

**FACTORS INFLUENCING IMPLEMENTATION OF PEACE EDUCATION  
PROGRAMME IN PRIMARY SCHOOLS: A CASE OF THARAKA NORTH  
DISTRICT**

**BY**

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE AWARD OF MASTERS OF ARTS IN DEGREE OF  
PROJECT PLANNING AND MANAGEMENT OF THE UNIVERSITY OF  
NAIROBI.**

**2013**

### **DECLARATION**

This research project report is my original work and has not been submitted to any other college or university for academic credit.

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This research project report has been submitted for examination purposes with the my approval as the university supervisor;

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## **DEDICATION**

To my family members, my lovely hubby Alfiud, my precious daughter Vinus, my sweet son Rickie ,who have been supportive and very encouraging. I dedicate this piece of literary work to you for all the care, love and support you have ever given me.

## **ACKNOWLEDGEMENT**

My greatest debt of gratitude goes to the Almighty God for the strength He has granted me throughout this proposal.

I would like to extend my sincere thanks to my supervisor Dr. Anne Ndiritu, Lecturers School of continuing and Distance Education, whose encouragement, guidance and support from the initial to the final level enabled me to develop an understanding of my research proposal report.

My thanks and appreciations also go to my Sister Nancy Brothers Alban, Stanley, Titus, Wilfred and friends for their kind co-operation and encouragement which help me in completion of this research proposal report. Lastly, I give my regards and blessings to all of those who supported me in any respect during the completion of the proposal.

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## **ABBREVIATIONS AND ACRONYMS**

INEE	Inter-Agency Network on Education in Emergencies
NPI	Nairobi Peace Initiative
PTA	Parents Teachers Association
RBV	Resource Based-View
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
USA	United States of America

## **ABSTRACT**

The study is an assessment of factors influencing implementation of peace education programme in primary schools. A case study of Tharaka North District is taken. Recently, Kenya has experienced incidents of conflicts which have led to loss of workforce, learning time and disruption of education services which has negatively affected the quality of education across many regions. Kenya has put several strategies to promote peace with deep recognition that it is the only vehicle to development, it was for this reason that Kenya introduced peace education programme in the primary schools curriculum since 2008. The purpose of the study was to establish the factors influencing implementation of peace education programme in primary schools located in Tharaka North District. The researcher was guided by the following specific objectives: To establish whether school leadership influence implementation of peace education programme in primary schools in Tharaka North District , to find out whether school resources influence implementation of peace education programme in primary schools in Tharaka North District and to determine whether school culture influence implementation of peace education programme in primary schools in Tharaka North District. The study used a descriptive research design. A population of 317 schools was identified. A sample of 32 schools was taken. 96 respondents from the 32 schools were identified preferably consisting of three categories, a headteacher, an upper primary teacher and a lower primary teacher. A questionnaire was the data collection instrument. The analysis consisted of descriptive and inferential statistics. Specifically, descriptive statistics included frequencies while the inferential statistics included correlation analysis. The study findings indicated that school leadership, culture, and resources influence peace education programme implementation. Correlations results indicated that there was a positive and significant relationship between peace education programme implementation and school leadership, culture and resources. The study concluded that peace education programme implementation was highly influenced by school leadership, culture and school resources. It was also possible to conclude that there was a positive and significant relationship between peace education programme implementation and school leadership, culture and resources. The study recommends school management to emphasize on peace education programme implementation in all primary schools. The study also recommends that the schools to emphasize on good leadership and management skills so as to ensure smooth implementation process. The study recommends further that the school management should set aside enough resources for the implementation of programme as organization resources positively affect organizational efficiency through its impact on internal capabilities and finally the study recommends that the school management should learn the culture of different parts of the country so as to make the teachers, parents and children welcome and adopt the programme if it values its culture

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background of the Study**

Peace is a major component for the development of human beings in the whole world over, without peace there can be no development. The physical suffering and economic damage that lack of peace inflicts upon individuals, families, communities, businesses, nations and regions is immense. Recently, Kenya has experienced incidents of conflicts which have led to loss of workforce, learning time and disruption of education services which has negatively affected the quality of education across many regions. Kenya has put several strategies to promote peace with deep recognition that it is the only vehicle to development, it was for this reason that Kenya introduced peace education programme in the primary schools curriculum since 2008. Peace education sets out to redress this culture of violence and aggression and to inculcate values of peace, the concept of human dignity and human rights with specific reference to economic equity, political participation and ecological balance that could be employed through counseling strategies. Development of peace education is timely and critical in addressing both short term and long-term societal and national issues that promote conflicts. Peace education is in tandem with the Kenya vision 2030 under the political pillar on security, peace building and conflict management (Nyakoe, 2010).

Mahatma Gandhi in 1948 once stated, “If we are to reach real peace in this world we shall have to begin with the children.” Lasting peace may depend on educating future generations into the competencies, perspectives, attitudes, values, and behavioral patterns that will enable them to build and maintain peace. To understand how to make peace education effective and sustainable, it is first necessary to define the nature of peace and peace education. In order to build programs to achieve the goals of peace education, it is necessary to understand the social science theories on which the programs need to be based. Finally, the steps of conducting an effective and sustainable peace education must be understood.

Peace education encompasses the key concepts of education and peace. While it is possible to define education as a process of systematic institutionalized transmission of knowledge and skills, as well as of basic values and norms that are accepted in a certain society, the

concept of peace is less clearly defined. Many writers make an important distinction between positive and negative peace. Negative peace is defined as the absence of large-scale physical violence—the absence of the condition of war. Positive peace involves the development of a society in which, except for the absence of direct violence, there is no structural violence or social injustice (Gavriel & Baruch, 2002).

Peace has also been implemented at a global level. In response to a world that seems to be growing increasingly violent, peace education programs have found their way into primary, secondary, and tertiary educational institutions. In the USA, teachers are attracted to the peace education course because of high levels of violence they are experiencing at school and in the lives of the students they teach. Recent studies show that 20% of American middle and high schools reported at least one serious crime in 1997 (Burns, 1998). According to the U.S. Center for Health Statistics, 7,000 children die violently in the United States each year (Marchione, 1998). More than 3 million crimes occur each year in schools. A variety of students, most of whom work in human service institutions in the public sector, take this course because they are concerned about high levels of violence in this Midwest city.

There are many peace education programmes, particularly in India, Pakistan and Sri Lanka; those who initiated them were motivated by many different factors that inevitably intersect between the personal and the political and include both their individual and collective histories; peace education programmes are as much about and for the trainers as they are for the trainees or students; there are several qualified, well-intentioned educators eager to expand the boundaries of learning in their classrooms; there are schools that genuinely want to offer their students education that incorporates ideas of peace and non-violence; in these schools, young people are encouraged to develop their individual capacities to acknowledge and address any violence in their lives (Galtung, 2008).

We also know that there is no one single type of peace education programme in South Asia. Every peace education programme is defined by its specific context: geographical, political, social, psychological, economic, cultural, demographic and environmental, among others. Peace education also embraces a range of meanings, within the ambit of one overarching objective: usually, to achieve and sustain peace. More simply, we can contend that the process of peace education is two-fold: teaching people (adults, men, women, children) about

the potential dangers of violence (in its many manifestations) and helping them develop their capacities to counter violence, thereby enabling them to build (and sustain) peaceful communities(Harris, 2008).

Peace education is fundamentally a process for engaging people in developing awareness of the causes of conflicts and ways to resolve these in daily life. In East and Central Africa peace education is an avenue by which individuals and communities can be taught and persuaded to shun a culture of violence and conflict and adopt values, attitudes and behaviour of a culture of peace. These new attitudes will then see peaceful conflict resolution practised at the intra communal level and regionally across countries (NPI, 2008). While there is a pressing need to respond to conflict and violence in the African context through education, the implementation of peace education curricula has proven challenging, particularly where it has been used in a reactionary way or to dampen conflict (NPI, 2008).

Over the last ten years or so there have been outbreaks of violence in the community as well as in universities and schools (COPA, 2008). In 2005, NPI conducted research into the violence in Kenyan universities in an effort to understand the causes. The subsequent report on their findings indicated that there was no single cause and the violence was a complex and multilayered milieu generally rooted in student and staff politics, discontent with institutional structures, governance systems and environmental and wellbeing issues(NPI, 2006).

The most recent political crisis in Kenya emerged when the then President was re-elected for a second term in December 2007. There was a poll dispute and rigging claims. Violence erupted, particularly in the slum areas of Nairobi, home to some 700,000 people, and in the more impoverished areas of the Rift Valley (Associated Press, 2 January2008). The Peace Education Programme instituted by UNHCR in refugee camps in Kenya in 1998 involved the training of refugees and national educators. The programme was later extended to UNHCR refugee and reintegration programmes in several other countries (Baxter & Ikobwa, 2005). With refugee schools allotting a weekly period to peace education throughout Grades 1 to 8, there were also complementary peace education workshops for community youth and adults, and there were indications of this programme making a significant impact (Obura, 2002). It was later adapted through a joint programme with UNESCO to constitute a resource of the Inter-Agency Network on Education in Emergencies (INEE, 2005).

### **1.1.1 Profile of Primary Schools in Kenya**

In Kenya, Primary education is in essence the first phase of formal education system. It usually starts at six years of age and runs for eight years. The main purpose of primary education is to prepare children to participate fully in the social, political and economic well being of the pupils. The new primary school curriculum has therefore been designed to provide a more functional and practical education to cater for the needs of children who finish their education at the primary school level and also for those who wish to continue with secondary education. There has been a remarkable expansion in primary education, both in terms of the number of schools established and in the number of children enrolled, over the past three decades. At independence, there were 6,056 primary schools with a total enrolment of 891,600 children. At the same time, trained teachers numbered 92,000. In 1990 there were over 14,690 primary schools, with an enrolment of slightly over five million children and with nearly 200,000 trained teachers respectively

Since 1985, public education in Kenya has been based on an 8-4-4 system, with eight years of primary education followed by four years of secondary school and four years of college or university. Primary education in Kenya begins at the age of 6 or 7 after completion of a year of kindergarten commonly known as Nursery School or pre-unit. The first class or year of primary school is known as Standard 1, the final year as Standard 8 and primary school children are known as pupils. The school year at both primary and secondary levels, begins in January and ends in November. Students get 3 school vacations in April, August and December. At the end of the school year students advance to the next grade. Students who completely fail their end of year exams usually repeat the class the following year instead of advancing to a higher grade. Most primary schools are day schools with pupils living at home. Fewer schools at primary level are boarding schools compared to secondary schools. All public primary school pupils sit for the Kenya Certificate of Primary Education examination at the end of the school year in Standard eight. In January 2003 President Mwai Kibaki re-introduced free primary education which previously existed before the mid 80s when the government adopted cost sharing measures that led to a minor level of school fees charged by primary schools for text books, PTA, and extracurricular activities. Since 2003, education in public schools became free and universal (but not compulsory).



## **1.2 Statement of the Problem**

From the very beginning of the development of systematic peace education, there has been discussion about whether it should be added as a separate program in the schools, or if the principles of peace education should be applied through the regular school subjects. The variety of approaches and attitudes on what peace education actually is leads to the introduction of a series of titles, such as multicultural training, education for democracy and human rights, and education for development. Many in the field, however, believe that the implementation of principles of peace education into the institutionalized educational system is a better approach, especially within the subjects encompassing the cultural heritage of the dominant society and the ethnic groups belonging to it. Consistent with this view, Aspeslagh (1996) wrote about the need to internationalize national curriculum. For example, including within the curriculum the contributions of minority groups to literature, history, art, the general cultural heritage, and the development of the particular nation-state may significantly contribute to intercultural closeness and understanding.

Recently, Kenya has experienced incidents of conflicts which have led to loss of workforce, learning time and disruption of education services which has negatively affected the quality of education across many regions. Kenya has put several strategies to promote peace with deep recognition that it is the only vehicle to development, it was for this reason that Kenya introduced peace education programme in the primary schools curriculum since 2008. Reviewed studies show that those schools that had enough resources, good organization leadership, culture and politics were likely to successfully implement the peace education programme more than the schools lacking these elements. Several studies have been carried out on implementation of peace education in schools such as Nyakoe (2010), Gavriel and Baruch (2002) but were not conclusive. It is for this reason this study wishes to find out the factors influencing implementation of peace education programme in primary school in Tharaka North District.

## **1.3 Purpose of the Study**

The purpose of the study was to establish the factors influencing implementation of peace education programme in primary schools located in Tharaka North District

#### **1.4 Objectives**

The researcher was guided by the following specific objectives:

- i. To establish the extent to which school leadership influence implementation of peace education programme in primary schools in Tharaka North District
- ii. To determine how school resources influence implementation of peace education programme in primary schools in Tharaka North District
- iii. To determine the extent to which school culture influence implementation of peace education programme in primary schools in Tharaka North District

#### **1.5 Research Questions**

The researcher was guided by the following specific questions:

- i. To what extent does school leadership influence peace implementation programme in primary schools in Tharaka North District
- ii. To what extent does school resources influence peace implementation programme in primary schools in Tharaka North District
- iii. How does school culture influence peace implementation programme in primary schools in Tharaka North District

#### **1.6 Significance of the Study**

The study would be of significance to all primary schools. This is because the schools may use the finding of the study to identify those Critical factors (Leadership, Resources, Culture and Organizational Politics) available to help in successful implementation of peace education programme.

The Government of Kenya, specifically, the Ministry of education may find this study very useful in understanding the determinants of successful implementation of peace education programs. As noted previously in this study, Vision 2030 has earmarked the education sector as an important flagship project which will enhance the competitiveness of Kenya. The government may also be able to allocate funds to all schools for this programme.

This study may be of value to researchers and policy makers as it will add knowledge to the existing research. It will explore the various gaps and trigger further research by scholars and other stakeholders. The research will be published in renowned journals making it accessible to students, scholars, government agencies and primary schools as the policy makers in peace education related issues.

### **1.7 Delimitations of the Study**

The study covered the factors influencing implementation of peace education programme in primary schools.

### **1.8 Limitation of the Study**

The study faced the limitation of uncooperative respondents. The respondents were suspicious of the researcher and due to the fear of victimization; they were unwilling to volunteer information. To address this limitation the researcher presented an introduction letter from the university and also assured the respondents that the data was of confidential use.

### **1.9 Assumptions of the Study**

The study assumed that the respondents were cooperative and that they were aware of the peace programme. The study assumed that by the time of the study, all other factors not included in this study that could have affected the implementation of peace programs did not change. For instance, the general economic performance, environmental factors among others.

### **1.10 Definition of Significant Terms**

**Peace Education:** Page (2008) suggests peace education be thought of as "encouraging a commitment to peace as a settled disposition and enhancing the confidence of the individual as an individual agent of peace; as informing the student on the consequences of war and social injustice; as informing the student on the value of peaceful and just social structures and working to uphold or develop such social structures; as encouraging the student to love the world and to imagine a peaceful future; and as caring for the student and encouraging the student to care for others

**Organizational culture:** These are the dominant values and beliefs, the norms, the conscious and unconscious symbolic acts taken by leaders (job titles, dress codes, executive dining rooms, corporate jets, informal meetings with employees (Schein' (2009).

**Leadership:** Leadership is the process of influencing others in order to bring about understanding and agreement on important issues that need to be done and the way in which those things need to be done, for the purpose of harnessing individual and collective efforts to accomplish common objectives (Yukl, 2006).

**Transformational leadership;** Style of leadership in which the leader identifies the needed change, creates a vision to guide the change through inspiration, and executes the change with the commitment of the members of the group.

**The resource based view (RBV) :** It emphasizes the firm's resources as the fundamental determinants of competitive advantage and performance. It adopts two assumptions in analyzing sources of competitive advantage. This model assumes that firms within an industry or within a strategic group may be heterogeneous with respect to the bundle of resources that they control.

### **1.11 Organization of the Study**

The chapter presented a background to the study on the factors affecting the implementation of peace programs in Tharaka North district. The problem statement, the objectives and research questions were also stated in this chapter.

Chapter two dealt with the literature and empirical review. Specifically, the empirical and theoretical review as well as the operationalization of the variables is given in this study.

Chapter Three will deal with the research methodology.

Chapter four will deal with results and findings and Chapter five will deal with summary and conclusions

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The chapter discusses the interrelated theories of peace education. The chapter also discusses frameworks that explain the factors affecting peace education programme implementation as well as the empirical studies that have been done on the area. A conceptual framework is then developed from a review of existing studies.

#### **2.2 Empirical Review**

This section highlights the various studies that have been done on the topic. It highlights the gaps that arise out of the past studies. The review of the study is done in line with the objectives.

##### **2.2.1 Influence of School Leadership on Peace Education Programme Implementation**

Poor communication is a sign of poor leadership and management. Aaltonen and Ikavalko (2001) state that the amount of strategic communication in most organizations is large with both written and oral communication being used in form of top down communications. However, a great amount of information does not guarantee understanding and there is still much to be done in the field of communicating strategies. Wang (2000) argues that communication should be two way so that it can provide information to improve understanding and responsibility and to motivate staff. Also they argue that communication should not be seen as a one-off activity throughout the implementation process. In many cases it is not so and therefore communication still remains a challenge to strategy implementation process.

Functions of management include Planning, Organizing, Staffing, Directing and Controlling. Failure of management to carry out these functions leads to lack of clear understanding of strategy. Before any strategy can be implemented, it must be clearly understood. Clear understanding of a strategy gives purpose to the activities of each employee and allows linking whatever task is at hand to the overall organizational direction. Lack of understanding of a strategy is one of the obstacles of strategy implementation (Aaltonen and Ikavalko,

2001). They point out that many organizational members typically recognize strategic issues as important and also understand their context in generic terms. However, the problem in understanding arises when it comes to applying issues in the day to day decision making.

Peters (1987) notes that decision making in local authorities settings is a political process. In such a situation, decisions are typically not purely rational but rather incremental, adaptive and predetermined by interactions of political influence and sudden changes in the environment. He further states that strategic planning has to be accomplished in a pluralistic environment where power is distributed among many and varied interest groups. However, there are very few empirical and theoretical studies on factors affecting implementation of performance contract initiatives. This study aims to contribute to filling this gap using both theoretical and empirical approaches.

Covey (2003), too observed that public servants are working so hard to be sure things are being done right that they hardly have time to decide if they are doing the right things. Though he highlighted a need to have a hands-on approach to issues by council officers, he did not identify a clear formula on how to ensure councils operations are attained. By addressing factors leading to implementation of effective working formula geared to improving delivery of services, performance contracting is very important and should be researched on all aspects as an on-going process.

### **2.2.2 Influence of School Resources on Peace Education Programme Implementation**

Newbert (2007) categorized theoretical approaches into four types: resource heterogeneity, organizing approach, conceptual-level, and dynamic capabilities. The resource heterogeneity approach argues that a specific resource, capability, or core competence controlled by a firm, affects its competitive advantage or performance. The organizing approach tends to indicate firm-level conditions in which the effective exploitation of resources and capabilities is implemented. Scholars utilizing the conceptual-level approach try to investigate if the attributes of a resource identified by Barney (1991) such as value, rareness, and inimitability, can effectively explain performance. The dynamic capabilities approach emphasizes specific resource-level processes influencing on competitive advantage or performance, in which a specific resource interacts with a specific dynamic capability as an independent variable.

Although Grant (2002)'s comprehensive framework has not been linked to approaches by Newbert (2007), they seem to be consistent with each other. Based on a detailed analysis of all approaches, Newbert (2007) concluded that the firm's organizing context and its valuable, rare, inimitable capabilities (dynamic and otherwise), and core competencies may be more important to determine its competitive position than its static resources, identified mostly by the resource heterogeneity approach.

Rumelt (1991) research investigated firm profit differentials within and across industries. He found that there were greater differentials within industries than across industries. This finding implied that firm specific differences must be contributing to these differences.

Liang, You, and Liu (2010) study on the resource based model to investigate relationship between IT and the firm performance in information systems research has been inconclusive when the research model does not include organizational capabilities. The indirect-effect model that includes organizational capabilities as mediators between organization resources and firm performance can better explain the value of IT than the direct effect RBV model without organizational capabilities. They found out that technology resources raise internal and external capabilities, which in turn affect firm performance. Organization resources positively affect organizational efficiency through its impact on internal capabilities. The results of the study provide direction for investing and managing organizational IT resources to enhance their performance. Managers can contribute to enhancing firm performance through transferring IT resources to firm's capabilities.

A study done by Powers & Hahn (2002) found that a performance advantage accrues to firms that develop a bundle of competitive methods in pursuit of a strategic position. These competitive methods include both general management as well as marketing activities. The marketing activities were found to have the most significant impact. The study also showed that firms with management teams capable of administering an optimal number of skill and resource based competitive methods is able to achieve a performance advantage over those firms that are unable to do so.

Study of Kak (2002) aimed to examine the potential of an organization's sustainable competitive advantage depends on the rareness and imitability of its resources and

capabilities. The less imitable a competitive advantage is, the more cost disadvantage is faced by the competitor in imitating these competencies. Opiyo (2006) researched on financial sources of finance in local authorities and observed that many of them were suffering financially and needed assistance. This resulted from unclear and conflicting objectives, poor management and lack of accountability. Though this responded to addressing financial status in local enterprises, it did show over reliance on exchequer. However, he did not bring out how public enterprises can control and avoid over reliance on exchequer.

### **2.2.3 Influence of School Culture on Peace Education Programme Implementation**

Although the literature available on the individual concepts of diversity, organizational culture and strategy implementation is extensive, the literature tends to focus on only one of the concepts. Strategic management literature has in recent years increasingly commented about the role of socio-cultural factors in strategy implementation. This proposes an underlying consensus about the ideal socio-cultural factors for strategy implementation, further implying that diversity and organizational culture could be profiled on a continuum stretching from supportive to non-supportive for strategy implementation. Strategy implementation literature lacks sufficient concrete evidence to form a clear understanding of the dimensions of such a diversity and cultural profile. As a result, it is neither easy to guide institutions about the areas of diversity and organizational culture that are crucial to strategy implementation, nor to assess these social-cultural factors on a scale of strategy implementation supportiveness (Kaarst-Brown, et al., 2004).

Organizational culture literature makes it clear that culture is essential for both successful organizational change and maximizing the value of human capital. Culture management should become a critical management competency while the right culture may be a necessary condition for organizational success yet by no means a sufficient condition (Lakos and Phips, 2004). An important challenge for managers is to determine what the most effective culture is for their organization and, when necessary, how to change the organizational culture effectively. Culture was initially seen as a means of enhancing internal integration and coordination, but the open system view of organizations recognized that culture is also important in mediating adaptation to the environment. The traditional view of a strong culture could be contrary to the ability of organizations to adapt and change. Seeing culture



as important for facilitating organizational innovation, the acceptance of new ideas and perspectives, and needed organizational change may require a different, or more nuanced, view of organizational culture. Schein (2009), notes that a strong organizational culture has generally been viewed as a conservative force, however, in contrast to the view that a strong organizational culture may be dysfunctional for contemporary business organizations that need to be change-oriented, he argues that just because a strong organizational culture is fairly stable does not mean that the organization will be resistant to change.

Organizational culture refers to the leadership style of managers – how they spend their time, what they focus attention on, what questions they ask of employees, how they make decisions; also the organizational culture (the dominant values and beliefs, the norms, the conscious and unconscious symbolic acts taken by leaders (job titles, dress codes, executive dining rooms, corporate jets, informal meetings with employees). Departments have three options to consider when identifying goals: actual performance data, contract specific goals for groups of contracts or for each individual contract to account for unique client needs, geographic consideration, funding levels or other variables that impact on performance and organization wide goals for all employees (Ogbonna & Wilkinson, 2003).

In some cases, it may be difficult to identify concrete outcomes or results for a service. For example, training and education services might be provided with the goal of disseminating information and modifying people's behavior, however, it may be difficult or impossible to track participants and determine whether the training helped people to think and act differently. In these cases, the development of or output measures such as the number of people served or the number of training sessions or outcome measures to evaluate the impact of the training effort such as pre/post test scores should be developed. If a department is unable to identify performance outcomes for a specific service type, a meeting with head of the section and other departments may be useful to stimulate new ideas and share best practices (Korir, 2005).

### **2.3 Theoretical Literature Review**

For purposes of this study, the following theories were reviewed; social interdependence theory, Constructive Controversy Theory and Integrative Negotiations and Peer Mediation

### **2.3.1 Social Interdependence Theory**

In order to create and maintain consensual peace, relationships among relevant parties must be dominated by cooperation, not competition. The theory underlying cooperation and competition is social interdependence theory. Social interdependence exists when the accomplishment of each individual's goals is affected by the actions of others (Deutsch, 1949, 1962; Johnson, 1970, 2003; Johnson & Johnson, 1989, 2005b). There are two types of social interdependence: positive (cooperation) and negative (competition).

Positive interdependence exists when individuals perceive that they can reach their goals if and only if the other individuals with whom they are cooperatively linked also reach their goals (i.e., there is a positive relationship among goal attainments) and, therefore, promote each other's efforts to achieve the goals. Negative interdependence exists when individuals perceive that they can obtain their goals if and only if the other individuals with whom they are competitively linked fail to obtain their goals (i.e., there is a negative relationship among goal attainments) and, therefore, obstruct each other's efforts to achieve the goals. No interdependence results in a situation in which individuals perceive that they can reach their goal regardless of whether other individuals in the situation attain or do not attain their goals. Each type of interdependence results in certain psychological processes (Johnson & Johnson, 1989, 2005b).

### **2.3.2 Constructive Controversy Theory**

The theory underlying political discourse and creative problem solving is constructive controversy theory. A controversy exists when one person's ideas, opinions, information, theories, or conclusions are incompatible with those of another and the two seek to reach an agreement (Johnson & Johnson, 1979, 1989, 2003a, 2007). Controversies are resolved by engaging in what Aristotle called deliberate discourse (i.e., the discussion of the advantages and disadvantages of proposed actions) aimed at synthesizing novel solutions (i.e., creative problem solving). The process through which constructive controversy creates positive outcomes involves the following theoretical assumptions (Johnson & Johnson, 1979, 1989, 2000a, 2003a, 2007):

Johnson & Johnson (2007) notes that when individuals are presented with a problem or decision, they have an initial conclusion based on categorizing and organizing current information, experiences and perspective. They have a high degree of confidence in their conclusions (they freeze the epistemic process). Secondly, the author notes that when individuals present their conclusion and its rationale to others, they engage in cognitive rehearsal, deepen their understanding of their position, and use higher-level reasoning strategies. The more they attempt to persuade others to agree with them, the more committed they may become to their position.

Johnson & Johnson (2009) asserts that when individuals are confronted with different conclusions based on other people's information, experiences, and perspectives, they become uncertain as to the correctness of their views and a state of conceptual conflict or disequilibrium is aroused. They unfreeze their epistemic process. The author notes that Uncertainty, conceptual conflict, or disequilibrium motivates epistemic curiosity, an active search for (a) more information and new experiences (increased specific content) and (b) a more adequate cognitive perspective and reasoning process (increased validity) in hopes of resolving the uncertainty. Deutsch (2003) notes that by adapting their cognitive perspective and reasoning through understanding and accommodating the perspective and reasoning of others, individuals derive a new, reconceptualized, and reorganized conclusion. Novel solutions and decisions that tend to be qualitatively better are detected. The positive feelings and commitment individuals feel in creating a solution to the problem together is extended to each other, and interpersonal attraction increases. Their competencies in managing conflicts constructively tend to improve. The process may begin again at this point, or it may be terminated by freezing the current conclusion and resolving any dissonance by increasing the confidence in the validity of the conclusion (Johnson & Johnson, 2009; Deutsch, 2003).

### **2.3.3 Integrative Negotiations and Peer Mediation**

The theory underlying the resolving of conflicts of interests to maximize joint gain and mutual benefit is integrative negotiation theory. Negotiation is a process by which persons who have shared and opposed interests and want to come to an agreement try to work out a settlement (Johnson & Johnson, 2009). Broadly, there are two approaches to negotiation: distributive (where the goal is to make an agreement more favorable to oneself than to the

other negotiators) and integrative (where the goal is to make an agreement that benefits everyone involved). When individuals are unable to negotiate a resolution to their conflict, they may request help from a mediator. A mediator is a neutral person who helps two or more people resolve their conflict, usually by negotiating an integrative agreement.

One procedure for engaging in integrative negotiations is the Teaching Students to Be Peacemakers Program (Johnson & Johnson, 2005d). More than 16 studies were conducted on the effectiveness of the Peacemaker Program in eight different schools in two different countries (Johnson & Johnson, 1996a, 2000c, 2005d). Students involved were from kindergarten through ninth grades in rural, suburban, and urban settings.

Students tend to learn the negotiation and mediation procedures, retain their knowledge throughout the school year and into the following year, apply the procedures to their and other people's conflicts, and transfer the procedures to non-classroom settings such as the playground and lunchroom. In addition, the students transfer the procedures to nonschool settings such as the home and engage in problem solving rather than win-lose negotiations. When involved in conflicts, trained students used more constructive strategies such as integrative negotiations than did untrained students. Students' attitudes toward conflict became more positive. The number of discipline problems that teachers have to deal with decreased by about 60%, and referrals to administrators dropped about 90%. Students generally like to engage in the procedures. Finally, when integrated into academic units, the Peacemaker training tends to increase academic achievement and long-term retention of the academic material (effect sizes = 0.88 and 0.70, respectively). Academic units, especially in subject areas such as literature and history, provide a setting to understand conflicts, practice how to resolve them, and use them to gain insight into the material being studied (Baxter & Ikobwa, 2005).

It is difficult to resolve conflicts constructively when they occur in competitive and individualistic contexts. In a competitive context, individuals strive to win rather than solve the problem. In an individualistic context, individuals tend to care only about their own self-interests and ignore the interests of others. It is only in a cooperative context that conflicts tend to be resolved constructively (Johnson & Johnson, 2005b).

### **2.3.4 Resource Based View Theory**

Resource Based-View (RBV) was developed by Penrose (1959) who suggested that a company should be considered as a collection of physical and human resources bound together in an organizational structure. Furthermore, Hafeez et al. (2007) classified resources as physical assets and intellectual assets. Physical assets (i.e. plant and equipment) are easily distinguishable due to their tangible existence (Hafeez et al., 2007). Intellectual capital is relevant to the intangible aspect of human resource such as employee skill, knowledge and individual competencies (Hafeez et al., 2007). Overall, the RBV addresses two key points (Gottschalk and Solli-Sæther, 2005). First, the RBV indicates a resource should provide economic value and must be currently scarce, difficult to imitate or copy, non-substitutable, and not readily accessible in factor markets to create competitive advantage (McIvor, 2009). Second, resources determine firm performance (Gottschalk and Solli-Sæther, 2005; McIvor, 2009).

Newbert (2007) categorized theoretical approaches into four types: resource heterogeneity, organizing approach, conceptual-level, and dynamic capabilities. The resource heterogeneity approach argues that a specific resource, capability, or core competence controlled by a firm, affects its competitive advantage or performance. The organizing approach tends to indicate firm-level conditions in which the effective exploitation of resources and capabilities is implemented. Scholars utilizing the conceptual-level approach try to investigate if the attributes of a resource identified by Barney (1991) such as value, rareness, and inimitability, can effectively explain performance. The dynamic capabilities approach emphasizes specific resource-level processes influencing on competitive advantage or performance, in which a specific resource interacts with a specific dynamic capability as an independent variable

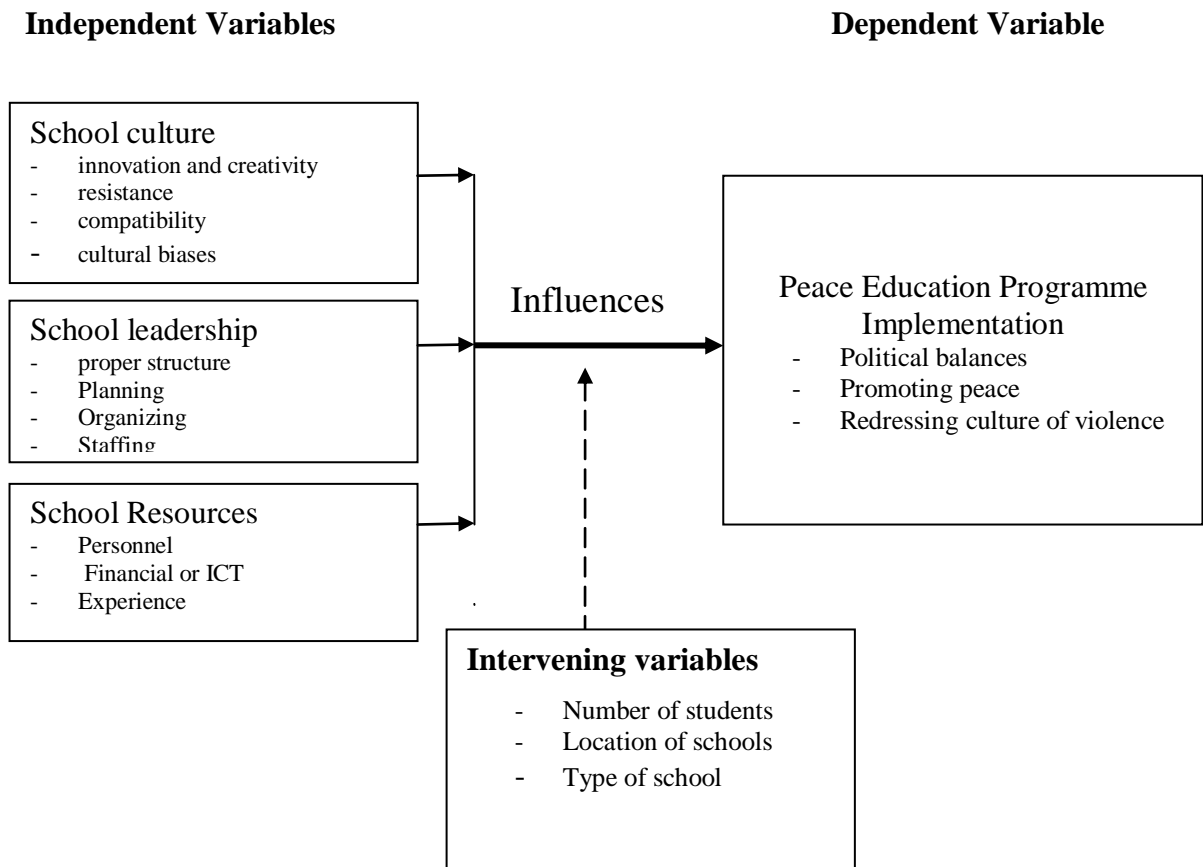
### **2.4 Conceptual Framework**

Miles and Huberman (1994) defined a conceptual framework as a visual or written product, one that “explains, either graphically or in narrative form, the main things to be studied -the key factors, concepts, or variables -and the presumed relationships among them”. Here, the study use the term in a broader sense that includes the actual ideas and beliefs that you hold about the phenomena studied, whether these are written down or not. This may also be called the “theoretical framework” or “idea context” for the study. Robson (2002) defines the

conceptual framework of your study as the system of concepts, assumptions, expectations, beliefs, and theories that supports and informs your research is a key part of your design.

The successful implementation of the peace education programme is the dependent variable. The independent variables include organization culture, leadership and resources.

School culture was expected to have a positive and significant relationship with peace education programme implementation. School leadership was likely to have a positive and significant relationship with peace education programme implementation. School resources were expected to have a positive and significant relationship with peace education programme implementation.



**Figure 1: Conceptual Framework**

## **2.5 Summary of the Chapter**

The above chapter reviewed the various theories that explain the independent and dependent variables. The reviewed theories are then critiqued for relevance to specific variables. The chapter also explored the conceptualization of the independent and the dependent variables by analyzing the relationships between the two set of variables. In addition, an empirical review was conducted where past studies both global and Local is reviewed in line with the following criteria, title, scope, methodology resulting into a critique. It is from these critiques that the research gap was identified.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter sets out various stages and phases that were followed in completing the study. Therefore in this section the research identified the procedures and techniques that were used in the collection, processing and analysis of data.

#### **3.2 Research Design**

This study used a descriptive survey design. Descriptive survey research aims at producing accurate representation of persons, events and situations. The design was ideal for evaluating the factors influencing peace education programme implementation. The design was considered suitable as it allows the reporting of the status quo.

#### **3.2: Study Area**

Tharaka District is one of the seventy-one districts of Kenya located in that country's Eastern Province. The district has an area of 1570 km<sup>2</sup> and a population of 365,330 (2009 census). In 1998, it was split from the Tharaka Nithi District, itself formerly part of the larger Meru District.

Tharaka District is the home of the Ameru (Meru) tribe, which is related to other Bantu tribes living around the Mount Kenya region: the Kikuyu and the Embu people. The Ameru are generally called "Bantu" people who have been native to the Mt. Kenya area — well before colonization of Kenya by Britain in the 19th Century. The people of Tharaka District are now predominantly Christian — Methodist, Presbyterian, Roman Catholic, and other denominations, reflecting the work of missionaries — with also minorities of Indian descent, who are mainly Hindus, and African/Arab descent, who are Muslims. Tharaka also has some resident Europeans predominantly British in ancestry. Tharaka district one of the several sub-tribes of greater Meru tribe. They have some different tribal and clan systems and rituals that are not common in the other sub-tribes. The Tharaka are farmers but also rely a lot on pastoralism; the rearing of cattle, goats, sheep and also poultry.



The Tharaka tribe had been marginalized for years but their hard work enabled them to thrive in excellence. They are believed to have special fighting skills that repel enemies who attack them from their borders and it is believed the Tharaka Tribe and some other Meru sub-tribes are related to the historical Israelite tribe, hence their special war tactics. The district headquarters is at Tharaka (Marimanti). Tharaka district has only one local authority, the Tharaka County Council, and one constituency: Tharaka. The district is divided into three administrative divisions

### **3.3: Target Population**

The population of the study was all the primary schools in Tharaka district. There are 317 private and public schools in Tharaka District. The study focused on all teachers in private and public primary schools in Tharaka North District. Therefore the target population was 951 teachers. The list was collected from the ministry of education.

### **3.4: Sample Size and Sampling Procedure**

Mugenda and Mugenda (2003) recommend a sample size of 10% or more of the population. This gives 95.1 as the sample size. Therefore, the study used a sample size of 96 teachers.

The sample size was selected using stratified random sampling from the sampling frame. The lottery method where random numbers were generated in excel was used.

The questionnaires were distributed to the heads of each school, one upper primary teacher and one lower primary teacher.

**Table 3. 1: Sample Respondents**

<b>Category</b>	<b>Respondents</b>
Head teacher	32
Upper Primary School Teachers	32
Lower Primary School Teachers	32
<b>Total</b>	<b>96</b>

### **3.5: Research Instruments**

This study utilized a questionnaire. According to Mugenda and Mugenda (2003), questionnaires have the advantage of time conservation, convenience, as well as anonymity. Structured questions were therefore used in an effort to conserve time and money and to facilitate an easier analysis as they are in immediate usable form; while the unstructured questions was used so as to encourage the respondent to give an in-depth and felt response without feeling held back in revealing any information. The questionnaire designed in this study comprised of two sections. The first part included the demographic and operational characteristics designed to determine fundamental issues including the demographic characteristics of the respondent. The second part was devoted to the identification of the factors affecting peace education programme implementation in primary schools.

The questionnaires was administered on the basis of “drop and pick later” or picked immediately depending on the availability of the targeted respondents.

### **3.6 Validity and reliability**

According to Project Star (2008), pilot testing is a trial run of procedures and instruments that one plans to use in carrying out a research. The main purpose of pilot testing was to catch potential problems before they become costly mistakes, provide an indication of time required for actual field work and possible modifications of the instrument and modality of data collection.

#### **3.6.1 Validity**

Creswell (2003) asserts that validity is strength of qualitative research, although other researchers prefer to substitute validity with terms such as trustworthiness, credibility, transferability, dependability, and conformability (Gall, Gall & Borg, 2007). Validity exists when the knowledge sought is arrived at through descriptions that make possible an understanding of the meanings and essences of experience (Castillo, 2009). According to Seidman (2006), if the interview structure works to allow them to make sense to themselves, as well as to the interviewer, then it will have gone a long way towards validity.

### **3.6.2 Reliability**

Reliability includes internal reliability as well as external reliability. Internal reliability refers to the consistency of results within a particular site, and the plausibility of data within that site. External reliability refers to the consistency and duplicative attributes of data across the sites (Castillo, 2009). To ensure the internal reliability, low inference descriptors will be used in the qualitative research stage in order to create a careful audit trail, by recording the data and interviews using an appropriate device (with permission). In quantitative research, reliability deals with an indicator's dependability, which means that the information provided by indicators does not vary as a result of the characteristics of the indicator, instrument, or measurement device itself (Gall & Borg, 2007).

A pre-testing of the research tool was conducted at the selected primary schools to check the reliability and suitability of the formulated questionnaire in data collection. A pilot test was carried out on 2 employees since this represented 1% of the sample size (ideal for pilot testing). To enhance a high response rate, the researcher made telephone follow ups with the targeted respondents.

### **3.7 Operationalization of the Variables**

The dependent variable and the 4 independent variables were operationalized using various scales. The demographics characteristics were also operationalized

**Table 3. 2: Operationalization of the Variables**

CONSTRUCT	NATURE	OPERATIONALIZATION OF VARIABLES	MEASURE	QUESTION NUMBER	SCALE	TOOLS OF ANALYSIS
<b>Gender</b>	Demographics characteristics	Sex/male or female	Direct measure (e.g. male or female)	Appendix 1 Part three	Nominal Ordinal	Descriptive
<b>Educational level</b>	Demographics characteristics	<ul style="list-style-type: none"> <li>- Highest level of academic qualification</li> <li>- Highest level of professional qualification</li> </ul>	Direct measure (Actual e.g. degree, CPA etc)	Appendix 1 Part three	Nominal Ordinal	Descriptive
<b>Number of years in current employment/tenure</b>	Demographics characteristics	<ul style="list-style-type: none"> <li>- Average number of years the top management team has served in their current positions.</li> <li>- Duration in which the individual member has been in the organization.</li> </ul>	Direct measure (exact number of years (e.g. 1 yr, 2yrs etc)	Appendix 1 Part three	Nominal Ordinal	Descriptive
<b>Respondents age</b>	Demographics characteristics	Age in years	Interval scale (e.g. 20-24, 25-29 etc)	Appendix 1 Part three	Nominal Ordinal	Descriptive
<b>Successful Implementation of Peace Programme</b>	Dependent variable	<ul style="list-style-type: none"> <li>- Effectiveness in redressing the culture of violence and aggression</li> <li>- Promotion of peace</li> <li>- Inculcation of values of peace</li> <li>- Effectiveness in Redressing the concept of human dignity and human rights</li> <li>- Effectiveness in redressing political participation and ecological balance</li> </ul>	5 Pointer Likert scale	Appendix 1 Part five and six	Interval	Descriptive Analysis  Correlation analysis
<b>Organization Leadership</b>	Dependent variable	<ul style="list-style-type: none"> <li>- Transformational leadership style</li> <li>- proper structure</li> <li>- Planning</li> <li>- Organizing</li> <li>- Staffing</li> <li>- Directing</li> <li>- Controlling</li> </ul>	5 Point Likert Scale	Appendix 1 Part ten	Interval	Descriptive Analysis  Correlation analysis
<b>Organization culture</b>	Independent variable	<ul style="list-style-type: none"> <li>- innovation and creativity</li> <li>- resistance</li> <li>- compatibility</li> <li>- deep rooted cultural biases</li> <li>- competitive environment</li> </ul>	5 Point Likert Scale	Appendix 1 Part ten	Interval	Descriptive Analysis  Correlation analysis
<b>Organization Resources</b>	Independent variable	<ul style="list-style-type: none"> <li>- resources in terms of personnel, financial or ICT</li> <li>- inadequate experience in strategy implementation</li> <li>- inadequate education and training background</li> <li>- misused financial and financial resources</li> <li>- problem of too much money</li> </ul>	5 Point Likert Scale	Appendix 1 Part ten	Interval	Descriptive Analysis  Correlation analysis

### **3.8 Data Analysis**

After the research, the researcher checked whether the questionnaire was properly filled to check validity and accuracy of data collected. The data was compiled data for analyses and come up with the findings of the research. The analysis used was quantitative. Quantitative analysis was carried out using descriptive statistics and inferential statistics. The tool of Analysis was Statistical Package for Social Sciences (SPSS) and Ms Excel spreadsheets.

The specific inferential analysis was correlation analysis. The Pearson product moment correlation was used to gauge the relationship between factors influencing implementation of peace education programme in primary schools. The results were then presented using tables and a final report was compiled for presentation containing the recommendations and conclusions of the study.

### **3.9 Ethical Considerations**

Mugenda (2008) states that in the research process ethics focus on application of ethical standards in the planning of the study, data collection and analysis, dissemination and use of the results. Mugenda (2008) further emphasis that ethics does not only apply to the methods used during data collection but also covers the entire research process.

To uphold the ethical standards, the researcher ensured the anonymity of all respondents was maintained. The researcher and research assistant only sought response from respondents who were willing to take part in the study, after which the information gathered was analyzed as provided. Ethical standards were maintained throughout the research process.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION.**

#### **4.1 Introduction**

In this chapter, the data collected during the research was analyzed and reported. This study was executed to achieve the stated objectives.

#### **4.2 Summary Statistics**

This section analyzes the demographic characteristics of the respondents.

##### **4.2.1 Response Rate**

The number of questionnaires that were administered was 96. A total of 70 responses/Questionnaires were received out of a possible 96 Questionnaires. This a response rate of 73%. The unsuccessful response rate was 26 questionnaires (37%). According to Mugenda and Mugenda (2003), a response rate of more than 50% is adequate for analysis. Babbie (2004) also asserted that a return rate of 50% is acceptable for analysis and publishing. He also states that a 60% return rate is good and a 70% return rate is very good. The achieved response rate was above 70% which implies that the response rate was very good. The response rate matrix is presented on Table 4.1.

**Table 4.1: Response Rate**

<b>Details</b>	<b>Frequency</b>	<b>Percent</b>
Returned Questionnaires	70	73%
Unreturned Questionnaires	26	37%
<b>Total</b>	<b>96</b>	<b>100%</b>

##### **4.2.2 Gender**

The respondents were asked to indicate their gender. Table 4.2 presented the results. Results in Table 4.2 revealed that majority 67% of the respondents were male and 33% were female. These findings imply that the organization gender was predominantly male.

**Table 4.2: Gender of Teachers**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	47	67%
Female	23	33%
<b>Total</b>	<b>70</b>	<b>100%</b>

**4.2.3 Level of Education**

The study sought to establish the level of education for the respondents. The findings are presented in Table 4.3. As illustrated in Table 4.3, the findings revealed that majority 58% of the respondents had reached college level, 23% of the respondents had attained secondary education and 19% were university graduates. These results imply that the respondents had good academic qualifications and therefore understood the issues in question very well.

**Table 4.3: Level of Education of Teachers**

<b>Education Level</b>	<b>Frequency</b>	<b>Percent</b>
Secondary level	16	23%
College level	41	59%
University level	13	19%
<b>Total</b>	<b>70</b>	<b>100%</b>

**4.2.4 Number of years in employment**

The respondents were asked to indicate the number of years in employment. Results in Table 4.4 revealed that majority 37% of the respondents had worked for a period of between 1 to 2 years, 29% of the respondents had worked for less than one year and 20% had worked for 3 to 5 years. Fourteen percent had worked for more than 5 years.

**Table 4.4: Number of years in employment**

<b>Years</b>	<b>Frequency</b>	<b>Percent</b>
less than one year	20	29%
1 to 2 year	26	37%
3 to 5 years	14	20%
More than 5 years	10	14%
<b>Total</b>	<b>70</b>	<b>100%</b>

**4.2.5 Position**

The respondents were asked to indicate the position they hold in the school. Results in Table 4.5 indicated that majority 56% of the respondents were in unionisable cadre, while 26% of

the respondents were in top management and 18% were in middle management. These findings imply that the respondents were well spread hence represented all teachers' thus accurate findings.

**Table 4.5: Position of Teachers**

<b>Position</b>	<b>Frequency</b>	<b>Percent</b>
Top Management	18	26%
Middle Management	13	19%
Unionisable Cadre	39	56%
<b>Total</b>	<b>70</b>	<b>100%</b>

#### **4.2.6 Age**

The respondents were asked to indicate their age brackets. Results in Table 4.6 indicated that majority 43% of the respondents were aged between 31-40 years while 40% of the respondents were aged between 21-30 years and 17% were aged between 41-50 years. The findings imply that all the respondents were mature

**Table 4.6: Age of Teachers**

<b>Age</b>	<b>Frequency</b>	<b>Percent</b>
21-30 years	28	40%
31-40 years	30	43%
41-50 years	12	17%
<b>Total</b>	<b>70</b>	<b>100%</b>

### **4.3 Peace education Programme Implementation**

The study sought to establish whether primary schools have implemented peace education programme. Results are presented in Table 4.7 below. Results indicated that majority 44.3% of the respondents agreed and another 32.9% strongly agreed bringing to a total of 77.2% of those who agreed with the statement that the strategies to promote peace with deep recognition that it is the only vehicle to development have been put in place. Eleven point four percent strongly disagreed, while 1.4% disagreed and 10% of the respondents were neutral.

The findings also revealed that majority 68.6% of the respondents agreed and another 5.7% strongly agreed bringing to a total 74.3% of those who agreed with the statement that Peace



education has effectively redressed the culture of violence and aggression. Fifteen point seven percent of the respondents were neutral, while 8.6% of the respondents strongly disagreed and 1.4% disagreed with the statement.

Furthermore, results revealed that majority 71.4% of the respondents agreed and another 12.9% strongly agreed bringing to a total 84.3% of those who agreed with the statement that Peace education has effectively inculcated values of peace. Eight point six percent disagreed, while 2.9% strongly disagreed and 4.3% were neutral.

In addition, majority 68.6% of the respondents agreed and another 18.6% strongly agreed bringing to a total 87.2% of those who agreed with the statement that Peace education has effectively redressed the concept of human dignity and human rights with specific reference to economic equity. Seven point one percent disagreed, and 5.7% were neutral.

Finally, majority 52.9% of the respondents agreed and another 30% strongly agreed bringing to a total 82.9% of those who agreed with the statement that Peace education has effectively redressed the concept of human dignity and human rights with specific reference to economic equity. Ten percent were neutral and 7.1% strongly disagreed.

**Table 4. 7: Peace Education Programme Implementation**

<b>Statement</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
The strategies to promote peace with deep recognition that it is the only vehicle to development have been put in place	11.4%	1.4%	10.0%	44.3%	32.9%
Peace education has effectively redressed the culture of violence and aggression	8.6%	1.4%	15.7%	68.6%	5.7%
Peace education has effectively inculcated values of peace	2.9%	8.6%	4.3%	71.4%	12.9%
Peace education has effectively redressed the concept of human dignity and human rights with specific reference to economic equity	0.0%	7.1%	5.7%	68.6%	18.6%
Peace education has effectively redressed political participation and ecological balance that could be employed through counseling strategies	7.1%	0.0%	10.0%	52.9%	30.0%

#### 4.4 School Leadership

The study sought to establish whether school leadership influence implementation of peace education programme in primary schools. Results are presented in Table 4.8 below. Results indicated that majority 61.4% of the respondents agreed and another 32.9% strongly agreed bringing to a total of 94.3% of those who agreed with the statement that the current leadership is not transformational. Four point three percent disagreed and 1.4% of the respondents were neutral.

The findings further indicated that majority 42.9% of the respondents agreed and another 27.1% strongly agreed bringing to a total of 70% of those who agreed with the statement that the management has not put in place proper structure for peace education programme

implementation. Seventeen point one percent were neutral and 12.9% of the respondents disagreed.

Results further revealed that majority 85.7% of the respondents agreed and another 7.1% strongly agreed bringing to a total of 92.8% of those who agreed with the statement that the current management has flawed vision of what seems to be the strategic position of implementing peace education programme in schools. Seven point one percent were neutral.

Furthermore, results indicated that majority 65.7% of the respondents agreed and another 15.7% strongly agreed bringing to a total of 81.4% of those who agreed with the statement that the leadership has a myopic view of what is needed for successful management of operational tasks and projects within a strategic brief. Eight point six percent were neutral.

Finally, the study findings indicated that majority 58.6% of the respondents agreed and another 8.6% strongly agreed bringing to a total of 67.2% of those who agreed with the statement that the management is not carrying out its functions of Planning, Organizing, Staffing, Directing and Controlling effectively.

**Table 4. 8: School Leadership**

<b>Statement</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
The current leadership is not transformational	0.0%	4.3%	1.4%	61.4%	32.9%
The management has not put in place proper structure for peace education programme implementation	0.0%	12.9%	17.1%	42.9%	27.1%
The current management has flawed vision of what seems to be the strategic position of implementing peace education programme in schools	0.0%	0.0%	7.1%	85.7%	7.1%
The current leadership has a myopic view of what is needed for successful management of operational tasks and projects within a strategic brief	10.0%	0.0%	8.6%	65.7%	15.7%

The management is not carrying out its functions of Planning, Organizing, Staffing, Directing and Controlling effectively	14.3%	4.3%	14.3%	58.6%	8.6%
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#### 4.4.1 The Relationship between peace education programme and School Leadership

The study sought to establish the relationship between peace education programme and school leadership. Results are presented in table 4.9 below. Correlations results in table 4.9 indicated that there was a positive and significant relationship between peace education and school leadership. This was supported by ( $R = 0.617$ ,  $p \text{ value} = 0.000$ ). This implied that those who rated school leadership highly was also more likely to rate peace education programme implementation highly, and those who rated school leadership lowly was also more likely to rate peace education programme implementation lowly.

**Table 4. 9: Correlations between peace education programme and School Leadership**

Variable		Peace Education	Leadership
Peace Education	Pearson Correlation	1	0.687
	Sig. (2-tailed)		0.000
Leadership	Pearson Correlation	0.687	1
	Sig. (2-tailed)	0.000	

#### 4.5 School Culture

The study sought to establish whether school culture influence implementation of peace education programme in primary schools. Results are presented in Table 4.10 below. Results indicated that majority 37.1% of the respondents strongly agreed and another 35.7% agreed bringing to a total of 72.8% of those who agreed with the statement that the culture of Schools discourages innovation and creativity same. Eleven point four percent disagreed, while 11.4% strongly disagreed and 4.3% of the respondents were neutral.

The findings further indicated that majority 47.1% of the respondents agreed and another 37.1% strongly agreed bringing to a total of 84.2% of those who agreed with the statement that there is resistance to implementation of the peace education programme. Twelve point nine percent were neutral and 2.9% of the respondents disagreed.

Results further revealed that majority 50% of the respondents strongly agreed and another 31.4% agreed bringing to a total of 81.4% of those who agreed with the statement that there is a lack of compatibility between peace education programme and culture. Fourteen point three percent disagreed, while 1.4% strongly disagreed and 2.9% of the respondents were neutral.

Furthermore, results indicated that majority 38.6% of the respondents agreed and another 38.6% strongly agreed bringing to a total of 77.2% of those who agreed with the statement that the implementation of peace education programme often encounters rough going because of deep rooted cultural biases. Fifteen point seven percent disagreed and 7.1% were neutral.

Results also indicated that majority 40% of the respondents agreed and another 38.6% strongly agreed bringing to a total of 78.6% of those who agreed with the statement that the existing culture in schools does not create a competitive environment. Ten percent disagreed, while 4.3% strongly disagreed and 7.1% were neutral.

Finally, the study findings indicated that majority 41.4% of the respondents strongly agreed and another 38.6% agreed bringing to a total of 80% of those who agreed with the statement that the employees see changes as threatening and tend to favor “continuity” and “security.

**Table 4.10: School Culture**

Statement	Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The culture of Schools discourages innovation and creativity same	11.4%	11.4%	4.3%	35.7%	37.1%
There is resistance to implementation of the peace education programme	0.0%	2.9%	12.9%	47.1%	37.1%
There is a lack of compatibility between peace education programme and culture	1.4%	14.3%	2.9%	31.4%	50.0%
The implementation of peace education programme often encounters rough going because of deep rooted cultural biases	0.0%	15.7%	7.1%	38.6%	38.6%
Existing culture in schools does not create a competitive environment	4.3%	10.0%	7.1%	40.0%	38.6%
The employees see changes as threatening and tend to favor “continuity” and “security”	4.3%	11.4%	4.3%	38.6%	41.4%

#### 4.5.1 The Relationship between peace education programme and School Culture

The study sought to establish the relationship between peace education programme and school culture. Results are presented in table 4.11 below. Correlations results in table 4.11 indicated that there was a positive and significant relationship between peace education and school culture. This was supported by ( $R = 0.812$ ,  $p \text{ value} = 0.000$ ). This implied that those who rated school culture highly was also more likely to rate peace education programme implementation highly, and those who rated school culture lowly was also more likely to rate peace education programme implementation lowly.

**Table 4.11: Correlations between peace education programme and School Culture**

Variable		Peace Education	Culture
Peace Education	Pearson Correlation	1	0.812
	Sig. (2-tailed)		0.000
Culture	Pearson Correlation	0.812	1
	Sig. (2-tailed)	0.000	

#### **4.6 School Resources**

The study sought to establish whether school resources influence implementation of peace education programme in primary schools. Results are presented in Table 4.12 below. Results indicated that majority 68.6% of the respondents agreed and another 24.3% strongly agreed bringing to a total of 92.9% of those who agreed with the statement that peace education programme have not been allocated enough resources in terms of personnel, financial or ICT. Four point three percent were neutral and 2.9% of the respondents disagreed.

The findings further indicated that majority 70% of the respondents agreed and another 12.9% strongly agreed bringing to a total of 82.9% of those who agreed with the statement that peace education implementation teams have inadequate experience in strategy implementation. Eight point six percent were neutral and 8.6% of the respondents disagreed.

Results further revealed that majority 55.7% of the respondents agreed and another 17.1% strongly agreed bringing to a total of 72.8% of those who agreed with the statement that peace education implementation teams have inadequate education and training background. Twenty percent disagreed, and 7.1% of the respondents were neutral.

Furthermore, results indicated that majority 52.9% of the respondents agreed and another 24.3% strongly agreed bringing to a total of 77.2% of those who agreed with the statement that some of the financial and non financial resources allocated to peace education programme implementation are being misused. Twelve point nine percent were neutral and 10% disagreed.

Finally, the study findings indicated that majority 40% of the respondents agreed and another 28.6% strongly agreed bringing to a total of 68.6% of those who agreed with the statement that due to the large revenue base, fiscal illusion and the problem of too much money is a factor affecting peace education programme implementation. Eleven point four percent of the respondents disagreed, while 15.7% strongly disagreed and 4.3% were neutral.

**Table 4.12: Organization Resources**

<b>Statement</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Peace education programme have not been allocated enough resources in terms of personnel, financial or ICT	0.0%	2.9%	4.3%	68.6%	24.3%
Peace education implementation teams have inadequate experience in strategy implementation	0.0%	8.6%	8.6%	70.0%	12.9%
Peace education implementation teams have inadequate education and training background	0.0%	20.0%	7.1%	55.7%	17.1%
Some of the financial and non financial resources allocated to peace education programme implementation are being misused	0.0%	10.0%	12.9%	52.9%	24.3%
Due to the large revenue base, fiscal illusion and the problem of too much money is a factor affecting peace education programme implementation	15.7%	11.4%	4.3%	40.0%	28.6%

#### **4.6.1 The Relationship between peace education programme and School Resources**

The study sought to establish the relationship between peace education programme and school resources. Results are presented in table 4.13 below. Correlations results in table 4.13 indicated that there was a positive and significant relationship between peace education and school resources. This was supported by ( $R= 0.516$ ,  $p \text{ value} =0.000$ ). This implied that those who rated school resources highly were also more likely to rate peace education programme implementation highly, and those who rated school resources lowly were also more likely to rate peace education programme implementation lowly.



**Table 4.13: Correlations between peace education programme and School Resources**

<b>Variable</b>		<b>Peace Education</b>	<b>Resources</b>
Peace Education	Pearson Correlation	1	0.516
	Sig. (2-tailed)		0.000
Resources	Pearson Correlation	0.516	1
	Sig. (2-tailed)	0.000	

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS,DISCUSSIONS,CONCLUSIONS AND RECOMMENDATIONS.**

#### **5.1 Introduction**

This study sought to establish the factors influencing implementation of peace education programme in primary schools located in Tharaka North District. The purpose of this chapter is to discuss and summarize the findings of the study and finally give conclusions and recommendations for improvement or practice. This will be done with justification from the data that was collected and analyzed.

#### **5.2 Summary of Findings**

The general objective of this study was to assess the factors influencing implementation of peace education programme in primary schools located in Tharaka North District. A sample size of a total population of ninety six (96) respondents was drawn from thirty two (32) primary schools. For purposes of collecting primary data, the researcher developed and administered a questionnaire and the results obtained were analyzed using Microsoft Excel and Statistical Package for Social Sciences (SPSS).

The study findings indicated that majority 67% of the respondents were male and 33% were female. These findings imply that the organization gender was predominantly male. The findings revealed that majority 58% of the respondents had reached college level, 23% of the respondents had attained secondary education and 19% were university graduates. Results also revealed that majority 37% of the respondents had worked for a period of between 1 to 2 years, 29% of the respondents had worked for less than one year , 20% had worked for 3 to 5 years and 14% had worked for more than five years. Study findings indicated that majority 56% of the respondents were in unionisable cadre, while 26% of the respondents were in top management and 18% were in middle management and findings indicated that majority 43% of the respondents were aged between 31-40 years while 40% of the respondents were aged between 21-30 years and 17% were aged between 41-50 years.

The study findings indicated that school leadership, culture, and resources influence peace education programme implementation. Correlations results indicate there was a positive and

significant relationship between peace education programme implementation and school leadership, culture and resources.

### **5.3 Discussions of findings**

Results revealed that majority 67% of the respondents were male and 33% were female. These findings imply that the organization gender was predominantly male. According to Ellis, Cutura, Dione, Gillson, Manuel & Thongori (2007), in spite of women being major actors in Kenya's economy, and notably in agriculture and the informal business sector, men dominate in the formal sector citing the ratio of men to women in formal sector as 74%:26%.

The study findings indicated that school leadership influenced peace education implementation. The findings agree with those in Aaltonen and Ikavalko, (2001) who asserted that functions of management include Planning, Organizing, Staffing, Directing and Controlling and failure of management to carry out these functions leads to lack of clear understanding of strategy. The findings also agree with those in Covey (2003) who too observed that public servants are working so hard to be sure things are being done right that they hardly have time to decide if they are doing the right things.

The study findings indicated that school culture influence peace education programme implementation. The results are also consistent with those in Wang (2000) who argued that the implementation of a strategy often encounters rough going because of deep rooted cultural biases. This causes resistance to implementation of new strategies especially in organizations with defensive cultures. This is because they see changes as threatening and tend to favor continuity and security. Furthermore, the results are consistent with those in (Thompson and Strickland, 1989) who asserted that it is the strategy maker's responsibility to choose a strategy that is compatible with the "sacred" or unchangeable parts of prevailing corporate culture. This offers a strong challenge to the strategy implementation leadership abilities.

The study findings indicated that school resources influence peace education programme implementation. The findings agree with those of Newbert (2007) who argues that allocating resources to particular divisions and departments does not mean that strategies will be successfully implemented. This is because a number of factors commonly prohibit effective

resource allocation. These include overprotection of resources, too great emphasis on short-term financial criteria, organizational policies, vague strategy targets reluctant to take risks, and lack of sufficient knowledge. The findings also agree with those of Grant (2002) which argue that established organizations may experience changes in the business environment that can make a large part of their resource base redundant resources, which may be unable to free sufficient funds to invest in the new resources that are needed and their cost base will be too high. In addition, the findings agree with those of Liang, You, and Liu (2010) who observes that people's intellect creativity, skills, experience and commitment are necessary towards effective implementation. The finds agree with those in Chimhanzi & Morgans (2005) which indicated that firms devoting attention to the alignment of marketing and human resources are able to realize significantly greater successes in their strategy implementation. Finally, the results are consistent with those of Kak (2002) asserts that one of the inhibitors of strategy execution is the lack of resources; resources are either inadequate or unavailable when needed.

#### **5.4 Conclusion**

Following the study findings:

It is possible to conclude that peace education programme implementation was highly influenced by school leadership. This is because the correlation results showed that there was a positive and significant relationship between school leadership and peace education implementation.

The study also concludes that school culture influences peace education implementation. It was also possible to conclude that there was a positive and significant relationship between school culture and peace education implementation

It was also possible to conclude that school resources influenced peace education implementation. Therefore, there was a positive and significant relationship between peace education programme implementation and school resources.

Overall the study concluded that peace education programme implementation was highly influenced by various factors, which the school management should put into consideration before starting the implementation.

## **5.5 Recommendations**

Following the study findings the following recommendations were given:

- i) The school management to emphasize on peace education programme implementation in all primary schools.
- ii) Schools to emphasize on good leadership and management skills so as to ensure smooth implementation process.
- iii) The school management should set aside enough resources for the implementation programme as organization resources positively affect organizational efficiency through its impact on internal capabilities.
- iv) The school management should learn the culture of different parts of the country so as to make the teachers, parents and children welcome and adopt the programme if it values its culture.

## **5.6 Recommendations for Further Research**

- i) The study suggests that the study should be replicated in the secondary schools and also focuses on other factors that influence peace education programme implementation in Kenya.

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## **APPENDICES**

### **Appendix 1: Introduction Letter**

UNIVERSITY OF NAIROBI,  
PO BOX 30197.  
NAIROBI.

#### **RE: RESEACH IN MASTERS IN PROJECT PLANNING AND MANAGEMENT**

I am Esther, a graduate student of Master of Project Planning and Management at University of Nairobi. I am carrying out an evaluation study of the factors influencing implementation of peace education programme in primary schools and Tharaka North Disrict schools will be the case study.

It would be of great value if you could share your wealth of knowledge by completing this questionnaire. Your answers will be handled with highest anonymity and confidentiality; this will be achieved by no indication of names. Kindly return the completed questionnaire to me.

Regards,

Esther Wawira

## Appendix II: Questionnaire for Employees

### PART 1: GENERAL /DEMOGRAPHIC DATA

1. Gender

a) Male

b) Female

2. Highest level of education

a) Secondary level

b) College level

c) University level

d) Post graduate level

3. Number of years in current employment

a) less than one year

b) 1 to 2 year

c) 3 to 5 years

d) More than 5 years

4. Position

a) Top Management

b) Middle Management

c) Unionisable Cadre

5. Age

a) 21-30 years

b) 31-40 years

c) 41-50 years

d) 51 years & above

### PART 2: THIS PART IS DIVIDED INTO SIX SECTIONS

#### Section A: Peace Education programme Implementation

This section aims at determining the state of peace education programme implementation in primary schools. Please indicate your agreement or otherwise with the following statements using the following likert scale.

*Strongly Agree=5, Agree=4, Neither Agree nor Disagree=3, Disagree=2, Strongly disagree=1*

Statement	1	2	3	4	5
1) The strategies to promote peace with deep recognition that it is the only vehicle to development have been put in place					
2) Peace education has effectively redressed the culture of violence and aggression.					
3) Peace education has effectively inculcated values of peace.					
4) Peace education has effectively redressed the concept of human dignity and human rights with specific reference to economic equity,					
5) Peace education has effectively redressed political participation and ecological balance that could be employed through counseling strategies					

### Section B: School Leadership

This section aims at determining whether organizational leadership is a factor affecting peace education programme implementation in primary schools. Please indicate your agreement or otherwise with the following statements using the following likert scale.

*Strongly Agree=5, Agree=4, Neither Agree nor Disagree=3, Disagree=2, Strongly disagree=1*

Statement	1	2	3	4	5
1) The current leadership is not transformational					
2) The management has not put in place proper structure for peace education programme implementation					
3) The current management has flawed vision of what seems to be the strategic position of implementing peace education programme in schools.					

Statement	1	2	3	4	5
4) The current leadership has a myopic view of what is needed for successful management of operational tasks and projects within a strategic brief					
5) The management is not carrying out its functions of Planning, Organizing, Staffing, Directing and Controlling effectively					

### Section C: School culture

This section aims at determining whether organizational culture is a factor affecting peace education programme implementation at primary schools. Please indicate your agreement or otherwise with the following statements using the following likert scale.

*Strongly Agree=5, Agree=4, Neither Agree nor Disagree=3, Disagree=2, Strongly disagree=1*

Statement	1	2	3	4	5
1) The culture of Schools discourages innovation and creativity same					
2) There is resistance to implementation of the peace education programme					
3) There is a lack of compatibility between peace education programme and culture					
4) The implementation of peace education programme often encounters rough going because of deep rooted cultural biases					
5) Existing culture in schools does not create a competitive environment					
6) The employees see changes as threatening and tend to favor “continuity” and “security”					

## Section D: School Resources

This section aims at determining whether an organizational resource is a factor affecting peace education programme implementation in schools. Please indicate your agreement or otherwise with the following statements using the following likert scale.

*Strongly Agree=5, Agree=4, Neither Agree nor Disagree=3, Disagree=2, Strongly disagree=1*

Statement	1	2	3	4	5
1) Peace education programme have not been allocated enough resources in terms of personnel, financial or ICT					
2) Peace education implementation teams have inadequate experience in strategy implementation					
3) Peace education implementation teams have inadequate education and training background					
4) Some of the financial and non financial resources allocated to peace education programme implementation are being misused.					
5) Due to the large revenue base, fiscal illusion and the problem of too much money is a factor affecting peace education programme implementation					