

**SCHOOL FACTORS INFLUENCING MAINSTREAMING OF PEACE
EDUCATION IN PUBLIC PRIMARY SCHOOLS IN KADIBO
DIVISION, KISUMU EAST DISTRICT, KENYA**

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DECLARATION

This research project is my original work and has not been presented for a degree in any other university.

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DEDICATION

This research project is dedicated to my husband Evans Okoth, our two sons Contel and Numfa, and my mother Damaris Ouma for being more understanding and supportive.

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LIST OF ABBREVIATIONS AND ACRONYMS

ACEI	Association for Childhood Education International
CCTPE	Canadian Centre for Teaching Peace Education
CD –ROM	Compact Disc Read-Only Memory
DEO	District Education officers
DVD	Digital Versatile Disc
EFA	Education For All
IDP	Internally Displaced Person
KICD	Kenya Institute of Curriculum Development
MOE	Ministry of Education
MOEST	Ministry of Education, Science and Technology
NCST	National Council of Science and Technology
PEP	Peace Education Programme
RCCP	Resolving Conflict Creatively Program
S.M.A.R.T	School Mediator Alternative Resolution Team
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
UPEACE	University for Peace
U.S.A	United States of America
WCEFA	World Conference on Education for All

ABSTRACT

The purpose of the study was to investigate school factors influencing mainstreaming of peace education in public primary schools in Kadibo division, Kisumu East District, Kenya. Objectives included, to establish the extent to which teacher training and availability of instructional materials influence mainstreaming of peace education and also to determine how teaching methodology and teacher attitude influence mainstreaming of peace education. This study employed a descriptive survey design. The target population of the study consisted of 42 schools, 42 headteachers, 356 teachers and the D.E.O. A study sample made up of 24 schools together with their head teachers, one D.E.O and 107 teachers from the Division was used for the study. Primary data was collected using both interview guides and questionnaires. A pilot study was conducted to validate the research tools. Data was analyzed using both quantitative and qualitative techniques. Quantitative data was analyzed using descriptive statistics with the aid of Statistical Package for Social Sciences (SPSS) version 17.0 and then presented in tabular forms indicating frequencies and percentages. Qualitative data was analyzed using thematic approach guided by the objectives of the study. From the findings majority of the teachers acknowledged that teacher training influenced mainstreaming of peace education to a large extent. Availability of instructional materials also highly influence mainstreaming. The kind of teaching methodology employed by teachers in this region also influence mainstreaming of peace education negatively. Lastly, the negative attitudes of teachers have also highly influenced mainstreaming of peace education. The study concluded that mainstreaming of peace education was highly influenced by school factors such as teacher training, availability of instructional materials, teaching methodology and teacher attitude. The researcher recommended that the Ministry of Education through Kenya Institute of Curriculum Development (KICD) together with Teachers' training colleges and universities should embark on training of all teachers on peace education through in -service and pre-service training programmes. KICD should also avail sufficient number of copies and pieces of relevant (peace education) instructional materials and teachers to emphasize on learner centered teaching methods in schools to motivate learners to acquire peace ideals. Based on the findings of this study, the researcher suggests that there is need for further research to establish whether there is a link between peace education at the primary school level and student riots at the secondary school, college and university levels of learning.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Aristotle, one of the renowned philosophers once stated, “Good habits formed at youth make all the difference”. Education remains the most viable tool for the transformation of human behaviour and development of the society. It is also the vehicle for engineering the behaviors, attitudes and skills of individuals towards empowering them to positively contribute to their personal growth and the development of the society (Momodu, 2013).

The most significant way of promoting a culture of peace is through peace education. Children often begin to define their own ideas of war between the ages of six and seven. Hicks (2004) conclude that peace education needs to start at the primary school level, to help children develop their personal relationship and conceptual understanding of peace. Reardon and Cabezudo (2002) emphasize the importance of starting peace education programmes at the primary school level. At this learning stage, learners can benefit more from peace education, since they are able to critically reflect upon concepts like violence, war and peace and be able to develop constructive attitudes of living in community (Simpson, 2004). To strive for peace, there must first be a commitment to teach peace, in particular to primary school children, since they are the ones who must constitute a new generation of peace makers.

The world's social environment is faced with all kinds of negative trends which have manifested in increased crime levels, violence, drug abuse, terrorism, war, conflicts, and behavioral problems affecting negatively the people's lives necessitating mainstreaming of peace education in the curriculum (Lopes, 2006). Pupils spend much of their time at school where they acquire knowledge, skills, attitudes and values needed to bring changes in their behavior hence there is need to begin building counter forces against violence in their minds at a very tender age to ensure that their attitudes are structural towards reaffirming the images of peace. Therefore, instilling peace values in the minds of pupils is an urgent necessity. In order to do so, teachers need to be trained on peace, have the right instructional materials, use the suitable teaching methods and have the right attitude (Lopes, 2006)

Peace education is teaching the information, attitudes, values, and behavioral competencies needed to resolve conflicts without violence and to build and maintain mutually beneficial, harmonious relationships (Johnson & Johnson, 2006). The ultimate goal of peace education is for individuals to be able to maintain aspects of peace among themselves (intrapersonal peace), individuals (interpersonal peace), groups (intergroup peace), and countries, societies, and cultures (international peace) (Johnson & Johnson ,2005).Peace education among other things needs to focus on among all relevant parties: establishing a cooperative, not a competitive relationship; ensuring skills in engaging in political discourse and creative decision making that includes an open-minded

discussion of diverse views; ensuring the seeking of agreements that are mutually beneficial and that maximize joint outcomes; and inculcating the values underlying consensual peace.

At the international level, peace education constitutes a real object of debate because of the need to address many threats to peace. After World War I and II, people realized the devastating consequences and therefore thought that war must be abolished. The horrors of World War II brought people to think of how they can avoid another world war and build a peaceful world instead. This led to the establishment of the United Nations in 1945 to save succeeding generations from the scourge of war. Peace education is an integral part of the UNICEF vision of quality basic education. The 1990 World Declaration on EFA (The Jomtien Declaration) clearly states that basic learning needs comprise not only essential tools such as literacy and numeracy, but also the knowledge, skills, attitudes and peaceful values required to live and work in dignity and to participate in development. (Inter-Agency Commission, World Conference on Education for All, WCEFA, 1990).

Peace education has gained attention all around the world because of the increasing use of violence in responding to conflict or disagreement among individuals, groups, communities and countries. Many countries have therefore mainstreamed peace education in the curriculum of established subjects. Bartal (2002) indicated that peace education programmes differ from country to

country because of differing terms like ideology, objectives, emphasis, curriculum content and practices. In Australia, peace education is concentrated on challenging ethnocentrism, cultural chauvinism and violence and on promotion of cultural diversity, nuclear disarmament and conflict resolution (Bar-Tal 2002). Peace education is referred to as A-Bomb education in Japan because of the Atomic bomb dropped at Hiroshima and Nagasaki which caused untold devastation and mainly focuses on nuclear disarmament, militarism and nature of responsibility for acts of violence performed in the past. United States of America (USA)'s peace education is on prejudice, violence and environmental issues. In Scandinavian countries because of their concern on arms race and extreme cost of arms, it is called disarmament education.

In Ireland, peace education is called "education for mutual understanding" due to catholic versus protestant conflict (Harris, 2004). South Korean peace education is referred to as "reunification education". This variation in understanding the term peace has led some scholars to use the term conflict resolution because peace education is indeed an effort to identify strategies of resolving conflict. In promoting peace in schools, a case study of education for peace in England Sakade (2009) established that peace education faces the challenge of ensuring that the context of schooling is compatible with educational practices in order to have positive effects on students in the long term.

According to Mari and Isabella (2011) most South East Asian countries such as India, Pakistan, Nepal, Afghanistan and Sri Lanka have mainstreamed peace education. Malaysia and Philippines, for example, have in their curriculum peace education offered in subjects like value education, citizenship education or development education. In Sri Lanka Education for Conflict Resolution is provided with a goal of creating an attitude of tolerance, understanding and non-violence methodologies. In Afghanistan the teaching of peace education is modified and made to be friendlier by replacing in their textbooks the contents which have been glorifying war for instance, replacing the use of knives with apples in counting mathematics. However the South Asian region is faced with various challenges in the process which include, limited number of peace studies departments and research on peace education, the use of traditional instructional methods which promote competition among learners through grading, and lastly sustainability, which requires the training of school personnel if peace education is to be backed by better policies and reforms (Mari et al., 2011)

At the regional level, numerous civil wars and conflicts in several African countries such as Angola, Algeria, Ivory Coast, Nigeria, Sierra Leone, Burundi, Rwanda, Zimbabwe, Eritrea/ Ethiopia, Sudan, South Sudan, Uganda, the Democratic Republic of Congo, Somalia, Libya and Egypt have been very common. The United Nations Office of the Special Adviser on Africa (OSAA) reported that tens of millions of Africans, mostly civilians, have lost their lives

because of conflicts. This has necessitated the mainstreaming of peace education in the curriculum of established subjects. For instance, Egypt has integrated human rights, life skills, gender issues and environment in their curriculum. In Nigeria, Peace Education program is designed to address the rising level of child and youth involvement in deadly conflicts, either as actors or as victims of source-based, economic and political conflicts. Burundi integrates Peace Education and learning methodologies into subjects, for instance, mathematics, language, sciences, environment, music and sports. The aim of Burundi's peace education is to promote human rights and duties, peaceful conflict resolution and social assistance administered to children traumatized by war. Rwanda focuses their peace education on addressing such issues as refugee returnees and displaced children.

The University for Peace (UPEACE) Africa Programme (2006) established that components of peace education have always existed in the education curriculums of several African states (Nigeria, Togo, Liberia, Rwanda, Tanzania, Uganda and Kenya). It was further realized that by virtue of possessing relevant components in its curriculum, Peace Education can add considerable value to the existing education programmes in Africa. However, various factors such as lack of reference materials, financial constraints, inadequate supply of qualified teachers, poor working conditions, poor methods of teaching and teaching that is examination oriented were highlighted

as the main hindrances to the process of mainstreaming peace education (Upeace,2006).

The Kenya Vision 2030 underscores security, peace building, conflict management participatory governance, legal reforms and inculcation of a culture of respect for sanctity of human life. The education sector which is a key driver in achieving the vision goals plays among others, the role of promoting principles and values that form the foundation for the vision's aspirations. The 2005 Sessional paper No.1 on meeting the challenges of education in the 21st century states various goals of education which have major components of Peace Education that has led to changes in the Kenyan education curriculum. It emphasizes on Education and Training for Social Cohesion, the acquisition of life-skills and life-long learning in various sectors of education and instills values such as patriotism, peace, security, honesty, humility, love, respect, tolerance, cooperation and democracy through education and training.

Since 2008, the Ministry of Education (MOE) and UNICEF Kenya initiated PEP (Peace Education Programme) as an emergency response to the post election violence. The overall goal of PEP is to promote peaceful co-existence among learners, hence contributing to peace and national cohesion in the country. In the programme children and young people are recognized as future

peace makers, who need to be facilitated to develop a sense of responsibility in society.

Peace education programme is neither sufficient nor effective without trained teachers to impart it. Ensuring teachers' capacity to undertake peace education is an enormous challenge. As a mainstreamed discipline, more teachers have to be trained to deliver the programme. Curriculum consultants also have to be available to assist in mainstreaming of peace education. Tanner and Tanner (1995) contend that many if not most teachers have never had access to a curriculum consultant and most assistance in curriculum issues comes from their colleagues. Despite heavy investment in training of teachers, gaps are still evident, especially in the delivery of peace education at the school level.

Mainstreaming of peace education in the primary school curriculum also presents a challenge of instructional materials. There is need for more relevant textbooks such as Life Skills to be used in mainstreaming of this subject in schools. Kester (2008) argues that one should take into account the country's resources, the policies and strategies for harnessing those resources for meaningful and sustainable development.

Pianata (1999), and Watson (2003) have described teaching as an intensely psychological process and believe a teacher's ability to maintain conducive classroom environments, motivate students and make decisions depends on her

personal qualities and the ability to create personal relationships with her students. Teacher attitudes have a profound impact on their practices and behaviors and eventually mainstreaming peace education.

Another challenge facing the mainstreaming of peace education is teaching methodology. The teaching methodologies which promote competition among learners through grading (traditional learning methods) may conflict with peace education teaching methods which emphasize the use of cooperative learning, innovative and child participation (Bretherton , Weston, and Zbar (2010).

1.2 Statement of the Problem

Social injustice, disagreements and other forms of violence have long been features of human condition. They have caused death, destruction and horrific suffering but the condition is yet to be overcome. Despite the initiation of a Peace Education Programme in learning institutions in Kenya (2009), gaps are still evident especially in mainstreaming of peace education. In Kadibo division the availability of easy ways of making money by school going pupils through fishing and rice growing has raised the levels of incidences of bullying through physical violence and attacks, verbal taunts, name-calling and put-downs, threats and intimidation, extortion or stealing of money and possessions all of which threaten mainstreaming of peace education.

A case in point can be made to Kolal primary school (June, 2011) when four pupils were beaten to death by some community members after a Zonal Athletics Competition .The case was filed in The High court, Kisumu under file No.cf 148/12. It is such entrenched hatred and hostilities that infiltrate in the schools to the influence of mainstreaming peace education. The prevalence of disagreements between some parents and teachers especially during meetings are active threats to peace since peace in schools prevails only where there is harmony between the teachers, learners, parents, the school's administration and the surrounding communities.

There is, therefore, an urgent need of a radically different education, one that does not glorify war, disobedience, violence, thefts, hostilities and strife but educates for peace, nonviolence and cooperation. The pupils in their tender age need the skills and knowledge to create and nurture peace for their individual selves as well as for the world they belong to. This study, therefore, sought to identify school factors influencing mainstreaming of peace education in public primary schools in Kadibo division, Kisumu East district, Kenya.

1.3 Purpose of the Study

The purpose of this study was to investigate the school factors influencing mainstreaming of peace education in public primary schools in Kadibo Division, Kisumu East District.

1.4 Objectives of the Study

Specifically the study sought for the following:

- i. To establish the extent to which teacher training influences mainstreaming of peace education in public primary schools in Kadibo Division.
- ii. To establish the extent to which availability of instructional materials influence mainstreaming of peace education in public primary schools in Kadibo Division.
- iii. To determine how teaching methodology influences mainstreaming of peace education in Kadibo Division
- iv. To determine how teacher attitude influences mainstreaming of peace education in public primary schools in Kadibo Division.

1.5 Research Questions

This study sought for answers to the following research questions:

- i. To what extent does teacher training influence mainstreaming of peace education in public primary schools in Kadibo Division?
- ii. To what extent does the availability of instructional materials influence mainstreaming of peace education in public primary schools in Kadibo Division?
- iii. How does teaching methodology influence mainstreaming of peace education in Kadibo Division?

- iv. What is the influence of teacher attitude on mainstreaming of peace education in public primary schools in Kadibo Division?

1.6 Significance of the Study

The study may be important to other researchers and academicians in that it may contribute to the generation of knowledge on school factors influencing mainstreaming of peace education in public primary schools. The findings may inform the curriculum planners on the aspects to involve teacher training, instructional materials, teacher attitude and teaching methodology on mainstreaming of peace education. Further the study may provoke teachers in public primary schools as crucial actors for mainstreaming peace education.

1.7 Limitations of the Study

The study encountered the limitation of uncooperative respondents. It was easier for some respondents to give answers that were acceptable to the researcher rather than the actual picture on the ground. This could hamper the validity of the findings. To address this limitation the researcher presented an introductory letter from the university and also assured the respondents that their identity was confidential.

1.8 Delimitation of the Study

The study was carried out in Kadibo Division, Kisumu County and was confined to public primary schools. The main respondents of the study were

head teachers, teachers of public primary schools and District Education Officer involved in mainstreaming peace education. Similarly, there were other factors affecting mainstreaming of peace education, however this study only focused on the school factors and specifically teacher training, instructional materials, teacher attitude and the methodologies as the major factors. This was because in today's world the child spends most of his/her time at school being nurtured and prepared for a tough world by teachers who are the main pillars of peace building.

1.9 Basic Assumptions of the Study

In the study, the following assumptions were made:

- i. All respondents were aware of mainstreaming peace education in the school curriculum.
- ii. Respondents were cooperative and provide reliable responses.

1.10 Definition of Significant Terms

Conflict refers to the process which begins when one party perceives that the other has frustrated or is about to frustrate, some of his or her concerns.

Kenya Vision 2030 refers to the country's development blueprint covering the period 2008 to 2030 with the objective of transforming Kenya into a middle income Country providing a high quality life to all its citizens by the year 2030.

Mainstreaming: To make part of each of the subjects learned in schools. To feature in each of subjects learned in schools.

Peace refers to all the values, attitudes and forms of behavior that reflect respect for life, human dignity and all Human rights, the rejection of violence in its forms and Commitment to principles of freedom, justice, solidarity and understanding between people.

Peace Education refers to the process of acquiring the values, the knowledge and develops the attitudes, skills, and behaviors to live in harmony with oneself, with others, and with the natural environment.

Teacher Training: All the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.

1.11 Organization of the Study

The study was organized into five chapters. Chapter one focused on the Introduction which consisted of the background to the study, statement of the problem, the purpose, objectives, research questions, significance of the study, limitations, delimitations, and basic assumptions of the study, definition of significant terms and lastly organization of the study. Chapter Two included the concept of peace education, school factors influencing mainstreaming of peace education, theoretical and conceptual frameworks. Chapter Three was research methodology which consisted of research design, target population, sample size, sampling technique, research instruments, validity and reliability

instruments and data analysis techniques. Chapter Four comprised of data analysis which will include data presentation, interpretation and discussion of the findings. Lastly, Chapter Five contained summary, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers the following sub-headings; introduction, the concept of peace education, teacher's training and peace education, instructional materials and peace education, teaching methodology and peace education, teacher attitude and peace education, summary of literature review theoretical and conceptual frameworks

2.2 The Concept of Peace Education

Peace may be conceptualized as having two separate dimensions (Johnson & Johnson, 2006). In the first dimension, peace is assumed to exist if war or violence is absent while in the second dimension peace is assumed to exist when there is positive relationships, mutual benefit and justice .Thus, peace may be defined as the absence of war or violence in a mutually beneficial, harmonious relationship among relevant parties that is aspects of a person or among individuals, groups, or countries (Avenstrup, Liang & Nellesmann, 2004).

There is no universal definition of peace education, though according to UNICEF it is the process of promoting the knowledge, skills, attitudes, and values needed to bring about behavior changes that will enable children, youth, and adults to prevent conflict and violence, both overt and structural; to resolve

conflict peacefully; and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup, national, or international level (UNESCO, 2002) .It is also the process of developing knowledge, skills, attitudes, behaviours and values that enable learners to: identify and understand sources of local and global issues and acquire positive and appropriate sensitivities to these problems; resolve conflicts and to attain justice in a non-violent way; live by universal standards of human rights and equity by appreciating cultural diversity, respect for the earth and for each other (UPEACE, Africa Programme, 2006).

There are multiple perspectives concerning peace education and a number of conceptual frameworks that mirror these differing paradigms. Toh (2004) conceptualizes the field through six themes: dismantling the culture of war, environmental peace, education for justice and compassion, human rights education, cultivating intercultural solidarity, and harnessing inner peace. Hicks (2004) organizes peace education around issues of non-violence, human rights, social justice, world-mindedness, ecological balance, meaningful participation, and personal peace.

2.2.1 The Development of Peace Education

The early origin of peace education can be traced to indigenous peacemaking traditions across the globe, which was later expanded by Christian, Islamic, Judaic, Buddhist, Bahia, Quakers and other religious scholars. It was further

influenced by the anti war and peace movements during the nineteenth and twentieth centuries Mari et al. (2011). In a declaration on a culture of peace, UNESCO called for an approach to education that is “directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms, promoting understanding, tolerance and friendship among all nations or religious groups,” and furthering “the activities of UN for the maintenance of peace” (UNESCO, 1945).

The Vienna Declaration and Programme of Action (1993) see peace education as part of human rights education that is crucial for world peace. Peace educators such as Betty Reardon (2000) and Douglas Roche (2003) have warmed to the idea of peace education as a right. In earlier years, peace education was concerned with education about peace, or sharing knowledge about histories and peacemakers; and, in later years the field became equally interested in education for peace, or the capacity of education to cultivate in students peacemaking skills and dispositions.

In Kenya, according to Kangethe (2013), the post election violence of 2007/2008 significantly affected the nation’s socio-economic development. More than 1,000 people lost their lives, over 300,000 forced to flee their homes and till today, some are still in the IDP camps. Schools were seriously affected and students could not attend school due to displacement, fear, school closure and lack of teachers. More than 158,000 students and 1,350 teachers were

displaced across the country while more than 40 schools were burnt down and 65 vandalized. This tragedy acted as an impetus for the development of the Peace Education programme to promote peaceful co-existence among learners, hence contributing to peace and national cohesion in the country. Despite the effort in mainstreaming peace education in primary school curriculum, gaps are still evident, especially in the delivery of peace education at the school level.

2.3 Teacher Training and Mainstreaming of Peace Education

Teachers are central to mainstreaming of peace education and key in the learning process. This requires sufficient numbers of highly qualified teachers, quality teacher training institutions, continuous education and lifelong facilities for all teachers. Education International (2007). Training of teachers takes two forms, mainly in-service and pre-service programmes. In-service training program tends to increase the qualities possessed by a teacher which positively affect mainstreaming of peace education. Harris and Sass (2001) studied effects of the teacher training on the teacher value added in U.S.A and found that teacher training was positively associated with productivity. The result further revealed that more experienced teachers appeared more effective in both teaching and mainstreaming of peace education. To attain peace in the schools in terms of skills and knowledge, the roles and capacities of the trainees can be improved through in-service training. In Pakistan, Kazmi et al. (2011) in their study established that the in-service teacher training enables the teachers to be more systematic and logical in their teaching style. Locally,

Kangethe (2013) confirms that master trainers on Peace Education were drawn from the Ministry of Education, the curriculum development institute (Kenya's institutes of education), and the Teachers Service Commission and placed at all levels. They have so far trained over 8,000 officers and teachers on Peace Education as well as music and drama teachers from all the Counties through seminars/workshops.

Pre-service teacher training programme in Australia has been undergoing a shift from traditional models, which focus on the dissemination of knowledge from expert to apprentice, to learner-centered models, which stress a curriculum based on communal or cooperative learning and dialogue. This was stressed by Kiggins (2001). Teaching means more than acquiring specialist knowledge, it involves creating contexts where novice learners, engage effectively, enthusiastically, and collaboratively in the construction of their own theoretical knowledge (Gartner et al., 2003).

The most comprehensive discussion of a peace education program and its impact upon teachers comes from Lantieri and Patti (1996) who discussed the impact of Resolving Conflict Creatively Program (RCCP) in New York City that trained teachers in various aspects of peace education, most specifically social emotional literacy, bias awareness, and conflict resolution. ("Social emotional literacy" teaches positive communication skills.) In another study about the effectiveness of RCCP training, Roderick (1998) reported that 20%

of the teachers who received the training actually use it in their classrooms. Lantieri and Patti (1996) say that coaching and practice are key components in whether or not teachers used the peace education material in which they received training.

Lantieri and Patti (1996) assert that peace education should not just be an add on used by a few teachers, but rather should involve all levels of the school. This finding has also been proved by Crawford and Bodine(1996) in "the peaceable schools project" dealing with school responses to violence. Under the aegis of such a program the attempt is made to train all staff in the school from the principal to the janitor in peace education, so that it is adopted in the whole school. From this literature it can be deduced that those teachers who received peace education training who find themselves in schools with a strong commitment to peace education principles would be most likely to adopt the principles of peace education in their classes.

2.4 Instructional Materials and Peace Education

"Averting war is the work of politicians; establishing peace is the work of education." Maria Montessori recognized children as the redeeming factor in the evolution of humankind. In order to bring about a world of peace and tolerance, where war is an absurdity, it is important to focus and teach peace early. Montessori said "...we must gather together all the elements of the world and organize them into a science of peace." (Duckworth, C. 2006 p.39). In

contrast to developed countries, where the tendency is to use a combination of learning media in support of a particular set of learning outcomes, the norm in many developing countries is to rely heavily on a single textbook for each subject (UNESCO, 2005). This is a major challenge to mainstreaming of peace education.

Instructional materials” include textbooks, but more frequently refer to ancillary materials such as supplementary reading books, workbooks, audio-visual aids, teachers’ guides, video programmes, games, and interactive software. Textbooks have long been recognized as potential tools for creating sustainable peace and teaching peace education. UNESCO defines a “textbook” as the core learning medium composed of text and/or images designed to bring about a specific set of educational outcomes. A textbook may be a printed and bound volume, but may also be accessed electronically via CD-ROM, DVD or access to downloadable files from a dedicated website. (UNESCO, 2005).With the advances in technology, audio visual media has become a very powerful communication tool in mainstreaming peace education.

Visual means can be used to help children understand abstract notions of conflict and peace. Traditional art motifs, such as the black and white designs used by the Maasai, convey a sense of social order and of the way that opposites are intertwined. In some traditional societies, artifacts are central to

peace-making ceremonies – a bow without a string, for example, or a milking container that represents health and nourishment. Children can learn about these traditional art forms and artifacts in a peace education programme and also be encouraged to create new art forms and artifacts that relate to their contemporary realities (UNICEF, 1999). King and Miller (2006) argue that Peace education heavily utilises culture and the arts, with its most potent tools found in music, dance, drama, painting, and sculpture.

At the local level, peace education materials approved by the Inter-Agency Standing Committee were adapted into the Kenyan context to produce a trainer's guide, teacher workbook and story book for children, teacher activity books for grades 1-8 and an outline for a radio broadcast targeting children and teachers. UNICEF supported the MOE and Kenya Institute of Education in developing an interactive radio programme on life skills that has been broadcast to primary schools standard 8 pupils since January 2010 (Unicef Kenya ,2010).

In 1990, the Ministry of Education in Chile undertook a programme to improve the quality of primary schools in disadvantaged areas of the country. Approximately 1200 primary schools took part in the programme. This included about 7,000 teachers, 400 supervisors and 200,000 students. New textbooks were developed and provided to schools, along with manuals for teachers and supervisors. Teachers received training on the new materials as

part of their weekly workshops. Programme evaluations found significantly improved achievement among participating schools in their skills and life chances as compared to their prior performance and the performance of schools outside of the programme (UNICEF Italy, 2000).

2.5 Teaching Methodology and Peace Education

Peace education concepts have been integrated into the school curriculum in different nations of the world, Kenya inclusive. However, the teaching of peace education concepts is often done through the conventional or rote-learning method. It emphasises a traditional classroom setting where teaching is approached through lecture method that leads more to cognitive achievement than affective and psychomotor development. This method does not promote group roles and group mechanism and hence cannot help to develop the required culture of peace in the learners. Further; it neither agrees with democratic culture nor favours mutual respect for others' opinion, cooperation, positive leadership and followership spirit and inquiry attitude (Akintunde, 2008). Falade (2009) pointed out that it is characterized by indoctrination and memorization in the classroom in order to succeed in examination. Students are not stimulated to develop and demonstrate the inherent moral values in the concepts that are learnt. This is the reason why Patrick Whitaker pointed out that if peace is the destination and the journey then what we teach and how we teach it must not be separated in our preparations for working with pupils (CCTPE, 2009).

According to Banks (2008) conventional teaching method needs to be reimagined and transformed to effectively educate students to be able to function in the 21st century. There must be a paradigm shift from mainstream academic knowledge to transformative academic knowledge. That is why Reardon and Cabezudo (2002) propose that in order to build a culture of peace, active and participatory engagement of students in the learning process will be a relevant pedagogical method. These methods and techniques can be listed as follows: brainstorming, case studies, role plays, cooperative learning, simulations, values analyses, storytelling and decision mapping.

Bretherton et al. (2010), while developing their “Peace Education Kit”, focus on the use of child-centered, innovative, and participative pedagogies. They emphasize combining pedagogy with curriculum content and creating a teacher resource that is easy to use and written in plain language. Deutsch (1993) argues that a cooperative learning environment, conflict management initiatives, the constructive use of controversy, and establishment of resolution dispute centers in schools will enhance a constructive relationship which will ultimately help prepare children to live in a peaceful world.

Salomon (2002) suggests providing maximum opportunities of speaking and expressing their views to children which may in turn boost their moral courage and be part of their personality for their later life. Weigert (1999) argues that the pedagogy of experiential learning can be instrumental for enhancing the

knowledge about peace and violence, developing ideas, motivations and skills for making this world a better place to live. Hettler, Linda and Johnston (2009) illustrate a more comprehensive and direct link between peace education and experiential learning. They argue that experiential learning can help in reorienting the school culture towards peace, provide the youth an opportunity to influence and educate the public, and practice conflict resolution and violence prevention programs. In their view, participants of such an experiential program enjoy the opportunities of reflecting on their own position in connection with the earth, building peaceful relationships with others, and taking on responsibilities for the wellbeing of communities.

A study by Cromwell (1999) on conflict resolution education notes that it is possible to change a school's environment by reducing verbal and physical violence and increasing the number of win-win outcomes in schools by teaching peacemaking skills such as mediation, empathy and alternative dispute resolution measures using participatory ,experiential and cooperative teaching methods . The study on Clark County Social Service School Mediation Program in Nevada, during the 1992 - 1993 school years reduced conflict among students in two participating elementary schools and helped reduce the number of fights among students. After the first year of the program, the number of teachers who spent less than 20 percent of their time on discipline increased by 18 percent. Similar results were recorded for the 1993 - 1994 and the 1995 - 1996 school years.

2.6 Teacher Attitude and Peace Education

Attitudes determine what each individual will see, hear, think and do. Attitude means the individual's prevailing tendency to respond favourably or unfavourably to an object, person or group of people, institutions or events (Morris & Maisto, 2005). Attitudes can be positive (values) or negative (prejudices). According to Kreitner and Kinicki (2007), there are three components of attitudes: affective, cognitive and behavioural. The affective component is a feeling or an emotion one has about an object or situation. The cognitive component is the beliefs or ideas one has about an object or situation, whereas the behavioural component of attitude reflects how one intends to act or behave towards someone or something (Kreitner & Kinicki, 2007).

The effective attitudes and actions employed by teachers foster mainstreaming of peace education and ultimately make a positive difference on the lives of their students. Researchers such as Frank, (1990) Fulton, (1989) Goodlad, (1990) and Handler, (1993) state the axiom that teachers usually teach in the way they were taught. The five frequently discussed attitudes and actions that foster the mainstreaming of peace education include: a genuine caring and kindness of the teacher, a willingness to share the responsibility involved in a classroom, a sincere sensitivity to the students' diversity, a motivation to provide meaningful learning experiences for all students, and an enthusiasm for stimulating the students' creativity. With effective attitudes, teachers and students can develop relationships of mutual respect and trust hence

mainstreaming peace education. Larson and Silverman (2000) and Noddings (1984) have emphasized the importance of developing a caring and respectful relationship between teachers and students.

Carlson and Hastie (1997) believe teachers' and students' agendas need to overlap and be in support of each other, and the end result would be a positive learning environment. This way of learning is a challenging way of constructing freedom in the classroom. Zimmerman (1990) and Claxton (1996) believe that the learning process should be organized in such a way that students take responsibility for their own learning. Richardson (1999) states student-directed learning and curricula have become focal points for all constructivist-based teaching and learning practices which promote the mainstreaming of peace education.

Baldo and Fumiss (1998) argue that peace education is most effective when the skills of peace and conflict resolution are learned actively and are modeled by the school environment in which pupils are taught. Teachers must be able to foster positive social interactions among children, and establish and maintain positive collaborative relationships with families and the larger community to support students' learning and well-being (ACEI, 1997).

Ayelet Roth (2005) had a number of Israeli and Palestinian pairs of volunteers, all experienced teachers, communicate with each other via the Internet. The

pair wise communication consisted of a version of induced compliance: Each pair of teachers wrote a chapter of the other side's collective narrative as the other side sees it, submit it via the Internet to the other pair for their scrutiny, and receive feedback and corrections. The beginnings of the exchanges worked well, but then began the Israeli military operation against the Palestinian town of Jenin (the "Defensive Wall" operation). It was an emotionally wrenching operation and extreme feelings of anger, frustration, shame, despair, even hatred emerged full force. The teachers involved in the project started to stall, and gradually ceased to carry on with the project. No urging, tempting, or persuasion restored the interactions; the two sides, each for its own strong feelings, refused to continue. The project came to its sad end. It became evident that peace education and strong negative feelings of fear, anger, hatred and hopelessness do not go well together.

2.7 Summary of Literature Review

In U.S.A, Harris and Sass (2001) studied effects of teacher training on the teacher value added and found that teacher training was positively associated with productivity. A study conducted by Kazmi et al., (2011) in Pakistan on In-service teacher training in schools and Total Quality Management established that the in-service teacher training enables the teachers to be more systematic and logical in their teaching style.

In 1990, a programme undertaken by the Ministry of Education in Chile on improvement of quality primary school teachers by developing new textbooks alongside manuals for teachers and supervisors resulted in significantly improved achievement among participating schools in their skills and life chances. A Comprehensive strategy for textbooks and learning materials initiated in Paris by UNESCO (2005) revealed that relying heavily on a single textbook for each subject posed as a major challenge in mainstreaming of peace education.

A study conducted by Cromwell (1999) on conflict resolution education noted that it is possible to change a school's environment by reducing verbal and physical violence and increasing the number of win-win outcomes in schools through participatory, experiential and cooperative teaching methods. Empirical studies conducted by Hettler, Linda and Johnston (2009) on living peace: an exploration of experiential peace education, conflict resolution and violence prevention programmes for youth concluded experiential can help in reorienting the school culture towards peace, provide the youth with an opportunity to influence and educate the public, practice conflict resolution and violence prevention programmes.

An empirical conducted by Baldo and Fumiss (1998) in New York on integrating life skills into the primary school curriculum revealed that peace education is most effective when the skills of peace and conflict resolution are

modeled by the school environment in which pupils are taught. Teachers must be able to foster positive social interactions among children.

Lantieri & Patti (1996) conducted a study in New York on the impact of Resolving Conflict Creatively Program (RCCP) and revealed that peace education should not just be an add on used by a few teachers, but rather should involve all levels of the school. While all the studies dwelt on peace, none of them zeroed in on school factors influencing mainstreaming of peace education in public primary schools, an omission that has motivated the researcher to initiate this study.

2.8 Theoretical Framework

This study is inclined to social interdependence theory advanced by (Johnson & Johnson, 2003). The theory focuses on cooperation, competition, conflict resolution and diversity. The basic premise of social interdependence theory is that the ways in which participants' goals are structured determine how they interact and the interaction pattern determines the outcomes of the situation.

The theory states that the characteristic processes and effects elicited by a given type of social interdependence tend to elicit that type of social interdependence. 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. In order to create and maintain consensual peace, relationships among relevant parties must be dominated by cooperation, not competition. Social interdependence exists when the accomplishment of each individual's goals is affected by the actions of others (Johnson & Johnson, 2003).

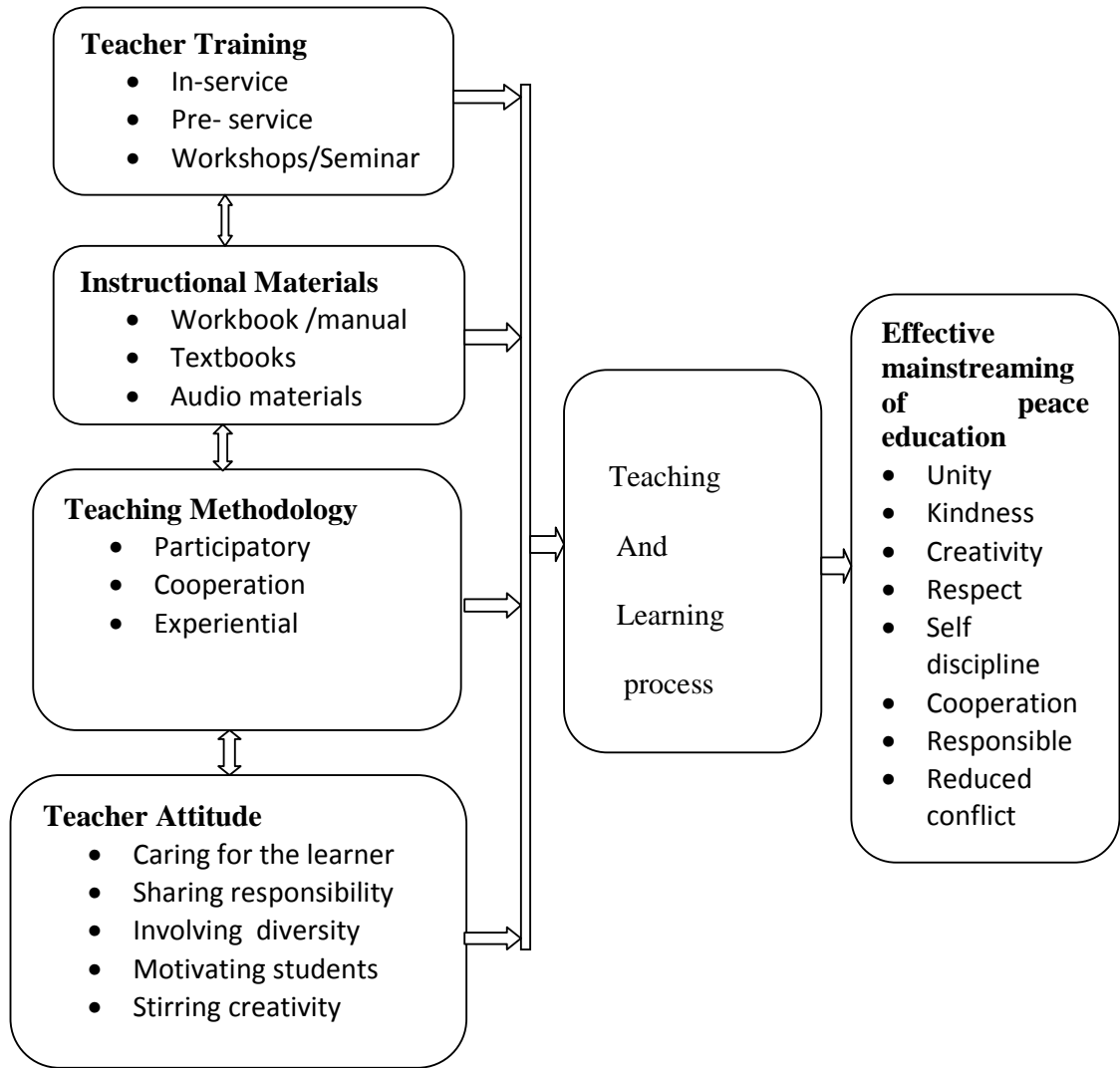
In the school environment Peace Education promotes cooperative learning, and group work, just as is promoted by Social Interdependence Theory. When there is suitable training of teachers, right teaching materials, teachers with positive attitude and who use the right teaching methods combined with positive interrelationship between the head teacher, teachers ,parents and pupils, the aims of peace education will be realized not only within the schools but also in the surrounding communities and later in the whole country.

2.9 The Conceptual Framework

Robson (2002) defines conceptual framework of a research study as the system of concepts, assumptions, expectations, beliefs, and theories that support and inform the researcher while carrying out the study. The conceptual framework is based on the input and output processes. The inputs in the figure are the independent variables namely the teacher training, instructional materials, teacher attitude and teaching methodology. All these variables interact with each other during the teaching and learning process and hence, effective mainstreaming of peace education (output).

Figure 2.1 represents an illustration of the conceptual framework and shows the relationship between the independent variables and their interplay with dependent variable.

Figure 2.1 Conceptual Framework



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the procedures and methods that were used by the researcher in the study. It focuses on research design, target population, sample size, sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques.

3.2 Research Design

Research design describes the nature of the pattern the research intends to follow. Borg and Gall (1989) define research design as the procedures used by researchers to explore relationships between variables to form subjects into groups, administer measures, apply treatment conditions and analyze the data. This study employed a descriptive survey design. The design gathers data at a particular point in time with the intention of describing the nature of the existing conditions, identifying the standards against which existing conditions can be compared and for determining the relationship that exists between specific events. The design was ideal for evaluating the school factors influencing mainstreaming of peace education since it allowed for the reporting of the status quo.

3.3 Target Population

Target population is defined as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research study (Borg & Gall, 1989). The study was carried out in public primary schools in Kadibo Division Kisumu East District, Kenya. The target population for this study consisted of: schools, headteachers, teachers and the DEO distributed as illustrated in Table 3.1.

Table 3.1: Target Population

Educational zone	Schools	Headteachers	Teachers	DEO
Nyangande	18	18	130	1
Rabour	24	24	226	-
Total	42	42	356	1

Source: Municipal Education office-Kisumu, 2013

3.4 Sampling Procedures and Sample Size

Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statements made about the sample should also be true of the population (Orodho, 2002). Gay (1992) recommends that when the target population is small (less than 1000 members), a minimum sample of 30% is adequate for educational research. Therefore, purposive sampling technique was used to select 10 and 14 schools from Nyang'ande and Rabuor Zones together with their head teachers

respectively. This was pegged on the fact that all head teachers had been trained on peace education. The same method was extended to include the DEO. This study also utilized stratified method to group teachers based on their gender. This was followed with a random sampling method to select teachers for the study. Stratified method caters for heterogeneity of the population. 39 and 68 teachers from Nyang'ande and Rabuor Zones respectively out of 356 teachers within Kadibo Division were selected for the study based on (Gay, 1992).

Table 3.2: Sample Size

Educational zone	Schools	Headteachers	Teachers	DEO
Nyangande	10	10	30	1
Rabour	14	14	68	-
Sample Size	24	24	107	1

3.5 Research Instruments

Research instruments are the tools used in research for the purpose of collecting data that is necessary to answer the research questions posed by the researcher. The study involved the use of questionnaires for teachers and interview guide for headteachers.

Questionnaire was used to gather information on teachers' background in terms of gender, age, professional qualification and teaching experience. Other questions gathered information on school factors influencing mainstreaming of peace education in public primary schools which included questions on instructional materials, teacher training, attitude and teaching methodology in relation to mainstreaming of peace education.

Interview guide contained general and specific factual information constructed in light of research questions for the study. The aim of this approach was to ensure that each interview would be presented with exactly the same questions in the same order and answered within the same context. This ensured that answers could be reliably aggregated and that comparisons made with confidence between sample subgroups or between different survey periods (Bryman, 2001). Interview Guide for the DEO focused on school factors influencing mainstreaming of peace education in public primary schools in Kadibo division, Kisumu East District.

3.6 Validity of Research Instruments

According to Borg and Gall (1989), validity is the degree to which a test measures what it purports to measure. They assert that content validity of an instrument is improved through expert judgment. As such the researcher sought for the assistance of the assigned supervisors, who, as experts in research, helped to improve content validity of the instruments. A pilot testing is a

preliminary study conducted before the actual study begins to ensure the appropriateness of research instruments in answering questions. Mugenda and Mugenda (2003) assert that pilot testing should be done on 1 percent of the target population. Pilot study was carried out in one school which was not involved in the final study within Kadibo Division. This helped to improve the validity of instruments that were used.

3.7 Reliability

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which research instruments yields consistent results or data after repeated trials. The researcher used test re-test method in order to establish the reliability of the instruments. Test re-test method is applied where a test is given to respondents then after some time; the same test is given again. If similar results are obtained, reliability is established. The researcher made a comparison between answers obtained in the test and retest of questionnaire. A Pearson's product moment correlation coefficient formula was used.

$$r_{xy} = \frac{N \Sigma XY - (\Sigma X) (\Sigma Y)}{[\Sigma X^2 - (\Sigma X)^2] [\Sigma Y^2 - (\Sigma Y)^2]}$$

According to Mugenda and Mugenda (2003) a coefficient of 0.80 or more will simply show that there is high reliability of data. In this study, the researcher obtained a coefficient of 0.86. This proved that the instruments used for this study were reliable.

3.8 Procedure for Data Collection

The researcher obtained an introductory letter from the university which was used to obtain Permission and authority from The National Commission for Science Technology and Innovation (NACOSTI) to conduct the study. Other letters of authorization were sought from both The County Director of Education, and The County Commissioner, Kisumu County to seek for permission to deliver the research instruments to the selected public primary schools. The filled questionnaires were collected within the same day to avoid loss and alterations. After collection of filled instruments, they were examined for completeness, comprehensiveness, consistency and reliability.

3.9 Data Analysis Techniques

Data processing and analysis seek to provide answers to research questions and fulfill research objectives. It involves examining what has been collected and making deductions and inferences (Kombo & Tromp, 2006). The study applied both qualitative and quantitative description methods to process data. Qualitative data obtained from open ended questions in the questionnaires and interview guides were categorized in themes in accordance with research objectives and reported in narrative form along with quantitative presentation. (Orodho, 2005). The qualitative data was used to reinforce the quantitative data. Quantitative data obtained from the closed ended questions in the questionnaires was analysed using descriptive statistics in the form of frequency distribution tables and percentages with the aid of Statistical

Package for Social Sciences (SPSS version 17) Data was later presented in tabular forms indicating frequencies and percentages.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents findings of the study which have been discussed under thematic sub-sections in line with the study objectives. The thematic areas include: Questionnaire return rate; demographic characteristics of respondents, teacher training, instructional materials, teaching methodology and finally teacher attitude and mainstreaming of peace education

4.2 Questionnaire Return Rate

Poor response rates reduce sample size, and consequently the precision, and are a potential source of bias, lessening the confidence with which findings can be accepted and generalized. The study sampled a total of 107 respondents however; only 101 respondents participated in the study giving a response rate of 94.4 percent. Those who did not participate in the study were unavailable at the time of data collection. The response rate was high because the researcher was able to make a clean follow-up. According to Mugenda and Mugenda (2003), a response rate of 50 percent is adequate for analysis and reporting; a response rate of 60 percent is good and that of 70 percent and above is very good. This implied that the response rate of 94 percent was very good for reporting in this study.

Table 4.1: Questionnaire Return Rate

Details	Frequency	Percentage
Returned	101	94.4
Unreturned	6	5.6
Total	107	100.0

The researcher solicited views from 101 (94.4%) teachers. This is in line with the findings of Mugenda and Mugenda (2003) who asserted that a response rate of at least 70% is adequate for a social scientific study.

4.3 Demographic Characteristics of Respondents

The demographic characteristics that were considered in this section included: gender, age, the highest professional qualification and time taken in the present station. This gave a deeper insight on understanding the relationship between the variables under study.

4.3.1 Distribution of Respondents by Gender

Gender refers to socially constructed roles, behavior, activities and attributes that a particular society considers appropriate for men and women. The researcher found it was necessary to determine the gender balance among primary school teachers in Kadibo division, Kisumu East district in order to show the perspectives of both genders within the Division. For this reason, teachers were asked to indicate their gender. Their responses were as

summarized in Table 4.2.

Table 4.2: Gender of Teachers

Gender	Frequency	Percentage
Male	52	51.5
Female	49	48.5
Total	101	100.0

Out of 101 teachers who participated in the study, 52 (51.5%) were males. The study indicated that there were slightly more male teachers than female teachers. Results of the study showed that the composition of male and female teachers in Kadibo Division is near parity; an indication that the perspectives of both male and female teachers were gained.

4.3.2 Distribution of Respondents by Age

The researcher asked respondents about their age brackets. Age as a variable could assist the researcher in ascertaining respondents' experience, commitment and level of responsibility in mainstreaming peace education in schools. In view of this, respondents were asked to state their age brackets. Results were as presented in the table 4.3

Table 4.3: Age of Teachers

Age	Frequency	Percentage
20-30	15	14.9
31-40	38	37.6
41-50	31	30.7
51-60	17	16.8
Total	101	100.0

Out of 101 teachers who participated in the study, only 15 (14.9%) fell within the age category of 20-30 years. Results of the study further showed that majority of teachers in Kadibo Division fell within the age category of 31-40 years and 41-50 years respectively, a clear indication that most teachers in Kadibo Division were mature which made them conversant with school factors influencing mainstreaming of peace education. Young teachers who had just entered the teaching profession between the age of 20-30 years and old teachers who were about to retire whose ages were within the age of 51-60 years were few in Kadibo Division.

4.3.3. Distribution of Respondents by Professional Qualification

The study sought to establish the distribution of respondents by professional qualifications. The researcher was interested in professional qualification of respondents because she felt that such qualification of respondents influenced mainstreaming of peace education in schools. In view of this, respondents were

asked to state their highest professional qualification. Their responses were as illustrated in Table 4.4.

Table 4.4: Professional Qualification of Teachers

Qualification	Frequency	Percentage
Certificate	31	30.7
Diploma	41	40.6
Undergraduate	28	27.7
Post graduate	1	1.0
Total	101	100.0

Results of the study as depicted in Table 4.4 shows that out of 101 teachers who participated in the study, majority 72 (71.3%) of teachers in Kadibo division had Certificate and Diploma professional qualifications. These qualifications exhibited by most teachers in the division implied that the respondents were qualified and therefore understood the issues in question very well.

4.3.4. Duration of Stay of Respondents in the Present Station

The researcher felt that it was necessary to establish the duration of stay of respondents in their present stations. Duration of stay of respondents in their present station could assist the researcher in gauging the degree of influence of respondents in mainstreaming peace education. In lieu of this, respondents

were asked to indicate the duration of their stay in the present station. Results were as summarized in Table 4.5.

Table 4.5: Duration of Stay in the Present Station

Duration of stay	Frequency	Percentage
Less than 3 Years	46	45.5
3-5 Years	18	17.8
6-7 Years	5	5.0
Over 7 years	32	31.7
Total	101	100.0

Out of 101 respondents who participated in the study, 46 (45.5%) had stayed in their present station for less than 3 years, 18 (17.8%) had stayed in their present station for 3-5 years, 5 (5.0%) had stayed in their present station for 6-7 years while 32 (31.7%) had stayed in their present station for over 7 years. Findings of the study revealed that minority 46 (45.5%) of respondents had stayed in their present stations for less than 3 years while majority 55 (54.5%) had stayed in their present stations for 3 years and above, which is a sufficient time to respond effectively on school factors influencing mainstreaming of peace education

4.4 Teacher Training and Mainstreaming Peace Education in Public Primary Schools in Kadibo Division

The first objective of the study was to establish the extent to which teacher training influenced mainstreaming of peace education in public primary schools in Kadibo Division. In order to achieve this objective, teachers were asked to react to several questions intended to describe the status of teacher training in public primary schools in Kadibo Division. This was because the researcher felt that training of teachers nurtured their professional competence by equipping them with knowledge, skills and attitudes necessary for initiating and implementing peace education in schools. For a deeper understanding of this theme, the researcher sub-divided it into various sub-themes which included: mainstreaming of peace education lessons, training of teachers on peace education, training of teachers and mainstreaming of peace education.

4.4.1 Mainstreaming of Peace Education in Lessons

Peace education is not taught as an independent body of knowledge. It is fused within other curriculum subjects taught in schools. Such subjects include: Mathematics, English, Kiswahili, Social studies and Religious Education. For this reason, the researcher enquired from respondents whether they mainstreamed peace education in their lessons. Respondents gave various sentiments as shown in Table 4.6.

Table 4.6: Mainstreaming Peace Education in Lessons

Peace Education	Frequency	Percentage
Mainstreamed	39	39.0
Not mainstreamed	62	61.0
Total	101	100.0

Results presented in Table 4.6 reveals that, out of 101 respondents who participated in the study, majority of respondents 62 (61.0%) consented that they do not mainstream peace education in their lessons. However, 39 (39.0%) of respondents held a contrary opinion. Based on the results of this study, the researcher concluded that majority of teachers in Kadibo division do not mainstream peace education in their lessons. This observation was heralded by Lantieri and Patti (1996) who asserted that peace education should not just be an add-on used by just a few teachers in their lessons, but rather should involve all teachers implementing the school curriculum.

4.4.2 Training of teachers on Peace Education

Training is the process of equipping teachers with relevant knowledge, skills and attitudes in order to increase their competence in service delivery. Training plays a key role in the lives of teachers as it enables them to execute their teaching duties with decorum. As a result of this crucial role played by training, the researcher was keen in ascertaining whether teachers were trained

on peace education. A question which enquired whether teachers were trained on peace education attracted the responses reflected in Table 4.7.

Table 4.7: Training on Peace Education

Training	Frequency	Percentage
Not trained	70	69.3
Trained	31	30.7
Total	101	100.0

Out of 101 respondents who participated in the study, majority of respondents 70 (69.3%) had not been trained on peace education. However, 31 (30.7%) of the respondents had been trained. Findings of this study revealed that majority of teachers in Kadibo Division had not been trained on aspects of peace education. This implied that absence of peace in the Division could be attributed to insufficient numbers of trained teachers.

4.4.3 Response of teachers on skills developed through peace education training programme

Out of 101 sampled respondents, 31 who had been trained on peace education developed varied skills that could help them mainstream peace education he skills included communication skills, conflict resolution, mediation, listening, negotiation and problem solving skills.

4.4.4 Training and Mainstreaming of Peace Education

Teachers are central to mainstreaming of peace education and key in the learning process. This requires sufficient numbers of highly qualified teachers, quality teacher training institutions, continuous education and lifelong facilities for all teachers. In order for the researcher to validate that training of teachers facilitated mainstreaming of peace education, respondents were asked to indicate whether training could assist in mainstreaming peace education. Their responses were as presented in Table 4.8.

Table 4.8: Teachers' responses on importance of training on peace education

Importance of Training	Frequency	Percentage
Training is important	89	88.1
Training not important	12	11.9
Total	101	100.0

Eighty nine (88.1%) teachers acknowledged that training could enable them mainstream peace education in their schools to a great extent. Only 12 (11.9%) of the respondents held a contrary opinion. These sentiments are echoed by Harris and Sass (2001) who studied effects of teacher training on the teacher value added and found that teacher training was positively associated with productivity. The result further revealed that more experienced teachers appeared more effective in both teaching and mainstreaming of peace

education. To attain peace in the schools in terms of skills and knowledge, the roles and capacities of the trainees can be improved through in-service training. In order to further validate sentiments echoed by teachers on significance of training on mainstreaming of peace education, head teachers were requested through the interview guide to highlight the impact of training of teachers on mainstreaming of peace education. Results obtained were as summarized in Table 4.9.

Table 4.9: Impact of Teacher Training on aspects of Peace Education on mainstreaming

Response	Frequency	Percentage
Embraced dialogue	2	8.3
Enhanced understanding	4	16.6
Enhanced unity	2	8.3
Harmonious living	6	25.0
Improved characters	2	8.3
Improved teamwork	2	8.3
No impact	2	8.3
Positive attitude	4	16.6
Total	24	100.0

Out of 24 head teachers who participated in the study, 22 (91.6%) acknowledged that training of teachers impacted positively on mainstreaming of peace education. Only 2 (8.3%) held a contrary opinion. Head teachers

highlighted that training of teachers impacted on mainstreaming of peace education in schools through the following ways: embraced dialogue, enhanced understanding, enhanced peaceful living, enhanced unity, enhanced harmonious living, improved characters, embraced teamwork and finally, enhanced positive attitude. These sentiments were shared by: Kazmi et al., (2011) who asserted that in-service teacher training enabled teachers to be more systematic and logical in their teaching style, thus enhancing the understanding of learners. In another study about the effectiveness of RCCP training, Roderick (1998) reported that 20% of teachers who received training used it in their classrooms to embrace unity and teamwork among learners.

4.4.5 Teachers Response to the question on what was lacking in the Peace Education training

The respondents who had the contrary opinion that training could not assist in mainstreaming of peace education were asked to give an explanation .Eight percent of the teachers revealed that the duration was too short to enable them internalize the complex skills of peace.

4.5 Instructional Materials and Mainstreaming of Peace Education in Public Primary Schools in Kadibo Division

The second objective of the study was to establish the extent to which availability of instructional materials influence mainstreaming of peace education in public primary schools in Kadibo Division. In order to achieve

this objective, teachers were asked to react to several questions intended to ascertain the availability of instructional materials used in public primary schools in Kadibo Division. This was because instructional materials are tools for accessing, manipulating and using information. They are items having intellectual content that by design serve as a major tool for assisting teachers in the instruction of a subject. They provide detailed information that may not otherwise be known about and are used by teachers to provide creative ideas to assist in the learning process. For a deeper understanding of this theme, it was further divided into the following sub themes: frequent use of instructional materials in teaching, most frequently used instructional material in teaching and lastly the extent to which the availability of instructional materials influence mainstreaming of peace education.

4.5.1 Use of Instructional Materials in Teaching

Instructional materials serve as the channel between the teacher and the pupil in delivering instructions. They may also serve as the motivation on the teaching- learning process. The researcher sought to establish whether teachers in Kadibo division frequently use instructional materials during the teaching- learning process. The findings are as illustrated in the table 4.10.

Table 4.10: Use of Instructional Materials in Teaching

Use Instructional materials	Frequency	Percentage
Use instructional materials	99	98.0
Not using Instructional materials	2	2.0
Total	101	100.0

Out of 101 respondents, 99 (98%) frequently use instructional materials in teaching-learning process but only 2 (2%) of the respondents were not. This is an indicator that use of instructional materials is vital for teaching to the extent that almost all teachers use them. This is an indication that it is essential in mainstreaming of peace education. This was confirmed in Chile in the year 1990 where the new textbooks were developed and provided to schools, along with manuals for teachers and supervisors. Programme evaluations found significantly improved achievement among participating schools in their skills and life chances as compared to their prior performance and the performance of schools outside of the programme. UNICEF Italy (2000).

4.5.2 Instructional Materials that are most frequently used in Teaching

Having established the importance of frequent use of instructional materials in teaching, the researcher sought to ascertain the most frequently used instructional material in teaching and learning process. The aim was to find out whether peace education instructional materials were also in frequent use in Kadibo Division. A question which enquired for the most frequently used instructional material elicited the responses reflected in Table 4.11.

Table 4.11: Instructional Materials that are most Frequently used in Teaching

Instructional materials	Frequency	Percentage
Text book	28	27.7
Chalkboard	24	23.9
Bible	13	12.8
Life skills books	9	8.9
Peace manual	6	5.9
Peace charts	5	5.0
Story books	5	5.0
Pictures	3	2.9
Realia	3	2.9
Charts	2	2.0
Radio	2	2.0
Balls	1	1.0
Totals	101	100.0

Results presented in Table 4.11 reveal that textbooks, chalkboard and the bible which aggregate to 59.3 (51.5%) are the most frequently used instructional materials in Kadibo Division. Since the government provides an allocation to purchase text books, it is the most available instructional material in public primary schools as depicted in table 4.11. However, findings of the study also revealed that peace education instructional materials in the form of: life skills books (8.9%), peace manual (5.9%), peace charts (5.0%), and story books (5.0%) occupied a sum total of 24.8%.

These findings were confirmed by the head teachers who highlighted the inadequacy of peace education instructional materials in the schools. All the head teachers who participated in the study emphasized that there was only one peace manual/peace work book for the whole school and only one Life skill text book per class. These sentiments were echoed in an article by (UNESCO, 2005) which found out that in many developing countries, teachers rely heavily on single textbook for each subject.

In an open interview singled out for the DEO of Kisumu East District, a question which enquired whether the Ministry provided instructional materials that supported mainstreaming of peace education in public primary school revealed that the Ministry only gave an allocation to buy books but there was no emphasis on peace education books to be purchased. Further ,it was established that the purchase of materials such as textbooks, charts, blackboard

dusters, exercise books and pencils was the prerogative of the headteachers that depending on the needs of the concerned schools. Lastly, there were no follow up teams to check whether peace materials were available in schools or not.

4.5.3 Influence of Availability of Instructional Materials in Mainstreaming Peace Education

The researcher sought to find out the extent to which the availability of instructional materials influences mainstreaming of peace education in Kadibo division. The findings are presented in table 4.12.

Table 4.12: Teachers’ Response on the Extent to which Availability of instructional materials influence mainstreaming of peace Education

Influence of availability of Instructional materials	Frequency	Percentage
Large extent	60	60.6
Medium extent	28	28.3
Small extent	11	11.1
Total	99	100.0

Table 4.12 shows that out of 99 respondents who frequently use instructional materials in teaching 60 (60.6%) were of the opinion that availability of

instructional materials influence mainstreaming of peace education to a large extent while 28 (28.3%) believed that the availability of instructional materials only influence to a medium extent. Minority of 11 (11.1%) were of the contrary opinion. This confirms the fact that availability of instructional materials in schools increases their usage by the teachers and thus promotes mainstreaming of peace education and conversely, inadequacy of those materials inhibits their usage which may deter mainstreaming of peace education.

4.6 Teaching Methodology and Mainstreaming of Peace Education in Public Primary Schools in Kadibo division

The third objective of the study was to determine how teaching methodology influences mainstreaming of peace education in Kadibo division. To achieve this objective, teachers were asked to respond to questions which required them to ascertain how teaching methodology influences mainstreaming of peace education. Teaching methods include all approaches that a teacher may take to actively engage pupils in learning. They are the general principles, pedagogy and management strategies used for classroom instruction. These methods drive a teacher's instruction as they work to meet specific learning objectives. All pupils learn at different speed and react differently. Therefore for effective teaching to take place, teaching method has to be focused such that every pupil gets equal chance to learn.. This theme was further subdivided as envisaged in

the subsequent subsections.

4.6.1 Teaching Methods that are most frequently used

The researcher sought to ascertain the most frequently used method of teaching. The aim was to find out whether peace education methods which incorporate participation and co-operation by all learners and are experiential in nature were also in frequent use in Kadibo division. A question which enquired for the most frequently used teaching methods elicited the responses reflected in Table 4.13

Table 4.13: Most Frequently used Teaching Method

Methods	Frequency	Percentage
Lecture	26	25.7
Question and answer	19	18.8
Memorization	15	14.9
Story telling	9	8.9
Group work	8	7.9
Role playing	7	6.9
Discussion	5	5.0
Drama	1	1.0
Total	101	100.0

Results presented in Table 4.13 reveal that, explanation (lecture), memorization and Question and answer are the most frequently used teaching methods in most schools in Kadibo division. While on the other hand peace education teaching methods that include singing, role playing, group work and storytelling occupy a smaller percentage. This finding concurs with the sentiments of Akintunde, (2008) who pointed out that the most frequently used methods in the classroom are characterized by indoctrination and memorization. However teaching methods that stimulate pupils to develop and demonstrate the inherent moral values in the concepts that are learnt are not practiced because they are time consuming. When asked to explain why they use the stated methods, most respondents were of the opinion that they were under pressure to attain high grades (mean score) in examinations an aspect which encouraged teachers to lay a lot of emphasis on examinable subjects at the expense of non examinable subjects like life skills.

4.6.2 Influence of Teaching Methodology on Mainstreaming of Peace Education

The researcher then sought to find out the extent to which teaching methodology influences mainstreaming of peace education in Kadibo Division. The findings are presented in table 4.14.

Table 4.14 Influence of Teaching Methodology on Mainstreaming of Peace Education

Extent of Influence of teaching methodology	Frequency	Percentage
Medium	46	45.5
Large	39	38.6
Small	16	15.9
Total	101	100.0

From table 4.14, out of 101 respondents 85 (84.1%) show that teaching methods have a great influence on mainstreaming of peace education in schools in Kadibo Division while only 16 (15.9%) are of the contrary opinion. In an interview guide for the D.E.O. a question that inquired for the teaching methodologies that are suitable in propagating mainstreaming of peace education in public primary schools revealed that methods such as singing, dramatization, debates, games, group work and playing should be emphasized. Patrick Whitaker pointed out that if peace is the destination and the journey then what is taught and how it is taught must not be separated in teachers' preparations for working with pupils (CCTPE, 2009). This finding agrees with a study that was carried by Cromwell (1999) on conflict resolution education where he notes that it is possible to change a school's environment by reducing verbal and physical violence and increasing the number of win-win outcomes in schools by teaching peacemaking skills such as mediation, empathy and

alternative dispute resolution measures using participatory, experiential and cooperative teaching methods. It is therefore clearly evidenced that teaching methodology influences mainstreaming of peace education to a large extent.

4.7 Teacher Attitude and Mainstreaming Peace Education in Public Primary Schools in Kadibo Division

The fourth and last objective of the study enquired how teacher attitude influences mainstreaming of peace education in Kadibo Division. To do this, respondents were requested to respond to questions which required them to enlist how their attitudes influenced mainstreaming of peace education in schools. Attitudes can be positive (values) or negative (prejudices). Positive attitudes employed by teachers foster mainstreaming of peace education and ultimately make a positive difference on the lives of their pupils. Negative attitudes displayed by teachers hamper mainstreaming of peace education in schools.

For a deeper understanding of this theme, several statements were listed and teachers were asked to respond under the level that best represented their attitudes as strongly agree, agree, undecided, disagree and strongly disagree. The statements highlighted on caring for the learner, sharing responsibility, involving diversity, motivating learners and lastly stirring creativity.

The researcher arrived at the mean by summing the response values for every statement and dividing by the total number of respondents. The means obtained were then rounded up to the nearest whole number as indicated in the likert scale. The preferred responses were arrived at through direct comparison with the likert scale. The significance of the value obtained shows the degree of agreement/ disagreement with the statement in question. For example, a calculated mean of 1.53 is rounded up to 2, when compared with the likert scale translates to – Disagree. Table 4.15 below shows the response that was obtained from the respondents.

Table 4.15 Teacher Attitude and Mainstreaming of Peace Education

Statements	Mean
Peace education concepts are overloading the school curriculum	4.2
least consult pupils on class decisions	3.8
Do most of the work in the classroom	3.7
Make decisions for the class because I know what is in their best interest	3.6
try to reach consensus among the pupils when making decisions	2.1
Share classroom responsibilities with pupils	1.9
Consult with and listen to the pupils when a decision has to be made which will affect them.	1.8
Enjoy mainstreaming peace education in lessons	1.5
Care for learners needs while teaching	1.4
Pupils have room to ask questions	1.4
The inclusion of peace education concept is a good development for building a culture of peace	1.4
Give pupils recognition and praise	1.3

The study findings show that attitude factors were of influence to mainstreaming of peace education in primary schools. The major findings revealed that teachers agreed with the following statements that do not promote mainstreaming of peace education: peace education concepts are overloading the school curriculum (4.2), teachers least consult pupils on class decisions (3.8), teachers do most of the work in the classroom (3.6) and make decisions for the class because they know what is in the best interest of the pupils (3.6).

However they disagreed with the following statements that promote mainstreaming of peace education: share classroom responsibilities with pupils (1.9), involve pupils when a decision has to be made which will affect them (1.8) and pupils have room to ask questions (1.4). Following the finding in table 4.15, it was revealed that teachers in public primary schools in Kadibo Division have a negative attitude towards mainstreaming of peace education.

From the interview with the head teachers it was further established that teacher attitude influences mainstreaming of peace education .The headmasters confirmed that positive attitude affects the teacher behavior and that children will only relate to teachers who possess positive peaceful attitude since they will be role models to pupils. Similar sentiments were also echoed by the D.E.O.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study findings, the conclusions drawn, the recommendations and suggestions for further research based on the stated objectives.

5.2 Summary of the study

The study investigated school factors influencing mainstreaming of peace education in public primary schools in Kadibo division, Kisumu East district, Kenya. Four objectives were formulated to guide the study. The study specifically sought to establish the extent to which teacher training and availability of instructional materials influence mainstreaming of peace education, and to determine how teacher attitude and teaching methodology influence mainstreaming of peace. The literature related to the study was considered and various empirical studies guided by these research objectives were highlighted. Suitable theoretical and conceptual frameworks were established to guide the researcher during the whole process. The researcher used descriptive survey research design. The main research instruments used in collecting primary data were questionnaires and interview guide. The study sampled 107 teachers, 24 head teachers and one D.E.O. Data was analyzed using both quantitative and qualitative techniques. Quantitative data was

analyzed using descriptive statistics with the aid of statistical package for social sciences (SPSS) version 17.0 and then presented in tabular forms indicating frequencies and percentages. Qualitative data was analyzed using thematic approach guided by the objectives of the study.

5.3 Summary of Findings

The study established that there were slightly more male teachers at 51.5 percent than female teachers at 48.5 percent in Kadibo Division. There was a clear indication that most teachers were mature and were qualified. Majority of teachers had also undergone professional development in education at various levels and also had stayed longer in their working stations.

The study established that only 30.7 percent of the sampled teachers had been trained on peace education through in service programme. This means that a large proportion of the teachers did not have the basic knowledge of the subject. Therefore majority of the teachers (88%) acknowledged that teacher training influenced mainstreaming of peace education to a greater extent. The findings also established that 69.3 percent of the sampled teachers who were not trained in peace education did not study peace education in the pre service teacher training programme. This was partly due to the fact that peace education initiative is relatively new in the Kenyan curriculum and also owing to the fact that most of the teachers went to the pre service training long time ago as illustrated by their length of service in the present station.

The study established that availability of instructional materials largely influence mainstreaming of peace education. This was confirmed by 60.6% of the sampled teachers. In all the sampled schools, apart from the regular text books and chalkboard, there were very few instructional materials specifically for peace education. Peace manual and peace charts occupied only 5.9 percent and 2.0 percent respectively. The materials were not only inadequate but also in other cases the peace manuals were still new and their availability in the school was unknown to most teachers since it was the study that caused the headteachers to unpack the materials from their original wrappings.

The study established that teaching methods that negatively influenced mainstreaming of peace education were frequently used. These methods included, lecture at 25.7 percent, question and answer at 18.8 percent and memorization at 14.9 percent. These methods are not peace friendly since they do not allow for participation, experiential and co operation during the teaching and learning process. Therefore, teaching methodology influences mainstreaming of peace education to a larger extent.

The study revealed that teacher attitude influences mainstreaming of peace education to a great extent. It was established that for most teachers, peace education concept was overloading the school curriculum. Most teachers were of the opinion that they should dominate over class decision making, class responsibilities and the learning process because they are the only ones who

have something to teach and know the interest of the pupils, and therefore knowledge should flow from the teachers to the pupils.

5.4 Conclusions

The main purpose of this research was to gain insights into the school factors influencing mainstreaming of peace education in public primary schools in Kadibo Division, Kisumu East District. For this purpose the overall research investigated theoretical and practical aspects of peace education, conducted an empirical study of peace education programme and its mainstreaming in schools. In the light of the findings from the research, this section highlights on how the research has contributed to the study questions.

Schools can either contribute to peace, or they can hamper mainstreaming of peace education. The determining factor in this aspect is teacher training. The trained teacher on peace education would mainstream the programme as opposed to the untrained. This study has confirmed the need and desire for teachers to be prepared for diverse and increasingly violent and conflict-ridden classrooms. In today's schools teachers are obligated to assume roles uncommonly associated with teaching. Today, teachers are forced to double as counselors and promoters of peace and social justice and the teaching of these skills ensures that pupils are empowered with the capacity to emulate peace-mindedness in their futures.

There were different kinds of peace instructional materials but most of these

were unavailable in the schools. Most teachers were relying on textbooks but only a few were aware that peace was mainstreamed. Some respondents posed the question, “If peace education be a good thing, why hide it in the subjects?” Mainstreaming was seen as hiding peace education to the extent that to most of the teachers, its existence was unknown.

The prevalence of fighting, bullying and name calling within the schools in the division, could be attributed to the kind of teaching methods in use within the schools. The use of traditional methods of teaching that was very common across most of the schools in the division could not help develop in the learners the values, attitudes and skills required for building the culture of peace since they were not learner centered. That influenced negatively the mainstreaming of peace education. Peace education needs to go beyond an overall goal of creating “peaceful children” to empowering “children as peacemakers. This is because internalization of peace-related knowledge, attitudes, and skills requires practice both within and beyond the school settings

Teacher attitude influences mainstreaming of peace education in the public primary schools .Since attitudes determine what each individual will see, hear, think and do, negative attitude makes it difficult for teachers to create the peaceful environments needed to reinforce the principles of peace education. Hence mainstreaming of peace education hangs on the balance of teacher attitude. Positive attitude will enhance caring for the learners, sharing

responsibilities, involve diversity, and motivate the learners in the teaching and learning process.

5.5 Recommendations

- i. Based on the findings of this study, the researcher made the following recommendations:

The Ministry of Education through KICD should train all teachers on peace education either through the in service or pre service training programmes to close the gap that currently exists in mainstreaming of peace education and also to help in instilling positive attitude towards peace education.

- ii. The Kenya Institute of Curriculum Development (KICD) should develop and supply sufficient number of instructional materials on peace education. Peace messages should be distinct in such materials and in the subjects where it is mainstreamed to enable learners develop very clear images of peace.
- iii. Peace Education teaching methods that are learner centered should be emphasized on in schools by all the teachers to motivate learners to acquire collaborative inter-personal attitudes like respect, trust, honesty, humility, fairness, empathy, justice and educate for peace, nonviolence

and cooperation

- iv. The Ministry of Education should initiate a feedback programme that will be in touch with what is going on in the schools in terms of mainstreaming of peace education to bridge the gap between the Ministry's goals and the learning process.

5.6 Suggestions for further research

There is need for further research to establish whether there is a link between peace education at the primary school level and student riots at the secondary school, college and university levels of learning.

A future study should compare pupils' attitude on peace education in both public and private schools.

Further research should seek to establish the extent to which non school factors influence the mainstreaming of peace education in public primary schools.

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APPEDICES

APPENDIX I: INTRODUCTION LETTER

Ouma Patricia Adhiambo

University of Nairobi

P. O. Box 92,

Kikuyu.

Dear Sir/Madam,

**RE: RESEARCH ON SCHOOL FACTORS INFLUENCING
MAINSTREAMING OF PEACE EDUCATION IN PUBLIC PRIMARY
SCHOOLS**

I am a student at the University of Nairobi. In partial fulfillment of the requirement for Master of Education Degree in Curriculum studies. Currently I am conducting a survey on the above.

I am glad to inform you that you have been selected to form part of the study. I would therefore kindly request you for assistance in completing the attached questionnaire which forms a major input of the research process. The information and data will be strictly used for academic purposes only.

Your cooperation will go a long way in ensuring the success of this project.

I would like to thank you in advance for your time and consideration.

Yours faithfully,

OUMA PATRICIA ADHIAMBO

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

Introduction

Please tick (✓) the appropriate box that matches your answers or fill in the blank spaces provided.

SECTION I: Demographic Characteristics of Respondents

1. Indicate your gender? Male () Female ()
2. Indicate your age bracket? 20 -30 yrs () 31-40 yrs () 41-50 yrs () 50-60 yrs ()
3. What is your highest professional qualification?
Certificate () Diploma () Undergraduate ()
Postgraduate ()
4. How long have you worked in your present station?
Less than 3 years () 3 - 5 years () 5 - 7 years () Over 7 years ()

SECTION II: Teacher Training and Mainstreaming of Peace Education

5. (a) Do you mainstream peace in your lessons? Yes () No ()
6. (a) Have you been trained on peace education? Yes () No ()
(b) Which mode of training did you undergo? Pre-service ()
In-service ()
7. (a) What skills did you develop through the training program?
.....
(b) Does training assist in mainstreaming of peace education? Yes ()

No ()

(c) If your answer to 7(b) is No, what was lacking in the training?

.....

SECTION III: Instructional Materials and Mainstreaming of Peace Education

8. Do you use instructional materials in your teaching?

Yes () No ()

9. Indicate the instructional material you use most frequently to teach in your class.....

.....

10. Briefly explain your answer to 9 above.

.....

11. To what extent does the availability of instructional materials help in mainstreaming peace education?

Large extent () Medium extent () Small extent ()

SECTION IV: Teaching Methodology and Mainstreaming Peace Education

12. Indicate the teaching method that you use most frequently to teach in your class.

13. Briefly explain your answer to 12 above.

.....

14. To what extent does teaching methods influence mainstreaming of peace education?

Large extent () Medium extent () Small extent ()

SECTION V: Teacher Attitude and Mainstreaming Peace Education

In this section there are five levels at which you can grade your attitude towards mainstreaming of peace education in public primary schools. For each statement, place a tick () under the level that best represents your attitude as indicated in the scale below

KEY:

- 5. SA - Strongly Agree
- 4. A - Agree
- 3. U - Undecided
- 2. D - Disagree
- 1. SD - Strongly Disagree

	Statement	SA 5	A 4	U 3	D 2	SD 1
1	I enjoy mainstreaming peace education in my lessons.					
2	I care for learners needs while teaching.					
3	Pupils have room to ask questions during my lessons.					
4	I give my pupils recognition and praise.					
5	I share classroom responsibilities with pupils.					
6	I consult with and listen to my pupils when a decision has to be made which will affect them.					
7	I make decisions for the class because I know what is in their best interest.					
8	I try to reach consensus among my pupils when making decisions					
9	I least consult my pupils on class decisions.					
10	I do most of the work in the classroom.					
11	The inclusion of peace education concepts is a good development for building a culture of peace.					

12	Peace education concepts are over-loading the school curriculum.				
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Thank you for participating in this study.

APPENDIX III: INTERVIEW GUIDE FOR HEAD TEACHERS

Instructions

The purpose of this interview guide is to establish school factors affecting mainstreaming of peace education in public primary schools in Kadibo Division, Kisumu East District. Openness, objectivity and accuracy in answering the questions will be greatly appreciated.

1. In your opinion, what is peace education?
2. Do teachers teach peace education in your school?
3. What mechanisms have you put in place to ensure that peace education is fully mainstreamed in your school?
4. What impact has the training of teachers on aspects of peace education have on mainstreaming of peace education?
5. Which are the instructional materials for mainstreaming peace education in your school and are they adequate?
6. Does teachers attitude influence mainstreaming of peace education in your school? If yes/no, explain

Thank you for your time and responses.

APPENDIX IV: INTERVIEW GUIDE FOR THE D.E.O

Instructions

The purpose of this interview guide is to solicit your views on school factors affecting mainstreaming of peace education in public primary schools in Kadibo Division, Kisumu East District. Objectivity and accuracy in answering the questions will be highly appreciated.

1. In your opinion, what are the school factors affecting mainstreaming of peace education?
2. Do you think it is important to adequately train teachers on aspects of peace education?
3. Does the Ministry provide instructional materials that support mainstreaming of peace education in public primary schools? If yes/no, kindly explain.
4. Do you supervise teachers to ensure that the good intention of the Government of mainstreaming peace education in public primary schools is fully implemented?
5. Which teaching methodologies are suitable in propagating mainstreaming of peace education in public schools?

Thank you for your time and responses.

**APPENDIX V: NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

Date:

NACOSTI/P/14/2440/1919

27th June, 2014

Patricia Adhiambo Ouma
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“School factors influencing mainstreaming of peace education in public primary schools in Kadibo Division, Kisumu East District, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Kisumu County** for a period ending **31st July, 2014**.

You are advised to report to **the County Commissioner and the County Director of Education, Kisumu County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Kisumu County.

APPENDIX VI: RESEARCH CLEARANCE PERMIT

REPUBLIC OF KENYA

NACOSTI
National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A/057

CONDITIONS: see back page

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two (2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

THIS IS TO CERTIFY THAT:

MISS. PATRICIA ADHIAMBO OUMA
of THE UNIVERSITY OF NAIROBI,
0-40100 Kisumu, has been permitted to
conduct research in Kisumu County
on the topic: SCHOOL FACTORS
INFLUENCING MAINSTREAMING OF
PEACE EDUCATION IN PUBLIC PRIMARY
SCHOOLS IN KADIBO DIVISION, KISUMU
EAST DISTRICT, KENYA.

for the period ending:
21st July, 2014

Applicant's Signature


Secretary
National Commission for Science, Technology & Innovation

APPENDIX VII: RESEARCH AUTHORIZATION LETTER, COUNTY

DIRECTOR OF EDUCATION

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

Telegrams: "schooling", Kisumu
Telephone: Kisumu 057 - 2024599
E-mail: CKisumu@education.go.ke
When replying please quote:



COUNTY DIRECTOR OF EDUCATION
KISUMU COUNTY
NYANZA PROVINCIAL HEADQUARTERS
3RD FLOOR
P.O. Box 575 - 40100
KISUMU

CDE/SM/GA/19/3/(76)

10th July 2014

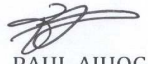
TO WHOM IT MAY CONCERN


**RE: RESEARCH AUTHORIZATION
PATRICIA ADHIAMBO OUMA**

The above named is a student at University of Nairobi.

This is to certify that, she has been granted authority to carry out research on **"school factors influencing mainstreaming of peace education in public primary schools in Kadibo Division, Kisumu East District, Kenya,"** for a period ending 31st July 2014.

Any assistance accorded her to accomplish the assignment will be highly appreciated.


PAUL AJUOGA
FOR: COUNTY DIRECTOR OF EDUCATION
KISUMU COUNTY



**APPENDIX VIII: RESEARCH AUTHORISATION LETTER, COUNTY
COMMISSIONER, KISUMU COUNTY**



**OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT**

Telephone: Kisumu 2022219/Fax: 2022219
Email: ckisumucounty@gmail.com

**COUNTY COMMISSIONER
KISUMU COUNTY
P.O. BOX 1912-40100
KISUMU**

Ref: CC/KC/EDU/235

10th July, 2014

Deputy County Commissioner
Kisumu East sub County

**RESEARCH AUTHORIZATION
PATRICIA ADHIAMBO OUMA – UNIVERSITY OF NAIROBI**

This is to inform you that the above named student has been granted authority to undertake a research study on "**School factors influencing mainstreaming of peace education in public primary schools in Kadibo divison, Kisumu East District, Kenya.**" The research will be carried out in your Sub County and the period ends 31st July, 2014.

The purpose of this letter is to ask you to accord her any necessary assistance she may need during the research period


E. N. EKIDOR
COUNTY COMMISSIONER
KISUMU COUNTY

Copy to:

Patricia Adhiambo Ouma
University of Nairobi
P. O. Box 30197-00100
NAIROBI