

**FACTORS INFLUENCING IMPLEMENTATION OF INTEGRATED
PEACE EDUCATION CURRICULUM AFTER POST ELECTION
VIOLENCE IN PRIMARY SCHOOLS IN NAIVASHA SUB-COUNTY,
KENYA**

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DECLARATION

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

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DEDICATION

This project report is a dedication to my mother Mary Wangui Muthui. I also dedicate this work to my son Denis Muthui.

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The completion of this work has been through the significant contribution from several people to whom I am deeply indebted. Firstly, am grateful to God for the good health and strength that has kept me going during this study. My sincere gratitude is to my supervisors Dr. Rosemary Imonje and Dr. Caroline Ndirangu for their patience, untiring guidance, positive criticism and encouragement. Also appreciations go to the entire teaching and non-teaching staff of the Department of Education in Emergencies for their selfless contribution and guidance during my study. Great appreciation goes to my mother Mary Wangui Muthui, who has encouraged and prayed for me throughout this journey. I also appreciate my son for his encouragement throughout my learning process. I would also like to appreciate the help accorded to me by my loving brothers and sisters. I would like to appreciate all the respondents' efforts for participating in this study. Thank you all for without your support this study would not be a success.

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LIST OF ABBREVIATIONS AND ACRONYMES

DEO	District Education Officer
EFA	Education For All
IDPs	Internally Displaced Persons
KICD	Kenya Institute of Curriculum Development
MDGs	Millennium Development Goals
NCSTI	National Council for Science Technology and Innovations
PEP	Peace Education Programs
QASOs	Quality Assurance and Standards Officers
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Education Fund

ABSTRACT

Peace education has become part of the school programme in many nations of the world (Falade, Adeyemi & Olowo, 2011). It is all educational efforts, formal or informal that aims at developing in the learners the attitudes, values and skills to live with others in harmony, mutual understanding, trust and amicable resolution of conflicts (Fwa, 2004). The purpose of the study was to investigate the factors influencing implementation of integrated peace education curriculum after post-election violence in primary schools in Naivasha Sub-County, Kenya. It was guided by the following objectives: to establish the extent to which teachers' in-service training, teaching and learning materials, methods of teaching and teachers' attitude influence implementation of integrated peace education curriculum after the post-election violence in Naivasha Sub-County. The study targeted headteachers, teachers and standard eight pupils in primary schools. The sample population for the study was 12 headteachers, 81 teachers and 100 pupils in standard eight in public schools and 14 headteachers, 121 teachers and 100 standard eight pupils in private schools thus, a total of 438 respondents. A total of 438 questionnaires were issued to the respondents. Collected data was analyzed both qualitatively and quantitatively. It was then presented in frequency distribution tables. The study findings revealed that majority of both headteachers (53.8 percent) and teachers (85.9 percent) indicated that they had not received any training on peace education during their in-service training. Majority of the headteachers (73.1 percent) indicated that they provide teaching and learning resources for integration of peace education programmes in their schools however, majority of teachers 61.1 percent and 89.2 percent of pupils disputed to this fact. Moreover, all teachers and headteachers indicated that teaching methods influence integration of peace education at a very high extent. However, majority (76.9 percent) of the headteachers and (90.9 percent) of the teachers indicated that teachers have a negative attitude towards peace education programmes. The study recommended that the school administration and teachers should come up with effective programmes to train new teachers during induction on peace education and that all school stakeholders should create awareness to peaceful coexistence to ensure effective integration of peace education programmes. Ministry of Education should enact a policy in primary schools to ensure that peace education is taught as a separate subject to ensure effective implementation of the programme in the society. A study to be carried out to find out the effect of peace education programmes on peaceful coexistence of pupils in primary school among conflict prone communities.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem

War has been a constant threat to mankind that ranges from the everyday violence of small-scale civil conflicts, to the vast devastation left by the great world wars. Education reinforces social cohesion, contributes to social balance, promotes civic and political commitment, support attitude of tolerance and capability for dialogue with those of a different opinion. Lack of education could be regard to as one of the key secondary causes of escalating societal conflict promoting democratic attitudes (Felicon, 2001).

According to Ayittey (2003), preventing continued cycles of violence, education must promote peace, tolerance and understanding to help create a better society for all. The consequences of which have eroded past efforts to create long-term stability, prosperity and peaceful coexistence that have for long being hard to achieve (Annan, 2008). According to Harber (2003), peaceful conflict resolution has become a prerequisite for sustainable development. The universal ratification of the 1989 convection of the right of the child has established education as a basic human right to which, all the world's children including them that have experienced conflict and other disasters are entitled.

Peace is the harmony in the society that is manifested in absence of conflict, discord, hostility or war (Falade, Adeyemi & Olowo, 2011). The consequences of war are particularly damaging to civilian populations, displacing them within their own state, depriving them of security and stability, and

preventing them from achieving self-fulfillment and self-realization. The resulting insecurity and instability that follows from these circumstances – lack of basic needs, harsh surroundings, and oppressive governments. These tragic circumstances have increased societal awareness of the need to understand and to prevent the conditions leading to violence. Lasting peace may depend on educating future generations into the competencies, perspectives, and behavioral patterns that will enable them to build and maintain peace (Johnson & Johnson, 2010). Peace education (PE) is all educational efforts, formal or informal that aims at developing in the learners the attitudes, values and skills to live with others in harmony, mutual understanding, trust and amicable resolution of conflicts (Fwa, 2004).

According to Chelule (2014) peace education dates back to 19th century after the horrors of the two World Wars and has evolved through many levels as clubs to finally as education programme. The General Assembly's resolution 23/243 of 1999 Article 1 wrote in line of peace education, which is meant to promote set of values, attitudes, traditions, mode of behaviour and ways of life based on respect for life, promotion of non-violence through education dialogue and cooperation, promotion of all human rights and fundamental freedoms (Odejobi & Adesina, 2009). Therefore teachers' attitude toward given concepts during instructional process contribute positively or negatively to the success of academic achievement of the learners. Whilst, teachers' perception that peace issues are addressed by the curricula, they ultimately feel that curricula contribute to some extent to conflict resolution. The learners will then seem to be aware of the efforts of schools towards encouraging peaceful coexistence as evidenced by the teacher's responses.

To achieve the goal of peace education requires instructional delivery that is geared towards developing among learners the basic elements of peace education and the knowledge, skills and values covered in the eight keys to promoting culture of peace (Akudolu, 2010). According to United Nations Education, Scientific and Cultural Organisation [UNESCO] (2001), peace education is integrated in curriculum based on seven major levels which include subject content, subject perspectives, teaching methods, co-curricular activities, staff development, classroom management and school management. The best method for teaching peace education in schools is to contextualize peace education within the peace concept, the common causes of conflict and their appropriate mediation and resolution strategies.

Teaching peace education outside these contexts would not help students to practically understand the concepts of peace, reconciliation, healing and unity (UNESCO, 2006). UNESCO (2001) further considers ways of integrating peace education into curriculum to include: identification of peace values, infusing peace concepts, attitudes, values and principles appropriate and relevant to the lessons; bringing in positive feelings and emotions to make the lesson lively, interesting and appealing; presenting the lesson from a humanistic and peaceful perspective; guiding to self-development; helping children to build peaceful vision; awaken students' spirit of creativity and imagination; awaken the spirituality, wisdom and intuition deep within; make learning joyful; and build a friendly co-operative climate in the classroom. This provides a framework for integrating peace education in the curriculum.

According to Johnson & Johnson (2010), creating an effective peace education program, therefore, involves five steps: conflicting groups; cooperative experiences; constructive controversy procedure; integrative negotiations and peer mediation; and civic values. These can be considered as elements for integrating peace education in the curriculum. The peace education curriculum will be designed to empower students with knowledge, attitudes, values and behaviours to live in line with themselves, others and their environment. Moreover, the programme will enhance the development of the necessary skills to resolve situations of injustice, conflict and will disseminate the culture of peace. The teaching and learning resources are thus crucial tools for effective integration of peace education in the curriculum. This is depicted by the learning resources such as textbooks manner of addressing matters regarding to peaceful coexistence.

Peace education has become part of the school programme in many nations of the world (Falade, Adeyemi & Olowo, 2011). In some countries, peace education has been referred to as education for conflict resolution international understanding and human rights, global education, life skills education, social justice education, environmental education among others. The scope and nature of peace education in nations of the world are determined by societal issues and problems. Many countries of the world have peace education integrated in the curriculum of established subjects. Bar-Tal (2002) indicated that educating for peace 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. Japan's peace education is referred to as A-Bomb education because of the Atomic bomb dropped at Hiroshima and Nagasaki which caused untold devastation. Peace education thus focuses on nuclear disarmament, militarism and nature of responsibility for acts of violence performed in the past (Chelule, 2014).

In Armenia and Azerbaijan, implementation of peace education in the curriculum has been influenced by poor strategies on building capacity for peace and tolerance through incorporating teachers in peace-building activities across borders (Palandjian, 2013). In Sierra Leone, factors that influenced implementation of the peace in the curriculum include philosophy guiding peace education, teacher issues, facilities and teaching and learning resources and local culture (Bretherton, Weston & Zbar, 2010).

In Nigeria, the education system failed to yield peace amongst the people because of the poor teaching methods employed by teachers and the inability of some teachers to drive home their points towards solving the problems or facing the reality of the world (Odejobi & Adesina, 2009). According to Falade, Adeyemi & Olowo (2011), implementation of peace education in Nigeria is influenced by learning method. Conventional rote learning method used in schools cannot develop in the learners the values, attitudes and skills required for building the culture of peace. Instead, teaching of peace education concepts should help learners in acquiring and demonstrating the values and traits of peace.

In Kenya, the post-election violence of 2007/08, led The Kenya Institute of Curriculum Development (KICD), Ministry of Education and UNICEF to prepare a Peace Education module which was distributed to all District Education Officers (DEO), Head teachers and Quality Assurance and Standards Officers (QASOs), to be used in primary schools. There are several factors which has negatively influenced the implementation of peace Education curriculum. In order to achieve the objectives of peace education, a school system has to be prepared for drastic changes including setting new educational objectives, preparing new curricula, (re)writing school textbooks, developing instructional material, and training teachers to create a school climate that is conducive to peace education (Bar-Tal, and Rosen, 2009).

Teacher education programs need to provide opportunities for collaborative and interactive learning so that teachers can make the peace values part of their own personality. Peace education is highlighted across the subject as one of the twelve core living values that enhances acquisition of life skills. The teacher is expected to use learner centered and participatory methods during the teaching and learning experience on Peace education to help create awareness among learners on the causes of conflicts and how to prevent/resolve them.

Brock-Utne, (1989) argue that the peace educator who works with students to develop a more positive and detailed concept of peace, plays a pivotal role in peace pedagogy. Bretherton, Weston, & Zbar, (2010), while developing their “Peace Education Kit”, focus on the use of child-centered, innovative, and participative pedagogies. Combining pedagogy with curriculum content and

creating a teacher resource that is easy to use and written in plain language. Teaching methods are crucial in sensitizing and changing attitudes and creating a human rights culture. As the current teaching methodology may reduce human rights education to a mere academic exercise, it is important to bring field experiences into the classroom and take students to the communities (Cawagas, 2007).

Teacher attitudes and assessment methods are important in conveying key messages to students. It is also important that the practices adopted in schools and the classroom reflects a climate and culture of human rights. The relationship among students, teachers, and school administrators, and teaching strategies need to be rebuilt on the basic philosophy of human rights.

Matindi (2013) observed that schools had inadequate peace education materials, lack of common methodology used in the teaching of peace education, and that teachers had a positive attitude towards the teaching of peace education. Thus when teachers are implementing peace education they are faced by lack of peace educational materials, trained teachers in peace education, inadequate time allocated and teachers being overloaded due to shortage of teachers.

Nevertheless Naivasha was one of the major hosts of Internally Displaced Persons (IDPs) from various parts of the Rift valley and Western Kenya after the 2007-2008 post-election clashes with a set up of three IDP camps. Displaced children were assimilated into schools where peace education has since been integrated into normal learning. Hence this study sought to

investigate whether these factors are evident in Naivasha Sub-County, an area that experienced post-election violence in Kenya in 2007/2008.

Table 1.1 shows the Percentage of victimized individual and displaced households after post-election violence where Naivasha hosted most of the affected victims.

Table 1.1 Percentage of Victimized Individual and Displaced Households

Sub counties	Victimized Individuals	Displaced Households	Hosting Households	Internally Displaced
Naivasha	46.2	31.8	52.8	20.8
Nandi	4.3	17.2	16.4	6.6
Narok	3.3	0	36.3	11.4
Kisii	12.2	0	26.9	7.0
Nyamira	7.8	0	27.4	7.6

Source: Kenya National Bureau of statistics (2015)

1.2 Statement of the Problem

Naivasha Sub-County is of one of the hotspots in Kenya that is characterized by high cultural diversity. Naivasha Sub-County was among the main refuge home for persons who experienced ethnic clashes in the 2007/2008 post-election violence that resulted in ethnic hatred evident today. As part of the government strategy of promoting peace in the country, peace education was incorporated into school curriculum.

Since a curriculum for formal education is concerned with planned objectives for learning, content to be learnt, activities for learning the content, delivery strategies for achieving the objectives, evaluation to certify the extent the objectives have been achieved and the environment within which learning takes place, learners in Naivasha schools are faced with ethnic hatred among each other. It therefore showed that the process or aspects of connection between peace education and curriculum are influenced by teachers' pedagogical preparedness and attitude to integrate peace education in mainstream learning. Teaching peace education in primary schools needs reflective resources that would unconsciously incorporate peace concept to the learners during the learning process. This formed the basis of this study to investigate how factors that include teachers' in-service training on peace education, teaching and learning resources, methods of teaching and teacher attitude influence implementation of integrated peace education curriculum after post-election violence in Public Primary Schools in Naivasha Sub-County.

1.3 Purpose of the study

This study was to investigate the factors influencing implementation of integrated peace education curriculum after post-election violence in primary schools in Naivasha Sub-County, Kenya.

1.4 Objectives of the Study

This study was guided by the following objectives:

- i. To establish the extent to which teachers' in-service training influence implementation of integrated peace education curriculum after the post-election violence in Naivasha Sub-County.
- ii. To determine the extent to which teaching and learning materials on peace education influence implementation of integrated peace education curriculum after the post-election violence in Naivasha Sub-County.
- iii. To examine the extent to which pedagogical process influence implementation of integrated peace education curriculum after the post-election violence in Naivasha Sub-County.
- iv. To establish the extent to which the teachers' attitude influence implementation of integrated peace education curriculum after the post-election violence in Naivasha Sub-County.

1.4 Research Questions

This study was guided by the following research questions:

- i. How does teachers' in-service training influence implementation of integrated peace education curriculum after the post-election violence in Naivasha Sub-County?
- ii. What is the influence of teaching and learning resources on peace education on implementation of integrated peace education curriculum after the post-election violence in Naivasha Sub-County?
- iii. How do methods of teaching influence implementation of interated peace education curriculum after the post-election violence in Naivasha Sub-County?

- iv. To what extent does teachers' attitude influence implementation of integrated peace education curriculum after the post-election violence in Naivasha Sub-County?

1.5 Significance of the Study

This study is significant to scholars and policy makers. Scholars might benefit from the new knowledge generated from this study especially on the relationship between the interaction of the curriculum elements and teachers or learners. Importantly, this study might inform scholars on why intended objective of peace education can be influenced based on the knowledge, skills and attitude of facilitators (teachers). The study might also inform scholars about the influence of learners on achieving the intended objective of peace education for a given learning content. In addition, the study might inform scholars on the influence of learning materials and mode of delivery content on achieving objective of peace education. Finally, to policy makers, this study might provide information for situational analysis required to review the curriculum or connecting areas of elements of the curriculum.

1.6 Limitations of the Study

It was difficult to monitor pupil's behavior especially during non-contact times. Their attitude did not have standard time for manifestation and the researcher might miss recording changes experienced when the children were away from the researcher. However, the researcher used questions that helped to track such changes. Some children and teachers were not interested in providing information due to their ethnic backgrounds. However, private

contact areas and times were used to reduce chances of occurring detachment of respondents by creating rapport with them.

1.7 Delimitation of the Study

This study was delimited to Naivasha Sub-County, Nakuru County where it focused on factors influencing implementation of peace education in curriculum since post-election violence in public primary schools. The study was conducted in selected sample of public primary schools, their head teachers, teachers and pupils.

1.8 Assumptions of the Study

The assumptions of this study included:

- i) All teachers and pupils selected for the study would be cooperative.
- ii) Poor implementation of peace education in curriculum is influenced by training of teachers, teaching and learning materials, methods of teaching and attitude of teachers and children.
- iii) Public primary schools administrators are facing challenges related to the implementation of peace education programme in the normal school curriculum

1.9 Definition of significant terms

Conflict refers to an armed struggle or clash between organized groups or tribes after disputed 2007 general elections that causes displacement of persons within the state.

Displaced persons refer to people relocated due to post-election violence from their homes to settle in camps.

Methods of teaching refers to the way instructional process is administered during teaching and learning process

Peace education refers to instructional process from which schools may devise peace program comprising the transmission of universal values and enduring attitudes, and the development of skills which will enable pupils recover from conflict tremors

Peace implementation refers to inclusions of peace education concepts in normal learning subjects, textbooks/learning materials and school activities

Peace refers to the state of harmony characterized by lack of violent, conflict behaviours and the freedom from fear and violence.

Post-election violence refers to conflict in 2007-2008 in Kenya after disputed general elections

Teachers' attitude refers to the perception of the teacher on teaching of peace education in the syllabus

Teachers' in-service training refers to teacher development programmes on curriculum related changes and pedagogy for effective implementation of peace education.

Teaching and learning materials refers to teaching aids used in class when conducting instructional process

1.10 Organization of the study

Chapter one of the study contains introduction, giving a background of the study while putting the topic of study in perspective. It gives the statement of the problem and the purpose of study. This chapter outlines the objectives, limitations, delimitations and the assumptions of the study. Chapter two presents reviewed related literature on scholars work on the influence of

integrating peace education in curriculum since post-election violence in primary schools. Thereafter the chapter looks at the theoretical framework inline with the study objectives and the conceptual framework.

Chapter three consists of research methodology which will be used in the study. It covers the research design, target population, sample design, data collection, validity and reliability of data collection instruments, data analysis techniques, and ethical considerations. Chapter four presents data analysis, presentation and interpretation in relation to the study objectives, while chapter five presents a summary of the study findings discussion, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature related to the topic under the following subheadings; the concept of implementation of peace education, influence of teachers' training on implementation of peace education in curriculum, influence of learning and teaching materials on implementation of peace education in curriculum, influence of methods of teaching on implementation of peace education in curriculum and the influence of teachers' attitude on implementation of peace education in curriculum. It also presents the theoretical and conceptual framework and summary of the reviewed literature.

2.2 The concept of peace education

Wars and conflicts threaten peace and security to all (Nabobo-Baba, 2006). Conflict is one of the major obstacles to the achievement of Education for All (EFA) and the Millennium Development Goals (MDGs), particularly the sector goals of universal completion of basic education and achievement of gender equality in primary and secondary education. As conflicts are increasingly happening around the world, many countries recognized peace education as an important tool in conflict prevention and in the reconstruction of post-conflict societies. Hence, it warrants high priority in both post-conflict reconstruction and the future civilization of peace.

There is urgent nature calls for the need to reduce violence through education. The roots of conflict stem can be reduced through the practice of dialogue and negotiation skills which can be taught through an active program of

peace education (Nabobo-Baba, 2006). According to Gegeo and Watson (2001) education covers economic, political, social, cultural, moral and ethical issues, and is vital in transforming people's attitudes towards dealing with conflicts. Most people recognize instinctively the role of education in preventing conflict and in building peace. Many charitable organizations and individuals are working to promote the spread of peace education throughout the world which is essential to the future peace and security of mankind.

Education has been identified as one of the most immediate ways of helping children affected by conflict to regain parts of a lost childhood and to facilitate the experiences that support healthy social, emotional and intellectual growth and development (Langers, 2011). Education in this context can also be seen as a long-term strategy for conflict prevention, especially if concepts and practices of education for peace form the bases of new curricula, textbooks and teacher development.

Peace education is thus a critical element in ensuring lasting and sustainable peace; no more so than through the inclusion of peace education as part of peace agreements. These agreements are critical elements in mapping how peace will be built and the country will be run after an armed conflict. Armed conflicts also increasingly end with negotiated peace agreements, many of which address and incorporate education issues (Bird, 2006). In addition, the inclusion of education in negotiated settlements is itself a signal. It shows that parties to the conflict recognize a responsibility to provide children with an education. It also indicates the government's willingness to be held accountable for its promises. For this combination of reasons, peace processes

provide an important opportunity to improve education systems and help foster peace. At any time before, during and after a conflict governments and others responsible for providing education also have a responsibility to provide quality education that promotes peace. However, when parties to a conflict are engaged in a peace process there is a rare focus and opportunity to secure agreement on a shared new education blueprint for the country. The negotiation process provides education actors with a critical space in which to discuss sector-specific issues, funding, and how they can support the peace and reconciliation process.

Although the concept of peace education is new in many parts of the world, there is a need to spread this innovative educational programme with a curriculum designed for children, youths and adults. National culture, as it influences people's apprehension of peace, will be part of the curriculum. Through the programme, the students will be enabled to develop their listening skills and to adopt a tolerant attitude towards others (Hunter 2006).

2.3 Teachers' in-service training and implementation of integrated peace education curriculum

The teacher as a driver of implementation of peace education in curriculum deserves consideration. As Falade, Adeyemi & Olowo (2011) argued, implementation of peace education in curriculum must not survive by chance but should be entrusted to teachers for its transmission. Therefore peace education can only be taught meaningfully if the teacher-education programmes are also peace education-inclusive. It is for this reason that consideration of the implementation of peace education context in teacher education is important. Education Sector Policy on Peace Education (2014),

recommends integration of peace education initiatives in pre-primary, primary, secondary, TVET, higher education and adult education curricula, as well as in the teacher training curriculum. The policy emphasizes on teacher training to in cooperate activities including; integration and infusion of peace education content in all teaching subjects or where applicable, incorporation of peace education in teacher training curriculum and integration of peace education in co-curricular activities such as drama, art, music, games, sports and clubs and societies. This enables teacher preparation for effective integration of peace education programme in learning institutions.

According to UNICEF (2009) in-service teacher education has been carried out in Burundi, the Federal Republic of Yugoslavia, Rwanda, and Tanzania. As is the case with pre-service teacher education, in-service teacher education may focus on participatory teaching and learning methods, as well as content areas such as children's rights or conflict resolution skills.

Education for Social Cohesion and Peace (ESCP) (2008) recommends development of curriculum, manuals and other materials for use in teacher training, to ensure that every teacher is exposed to ESCP goals and can work to promote ESCP concepts and vision, both in their curriculum subjects and in terms of classroom relationships. Peace education is embedded in secondary Life Skills Education syllabuses. It is highlighted across the subject as one of the twelve core living values that enhances acquisition of life skills. The concept of Peace is also integrated as a major component in one of the skills referred to as non-violent conflict resolution under the skills of Knowing and Living with others. The teacher is expected to use learner centered and

participatory methods during the teaching and learning experience on Peace education to help create awareness among learners on the causes of conflicts and how to prevent/resolve them.

As a pre-service teacher, learning the skills to work with students to create a culture of peace is a difficult task to envision. Unfortunately, only one text covered in the Philosophy curriculum addresses how to go about working with teachers to challenge issues such as racism in the classroom. Zine's (2001) unit discusses the importance of developing workshops for educators, to teach them to advocate for students and minorities social rights. The amount of work required of teachers to gain the skills and attitudes to address and defeat racism and inequality in their classrooms.

Workshop/seminars as conflict resolution teaching tools are helpful, as such, the curriculum in the Bachelor of Education program should address workshops and methods that are needed to teach teachers to teach equity and acceptance. Moreover, the importance of conflict resolution workshops training for teachers, the curriculum also features text which dictates the importance of inclusion training for teachers and pre-service teachers to aid them in discussing and implementing equity minded actions and teachings in their classrooms (Mishra, 2011).

2.4 Learning and teaching materials and implementation of integrated peace education curriculum

Textbooks are not only important tools for effective education in normal school subjects but also in peace education. Moreover, there is evidence on education in developing countries that textbooks substantially improve

student learning and this has led to an emphasis on textbook production in development assistance programmes (Sinclair, 2004).

In Africa, the aim of the peace education is to help the individuals to become good citizens and to respect diversity, it is non-sectarian and non-religious in its nature. Peace education constitutes one of the key means to reach peace. However, the absence of war does not mean peace in itself. Indeed, peace is a virtue, a state of mind, and a disposition for benevolence, non-violence, justice and confidence (Harris and Morrison 2003). Education for Peace: Planning for Curriculum Reform Guidelines (2015), recognize that it is not enough to have peace education in the formal school curriculum, but that the entire system conveys messages (directly or indirectly) about peace and non-violence. This approach recognizes that all the different parts of a country's education system exist for the purpose of supporting the learner, and have an impact, either direct or indirect, on the quality of learning. Therefore peace education curriculum will be designed to empower students with knowledge, attitudes, values and behaviours to live in line with themselves, others and their environment. Moreover, the programme will enhance the development of the necessary skills to resolve situations of injustice, conflict and will disseminate the culture of peace. A concrete example from Kenya in the area of Peace Education is the development of the Peace Education Programme (PEP) in the refugee context in Kenya. The Peace Education Programme was designed to incorporate a school aspect and a community aspect, thus creating a supportive environment for children in and out of school. The school programme consists of a series of activities, games, songs, stories and role plays to help develop

concepts necessary for peaceful and constructive behaviour. The community component is also discussion and activity oriented.

Education for All Global Monitoring Report (2008), indicates that governments have always set goals for national curricula that broadly align with their vision for human welfare, social cohesion and economic prosperity although relative importance placed on each may vary. The contemporary context for setting these goals is globalization of the economy, media and communications infrastructure, escalating warfare, democratization, environmental degradation and, particularly in sub-Saharan Africa, the HIV/AIDS pandemic. Globalization has implications for the skill required by the labour force now and governments preferred models of citizenship. Peace education is a response to escalating conflict and displaced populations. Human rights education, values education and developments in citizenship education are responsive to democratization. Environmental degradation has prompted the rise of Education for Sustainable Development, currently being promoted through the United Nations Decade of Education for Sustainable Development. The HIV/AIDS epidemic has presented education with a complex set of challenges, leading to the regeneration of health education and adding urgency to arguments for gender-sensitive curricula. Peace education can be viewed as focusing on Life Skills for learning to live together and learning to do (Dubois and Trabelsi, 2007). Life Skills are increasingly being incorporated into national curricula.

2.5 Methods of teaching and implementation of integrated peace education curriculum

Whereas the concepts and contents of peace education programmes vary, there is a broad consensus among peace educators that peace education should: stimulate reflective and critical dialogue (Balasooriya et al., 2004); methods of teaching should mirror the idea of peace and structural non-violence; and the teaching and learning process should be participatory and interactive (Galtung, 2008). Moreover, peace education needs learner-centred and participatory pedagogy in order to be effective (Bretherton et al., 2010). It is also widely recognized that teaching about peace is not enough but teaching by peaceful means is the way to peace.

According to the Working Paper on Peace education by UNICEF (1999) state that use teaching and learning methods that promote participation, cooperation, problem-solving and respect for differences; Allow opportunities for children to put peace-making into practice, both in the educational setting and in the wider community; Provide opportunities for continuous reflection and professional development of all educators in relation to issues of peace, justice and rights. Therefore mainstreaming peace education across the curriculum implies the use of peace-prone instructional methods and strategies. These methods and strategies that promote interactive learning process and they include cooperative group work, peer teaching, problem-solving, discussion, role plays, mediation, consensus building, negotiations, simulation and other learner centred instructional strategies (Sani, 2013).

The best method for teaching peace education in schools is to contextualize peace education within the peace concept, the common causes of conflict and

their appropriate mediation and resolution strategies. Teaching peace education outside these contexts would not help students to practically understand the concepts of peace, reconciliation, healing and unity (UNESCO, 2006). According to the UNESCO framework for peace education (Evans et al., 1999), education for peace should permeate all aspects of school life, with implications for learners, teachers and administrators. Teaching methods, disciplinary procedures and actions, decision-making processes in classroom and school and all other aspects of the school environment are as much a part of educating for peace as the curriculum itself (Maxwell, 2004).

2.6 Teachers' attitude and implementation of integrated peace education curriculum

The 1990 World Declaration on Education for All (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 values required to live and work in dignity and to participate in development. It further states that the satisfaction of those needs implies a responsibility to promote social justice, acceptance of differences, and peace (UNICEF, 1999). Teachers may become subject to manipulation where repressive regimes view education either as a threat or as a potential tool for indoctrination. There is evidence that, if misused, education may contribute to conflict. Children in conflict zones are denied the transformative effects that quality education brings.

A secondary school curricula are expected to equip the students with relevant knowledge, skills and attitudes for peaceful coexistent and conflict resolution. This should be reflected in the syllabi objectives and

content of the different subjects. However an examination of the curricula reveals that very few subjects have explicit objectives and content addressing peace. Most of the subjects have not integrated peace education despite the teachers' perception that peace issues are addressed by the curricula. However teachers feel that curricula contribute to some extent to conflict resolution. The learners seem to be aware of the efforts of schools towards encouraging peaceful coexistence as evidenced by the teacher's responses. Given the significance of peace to a country's development it is prudent that conscious effort be made to mainstream peace education in the secondary school curriculum.

In Kenya, Peace Education is the development of the Peace Education Programme (PEP) in the refugee context was designed to incorporate a school aspect and a community aspect, thus creating a supportive environment for children in and out of school. The school programme consists of a series of activities, games, songs, stories and role plays to help develop concepts necessary for peaceful and constructive behaviour. Teachers will explain the importance of self-respect and how it can exert a positive influence on our lives to achieve the desired peace of mind explained by Langer (2011). By respecting the students' opinions and appreciate them for who they are, teachers will increase the self-respect of students. During their classes, teachers will try to create a safe and unbiased environment where students can freely ask questions and discuss controversial public issues that often lead to violence. Through these discussions, the students will develop constructive elements that can contribute to positively impact on the development of the nation, as suggested by Sohal (2012).

2.7 Summary of the literature review

The section was able to identify studies that have been done on implementation of integrated peace education by other researchers. These studies included a study by Yamano, Tanaka and Gitau (2010) on the determinants of post-election violence in Kenya. Their study revealed that variables related to political confrontation, land issues, and household wealth, in addition to basic individual and household characteristics were the main contributors of the violence aspects that are deemed critical to peaceful coexistence. However their study did not show measures to enhance peaceful coexistence in children who are also members of communities that were affected by post-election violence. Thus the current study sought to find out on peace education in public primary school which involved pupils views to represent children who were affected by 2007-2008 post-election violence. Nebe (2012) in his study on Civil Conflict Management of the Post- Election Violence 2007/2008 in Kenya: Lessons Learnt and the Way Forward found out that for effective healing process peace education need to be addressed in schools light from primary level to ensure peaceful coexistence. This study lacked to address teacher related factors like in service training on peace education and pedagogical methods on effective integration of peace education. However the study concurs with this study since it addresses measures to find out solutions on post-election violence. Moreover, Matindi (2013) observed that schools have inadequate peace education materials and that teachers had a positive attitude towards the teaching of peace education. She further states that teachers are implementing peace education and when

they are faced by lack of peace educational materials, inadequate time allocated and teachers being overloaded due to shortage of teachers. Also she sought to determine on how teaching methods and teachers training on peace education as determinants of integration of peace education, however her study was conducted in Molo district while the current study was done in Naivasha sub-county. Hence both studies revealed that there is a great relationship between teaching methods and teacher in-service training on integration of peace education. Though in her study she found that teaching and learning materials are not provided while the current study shows that provided teaching and learning resources are not adequate. A study carried out by Mwaniki (2013) on challenges facing implementation of peace education in public primary schools in Kasarani district, Nairobi County, was in line with the current study as it established that the current methods of teaching peace education were not child friendly and therefore affected implementation of peace education. However her study failed to address factors like influence of teaching and learning materials on peace education and teacher attitude as variables that hinder effective implementation of peace education.

Therefore, this study sought to assess the Kenya primary curriculum to ascertain whether there was content that could promote peace and affect attitudes of the school leavers towards conflicts and violence. This study did not come across any scholarly studies or academic scholarships that have investigated on the influence of implementation of integrated peace education curriculum in the primary schools in Naivasha after displacement of persons

due to the post-election violence in 2007-2008. This study therefore identified an academic research gap which it will endeavour to fill.

2.8 Theoretical framework

This study adopted the theory of symbolic violence propounded by Pierre Bourdieu and Jean-Claude Passeron in 1977. The theory incorporates a broader conceptualization of schooling as social control defined as symbolic violence. The theory of symbolic violence consists of four major propositions which deal respectively with pedagogic action, pedagogic authority, pedagogic work and the educational system. Symbolic violence is defined as every power which manages to impose meanings and to impose them as legitimate by concealing the power relations which are the basis of its force, and adds its own specifically symbolic force to those power relations. Symbolic violence also refers to the power to maintain the power relations of the dominant group through manipulation of symbols and is fundamentally the imposition of categories of thought and perception upon dominated social agents. It is the incorporation of unthought-of structures that tend to perpetuate the structures of action of the dominant group (Bourdieu and Passeron, 1977).

Symbolic violence is, in some senses, much more powerful than physical violence in that it is embedded in the very modes of action and structures of cognition of individuals, and imposes the vision of the legitimacy of the social order to the extent that even corporal punishment is viewed as an attribute of teacher legitimacy (Bourdieu and Passeron's, 1990). In schools, symbolic violence is performed through curricular choices and

pedagogical techniques which impose within the school the power relations of the larger society. In terms of curriculum, the definition of “knowledge” is the first step in symbolic violence; the methods used to communicate and assess this knowledge are central components of pedagogic action. This brings into question of what is the place of peace education content, methods, materials and assessment strategies in formal schooling where primary school curriculum content, methods and assessment strategies seem to be culturally arbitrary. A ‘cultural arbitrary’ is one of the many systems of knowledge or culture that is designated as the only legitimate system of knowledge in the social order. The knowledge system or culture of the group that rules the social order will be the cultural arbitrary which includes the ideas, attitudes and values that are systematically endorsed and taught throughout society to maintain the existing social order (White, 1980).

In schools symbolic violence provides the framework that legitimises the use of various forms of violence through pedagogic action within the context of power and status asymmetries between learners and teachers. The various forms of violence discussed in this chapter underscore the need for peace education programme developers to have a clear understanding of the nature and causes of violence they are intending to prevent in order to develop effective programmes. Therefore in order to understand peace education effectiveness this study explores the implementation of peace education in the primary school curriculum in post-conflict contexts.

2.9 Conceptual framework

The relationship between the independent variables and the dependent variable show the process in which the outcome of the variables is achieved as shown in Figure 2.1.

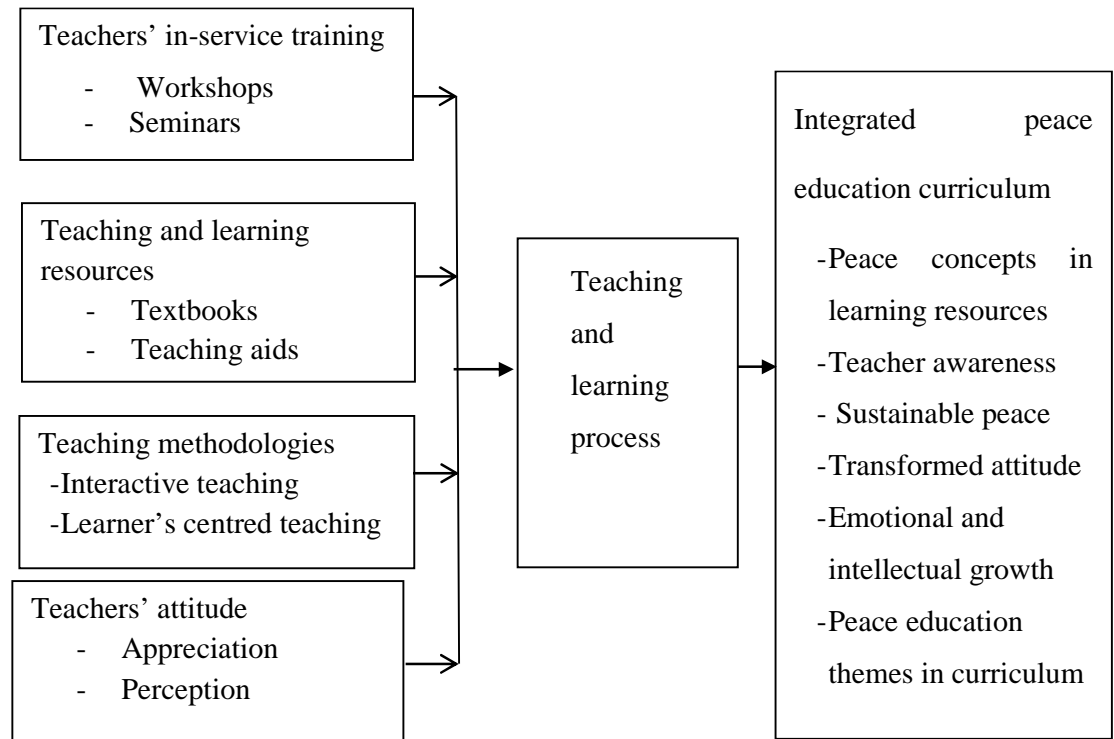


Figure 2.1 Factors influencing implementation of peace education in curriculum in public primary schools

The conceptual framework shows factors influencing implementation of peace education in curriculum since post-election violence in public primary schools. Post-election violence hampers the teaching and learning process due to the wastage of students' study time after displacement. According to Orodho (2009) model once change is initiated there are intervening factors which affect the outcomes. In this case the implementation of peace education into the school curriculum is the dependent variable for pupils affected by post-election violence.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter describes the methodology used in carrying out the study. It is organized along the following subheadings; research design, target population, sample and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures, data analysis techniques and ethical considerations.

3.2 Research design

The researcher used descriptive survey design in this study. Descriptive survey design is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2009). Kombo and Trump (2006) say that the major purpose of descriptive survey design is to describe the state of affairs as it exists and involves a method of collecting information by interviewing or administering questionnaires to a sample of individuals. The research was aimed at gaining insight on factors influencing implementation of integrated peace education curriculum after post-election violence in public primary schools in Naivasha Sub-County. This is in-line with Mugenda and Mugenda (2003) who state that in descriptive study, information is collected without changing the environment (i.e., nothing is manipulated). Descriptive studies are also conducted to demonstrate associations or relationships between things in the world around you.

3.3 Target population

Target population refers to all the members of a real or hypothetical set of people, events or subjects to which a researcher wishes to generalize the results of the study, (Borg & Gall, 2006). Naivasha Sub-County has 66 public primary schools and 42 private, in public school there are 66 headteachers 270 teachers and 1,600 standard eight pupils while private school has 42 headteachers, 363 teachers and 1042 standard eight pupils (DEO's Office Naivasha Sub-County, 2015).

3.4 Sample size and sampling procedure

A sample is a small proportion of a population selected for observation and analysis (Best & Khan, 2002). Simple random sampling was used by the researcher to select the sample. According to Mugenda and Mugenda (2003) ten percent to thirty percent (10% to 30%) of the population can be picked from a large population. For this study the researcher used 30% of the headteachers and teachers to ensure higher representation and 100 cases for the pupils due to the high number of pupils' target population. Mugenda (2014) suggests that in survey research the researcher can use 100 respondents as long as none of the subgroups is less than 20. This recommendation was thus used to determine the pupils' sample. The sample size for the study therefore consisted of a total of 438 respondents; 22 headteachers, 81 teachers and 100 pupils in standard eight in public schools and 14 headteachers, 121 teachers and 100 standard eight pupils in private schools.

3.5 Research instruments

This study employed the use of questionnaires as a tool for data collection. There were three sets of questionnaires; headteachers, teachers and pupils. Questionnaires were divided into two sections; A and B. section A consisted of questions meant to capture demographic information of the headteachers, teachers and pupils. Section B sought general information about the factors influencing implementation of peace education in curriculum since post-election violence in public primary schools in Naivasha Sub-County. The section was further sub-divided into four parts, where each part contained items of each objective of the study ie teachers' in-service training on peace education, teaching and learning resources, methods of teaching and teachers' attitude on peace education.

3.6 Validity of the instruments

Validity of an instrument refers to the ability of that instrument to measure what it is supposed to measure (Borg & Gall, 2006). The researcher tested both construct and content validity of the questionnaire. According to Wilkinson (1991) pre-testing a survey is a good way to increase the likelihood of face validity. Expert opinions, literature searches and pre-testing of open-ended questions helped to establish content validity. The researcher prepared the instruments in close consultation with the supervisors in order to ensure that the items in the questionnaires covered all the areas under investigation.

3.7 Reliability of the instruments

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 2003).

To establish the reliability of the instrument, the measures should give consistent results from the test. The researcher used test-retest technique to ascertain the instrument reliability during pre-testing of instrument. This involved administering the same instrument twice to the same group of respondents, allowing one week between the first and the second test. The scores from both testing periods were then correlated to determine correlation coefficient using the Pearson Product moment formula indicated below:

$$r = r_{xy} = \frac{n \sum x_i y_i - \sum x_i \sum y_i}{\sqrt{n \sum x_i^2 - (\sum x_i)^2} \sqrt{n \sum y_i^2 - (\sum y_i)^2}}$$

Where $\sum xy$ = sum of cross product of the values of each variable

$\sum x$ = sum of x

$\sum y$ = sum of y

N = number of pair scores

$\sum x^2$ = sum of x^2

$\sum y^2$ = sum of y^2

$(\sum x)^2$ = square of $\sum x$

$(\sum y)^2$ = square of $\sum y$

According to Mugenda and Mugenda (2003) a coefficient correlation of between -1 and +1 is deemed to be satisfactory. For this study the research tools scores a coefficient correlation of 0.76 which was considered good for the study

3.8 Data collection procedures

A research permit was obtained from the National Council for Science, Technology and Innovations (NCSTI) after clearance from the university. The researcher also reported to the Sub-County Education Officer in Naivasha to obtain authorization to conduct the study. The researcher also obtained permission from each head teacher to conduct the research in the schools. Questionnaires were administered directly to the respondents by the researcher

and collected immediately after they were filled. The respondents were assured that confidentiality would be maintained in dealing with their responses.

3.8 Data analysis techniques

The study generated both qualitative and quantitative data. Descriptive statistics was used to analyze quantitative data. The researcher presented the data in frequencies, percentages, averages, tables, charts and graphs. Qualitative data were arranged into themes as per the objectives and research questions. The Statistical Package for Social Sciences (SPSS) for windows versions 22.0 was used to generate frequency distributions using descriptive statistics in order to examine the patterns of the responses.

3.10 Ethical considerations

Blaxter et al. (2001) suggest that a common cause of ethical challenge is conflicts of interest between the researcher and the respondents. Therefore this study observed the following considerations in order to avoid biasness; no incentives to take part were provided, individual potential participants were also fully informed, and had the option of not taking part. However, if a participant failed to complete and return a questionnaire, the researcher made a follow-up request for its completion and return. Making data 'anonymous' means removing the contributor's name, thus, in this study the researcher did not need the participant's identity. Confidentiality relates to the protection of the data collected. The respondents were assured that the information provided would be treated with confidentiality and only used for the purpose of the study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter deals with data analysis and interpretation of the findings based on the research objectives. This study was to investigate the factors influencing implementation of integrated peace education curriculum after post-election violence in primary schools in Naivasha Sub-County, Kenya. Collected data were interpreted guided by the following research objectives; to establish the extent to which teachers' in-service training, teaching and learning materials, methods of teaching and teachers' attitude influence implementation of integrated peace education curriculum after the post-election violence. The study targeted headteachers, teachers and standard eight pupils in primary schools. Collected data was compiled into frequencies and percentages, and then presented in tables, graphs and pie charts

4.2 Instrument Return Rate

The sample population for the study was 12 headteachers, 81 teachers and 100 pupils in standard eight in public schools and 14 headteachers, 131 teachers and 100 standard eight pupils in private schools thus, a total of 438 respondents. A total of 438 questionnaires were issued to the respondents. Respondents' response rate was presented in Table 4.1.

Table 4.1 Response rate

Respondents' category	Sample size	Responses	Response rate
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Head teachers	26	26	100.0
Teachers	212	198	99.0
Pupils	200	186	93.0
Total	438	430	93.6

Questionnaires from all 26 headteachers (100% return rate), 198 teachers (99% return rate) and 186 pupils (93% return rate) were returned. Therefore the study realized an instrument return rate of 93.6%, which was very satisfactory for the purpose of the study. This efficient response rate was realized since the researcher personally administered the questionnaires, created rapport with the respondents and collected the instruments immediately after they were completed. According to Edwards *et al* (2002) a response rate of less than 60 percent is considered inadequate while that of 60 percent to 80 percent is adequate. In addition if the response rate is over 80 percent, it is considered as excellent for the purpose of a study.

4.3 Demographic information of respondents

This study first sought to find out the gender, age distribution, highest academic qualification and length of service to establish an insight on the study respondents' characteristics. To find out respondents characteristics in regard to gender, the study sought to establish headteachers' and teachers' gender distribution. The findings were presented as shown in Table 4.2.

Table 4.2 Headteachers' and teachers gender distribution

Gender	Headteachers	Teachers

	Frequency	Percent	Frequency	Percent
Male	20	76.9	44	22.2
Female	6	23.1	154	77.8
Total	26	100.0	198	100.0

Table 4.2 shows that majority of teachers (77.8 percent) are female though majority of the primary school headteachers in the study area (67.9 percent) were male. These findings are an implication that, though many females are in the teaching profession majority of the school headship positions are taken by males. This is in line with Kamau (2011) who shares this observation that, feminist thought in Kenya is still treated with suspicion, not just by men but even some women who have worked with women and with gender movements for many years depriving women leadership post.

The study sought pupils' gender and presented the findings in Table 4.3.

Table 4.3 Pupils gender distribution

Gender	Frequency	Percent
Boy	121	65.1
Girl	65	34.9
Total	186	100.0

Table 4.3 reveal that majority of the pupils in primary schools in Naivasha sub-county are boys. This is an implication that after the post-election violence

majority of the girls were less enrolled to school than boys. This was causing the gender disparity on enrolment of pupils in primary schools.

Further on the demography of the respondents the study sought to establish respondents age bracket, headteachers and teachers age bracket were presented in Table 4.4.

Table 4.4 Headteachers' and teachers' age bracket

Age in years	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
30 years and below	0	0.0	18	9.1
31 - 40 years	0	0.0	116	58.6
41 - 50 years	3	11.5	42	21.2
51 and above	23	88.5	22	11.1

Age in years	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
30 years and below	0	0.0	18	9.1
31 - 40 years	0	0.0	116	58.6
41 - 50 years	3	11.5	42	21.2
51 and above	23	88.5	22	11.1
Total	26	100.0	198	100.0

Table 4.4, majority of the headteachers 88.5 percent were over 51 years old and 58.6 percent teachers were between 31 to 40 years old. This was an indication that more elder teachers were in school leadership since none of the headteachers indicated that he/she was below 40 years old. These findings are an implication that a teacher's age influences their progression into school leadership and effectiveness in handling educational management issues.

To establish pupils' age distribution the study requested pupils to indicate their age bracket. Their responses were as shown in Table 4.5.

Table 4.5 Pupils age distribution

Age in years	Frequency	Percent
12 - 14 years	20	10.8
15 - 16 years	85	45.7
17 and above	81	43.5
Total	186	100.0

From the study findings 45.7 percent of the standard eight pupils who participated in the study were over 15 years old. A child's age influence their understanding of concepts in school, whereby the MOE recommend that learners should be enrolled in the right age to ensure effective educational outcomes. This was an indication that many pupils in primary schools in Naivasha primary schools were over aged since the Ministry of Education recommends primary school completion age to be between 13 and 14 years. These findings are an implication that majority of pupils learning was interfered with during the post-election violence causing them to either be out of school for some time or to repeat classes thus their age.

Headteachers and teachers professional qualifications were sought to find out whether it influences implementation of peace education in primary schools and presented on Table 4.6.

Table 4.6 Headteachers' and teachers' professional qualification

Qualification	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
P1	0	0.0	98	49.5
Diploma	7	26.9	53	26.8
B. Ed	2	7.7	38	19.2
Masters	1	3.8	9	4.5
ATS	16	61.5	0	0.0
Total	26	100.0	198	100.0

Table 4.6 indicated that, 61.5 percent of the head teachers had attained ATS promotion as their highest professional qualification while most of the teachers (49.5 percent) were P1 certificate holders. Teachers in primary schools are recommended by the Teachers Service Commission to have at least a P1 certificate to teach primary schools in Kenya. This shows that all the teachers and headteachers were in the capacity to implement peace education programme in primary schools because they had attained the minimum requirement for a teacher in the teaching profession. The level of Education is an important factor in the headteachers' and teachers' ability to provide efficient skills in new educational policies and particularly in management of curriculum issues in day to day teaching and learning process. These findings concur with Kingangi's (2009) study on conflict.

Then the study sought to find the duration teachers and headteachers had being teaching profession and presented the findings in Table 4.7.

Table 4.7 Headteachers’ and teachers’ teaching experience

No. of years	Headteachers		teachers	
	Frequency	Percent	Frequency	Percent
Less than one year	0	0.0	18	9.1
1 - 3 years	0	0.0	25	12.6
4 - 6 years	1	3.8	36	18.2
7 - 9 years	3	11.5	19	9.6
Over 10 years	22	84.6	100	50.5
Total	26	100.0	198	100.0

The study findings revealed that majority of the headteachers (84.6 percent) and more than half of the teachers had being in the teaching profession for over 10 years. This was an implication that majority of both teachers and all the headteachers had been in the teaching profession for long enough and were in a good position to implement peace education programmes in their teaching due to their high experience in the profession.

Table 4.8 presented the duration teachers had been in their current schools and its effect of integration of peace education in primary schools in Naivasha sub-county.

Table 4.8 Teachers' length of stay in current station

No of years	Frequency	Percent
Less than 5 years	126	63.6
5 - 10 years	28	14.1
10 - 15 years	15	7.6
More than 15 years	29	14.6
Total	198	100.0

Information presented in the above table shows that majority of the teachers had been in their current station for less than 5 years. This was an implication that there was teacher relocation during and after post-election violence causing teacher to transfer to other schools and new teachers to be relocation to the study area.

Then the study also sought to find out the length of period standard eight pupils had been in their current schools and presented the findings in Table 4.9.

Table 4.9 Pupils' length of stay in current school

No of years	Frequency	Percent
Below 1 year	20	10.8
1 - 5 years	127	68.3
5 - 8 years	19	10.2
Over 8 years	20	10.8
Total	186	100.0

Table 4.9 shows that majority of class eight pupils had been in their current school for between 1 to 5 years. These findings show that just like the teachers the pupils had also relocated during and after post-election violence thus, enrolling into other schools. This was an indication that post-election violence affected primary schools' enrolment.

4.4 Teachers' in-service training and implementation of integrated peace education curriculum

To establish the extent to which teachers' in-service training influence implementation of peace education (Objective One), the researcher sought to find out on whether peace education training is offered either in pre-service or in-service. Table 4.10 presents the findings on teachers and headteachers responses on whether peace education training is taught during pre-service.

Table 4.10 Headteachers' and teachers' Peace education training during in-training

Training in peace education	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Trained	12	46.2	28	14.1
Not trained	14	53.8	170	85.9
Total	26	100.0	198	100.0

From the study findings majority of both headteachers (53.8 percent) and teachers (85.9 percent) indicated that they had not received any training on peace education during their in-service training. This was an indication that many teachers training colleges do not integrate peace education in primary school teacher pre-training courses. These findings agree with Lander (2011) who argued, implementation of peace education in curriculum must not survive by chance but should be entrusted to teachers for its transmission. Therefore peace education can only be taught meaningfully if the teacher-education programmes are also peace education-inclusive.

Headteachers and teachers were requested in the study to indicate the duration peace education was taught during their pre-service training. Their responses were presented in Table 4.11.

Table 4.11 Headteachers' and teachers' duration Peace education training was taught during pre-training

Period	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Below 5 months	0	0.0	10	5.1
6 - 12 months	6	23.1	9	4.5
Over one year	6	23.1	9	4.5
Not applicable	14	53.8	170	85.9
Total	26	100.0	198	100.0

Table 4.11, indicates that though 53.8 percent of the headteachers and 85.9 percent of the teachers had not received any pre-training on peace education, most of them who had received this training had been trained for less than one year. This was an indication that peace education training in teacher training colleges is inadequate.

The study sought to find out the reason as to why peace education in pre-service courses is allocated this time. The headteachers and teachers' responses were presented in Table 4.12.

Table 4.12 Headteachers' and teachers' response on duration peace education training was taught during pre-training

Reason	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Inadequate time	14	53.8	68	34.3
Shallow content	12	46.2	130	65.7
Total	26	100.0	198	100.0

From the study findings majority of the headteachers indicated that peace education is allocated limited time in pre-service training due to inadequacy of study time thus less emphasis is placed on the programme than other teaching course contents. Whilst majority of the teachers (65.7 percent) indicated that peace education programme have very shallow content thus it does not require a lot of pre-service training time. These findings were an indication that during pre-service teacher training little emphasis is put into peace education programmes causing the programmes to be allocated very little attention during teacher preparation training.

Respondents were also requested to indicate whether teachers are given training on peace education programmes on induction and their responses presented in Table 4.13.

Table 4.13 Headteachers’ and teachers’ response on whether peace education programmes are given to teacher on induction

Peace education during induction	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Given	7	26.9	91	46.0
Not given	19	73.1	107	54.0
Total	26	100.0	198	100.0

Table 4.12 shows that majority of both headteachers and teachers indicated that teachers are not given peace education programmes during induction. This was an indication that in majority (73.1 percent) of primary schools in Naivasha sub-county does not put much emphasis on peace education programmes, thus hindering implementation and integration of the programmes into the primary schools’ curriculum since teachers are the implementers of teaching/learning process.

The respondents were asked to give reasons for either giving or not giving peace education training during teacher induction in primary schools and presented the findings in Table 4.14.

Table 4.14 Headteachers' and teachers' reason for giving or not giving peace education programmes training on teacher induction

Reasons	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Inadequate time	3	11.6	80	40.4
Lack of curriculum content	16	61.5	91	46.0
To ensure effective integration into staff	7	26.9	27	13.6
Total	26	100.0	198	100.0

Table 4.14 shows that majority of headteachers (61.5 percent) and most of the teachers (46 percent) indicated that lack of curriculum content hinders training of peace education programmes during teacher induction in primary schools. This was an implication that curriculum content for peace education was inadequate limiting effective integration of peace education programmes. These findings were in line with UNICEF - Education for All Global Monitoring Report (2008), that indicates that governments have always set goals for national curricula that broadly align with their vision for human welfare, social cohesion and economic prosperity although relative importance placed on each may vary.

Further the study requested the headteachers to list the topics covered when training teachers on peace education programmes during teacher induction and presented their responses in Table 4.15.

Table 4.15 Headteachers’ responses on topics covered when training on peace education programmes during teacher induction

Topics	Frequency	Percent
Conflict resolution	27	13.6
Peaceful coexistence	14	7.1
Peaceful reconstruction after conflict	18	9.1
Conflict management	17	8.5
Not applicable	122	61.6
Total	190	96.0

From the study findings most of the headteachers who indicated that peace education programmes are taught during teacher induction in their schools 13.6 percent of 26.9 percent indicated that teachers are taught on conflict resolution, 7.1 percent on peaceful coexistence measures, 9.1 percent on peaceful reconstruction after conflict and 8.5 percent on conflict management. This was an indication that in the schools where peace education programmes are taught to teachers during induction various aspects are taught hence

equipping them with relevant skills to integrate peace education programmes in mainstream instructional process. These concur with Fwa (2004) who argues that peace education is all educational efforts, formal or informal that aims at developing in the learners the attitudes, values and skills to live with others in harmony, mutual understanding, trust and amicable resolution of conflicts

Then the study asked the teachers whether they benefit from topics covered on peace education programmes and the responses presented in Table 4.16.

Table 4.16 Teachers’ responses on whether they gain from topics covered on peace education programmes

Gain on topics covered	Frequency	Percent
Gains	68	34.3
Do not gain	130	65.7
Total	198	100.0

From the study findings majority of the teachers had not under taken peace education programmes training though the few 34.3 percent who had attained the training agreed that the topics covered were beneficial to them. This was an indication that if peace education programmes training was administered to all teachers it would enhance effective integration of peace education programmes in primary schools. These findings agree with Mishra, (2011) who states that the importance of conflict resolution workshops training for teachers, the curriculum also features text which dictates the importance

of inclusion training for teachers and pre-service teachers to aid them in discussing and implementing equity minded actions and teachings in their classrooms.

Thus teachers who had attained peace education programmes training were requested to list how they benefited from the training on peace education programmes and responses presented on Table 4.17.

Table 4.17 Teachers’ responses on gains they get from training on peace education

Types of gains	Frequency	Percent
Gained a wider insight on peaceful coexistence	35	17.7
Importance of peaceful conflict resolution	9	4.5
Conflict management	24	12.1
Not applicable	130	65.7
Total	198	100.0

Table 4.17 shows that, most of the teachers 17.7 percent of 34.3 percent of the teachers who had attained peace education programmes training indicated that they gained wider insight on peaceful coexistence from the training. This was an indication that teachers who had attained peace education programmes training had gained better understanding of the concepts and was in a better

position to implement integration of the programmes in day to day instructional process than them who had not attained the training. Though their percentage in regards to those who had not attended training was very low thus the study revealed that majority of the teachers in public primary schools lacked basic concept on peace education hindering effective integration of peace education.

4.5 Learning and teaching materials and implementation of integrated peace education curriculum

To establish the extent to which provision of teaching and learning materials influence implementation of peace education (Objective Two), the researcher sought to find out on whether headteachers provide teaching/learning resources and present the findings in Figure 4.1.

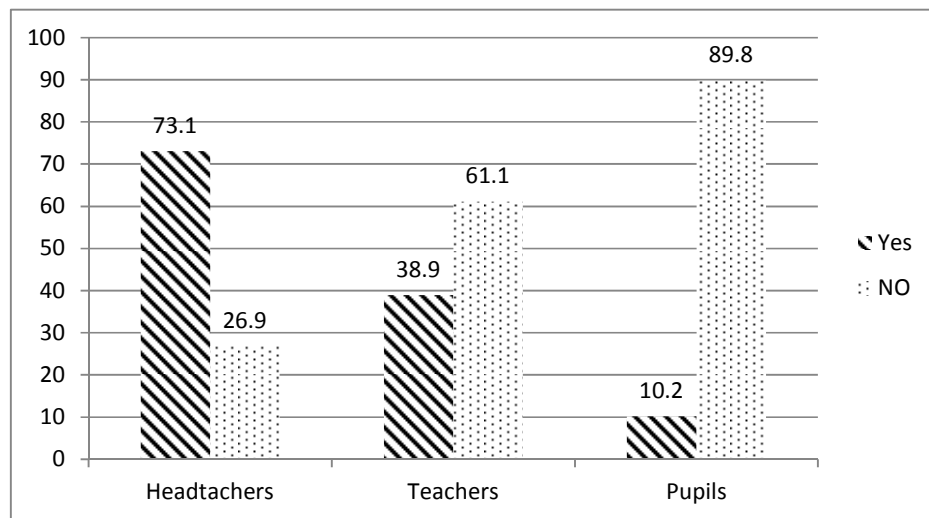


Figure 4.1 Respondents' responses on teaching and learning resources are provided for in their schools

From the study findings presented in Figure 4.1, headteachers responses contrast with both pupils and teachers' responses on the provision of teaching and learning resources in primary schools. Majority of the headteachers indicated that they provide teaching and learning resources for integration of peace education programmes in their schools. However, majority of teachers 61.1 percent and 89.2 percent of pupils disputed to this fact. These findings were an indication that since headteachers are the key providers in schools they tended to give responses in their favour though, teachers are the curriculum implementers while the pupils are the learning process recipients. This means that teachers and pupils were in better positions to give the real classroom scenario thus, the provision of teaching and learning materials for teaching peace education programmes are not provided for in majority of the schools.

Respondents were also asked to indicate the type of teaching and learning resources that are provided for teaching peace education programmes in their schools and the response were presented in Table 4.18.

Table 4.18 Headteachers' and teachers' responses on types of resources provided for peace education programmes

Materials	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Textbooks	13	50.0	42	21.2
Charts and models	6	23.1	35	17.7
Do not provide	7	26.9	121	61.1
Total	26	100.0	198	100.0

Table 4.18 shows that half of the headteachers indicated that they provide textbooks while 23.1 percent give charts and models for peace education programmes teaching and learning resources. This was an indication that majority of the schools use written text forms and pictorial forms as teaching and learning resources to integrate peace education programmes in their schools. These findings with Sinclair's (2004) argument that textbooks are not only important tools for effective education in normal school subjects but also in peace education. The findings further agree with Johnson & Johnson (2010), teaching and learning resources are thus crucial tools for effective integration of peace education in the curriculum. This is depicted by the learning resources such as textbooks manner of addressing matters regarding to peaceful coexistence.

Further the respondents were requested to indicate whether provided teaching and learning resources were adequate to implement peace education

programmes in primary schools. Their responses were presented as shown in Table 4.19.

Table 4.19 Headteachers’ and teachers’ responses on adequacy of provided resources for peace education

Adequacy	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Adequate	7	26.9	18	9.1
Not adequate	19	73.1	180	90.9
Total	26	100.0	198	100.0

Data presented in Table 4.19 shows that majority of both headteachers and teachers (73.1 percent and 90.9 percent) indicated that teaching and learning resources to implement peace education programmes were not adequate in their schools. This was an indication that teaching and learning resources hindered integration of peace education programmes in majority of the primary schools due to their inadequacy. this is in line with Matindi (2013) who observed that schools had inadequate peace education materials, lack of common methodology used in the teaching of peace education, and that teachers had a positive attitude towards the teaching of peace education.

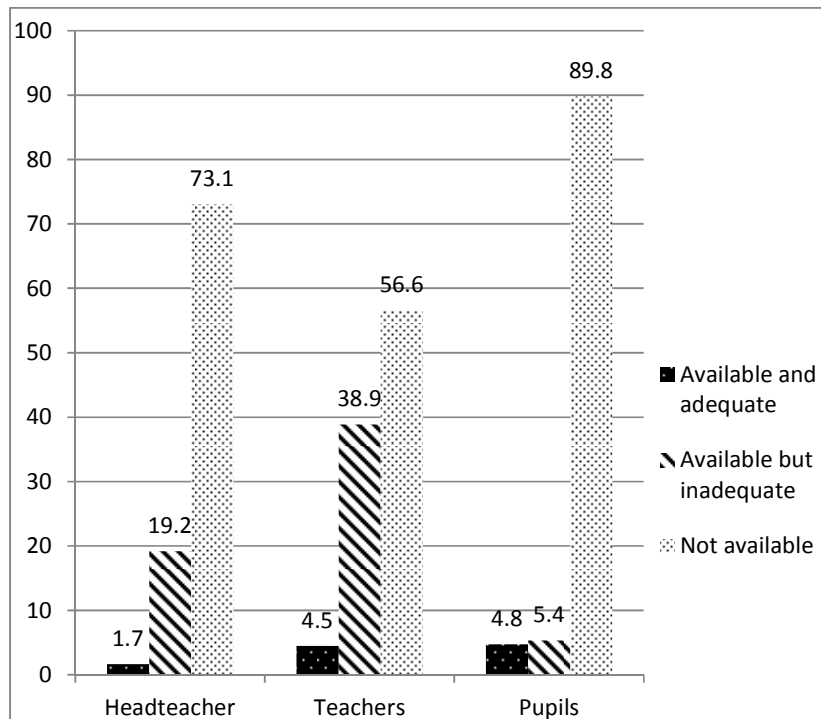


Figure 4.2 Respondents' responses on availability and adequacy of provided teaching and learning resources in their schools

Figure 4.2 show that in majority of the schools (73.1 percent) teaching and learning materials to integrate peace education programmes are not available at all, while in most of the schools where resources were available they were inadequate. This was indication that teaching and learning resources provided in most of the schools are not enough for effective implementation of peace education programmes.

The study then sought to find out on the reasons for adequacy or inadequacy of provided teaching and learning resources to integrate peace education

programmes and presented headteachers and teachers' responses on Table 4.20.

Table 4.20 Headteachers' and teachers' responses on reasons for adequacy of provided resources for peace education

Reasons	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Lack of funds to buy enough resources	19	73.1	131	66.2
Unnecessary	2	7.7	49	24.7
Are enough for the primary school level	5	19.2	18	9.1
Total	26	100.0	198	100.0

Table 4.20 shows majority of the schools that were faced by inadequacy of teaching and learning resources to integrate peace education programmes lacked enough funds to purchase enough resources. This was an implication that available funds in schools' budgets were not enough to purchase teaching and learning resources thus hindering effective integration of peace education programmes in majority of the primary schools. The findings are in line with Matindi (2013) who states that when teachers are implementing peace education they are faced by lack of peace educational materials due to lack of established funds to implement peace education in the school budget.

4.6 Methods of teaching and implementation of integrated peace education curriculum

To establish the extent to which methods of teaching influence implementation of peace education (Objective Three), the researcher sought to find out on whether headteachers' and teachers' professional training influence implementation of peace education and present findings on their qualification in Table 4.21.

Table 4.21 Headteachers' and teachers' qualification on peace education

Professional qualification	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Certificate	18	69.2	121	61.1
Diploma	2	7.7	43	21.7
Degree	6	23.1	34	17.2
Total	26	100.0	198	100.0

Table 4.21 show that all the teachers and headteachers had attained different levels of qualification on peace education thus they were all trained to carry on effective peace education pedagogical process. This was an indication that their qualifications do not hinder their role in instructional process and educational management. Thus their professionalism does not affect their teaching methods that influence integration of peace education programmes.

The study sought to find out how exam oriented teaching methods affect implementation of peace education programmes and presented headteachers and teachers responses in Table 4.22.

Table 4.22 Headteachers’ and teachers’ responses on how curriculum influence teaching method on implementation of peace education

Response	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Heavy teacher workload	6	23.1	64	32.3
High parental expectation	7	26.9	44	22.2
Stiff competition among schools	13	50.0	90	45.5
Total	26	100.0	198	100.0

As can be observed in the table above half of the head teachers and 45.5 percent of the teachers indicated that stiff interschool competition during national exams has greatly affected integration of peace education programmes in primary schools. Whilst high parental and teacher workload are other factors that hinder effective implementation of peace education programmes in primary schools. These findings are an implication that the education system in Kenya is highly examination result oriented thus teachers are more dedicated to attaining good grades in examination than implementation of other important lifesaving concepts like peace education programmes. This agrees with Galtung (2008) statement that the teaching and

learning process should be participatory and interactive for effective implementation of new educational concepts.

The study sought to find out whether time allocated in lower primary is enough to implement peace education programmes and presented respondents responses in Figure 4.3.

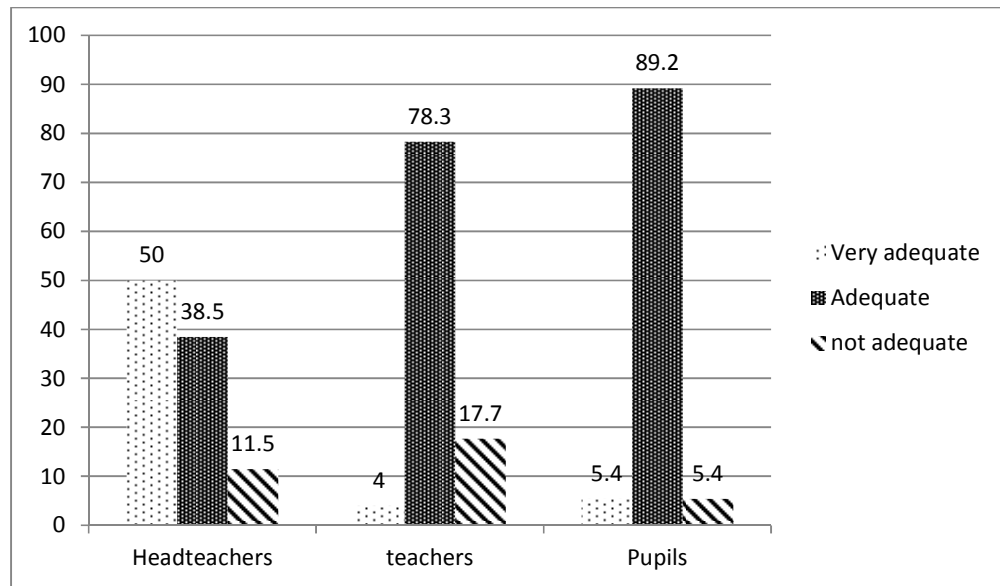


Figure 4.3 Respondents’ responses on adequacy of time allocated to peace education in lower primary

Information contained in figure 4.3 majority of the teachers and pupils (78.3 percent and 89.2 percent) indicated that time allocated in lower primary classes is adequate to implement peace education in the classes while half of the headteachers indicated that time in lower primary was very adequate. These findings were an indication that lower primary time allocation was effective for implementation of peace education programmes thus, enabling the pupils to be taught integrating peace education.

Then the study sought to find out whether time allocated for integrated peace education programmes in upper primary and presented respondents' responses in Figure 4.4.

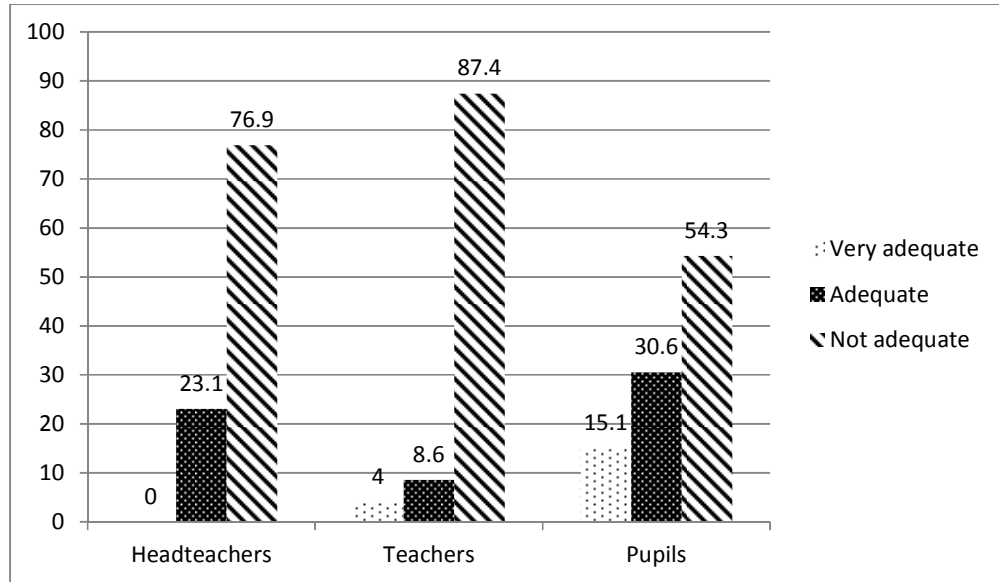


Figure 4.4 Respondents' responses on adequacy of time allocated to peace education in upper primary

Figure 4.4 shows that all respondents (76.9 percent of the headteachers, 87.4 percent of the teachers, and 54.3 percent of the pupils) indicated that time allocated to integration of peace education programmes. This was an indication that upper primary teaching programme did not have enough time hindering effective integration of peace education programmes. This agrees with Galtung (2008) recognized that teaching about peace is not enough but teaching by peaceful means is the way to peace.

The study also sought to find out whether participatory time allocation affect implementation of peace education and presented the findings in Table 4.23.

Table 4.23 Headteachers' and teachers' responses on effect of allocation on task involved in implementation of peace education

Response	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Very adequate	0	0.0	19	9.6
Adequate	7	26.9	19	9.6
Not adequate	19	73.1	160	80.8
Total	26	100.0	198	100.0

From the study findings shown in Table 4.23, majority of headteachers and teachers (73.1 percent and 80.8 percent respectively) indicated that allocation on tasks for implementation of peace education was not adequate for implementation of peace education programmes. Therefore these findings were an indication that allocation on task hinder implementation of peace education programmes in primary schools thus need for integration of the programmes into other subjects to enhance implementation.

Table 4.24 Headteachers' and teachers' responses on effectiveness of peace education programme

Response	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Peace education concepts in the textbook	13	50.0	106	53.5
Demonstrative teaching from teachers	7	26.9	56	28.3
Teachers' perception on peace topics	6	23.1	27	13.6
Role playing/ participatory teaching in class	0	0.0	9	4.5
Total	26	100.0	198	99.0

The study findings reveal that teachers in primary schools integrate peace education in various ways to ensure effectiveness of the programmes. For instance majority of the teachers (53.5 percent) indicated that they teach peace education concepts that are integrated in textbooks. This was an indication that majority of the teachers in the study area apply learn-centred teaching methodologies to ensure effective integration of peace education. The findings agree with Sani (2013), who states that mainstreaming peace education across the curriculum implies the use of peace-prone instructional methods and strategies. These methods and strategies that promote interactive learning process and they include cooperative group work, peer teaching, problem-solving, discussion, role plays, mediation, consensus building, negotiations, simulation and other learner centred instructional strategies. Teachers were

also requested to indicate challenges they face while implementing peace education. Their response were presented

Table 4.25 Teachers’ responses on challenges they face while implementing peace education programme

Challenges	Frequency	Percent
Lack of resources	27	13.6
Lack of enough time allocation	15	7.6
Pupils fear of recurrence of violence	8	4.0
Teachers workload	148	74.7
Total	198	100.0

The study findings in Table 4.25 shows that majority of the teachers (74.7 percent) indicated that heavy workload assigned to them hinder effective integration of peace education into the curriculum. Moreover 8 percent of the teachers indicated that pupils fear when issues about conflict are addressed because they think that violence could recur. This implies that teachers in primary schools have a lot of mainstream work, thus adding extra load to the already burdened teacher could pose them to have negative attitude towards integration of new concepts like peace education. This hinders effective implementation of peace education since teachers are the prime curriculum implementers. Moreover, the findings concur with Bretherton et al., (2003) that peace education needs learner-centred and participatory pedagogy in order to be effective.

4.7 Teachers' attitude and implementation of integrated peace education curriculum

To find out whether teachers' attitude influence on implementation of peace education (Objective Four), the researcher sought to find out the attitude perceived by teachers towards peace education and presented the findings in Table 4.26.

Table 4.26 Headteachers and teachers' responses on teachers' attitude towards peace education programme

Attitude	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Positive	6	23.1	18	9.1
Negative	20	76.9	180	90.9
Total	26	100.0	198	100.0

Table 4.26 shows that majority of the headteachers (76.9 percent) and teachers (90.9 percent) indicated that teachers have a negative attitude towards peace education programmes. This was an implication that teachers attitude hinder effective implementation of peace education programmes in education. These findings agree with Odejobi and Adesina (2009) that teachers' attitude toward given concepts during instructional process contribute positively or negatively to the success of academic achievement of the learners.

Table 4.27 Headteachers and teachers' responses on personal and professional benefits they gained from peace education programme

Benefits	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Upgraded conflict management skills	5	19.2	36	18.2
Promoted peace campaign	19	73.1	58	29.3
Gained insight on conflict resolution	2	7.7	104	52.5
Total	26	100.0	198	100.0

Table 27 reveal that majority (73.1 percent)of the headteachers indicated that peace education has benefited them in the promotion of peace campaign while majority (52.5 percent) of the teachers indicated that peace education programme have given insight on conflict resolution. These findings imply that through peace education programmes teachers are able to acquire knowledge to help them in effective integration of peace education into the curriculum. Therefore involvement of teachers into the programme will help them come up with effective teaching methods to integrate peace education into the curriculum. The findings concur with Chelule (2014) who argues that whilst, teachers' perception that peace issues are addressed by the curricula, they ultimately feel that curricula contribute to some extend to conflict resolution. The learners will then seem to be aware of the efforts of schools towards encouraging peaceful coexistence as evidenced by the teacher's responses.

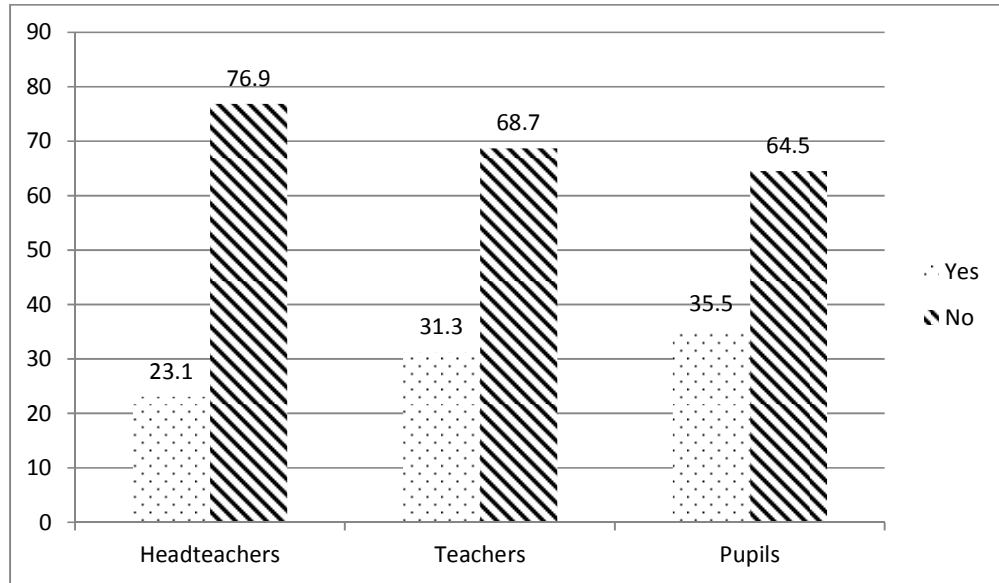


Figure 4.5 Respondents' responses on whether peace education programme should be taught on its own

Figure 4.5 reveals that majority of the teachers (68.7 percent) and headteachers (76.9 percent) peace education should not be taught on its own in schools. These findings were an indication that majority of the teachers felt that if peace education was taught on its own it would increase their already heavy workload. Thus this implies that majority of the teachers has a negative attitude towards peace education and do not find its relevance. Therefore teachers attitude influence integration of peace education programme.

Table 4.28 Respondents' responses on reasons on integration of peace education programme in other subjects

Reasons	Headteachers		Teachers		Pupils	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Heavy teacher workload	13	50.0	46	23.2	19	10.2
Peace education is a simple concept	7	26.9	27	13.6	29	15.6
Understood better while integrated	6	23.1	125	63.1	138	74.2
Total	26	100.0	198	100.0	186	100.0

From the study findings majority of the headteachers indicated that heavy teacher workload in primary schools as among other subjects. However, majority of the teachers and pupils indicated that peace education is better understood while integrated. This indicates that majority of the teachers perceive that peace education should only be taught inline with other subjects thus revealing their negative attitude towards teaching of peace education. These findings are in line with a report by UNESCO (2001) that found out that conventional rote learning method used in schools cannot develop in the learners the values, attitudes and skills required for building the culture of peace. Instead, teaching of peace education concepts should help learners in acquiring and demonstrating the values and traits of peace.

Table 4.29 Respondents' responses on suggestions on way forward on implementation of peace education programme in primary schools

Suggestions	Headteachers		Teachers		Pupils	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Peaceful coexistence taught early in life	7	26.9	18	9.1	30	16.1
Identification of sources of conflict and solved	6	23.1	30	15.2	19	10.2
Teach life skills	10	38.5	90	45.5	55	29.6
Advocacy of peaceful coexistence	2	7.7	33	16.7	57	30.6
Reconciliation	1	3.8	27	13.6	25	13.4
Total	26	100.0	198	100.0	186	100.0

According to the study respondents various measures could be put in place to ensure effective integration of peace education programme into the curriculum. Hence most of the headteachers (38.5 percent) and teachers (45 percent) indicated that teaching of life skills in a major way forward on the implementation of peace education, while most of the pupils (30.6 percent) advocated on peaceful coexistence. Thus peace education should be embraced in primary school curriculum to ensure that peace is promoted in future.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, major findings of the study, conclusions and recommendations from the study. It also gives suggestions for further studies.

5.2 Summary of the study

This study was to investigate the factors influencing implementation of integrated peace education curriculum after post-election violence in primary schools in Naivasha Sub-County, Kenya. It was guided by the following objectives: to establish the extent to which teachers' in-service training, teaching and learning materials, methods of teaching and teachers' attitude influence implementation of integrated peace education curriculum after the post-election violence in Naivasha Sub-County. The study targeted headteachers, teachers and standard eight pupils in primary schools. Collected data was analyzed both qualitatively and quantitatively. It was then presented in frequency distribution tables.

The sample population for the study was 12 headteachers, 81 teachers and 100 pupils in standard eight in public schools and 14 headteachers, 121 teachers and 100 standard eight pupils in private schools thus, a total of 438 respondents. A total of 438 questionnaires were issued to the respondents. Questionnaires from all 26 headteachers (100% return rate), 198 teachers (99% return rate) and 186 pupils (93% return rate) were returned. Therefore

the study realized an instrument return rate of 93.6%, which was very satisfactory for the purpose of the study. This efficient response rate was realized since the researcher personally administered the questionnaires, created rapport with the respondents and collected the instruments immediately after they were completed.

5.3 Key findings of the study

This study first sought to find out the gender, age distribution, highest academic qualification and length of service to establish an insight on the study respondents' characteristics. Information from the study shows that majority of teachers (77.8 percent) are female though majority of the primary school headteachers in the study area (67.9 percent) were male. These findings are an implication that, though many females are in the teaching profession majority of the school headship positions are taken by males.

Majority of the pupils in primary schools in Naivasha sub-county are boys. This is an implication that after the post-election violence majority of the girls were either; discontinued from school, relocated or not enrolled to school causing the gender disparity on enrolment of pupils in primary schools. Majority of the headteachers 88.5 percent were over 51 years old and 58.6 percent teachers were between 31 to 40 years old. From the study findings majority of the standard eight pupils who participated in the study were over 15 years old. This was an indication that many pupils in primary schools in Naivasha primary schools were over aged since the Ministry of Education recommends primary school completion age to be between 13 and 14 years. These findings are an implication that majority of pupils learning was

interfered with during the post-election violence causing them to either be out of school for some time or to repeat classes thus their age.

To establish the extent to which teachers' in-service training influence implementation of peace education (Objective One), the researcher sought to find out on whether peace education training is offered either in pre-service or in-service. Majority of both headteachers (53.8 percent) and teachers (85.9 percent) indicated that they had not received any training on peace education during their pre-service training. Though majority of the headteachers and teachers had not received any pre-training on peace education, most of them who had received this training had been trained for less than one year. Thus hindering implementation and integration of the programmes into the primary schools' curriculum since teachers are the implementers of teaching/learning process.

To establish the extent to which provision of teaching and learning materials influence implementation of peace education (Objective Two), the researcher sought to find out on whether headteachers provide teaching/learning resources. Majority of the headteachers indicated that they provide teaching and learning resources for integration of peace education programmes in their schools however, majority of teachers 61.1 percent and 89.2 percent of pupils disputed to this fact. Information from the study showed that half of the headteachers indicated that they provide textbooks while 23.1 percent give charts and models as peace education programmes teaching and learning resources.

The study revealed that majority of both headteachers and teachers (73.1 percent and 90.9 percent) indicated that teaching and learning resources to implement peace education programmes were not adequate in their schools. Majority of the schools teaching and learning materials to integrate peace education programmes are not available at all, while in most of the schools where resources were available they were inadequate. Majority of the schools that were faced by inadequacy of teaching and learning resources to integrate peace education programmes lacked enough funds to purchase enough resources. This was an implication that available funds in schools' budgets were not enough to purchase teaching and learning resources thus hindering effective integration of peace education programmes in majority of the primary schools.

To establish the extent to which methods of teaching influence implementation of peace education (Objective Three), the researcher sought to find out on whether headteachers' and teachers' professional training influence implementation of peace education. Data from the study showed that all the teachers and headteachers had attained different levels of professional qualification thus they were all trained to carry on with their teaching duties in primary schools. Half of the head teachers and 45.5 percent of the teachers indicated that stiff interschool competition during national exams has greatly affected integration of peace education programmes in primary schools. Whilst high parental and teacher workload are other factors that hinder effective implementation of peace education programmes in primary schools.

Majority of the teachers and pupils (78.3 percent and 89.2 percent) indicated that time allocated in lower primary classes is adequate to implement peace education in the classes while half of the headteachers indicated that time in lower primary was very adequate. All respondents (76.9 percent of the headteachers, 87.4 percent of the teachers, and 54.3 percent of the pupils) indicated that time allocated to integration of peace education programmes. This was an indication that upper primary teaching programme did not have enough time hindering effective integration of peace education programmes. From majority of headteachers and teachers (73.1 percent and 80.8 percent respectively) indicated that participatory time allocated for implementation of peace education was not adequate for implementation of peace education programmes. Therefore these findings were an indication that participatory time allocation hinder implementation of peace education programmes in primary schools thus need for integration of the programmes into other subjects to enhance implementation

To find out whether teachers' attitude influence on implementation of peace education (Objective Four), the researcher sought to find out the attitude perceived by teachers towards peace education. Information from the study findings showed that majority of the headteachers (76.9 percent) and teachers (90.9 percent) indicated that teachers have a negative attitude towards peace education programmes. This was an implication that teachers attitude hinder effective implementation of peace education programmes in education.

5.4 Conclusions from the study

Based on the findings of the study it is possible to conclude that teachers in primary schools have not been trained in peace education programmes during their pre-service though teachers are engaging in in-service training on peace education programmes these trainings are either inadequate or irrelevant to normal instructional process due to heavy teachers' workloads.

However, available funds in schools' budgets were not enough to purchase teaching and learning resources thus hindering effective integration of peace education programmes in majority of the primary schools. Moreover other aspects like teacher attitude and methods of teaching applied by primary schools hinder effective integration of peace education because teachers either feel it's a waste of learning time or its added unnecessary burden.

5.5 Recommendations from the study

Based on the findings and conclusions of the study, the researcher made the following recommendations;

- i) The Ministry of Education should come up with effective programmes to train teachers during pre-service and in-service training on peace education.
- ii) The school administration should ensure that peace education charts and models are displayed in strategic places in the school compound to ensure the peace messages are passed on to pupils throughout in school.

- iii) School community should put up measures to boost provision of peace education materials to ensure that peace education is effectively taught in primary schools.
- iv) The Ministry of Education should enact a policy in primary schools to ensure that peace education is taught as a separate subject to ensure effective implementation of the programme in the society.

5.6 Suggestions for further research

Having explored the factors influencing implementation of integrated peace education curriculum after postelection violence in primary schools in Naivasha Sub-County, Kenya, the researcher proposes the following;

- i) A study to be carried out to find out the effect of peace education programmes on peaceful coexistence of pupils in primary school among conflict prone communities.
- ii) A study to be carried out on the influence of integration of peace education programmes on pupils' conflict resolution among learners in arid and semi-arid areas in Kenya.

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APPENDICES

APPENDIX I

INTRODUCTORY LETTER TO THE RESPONDENTS

P.O Box 92-00902

KIKUYU

To;

The Headteacher

_____ School

P.O Box

Naivasha Sub-County

Dear Sir/Madam,

RE: PERMISSION TO COLLECT DATA

I am a postgraduate student in the University of Nairobi, pursuing a master's degree in Education in Emergencies. I am researching on **FACTORS INFLUENCING IMPLEMENTATION OF PEACE EDUCATION IN CURRICULUM SINCE POST ELECTION VIOLENCE IN PUBLIC PRIMARY SCHOOLS IN NAIVASHASUB-COUNTY.**

Your school has been selected to participate in the research. You are requested to respond to the questionnaire item as honestly as possible and to the best of your knowledge. This research is purely for academic purposes. **Kindly note that your name and that of your school should not be included in the research tools.**

Thank you.

Yours faithfully,

Muthui Margaret

APPENDIX II

HEAD TEACHERS' QUESTIONNAIRE

You are kindly requested to fill this questionnaire indicating your honest response by putting a tick against your response or filling blanks next to the items as indicated. Please do not write your name or name of your school anywhere in this questionnaire.

Section A: Background information

This section requires you to give information about yourself. Please tick(✓) the answer in the appropriate space.

1. What is your gender Male [] Female []
2. What is your academic qualification? P1 [] Diploma []
B. Ed [] untrained teacher [] Masters []
ATS []
3. For how long have you been in the teaching profession?
Less than one year [] 4 – 6 years []
over 10 years [] 1 – 3 years [] 7 – 9 years []
4. For how long have you served in the current school?
Less than 5 years [] 5- 10 years [] 10 – 15 years [] more
than 15[]
5. What is your age bracket?
30 years and below [] 30 -40 years [] 40-50 years []
50- 60 years []

Section B:

Teacher's in-service training

6. Did your initial teacher training program include peace education subject in the pre-training?

Yes [] No []

If yes state when and duration

7. Has there been an induction course for teachers on peace education in this school?

Yes [] No [] Explain your answer

8. a) Have you ever been given an in-service training or induction on peace education? Yes [] No []

If yes state some of the topics that were covered

(i) _____

(ii) _____

(iii) _____

(v) _____

9. Through the seminars/workshops you gained a deeper understanding of peace education concepts and methods? Yes []

No [] Explain your answer.....

Teaching and learning materials

10. Do you provide your teachers with teaching and learning resources to implement peace education? Yes [] No []

Please explain your answer in the question above.

(i).....

(ii).....

(iii).....

11. Do you find the teaching materials provided adequate to implement peace education? Yes [] No [] explain your answer.....

12. Kindly rate the availability and adequacy of teaching and learning resources in your school to promote implementation of peace education.

Available and adequate [] Available and inadequate []
Not available at all []

13. What is the effect of the current exam oriented methods of teaching on the implementation of peace education in public schools?

(i).....

(ii).....

(iii).....

(iv).....

14. Considering the subject, content and instruction method proposed in peace education, e.g. participatory approach, how do you rate the time allocated for one period.

a) Lower primary: Very Adequate [] Adequate []
Not Adequate []

b) Upper primary: Very Adequate [] Adequate [] Not Adequate []

3. What is your highest level of academic qualification?
 K.C.P.E[] K.C.S.E[] Certificate [] diploma[] degree []
 Any other(specify).....
4. What is your professional status? Trained[] Untrained[]
5. What are your professional qualifications? Certificate[] diploma[]
 Any other
 (specify).....

Teaching methods

15. Peace education emphasis a participatory method of instruction.
 Considering the time allocated for each subject, is this time
 adequate?

- Very Adequate [] Adequate [] Not
 Adequate []

16. What parts of peace education programme or curriculum seems to
 work most effectively during the teaching and learning process for
 pupils understanding on peace concepts?

17. Are there challenges in implementing peace education in your
 school? Yes [] No []
 Explain your answer.....

Teacher's attitude

18. What is your opinion to the attitude of teachers towards
 inclusion of peace education in the school time table?
 Very positive [] Positive [] Negative []
 very negative []

19. How did the training in peace education affect you personally and/or professionally?

.....

20. In your opinion, should peace education be taught as a subject on its own?

Please explain your answer in (13 a) in either case.

If, answer (Yes) (No) integrated in
other subjects

(i)..... (i).....

(ii)..... (ii).....

(iii)..... (iii).....

21. What do you think should be done to improve teaching of peace education in our public primary schools?

(i).....

(ii).....

(iii).....

(iv).....

Thank you for your co-operation

APPENDIX III

TEACHERS' QUESTIONNAIRE

You are kindly requested to fill this questionnaire indicating your honest response by putting a tick against your response or filling blanks next to the items as indicated. Please do not write your name or name of your school anywhere in this questionnaire.

Section A: Background information

This section requires you to give information about yourself. Please tick (✓) the answer in the appropriate space.

1. What is your gender Male [] Female []
2. What is your academic qualification? P1 [] Diploma [] B. Ed []
untrained teacher [] Masters []
3. For how long have you been in the teaching profession?
Less than one year [] 4 – 6 years [] over 10 years []
1 – 3 years [] 7 – 9 years []
4. For how long have you served in the current school?
Less than 5 years [] 5- 10 years [] 10 – 15 years [] more
than 15 []
5. What is your age bracket?
30 years and below [] 30 -40 years [] 40-50 years []
50- 60 years []

Section B:

Teacher's in-service training

6. Did your initial teacher training program include peace education subject in the pre-training?

Yes [] No []

If yes state when and duration

7. Has there been an induction course for teachers on peace education in this school? Yes [] No [] Explain your answer

.....

8. a) Have you ever been given an in-service training or induction on peace education? Yes [] No []

If yes state some of the topics that were covered

(i) _____

(ii) _____

(iii) _____

(v) _____

Through the seminars/workshops you gained a deeper understanding of peace education concepts and methods? Yes []

No [] Explain your answer.....

Teaching and learning materials

9. Do you provide your teachers with teaching and learning resources to implement peace education? Yes [] No []

Please explain your answer in the question above.

(i).....

(ii).....

(iii).....

10. Do you find the teaching materials provided adequate to implement peace education? Yes [] No [] explain your answer.....

11. Kindly rate the availability and adequacy of teaching and learning resources in your school to promote implementation of peace education. Available and adequate [] Available and inadequate [] Not available at all []

12. What is the effect of the current exam oriented methods of teaching on the implementation of peace education in public schools?
(i).....
(ii).....
(iii).....
(iv).....

13. Considering the subject, content and instruction method proposed in peace education, e.g. participatory approach, how do you rate the time allocated for one period.
a) Lower primary: Very Adequate [] Adequate [] Not Adequate []
b) Upper primary: Very Adequate [] Adequate [] Not Adequate []

Teaching methods

14. Peace education emphasis a participatory method of instruction.

Considering the time allocated for each subject, is this time adequate?

Very Adequate [] Adequate [] Not Adequate []

15. What parts of peace education programme or curriculum seems to work most effectively during the teaching and learning process for pupils understanding on peace concepts?
.....

16. Are there challenges in implementing peace education in your school?

Yes [] No []

Explain your answer.....

Teacher's attitude

17. What is your opinion to the attitude of teachers towards inclusion of peace education in the school time table?

Very positive [] Positive [] Negative [] very negative []

18. How did the training in peace education affect you personally and/or professionally?
.....

19. In your opinion, should peace education be taught as a subject on its own?

Please explain your answer in (13 a) in either case.

If, answer (Yes) (No) integrated in other subjects

(i)..... (i).....

(ii)..... (ii).....

(iii)..... (iii).....

20. What do you think should be done to improve teaching of peace education in our public primary schools?

(i).....

(ii).....

(iii).....

(iv).....

Thank you for your co-operation

APPENDIX IV

PUPILS' QUESTIONNAIRE

You are kindly requested to fill this questionnaire indicating your honest response by putting a tick against your response or filling blanks next to the items as indicated. Please do not write your name or name of your school anywhere in this questionnaire. Please tick (✓) the answer in the appropriate space.

1. What is your gender Boy [] Girl []

2. What is your age bracket?
11 years and below [] 12 - 14 years [] 15 - 17 years [] Over
17 years []

3. For how long have you been in this school?
Less than one year[] 4 – 6 years [] over 10
years []
1 – 3 years [] 7 – 9 years []

4. Are teachers provided for with teaching and learning resources to
implement peace education in your school? Yes []
No []

Please explain your answer in the question above.

- (i).....
- (ii).....
- (iii).....

5. Do you find the teaching materials provided adequate to implement peace education? Yes [] No [] explain your answer.....
6. Kindly rate the availability and adequacy of teaching and learning resources in your school to promote implementation of peace education.
Available and adequate [] Available and inadequate []
Not available at all []
7. What is the effect of the current exam oriented methods of teaching on the implementation of peace education in public schools?
(i).....
(ii).....
(iii).....
(iv).....
8. Considering the subject, content and instruction method proposed in peace education, e.g. participatory approach, how do you rate the time allocated for one period.
a) Lower primary: Very Adequate [] Adequate [] Not Adequate []
b) Upper primary: Very Adequate [] Adequate [] Not Adequate []
9. Peace education emphasis a participatory method of instruction. Considering the time allocated for each subject, is this time adequate?
Very Adequate [] Adequate [] Not Adequate []

10. What parts of peace education programme or curriculum do you find most effectively during the teaching and learning process for pupils understanding on peace concepts?

- i) Peace education concepts in the textbooks []
- ii) Demonstrative teaching from teachers []
- iii) Teachers' perception on peace topics []

11. In your opinion, should peace education be taught as a subject on its own?

Please explain your answer in (13 a) in either case.

If, answer (Yes) (No) integrated in other subjects

- (i)..... (i).....
- (ii)..... (ii).....
- (iii)..... (iii).....

12. What do you think should be done to improve teaching of peace education in our public primary schools?

- (i).....
- (ii).....
- (iii).....

Thank you for your co-operation

APPENDIX V
AUTHOLIZATION LETTER



**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:

8th May, 2015

NACOSTI/P/15/1401/6068


Margaret Njeri Muthui
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Factors influencing implementation of Integrated Peace Education Curriculum after Post Election Violence in public primary schools in Naivasha Sub County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for a period ending **30th September, 2015.**

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

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


DR. S. K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nakuru County.

The County Director of Education
Nakuru County.





APPENDIX VI

RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MISS. MARGARET NJERI MUTHUI
of THE UNIVERSITY OF NAIROBI,
289-20117 NAIVASHA, has been
permitted to conduct research in
Nakuru County
on the topic: FACTORS INFLUENCING
IMPLEMENTATION OF INTEGRATED
PEACE EDUCATION CURRICULUM AFTER
POST ELECTION VIOLENCE IN PUBLIC
PRIMARY SCHOOLS IN NAIVASHA SUB
COUNTY, KENYA.
for the period ending:
30th September, 2015


Permit No. : NACOSTI/P/15/1401/6068
Date Of Issue : 8th May, 2015
Fee Received :Ksh 1,000




Director General
National Commission for Science,
Technology & Innovation

Applicant's Signature

REPUBLIC OF KENYA



NACOSTI
National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A 5099

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.