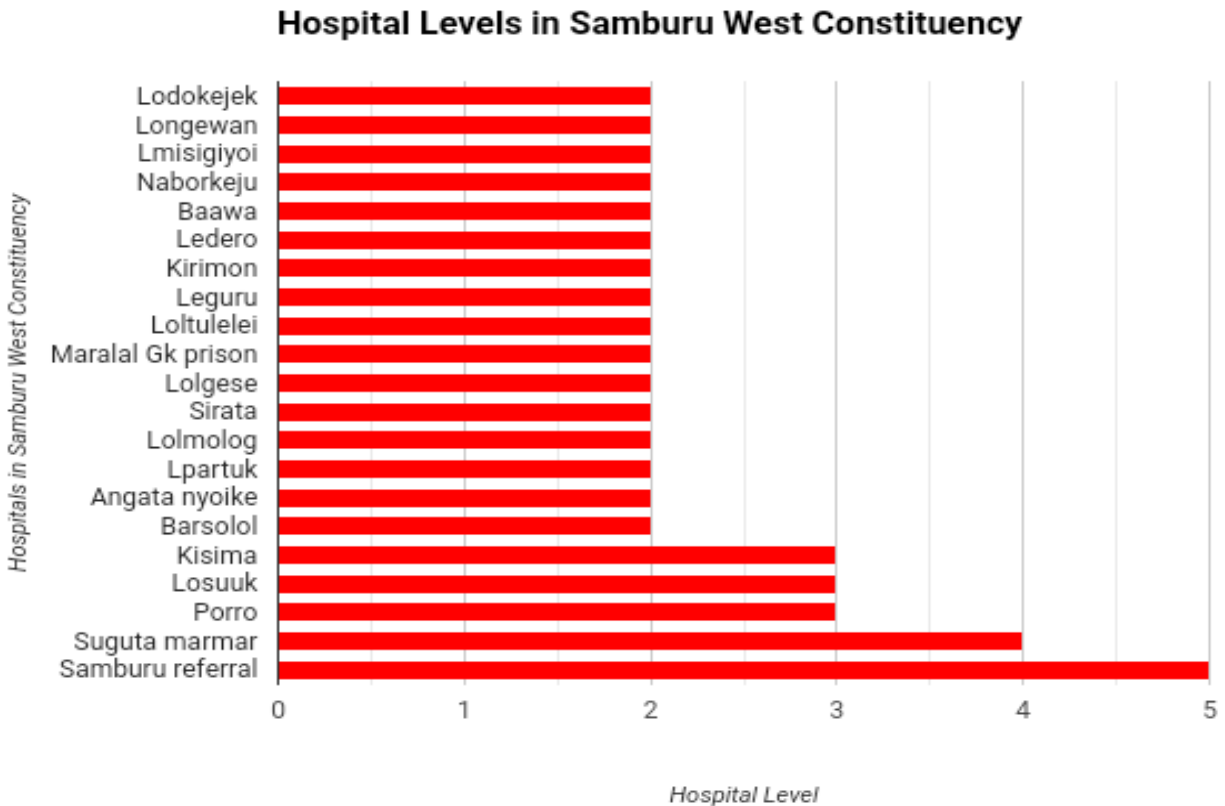


Figure 4.6: Hospitals in Samburu West Constituency and their Levels

Source: Field Data, 2024

KI-4 went on to state; there are no trained psychiatric professionals within the entire county-let alone the sub county; this being a rural and remote region exacerbates the problem. (KI-4, 12th February 2024, Samburu West Sub-County). The response underscores the complete absence of trained psychiatric professionals in the entire county and sub-county, suggesting that this lack of specialized care is exacerbated by the area's geographical isolation.

In this context, the absence of psychiatric professionals means that individuals in these regions are likely facing a severe shortage of mental health support. This situation is particularly troubling given that rural and remote areas often have fewer resources and support systems compared to urban centres. The remoteness not only makes it difficult for professionals to practice there but also poses a barrier for residents who might need to travel long distances to seek help. This distance

can discourage or even prevent individuals from accessing the care they need, worsening mental health outcomes and increasing the burden on those who are left to manage their conditions without professional guidance.

Interviews with KI-4, further provided insights into the referral system for mental health cases due to lack of trained personnel in Samburu County. An informant stated,

Nominally, Samburu County referral hospital under the health policy is supposed to be the referral hospital for all mental cases within the county but due to the lack of specialists-that is not the case. Nakuru County Referral Hospital is the nearest facility equipped with mental health professionals to which we refer such cases. While Nakuru County Referral Hospital has trained personnel, the distance and transportation challenges can pose barriers to accessing care for patients. (KI-4, 12th February 2024, Samburu West Sub-County).

The statement highlights a significant disconnect between health policy and practical implementation in Samburu County's mental health care system. According to the policy, Samburu County Referral Hospital is designated as the primary facility for handling all mental health cases within the county. However, due to a shortage of specialized mental health professionals, this hospital is unable to fulfil its designated role. Consequently, patients requiring mental health care are referred to Nakuru County Referral Hospital, which is equipped with the necessary expertise. This finding are consistent with Marangu (2014) who found out that mental health treatment in many parts of rural Kenya is far from being achieved as a result of acute shortage of psychiatrists.

While Nakuru County Referral Hospital has the trained personnel to manage these cases, the distance and transportation challenges involved in reaching this facility pose substantial barriers for patients. This situation reveals a critical gap between the intended provision of mental health services and the practical realities faced by patients. The policy presumes an ideal scenario where all mental health needs can be met locally, but the absence of specialists at Samburu County Referral Hospital forces reliance on a distant facility.

The logistical challenges of accessing Nakuru County Referral Hospital can exacerbate patients' conditions, as mental health issues often require timely and consistent treatment. The additional stress of long-distance travel and transportation difficulties can lead to delays in care and potentially worsen patient outcomes. This underscores systemic issues in the health care system, where the distribution of resources does not align with the actual needs of the population.

Addressing this gap requires a multifaceted approach. Efforts should be made to increase the availability of mental health professionals in underserved areas like Samburu County. This could involve offering incentives for specialists to work in rural locations or leveraging telemedicine to provide remote consultations. Additionally, improving transportation infrastructure or providing patient transport services could help mitigate access challenges. Integrating mental health care into local health services, with occasional support from specialists, might also alleviate some of the pressure on distant facilities and enhance accessibility.

Ultimately, effective mental health care relies not just on well-designed policies but also on practical solutions that address the logistical and resource-based barriers faced by patients. A coordinated approach that aligns policy with the practical realities of health care delivery is essential for ensuring that all individuals receive the care they need

Another key informant (KI-5) who is also a medical officer within Samburu west constituency emphasized the need for comprehensive strategies to address the staffing shortages and improve mental health care provision within Samburu west constituency. An informant stated;

We require targeted recruitment efforts to attract and retain mental health professionals, as well as ongoing training and capacity building initiatives for existing staff. This calls for investing in human resources to strengthen mental health services at the primary health centres. We need to prioritize the recruitment of psychiatric doctors and nurses and provide incentives to encourage them to work in rural areas like Samburu, there is need to integrate mental health within level 2, 3 and 4 hospitals in the county to make mental health accessible to the population. (KI-5, 13th February 2024, Samburu West Sub-County).

This response underscores the urgent need for targeted recruitment and strategic investment in mental health services. It highlights a critical shortage of mental health professionals and the necessity for ongoing training and development of current staff. By emphasizing the recruitment of psychiatric doctors and nurses, particularly in underserved rural areas like Samburu, the respondent stresses the importance of addressing geographical disparities in mental health care.

In essence, the focus is on enhancing the availability and quality of mental health services at the primary health care level aligns with similar findings by Hanlon et al. (2014) who advocated for the need to boost mental health services in low income countries in East Africa by way of integration in primary health care facilities to enhance accessibility and affordability. This means that not only should new professionals be brought on board, but existing staff should also receive

continuous education and skill-building opportunities to better serve the community. The call for incentives suggests that attracting mental health professionals to less accessible areas requires additional measures, such as financial bonuses or professional development opportunities, to make these positions more appealing.

The underlying message is clear: a robust mental health system relies not only on increasing the number of qualified professionals but also on strategically deploying them where they are most needed. This approach advocates for a more inclusive and equitable distribution of mental health resources, ensuring that even remote and underserved communities have access to essential mental health services. Indigenous healers within the community have a noble role to play as far as mental health of the students is concerned. As far as this area is concerned, KI-5 went on to state:

Many families due to in-accessibility of mental health facilities and cultural beliefs that link mental ill health with witchcraft, many people often resort to taking their children to indigenous healers. Sometimes this approach works for the locals and sometimes it backfires. There is need for those of us working in the area of conventional medicine to collaborate with them so that we may find common grounds to address mental health together in the region. They can play a role in spreading the message of de-stigmatisation of mental health given the fact that they have strong bonds and support of the society. (KI-5,13th February 2024, Samburu West Sub-County).

The respondent's statement underscores the complex interplay between traditional and modern approaches to mental health care in communities where access to conventional medical facilities is limited and cultural beliefs may influence attitudes toward mental health. In many regions, mental health issues are often intertwined with cultural interpretations, such as the belief that mental illness could be linked to witchcraft. Consequently, families may turn to indigenous healers, who are more accessible and culturally accepted, rather than seeking conventional medical help.

This reliance on indigenous healers can be a double-edged sword. On one hand, these healers hold significant sway within their communities and can provide a form of support that resonates with local beliefs and practices. On the other hand, their approaches may not always align with established medical understandings, and their methods can sometimes exacerbate rather than alleviate the problems.

The statement advocates for a collaborative approach between traditional healers and practitioners of conventional medicine. It suggests that by working together, these two groups can bridge the gap in mental health care. This collaboration could lead to more comprehensive care, where the strengths of both traditional and modern practices are harnessed to benefit the community. For example, conventional medicine could provide scientifically-backed treatments and interventions, while traditional healers could assist in reducing stigma and encouraging acceptance of mental health issues within the community.

Studies by Nortje *et al.* (2016) demonstrated that traditional healers can effectively help with mild mental health issues, such as depression and anxiety, by providing relief and psychosocial support. However, their impact on severe mental disorders, like bipolar disorder and psychotic disorders, is less supported by evidence. Therefore, while traditional healers can complement conventional treatments for less severe conditions, collaboration between traditional and conventional medicine is essential for a well-rounded approach to treating more serious mental illnesses.

The cooperative model could also foster mutual respect and understanding between different health systems. Traditional healers, being deeply rooted in the community, can play a crucial role in demystifying mental health issues and promoting a more accepting attitude towards those who seek help. By integrating their influence with conventional practices, it is possible to create a more inclusive and effective mental health care system that respects cultural beliefs while providing evidence-based care.

Collaboration between traditional healers and conventional medical health care aligns with dual representation theory through a holistic intervention of PTSD symptoms. Traditional healers might address emotional and social aspects through community rituals or support systems, which can help in managing some symptoms of PTSD. However, they may lack structured interventions for behavioural regulation in an academic setting. Integrating trauma-informed practices from conventional medicine with traditional methods could offer a more comprehensive approach to managing these emotional and behavioural challenges, thus improving classroom participation and overall academic engagement.

This collaborative approach is not only practical but necessary. It recognizes the value of traditional practices and acknowledges that they play a significant role in the lives of many people.

At the same time, it emphasizes the importance of integrating these practices with modern medical knowledge to offer a more holistic approach to mental health care. Building bridges between traditional and modern systems can enhance the overall well-being of communities by ensuring that mental health care is both culturally sensitive and scientifically sound.

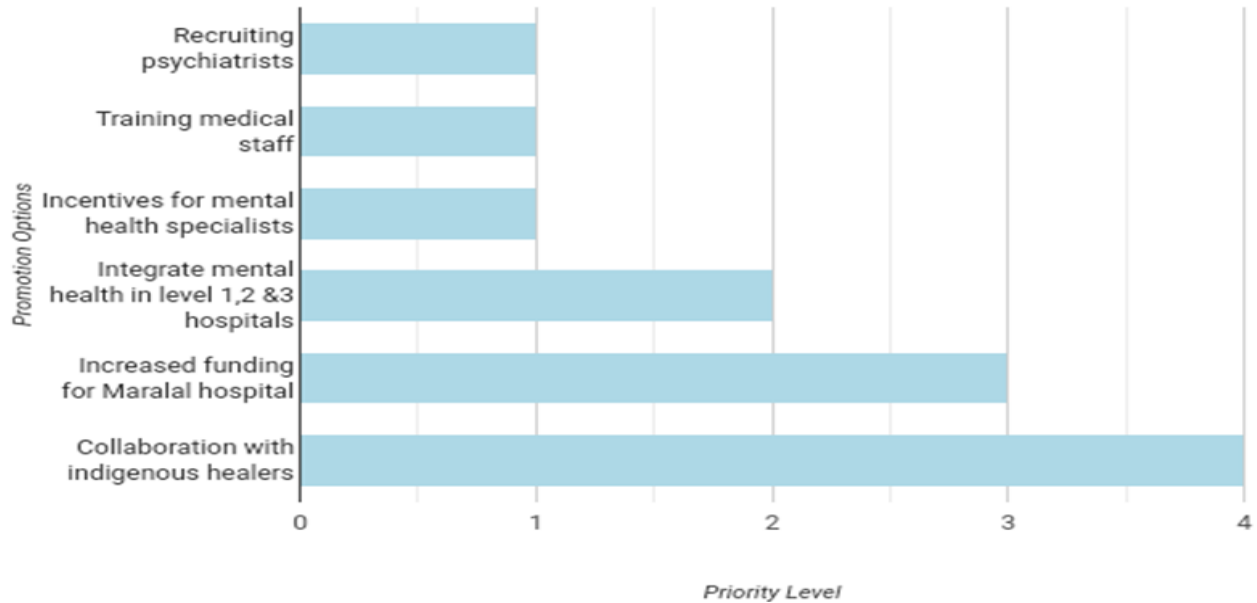


Figure 4.7: Prioritization of Options to Address Mental Health Challenges in Samburu West Constituency

Source: Field Data, 2024

KI-5 identified holistic measures that the department of health within Samburu constituency with the support of the government and other agencies need to focus on in order to address mental health issues within the constituency reflecting the prioritization of strategies as displayed in figure 4.7. The department of Health recognizes the valuable role of indigenous healers in addressing mental health challenges within the community. KI-5 insights emphasizes the need to strengthening linkages and collaborations with indigenous healers to effectively promote mental wellness. Through dialogue, engagement, and joint initiatives, there is significant potential to leverage the strengths of both conventional and traditional healing practices for improved mental health outcomes within Samburu west constituency through which students with mental health issues

may be assisted. A teacher within Samburu west constituency earlier referred to as (KI-1), on the challenges hospitals are facing in addressing mental sicknesses within the community said;

Honestly, the hospitals here often struggle to provide adequate support and care for mentally sick students. There seems to be a lack of specialized services and resources tailored to meet their specific needs. Many students with mental health issues come from poor families-accessing treatment is a challenge and in many cases these students lag behind academically and even drop out of school. There is need for government to come up with medical scheme to address mental illnesses among the students with clear referral systems. There's a prevailing belief that mental illness is a sign of bad omen to the family, rather than a medical condition. This leads to discrimination and social exclusion, with mentally sick children and adolescents often being ostracized or neglected by their peers and even their own families. (KI-1,7th February 2024, Samburu West Sub-County).

The statement highlights critical issues within the mental health support system for students, particularly those from impoverished backgrounds. The respondent underscores a significant gap in the adequacy of care provided by hospitals, noting that specialized services and resources tailored to the needs of mentally ill students are notably lacking. This deficiency in appropriate care and resources is compounded by the financial difficulties faced by many families, making it even harder for students to access necessary treatment. The impact is severe: students with mental health issues often fall behind academically and may even drop out of school, perpetuating a cycle of disadvantage.

The call for a government-backed medical scheme to address these challenges is both timely and crucial. Such a scheme would need to include a robust referral system to ensure that students receive the appropriate care and support they need. Without this, the existing gaps in mental health care will continue to leave vulnerable students without the help they need, exacerbating their educational struggles and overall well-being.

Another critical issue highlighted is the stigma associated with mental illness. The belief that mental illness is a sign of bad omen rather than a legitimate medical condition contributes to significant social and familial discrimination. This stigma results in mental illness being misunderstood and poorly addressed, leading to the ostracisation of affected students by both their peers and their families. Studies by Ayiro *et al.* (2023) found out that social exclusion not only worsens their mental health but also limits their opportunities and support systems, further isolating them from potential avenues of help.

It's clear that mental health support systems must evolve to address these multifaceted challenges. The creation of a comprehensive, government-supported medical scheme could play a pivotal role in bridging the gap between the need for specialized mental health services and their accessibility for students. Additionally, addressing the social stigma associated with mental illness is equally important. Education and awareness campaigns can help shift public perceptions, fostering a more supportive environment for those affected. Only through a combination of improved medical care and reduced stigma can we hope to create a system where all students have an equitable chance to succeed academically and personally, regardless of their mental health challenges.

4.5.2 Policy Options and Strategies to Address PTSD: Student's Perception

The study assessed student's responses to policy suggestions and strategies to address PTSD among students through respondents indicating their level of agreement with statements on policies and strategies on a scale of 1 to 5, where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree). These findings were presented in Table 4.9.

Table 4.9: Student Perceptions towards Key Policies for Addressing PTSD

Statement	SD	D	N	A	SA	Total
	(1)	(2)	(3)	(4)	(5)	
"I believe that targeted interventions, such as alternative access points and accelerated learning tracks, can empower youth in Samburu West to overcome educational barriers caused by instability and trauma."	0	0	0	27	348	375
"I perceive that addressing underlying socioeconomic vulnerabilities, mobility, and cultural traditions is essential for improving educational outcomes in Samburu West."	0	0	0	36	339	375
"I think that implementing early intervention programs tailored to at-risk students can help mitigate the impact of trauma on academic achievement in Samburu West."	0	0	0	33	342	375
"I believe that flexible distance learning initiatives are crucial for ensuring access to education for mobile families and communities in Samburu West."	59	141	07	21	147	375
"I perceive a need for community-supported solutions that address multiple interlocking determinants of educational challenges."	0	0	0	37	338	375
"I think that partnerships with local stakeholders and grassroots organizations are vital for implementing effective strategies to support traumatized students."	0	0	0	15	360	375

Source: Field Data, 2024

The responses from students regarding measures and policy strategies to address mental illnesses and educational challenges in Samburu West reveal a profound understanding of the complexities involved in supporting students affected by trauma and instability. The overwhelming agreement

on the need for targeted interventions highlights a shared recognition of the unique difficulties faced by students in this region. With 92.8% of respondents affirming that targeted interventions such as alternative access points and accelerated learning tracks can empower youth to overcome educational barriers, there is a clear acknowledgment of the necessity for innovative solutions tailored to the specific circumstances of these students.

The significant endorsement of early intervention programs, with 91.2% of students agreeing that such initiatives can help mitigate the impact of trauma on academic achievement, underscores a proactive approach to addressing the needs of at-risk students. This response reflects an understanding that traditional educational methods may fall short in meeting the diverse needs of students affected by trauma and mobility issues. Tailored interventions, therefore, are seen as essential for providing the support and flexibility required to help these students succeed.

Similarly, the strong agreement of 90.4% on the importance of addressing underlying socioeconomic vulnerabilities, mobility, and cultural traditions further emphasizes the need for a holistic approach to improving educational outcomes. Students recognize that these factors significantly impact their ability to learn and thrive, indicating a broad awareness of the interconnections between education and broader social issues.

However, the 53.3% disagreement with the statement about the crucial role of flexible distance learning initiatives for mobile families reveals a nuanced perspective. While flexible learning options can provide some relief, particularly for students dealing with PTSD, there is a clear concern that such approaches may inadvertently lead to isolation and lack the essential elements of a supportive learning environment. This highlights a critical tension: while flexible learning can offer advantages, it also has limitations that must be carefully considered, particularly in the context of trauma recovery.

The emphasis on equipping teachers with trauma-informed training and creating smaller, more personalized classroom environments reflects a well-informed understanding of the specific needs of students with PTSD. These approaches can help mitigate the negative impacts of trauma by fostering a supportive and less stressful learning environment, thus facilitating better educational outcomes.

Furthermore, the overwhelming agreement on the importance of community-supported solutions and partnerships with local stakeholders 90.1% and 96.0%, respectively reflects a strong belief in the power of collaboration. Students understand that sustainable solutions to educational challenges cannot be achieved in isolation. Effective strategies require the active involvement of the community and local organizations, which can provide crucial support and resources to address the multifaceted needs of traumatized students.

Student understanding of the solutions resonate with dual representation theory by emphasizing a holistic approach that considers both emotional and cognitive aspects of healing to improve academic performance in students with PTSD.

In conclusion, the mental health care system in Samburu West Constituency faces critical challenges, including a severe shortage of trained psychiatric professionals, geographic isolation, and logistical barriers. This leads to reliance on distant facilities like Nakuru County Referral Hospital, which poses accessibility issues. To address these challenges, integrating mental health services into local hospitals, recruiting and training more professionals, and deploying resources strategically are essential. Collaborations with traditional healers could also help bridge care gaps and reduce stigma.

Addressing the mental health needs of students, especially those from disadvantaged backgrounds, is crucial. Implementing a government-supported medical scheme with a strong referral system and public education to reduce stigma is necessary for a more equitable system. A coordinated approach that combines policy with practical solutions, improves resource distribution, and integrates traditional and modern practices is vital for enhancing mental health outcomes in the region.

The findings gleaned from the students indicate a comprehensive and nuanced understanding among students of the need for innovative, community-driven approaches to address educational and mental health challenges. There is a clear consensus on the importance of targeted interventions, early support programs, and collaborative efforts involving local stakeholders. At the same time, there is a recognition of the limitations of certain strategies, such as flexible distance learning, highlighting the need for a balanced and informed approach to supporting students in Samburu West.

The mental health care system in Samburu West Sub-County is critically under-resourced, with a notable absence of trained psychiatric professionals exacerbating the challenges faced by individuals in this remote region. The lack of specialized care is compounded by geographical isolation and logistical barriers, leading to a reliance on distant facilities like Nakuru County Referral Hospital. This situation underscores a significant gap between health policy and practical implementation, necessitating a multifaceted approach to address the mental health needs of the community effectively.

Students in Samburu West demonstrate a deep understanding of the complexities involved in addressing educational barriers caused by trauma and instability. Their responses highlight the importance of targeted interventions, early support programs, and community-driven solutions. There is a strong consensus on the need for innovative strategies that consider the unique circumstances of these students, emphasizing the role of local stakeholders and partnerships in implementing effective solutions.

Improving mental health care in Samburu West requires a coordinated effort that combines policy with practical, community-driven solutions. By integrating mental health services at various levels of healthcare, addressing logistical challenges, and fostering collaboration between traditional and modern practices, we can create a more inclusive and effective system. This approach will not only enhance mental health outcomes but also support the academic and personal success of students, ultimately contributing to the overall well-being of the community.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This Chapter presents the summary of findings of the entire research study, where the researcher draws out generalizable conclusions and provides suitable policy recommendations. The general objective of this study was to examine the impact of PTSD on academic performance among students in Samburu West Constituency. The research study was guided by the following specific objectives; to make an evaluation of the prevalence of PTSD among Students in Samburu West Constituency, to determine the Nexus between PTSD and Academic Performance in Samburu West Constituency, to assess the efficacy of Support systems within Education Institutions in Samburu West Constituency and to determine the challenges and solutions relating to academic performance in Samburu West Constituency. Lastly the study proffers recommendations suitable for dealing with PTSD among students as a result of traumatizing life incidences such as cattle rustling. First, the chapter presents the summary of the findings pursuant to the study objectives highlighted above.

5.1 Summary of the Findings

5.1.1 The Prevalence of PTSD among Students in Samburu West Constituency

In the first objective of assessing the prevalence of PTSD and its repercussions on students in Samburu West Constituency, Kenya, the outcomes indicate that 29.86% of students sampled are grappling with symptoms characteristic of PTSD, shedding light on the widespread prevalence of trauma and its adverse effects on mental health within the community.

5.1.2 The Nexus between PTSD and Academic Performance in Samburu West

The study evaluated the correlation between PTSD and academic performance among students in Samburu West Constituency, Kenya. Utilizing a Likert scale survey, the data unveiled a robust consensus among respondents regarding the adverse influence of PTSD on students' academic endeavours. Overwhelmingly, majority of respondents agreed or strongly agreed that PTSD has detrimental impacts on students' academic performance. Additionally, respondents recognized the

hindering effects of specific PTSD characteristics, such as intrusive memories poor concentration and disengagement in classroom activities among the affected students. Content analysis of information derived from key informants during interviews reveal the negative impacts that PTSD has on the academic performance of students. These findings underscore the profound impact of traumatic experiences on students' academic pursuits in Samburu West Constituency, emphasizing the imperative for targeted interventions and support systems to mitigate these challenges and foster improved academic outcomes.

5.1.3 The Efficacy of Support Systems within Education Institutions in Samburu West Constituency

The study explored the attitudes and perceptions towards the efficacy of PTSD support systems within the secondary schools in Samburu West Constituency, Kenya. Through respondent agreement with statements, the findings unveiled a robust consensus regarding the need to reengineer support systems within schools to facilitate in addressing student trauma and cultivating a conducive learning environment. Participants overwhelmingly advocated for several key measures, including the integration of comprehensive support models encompassing mental health services, counselling, and teacher training, as well as the adoption of flexible learning approaches such as adapting attendance policies and implementing trauma-informed teaching strategies. Additionally, strong emphasis was placed on the importance of community engagement, advocating for collaboration with families, community leaders, and health volunteers to establish a comprehensive support network. Lastly, participants underscored the necessity for research-based improvements, highlighting the significance of conducting baseline assessments to inform targeted interventions aimed at enhancing the efficiency of support systems within educational institutions in Samburu West Constituency.

5.1.4 Social-Policy Measures and Mechanisms to Address PTSD among High School Students in Samburu West Sub County

The study examined the challenges and potential solutions associated with academic performance in Samburu West Constituency, Kenya. Through a combination of surveys and interviews, the findings unveiled a robust consensus among respondents regarding the significant impact of various factors on student achievement. Cattle raids and instability emerged as prominent barriers to academic success, with disruptions caused by these issues posing considerable challenges.

Additionally, socio-economic vulnerabilities and cultural traditions were identified as underlying factors that need to be addressed to improve educational outcomes. Furthermore, trauma and mobility were recognized as significant challenges, with early intervention programs and flexible learning initiatives deemed crucial for effectively addressing these issues and promoting academic success among students in the constituency.

5.2 Conclusion

In conclusion, the study established a robust correlation between exposure to cattle rustling incidents and adverse mental health outcomes among students, emphasizing the pervasive recognition of PTSD as a significant concern with the potential to impede academic performance. The overwhelming consensus on the necessity for psychosocial support services among respondents underscores the pivotal role of interventions in mitigating the detrimental effects of trauma and fostering student well-being. These findings underscore the urgent need for comprehensive support systems within educational institutions to address the mental health needs of students affected by traumatic experiences, ultimately contributing to their academic success and overall flourishing.

The study's findings emphasize a widespread acknowledgment of the intricate interplay between PTSD and academic performance in Samburu West. These insights underscore the urgent necessity for addressing the trauma-related challenges confronted by students, integrating mental health support services into educational programs to cultivate resilience, and conducting further research to comprehensively understand the specific impacts of cattle rustling trauma on academic performance. By heeding these recommendations, tailored interventions can be devised to adeptly support students, enhance their academic achievements, and foster holistic well-being amidst traumatic experiences, thereby ensuring a conducive environment for their overall growth and development.

The study points out the perceived significance of efficient support systems within educational institutions in Samburu West. The widespread agreement with the presented statements indicates a community-wide recognition of the necessity for multifaceted support that extends beyond traditional education, incorporating elements such as mental health services and counselling. Moreover, there is a strong emphasis on trauma-informed practices, underscoring the importance

of adapting educational approaches to meet the diverse needs of students affected by trauma. Additionally, collaborative efforts involving engagement with the community are seen as crucial in strengthening support networks and fostering a conducive learning environment.

The study's findings stress the imperative for comprehensive interventions that go beyond addressing academic challenges and encompass broader socio-economic, cultural, and contextual factors influencing students in Samburu West Constituency. This entails providing tailored support for vulnerable students through early intervention programs and targeted interventions such as alternative access points and accelerated learning tracks, which were deemed crucial for addressing their unique challenges effectively. Additionally, community involvement and partnerships with local stakeholders and grassroots organizations were perceived as vital for implementing sustainable solutions and addressing the multifaceted needs of students, highlighting the importance of collaborative efforts in fostering academic success and overall well-being within the constituency.

5.3 Recommendations

Based on the compelling findings of the study on the impact of PTSD on academic performance in Samburu West Constituency, several policy recommendations are warranted to address the identified challenges and promote student well-being and academic success. These include:

- i. Schools and the Ministry of Education should implement flexible attendance policies, distance learning programs, and personalized education plans for students affected by trauma.
- ii. Schools and the Government through the ministry of education should allocate resources for early intervention, trauma screening, and resilience-building programs for at-risk students.
- iii. Ministry of Education and teacher training institutions should incorporate trauma-informed practices into teacher training programs, both pre-service and in-service.
- iv. Schools in Samburu West Constituency should align discipline policies with trauma-informed principles, focusing on restorative practices rather than punitive measures.
- v. School management and families need to strengthen their collaboration to support students' academic and emotional needs.

- vi. Schools in Samburu West Constituency and Government mental health service providers, including indigenous healers should provide on-site counselling, support groups, and peer support programs for students with PTSD and trauma-related issues.

5.4 Suggestions for Further Studies

This research study recommends for further research on:

- i. Impact of Psychosocial Support Services on Academic Resilience.
- ii. Effectiveness of Trauma-Informed Interventions in Reducing PTSD Symptoms and Improving School Engagement.
- iii. The Role of Flexible Learning Models in Supporting the Academic Recovery of Students with PTSD.
- iv. The Effects of Community Engagement on Student Well-being and Academic Achievement.

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APPENDICES

Appendix I: Questionnaire

This questionnaire sets out to examine “PSTD and secondary school performance among victims of cattle rustling in Samburu west constituency, Samburu County-Kenya.” Your input will aid in understanding and addressing these impacts effectively.

A. Demographic Characteristics

1. Age (years): 13-17 [] 18-24 []

2. Gender

Male []

Female []

3. Category

Form 1 []

Form 2 []

Form 3 []

Form 4 []

B. Prevalence of PTSD among Students in Samburu West Constituency

5. Indicate your level of agreement with the Likert scale statement presented in the table below. Rate each statement on a scale of 1 to 5, where 1 = strongly disagree (SD), 2 = disagree (D), 3 = neutral (N), 4 = agree (A), 5 = strongly agree (SA)

Statement	SD (1)	D (2)	N(3)	A (4)	SA (5)
(i) "I am familiar with the symptoms of Post-Traumatic Stress Disorder."					
(ii) "I believe that the prevalence of PTSD among students in Samburu West Constituency is a significant concern."					
(iii)"I perceive that PTSD affects students in lower forms more than the upper forms."					
(iv)"I perceive that there is variation of PTSD in terms of gender association."					
(v) "I believe that there is a correlation between a traumatic event and development of PTSD."					
(vi) "I perceive a correlation between PTSD and poor academic performance among students in conflict-affected regions."					
(vii) "I believe that boys and girls are exposed to varying amounts of trauma."					

6. What is the prevalence of PTSD among students in Samburu West Constituency?

C: The Nexus between PSTD and Academic Performance in Samburu West Constituency

7. Indicate your level of agreement with the Likert scale statement presented in the table below. Rate each statement on a scale of 1 to 5, where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree)

Statement	SD (1)	D (2)	N(3)	A (4)	SA (5)
"I believe that exposure to cattle rustling incidents has had a negative impact on the academic performance of students in Samburu West."					
"I perceive a correlation between PTSD and decreased academic achievement among students affected by cattle rustling trauma in Samburu West."					
"I think that PTSD symptoms such as intrusive memories and lack of support may hinder student concentration and participation in classrooms in Samburu West."					
"I believe that addressing PTSD-related challenges is crucial for improving educational outcomes and resilience among students in Samburu West."					
"I perceive a need for trauma-informed interventions, such as counselling and play therapy, to support students affected by cattle rustling trauma in Samburu West."					
"I believe that integrating mental health support into education resilience building could be effective in addressing academic challenges in Samburu West."					
"I think that conducting focused research to understand the specific impacts of cattle rustling trauma on academic performance in Samburu West is essential for targeted intervention strategies."					

8. What is the relationship between PTSD and academic performance in Samburu West Constituency?

D: Efficacy of Support Systems within Secondary Schools in Samburu West constituency

9. Indicate your level of agreement with the Likert scale statement presented in the table below. Rate each statement on a scale of 1 to 5, where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree)

Statement	SD (1)	D (2)	N(3)	A (4)	SA (5)
"I believe that school-based support systems play a crucial role in addressing the trauma "					
"I perceive that comprehensive support models incorporating mental health services, counselling, and teacher training are necessary for fostering healing and learning in Samburu West."					
"I think that flexible attendance policies and trauma-informed teaching strategies can help accommodate the recovery process of students affected by cattle rustling trauma in Samburu West."					
"I believe that community engagement is essential for strengthening support networks and resilience within educational institutions in Samburu West."					
"I perceive a need for integrated support systems that involve coordination between educators, counsellors, administrators, and community members to address the complex challenges faced by students in Samburu West."					

<p>"I believe that conducting baseline research to assess the current state of support mechanisms within educational institutions in Samburu West is crucial for guiding targeted improvements."</p>					
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10. How efficient is the guidance and counselling department in attending to the students with mental challenges and mental illnesses?

.....

11. What are your views on staff who are responsible for counselling students in terms of their – competency and confidentiality?

.....

12. What are your attitudes and experiences in utilizing the services from guidance and counselling department in promoting your mental wellness?

.....

13. What are your attitudes towards songs, dance and play in promoting mental health among students?

.....

14. How has your school embraced songs, dance and play in furthering the mental health of students?

.....

E: Social-policy measures and mechanisms to address PTSD among high school students in Samburu west constituency.

Indicate your level of agreement with the Likert scale statement presented in the table below. Rate each statement on a scale of 1 to 5, where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree)

Statement	SD (1)	D (2)	N(3)	A (4)	SA (5)	Total	Weighted Mean
"I believe that targeted interventions, such as alternative access points and accelerated learning tracks, can empower youth in Samburu West to overcome educational barriers caused by instability and trauma."							
"I perceive that addressing underlying socioeconomic vulnerabilities, mobility, and cultural traditions is essential for improving educational outcomes in Samburu West."							
"I think that implementing early intervention programs tailored to at-risk students can help mitigate the impact of trauma on academic achievement in Samburu West."							

"I believe that flexible distance learning initiatives are crucial for ensuring access to education for mobile families and communities in Samburu West."							
"I perceive a need for community-supported solutions that address multiple interlocking determinants of educational challenges."							

*****THANK YOU*****

Appendix II: Interview Guide

A: INTRODUCTION

My name is ELIAKIM K SILGICH and I am conducting the interview to gather insights and opinions “PSTD and secondary school performance among victims of cattle rustling in Samburu west constituency, Samburu County-Kenya.

- a) Can you describe any observed changes in students' behaviour or mental well-being among students affected by cattle rustling incidents in Samburu West Constituency?
- b) Have you noticed any specific symptoms or signs of PTSD among students in the school?
- c) Can you estimate the percentage of students who may be experiencing symptoms of PTSD in Samburu West Constituency?
- d) In your experience, how do symptoms of PTSD manifest in students' academic performance? Have you observed any correlations between students experiencing PTSD symptoms and their academic achievements?
- e) How do you think PTSD symptoms may affect students' ability to concentrate, participate in class, or complete assignments?
- f) How would you describe the current support systems in place within education institutions to address the needs of students affected by PTSD?
- g) What specific support services or resources are available to students who may be experiencing trauma-related issues?
- h) What is the state of health services within Samburu west constituency in terms of addressing the mental issues affecting the students?
- i) How do the department of health perceive the role of indigenous healers in handling mental cases within the community and is there need to enhance linkages and collaborations with them in promoting mental wellness within the community?
- j) What would you proffer as policy suggestions to plug the gaps within the mental health sphere and more so in addressing mental challenges among the adolescents within the context of Samburu west sub county?

Appendix III: DSM-5 PTSD Self-Assessment Form

HTQ-5 (Part IV: DSM-5 PTSD sub-scale)

The following are symptoms that individuals sometimes have after experiencing hurtful or terrifying events in their lives. Please read each one carefully and decide how much the symptoms bothered you in the past week.

		(1) Not at all	(2) A little	(3) Quite a bit	(4) Extremely
1	Recurrent thoughts or memories of the most hurtful or terrifying events				
2	Feeling as though the event is happening again				
3	Recurrent nightmares				
4	Feeling detached or withdrawn from people				
5	Unable to feel emotions				
6	Feeling jumpy, easily startled				
7	Difficulty concentrating				
8	Trouble sleeping				
9	Feeling on guard				
10	Feeling irritable or having outbursts of anger				
11	Avoiding activities that remind you of the traumatic or hurtful event				
12	Inability to remember parts of the most hurtful or traumatic events				
13	Less interest in daily activities				
14	Feeling as if you don't have a future				

15	Avoiding thoughts or feelings associated with the traumatic or hurtful events				
16	Sudden emotional or physical reaction when reminded of the most hurtful or traumatic events				
17	Feeling that the world is a very dangerous place				
18	Feeling that you are a bad person				
19	Blaming yourself for the traumatic event				
20	Strong feeling of fear, horror, anger, guilt or shame when thinking about the traumatic event				
21	Difficulty feeling love or happiness				
22	Taking risks that may harm yourself or others				
23	Feeling like you have been damaged as a person by the traumatic event				
24	Feeling as if something reminds you of the trauma but it feels like a dream, that it is not happening to you, and/or that it is not real				
25	Feeling people or objects around you are strange or not real				

Scoring of HTQ-5 PTSD symptoms:

1. Assign the following numbers for each answered item.

1 = 'Not at all'.

2 = 'A little'.

3 = 'Quite a bit'.

4 = 'Extremely'.

2. Add up item scores and divide by the total number of the answered items.

DSM-5 trauma symptom score = (sum of items 1–25)/25.

(range 1–4)

SCORE \geq 2.5* Checklist positive for PTSD.

Note: If an individual does not answer all questions, the denominator should correspond to the number of questions actually

Appendix IV: NDU-K Research Authorisation

Telephone: 051- 851141
Fax: 051-851046
Email: ndu-kenya@mod.go.ke
When Replying Please Quote:
Ref: NDU - K/AA & R/02



National Defence University-Kenya
P O Box 3812 – 20100
Nakuru, Kenya

23 November 2023

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORISATION

Mr. Eliakim. K. Silgich of National Defence College, a College of National Defence University-Kenya, successfully defended his Master of Arts research proposal and has been allowed to proceed to the field to collect data for his thesis.

The research's topic is, "Impacts of Cattle Rustling on Education in Samburu West Constituency, Samburu County". The Candidate will be conducting the field work with effect from December 2023.

The purpose of this letter, therefore, is to request you to accord him any necessary assistance to successfully conduct the research.

Your continued assistance is highly appreciated.

Yours faithfully,

A handwritten signature in blue ink, appearing to read "Anne W T Muigai".

Prof Anne W T Muigai
Deputy Vice-Chancellor
National Defence University-Kenya

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013 (Rev. 2014)
Legal Notice No. 108: The Science, Technology and Innovation (Research Licensing) Regulations, 2014

The National Commission for Science, Technology and Innovation, hereafter referred to as the Commission, was established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

CONDITIONS OF THE RESEARCH LICENSE

1. The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of International treaties of which Kenya is a signatory to
2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way;
 - i. Endanger national security
 - ii. Adversely affect the lives of Kenyans
 - iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
 - iv. Result in exploitation of intellectual property rights of communities in Kenya
 - v. Adversely affect the environment
 - vi. Adversely affect the rights of communities
 - vii. Endanger public safety and national cohesion
 - viii. Plagiarize someone else's work
3. The License is valid for the proposed research, location and specified period.
4. The license any rights thereunder are non-transferable
5. The Commission reserves the right to cancel the research at any time during the research period if in the opinion of the Commission the research is not implemented in conformity with the provisions of the Act or any other written law.
6. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research.
7. Excavation, filming, movement, and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
8. The License does not give authority to transfer research materials.
9. The Commission may monitor and evaluate the licensed research project for the purpose of assessing and evaluating compliance with the conditions of the License.
10. The Licensee shall submit one hard copy, and upload a soft copy of their final report (thesis) onto a platform designated by the Commission within one year of completion of the research.
11. The Commission reserves the right to modify the conditions of the License including cancellation without prior notice.
12. Research, findings and information regarding research systems shall be stored or disseminated, utilized or applied in such a manner as may be prescribed by the Commission from time to time.
13. The Licensee shall disclose to the Commission, the relevant Institutional Scientific and Ethical Review Committee, and the relevant national agencies any inventions and discoveries that are of National strategic importance.
14. The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.
15. Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action.

National Commission for Science, Technology and
Innovation(NACOSTI),
Off Waiyaki Way, Upper Kabete,
P. O. Box 30623 - 00100 Nairobi, KENYA
Telephone: 020 4007000, 0713788787, 0735404245
E-mail: dg@nacosti.go.ke
Website: www.nacosti.go.ke

Appendix VI: County Authorisations



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION**

Telegram: "EDUCATION", Samburu
Fax No: 06562413
E-mail: cdesamburu@gmail.com
When replying please quote

COUNTY DIRECTOR OF EDUCATION
SAMBURU COUNTY
P O BOX 327 - 20600
MARALAL

REF: CDE/SBUC/GEN.8 /VOL.1/108

24th JANUARY, 2024.

RE: RESEARCH AUTHORISATION – MR. ELIAKIM K. SILGICH.

The bearer of this letter Mr. Eliakim K. Silgich of National Defence College has been granted authority to conduct research on the topic: **IMPACT OF CATTLE RUSTLING ON EDUCATION IN SAMBURU WEST** by visiting our communities.

Kindly accord him the necessary assistance and hopefully he will share his findings with the County Education Office and Samburu County at large.

**MOHAMED ALI
COUNTY DIRECTOR OF EDUCATION
SAMBURU COUNTY.**

COUNTY DIRECTOR OF
EDUCATION
SAMBURU COUNTY
P.O. BOX 327-20600
MARALAL



MINISTRY OF EDUCATION
State Department of Early Learning & Basic Education

Telegram: "EDUCATION", Samburu
Fax No: 06562413
E-mail: deosamburuc@gmail.com
When replying please quote

SUB-COUNTY EDUCATION OFFICE
SAMBURU CENTRAL
P.O. BOX 60
MARALAL

REF: ED/SBU/GEN.30/VOL.1

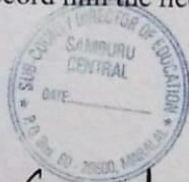
26TH JANUARY, 2024

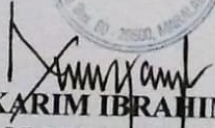
TO ALL PRINCIPALS
SAMBURU CENTRAL SECONDARY SCHOOLS.

**RE: AUTHORITY TO CONDUCT RESEARCH-MR.ELIAKIM
K.SILGICH.**

The bearer of this letter Mr.Eliakim K.Silgich of National Defence College has been granted authority to conduct research on topic: **IMPACT OF CATTLE RUSTLING ON EDUCATION IN SAMBURU WEST** by visiting your schools.

Kindly accord him the necessary assistance.




ABDIKARIM IBRAHIM M.
SUB-COUNTY DIRECTOR OF EDUCATION
SAMBURU CENTRAL