

**FACTORS INFLUENCING SOCIAL COHESION
INITIATIVES IN SECONDARY SCHOOLS: A CASE
STUDY OF BARINGO COUNTY, KENYA**

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**A Research project report submitted in Partial Fulfillment of the
requirement for the award of degree of Master of Arts in Peace
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DECLARATION

This research Report is my original work and has not been presented for the award of degree in any other university.

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DEDICATION

This work is dedicated to my husband Reuben Mosomtai and our children Gladys, Kirwa, Linda, Kiprop, Jepkoech and Kelvin.

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To all of you, may God bless you.

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LIST OF ABBREVIATIONS AND ACRONYMS

CFCR	Conflict-Free Conflict Resolution
GoK	Government of Kenya
KICD	Kenya Institute of Curriculum Development
KNDRA	Kenya National Dialogue and Reconciliation Agreement
MDGs	Millennium Development Goals
MoEST	Ministry of Education Science and Technology
NCIC	National Cohesion and Integration Commission
NGOs	Non-Governmental Organizations
PEV	Post Election Violence
PEP	Peace Education Programme
TSC	Teachers Service Commission
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNHCR	United Nations High Commission for Refugees

ABSTRACT

The structure and rationale of any peace building training has the goal of building patterns of unity in diversity amongst the members of the major diverse (ethnic/economic) groups. The purpose of the study was to investigate the factors influencing social cohesion in secondary schools in Baringo County. The study adopted the classical ecological model of child development as its theoretical framework and sought to achieve four objectives. The first was to determine how training students in social cohesion is successful in the county of Baringo. The second was to investigate the extent social and educational infrastructure in schools influences peace. The third, the influence of training heads of schools in social cohesion. Lastly, the study also sought to determine the role teachers play in social cohesion in schools. The research used descriptive survey design. Using purposive sampling, five secondary schools which had been in existence for at least four years were sampled for this study. The data collected was analyzed using descriptive statistics in frequency Tables with the help of the statistical package for social sciences software and was collected using a questionnaire. Purposive sampling was used to draw a sample of 5 principals, 20 teachers and 122 students. There were three sets of questionnaires. One questionnaire was meant for students another for teachers and another for head teachers. Apart from section A of the three sets questionnaire, which was required respondents to fill in their background information, section B was totally different in all three sets. Section B of the three sets of questionnaires meant to address the objectives of the study. The return rate of the questionnaire was very high at 80%. The reliability of the instruments was above 0.8 using Pearson's product moment correlation coefficient. The main findings of the study indicated that the social cohesion programs are yet to be fully rolled out in all schools. The study also found out that some of the initiatives were very effective in bringing about a peaceful school and thus peaceful society while others were not very effective. Most of the teachers and administrators welcomed social cohesion positively. In addition, there is a positive relationship between the training of students in social cohesion and the peace in school. The relationship between social, educational infrastructure in school and peace was found to be positive. The training of heads of schools and influence of social cohesion is also positive. The findings have important implications on social cohesion. For instance, more teachers need to be trained in social cohesion. And although peace clubs in the form of Amani club is an initiative that is noble, it has not been embraced as most students are not members of this club. This implies that the students have not fully understood what Amani club is. Further areas of research suggested were carrying out a study on factors influencing social cohesion in the whole society in Kenya. In addition, a study may be carried out to investigate the factors influencing social cohesion in institutions of higher learning so as to determine if there exist any social cohesion in institutions of higher learning, how it was implemented and the relevance of social cohesion in institutes of higher learning.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The education sector provides an avenue through which life skills, principles and values for personal, social and economic development are propagated. The sector provides skills and builds knowledge that enable people to contribute to the development, safety, security and economic growth of their country (Kangethe, 2010). Social cohesion has goal it is to encourage social change, and not only to transfer certain skills, has to cover multiple segments of importance for peace building. Violence is not only direct and physical but can include the less obvious types of violence: structural (the one that is built into the systems of governing themselves) and cultural (the aspects of culture that make violence possible and acceptable), that create a fertile soil for the spreading of direct violence or more or less openly encourage it. The first step is to map where it exists within our societies and schools.

One of the most difficult things to measure are the sociological expressions that are aimed at behaviour change, especially when the agents to be changed, and from whom the change in the society is expected, are living in an environment that is not changing, or it is changing to the worst. One of the elements that make behaviour change difficult is culture. Therefore the training in this initiative is aimed at culture-inspired behaviour change and developing skills and attitudes that help Active Citizens to cope with a changing environment (the new constitutional dispensation). This study will help in organizing thoughts around cultivation of a culture of peace through the knowledge

generated. The methodology is highly qualitative and therefore the conceptual framework is designed for qualitative results (Kangethe, 2010).

The structural dimension of peace building focuses on the social conditions that foster violent conflict. Many note that stable peace must be built on social, economic, and political foundations that serve the needs of the populace. In many cases, crises arise out of systemic roots. These root causes are typically complex, but include skewed land distribution, environmental degradation, and unequal political representation. If these social problems are not addressed, there can be no lasting peace. Thus, in order to establish durable peace, parties must analyze the structural causes of the conflict and initiate social structural change. Social cohesion aims to promote nonviolent mechanisms that eliminate violence, foster structures that meet basic human needs, and maximize public participation (Kangethe, 2010).

The Government of Kenya has also taken measures to enhance peace building using the following measures. The Government has removed the quota system of admission into Form one. This is meant to give young people a chance to join schools outside their ethnic communities, if they choose to, and interact widely. This would enhance the appreciation of ethnic diversity from early years and reduce negative perception of other ethnic groups based on ignorance. MOEST has since expanded the number of national schools which admit students from across the country and also increased the number of students admitted into county schools from other counties (Governance for Peace Report (2012)).The NCIC input in the Education Policy contributed to the education bill and

sessional paper, 2012 when the education sector was being realigned to the Constitution 2010. Issues of cohesion and integration were featured strongly in the two policy documents.

Engagement with Educational Administrators on cohesion and integration matters to explore their contribution in promoting national cohesion and integration. In partnership with the Ministry of Education, the NCIC has been facilitating the establishment of Amani Clubs in both primary and secondary schools as well as in tertiary institutions. Benefits to the Amani Clubs are that young people are nurtured to see ethnic diversity as a positive phenomenon that is not meant to divide us by engaging in open and candid discussion over the same. They get to appreciate that we can celebrate our differences instead of using the same a divisive factor. These candid discussions by young people on ethnicity were not in existence before.

Co-curricular activities have been identified as important forums for mainstreaming national cohesion and integration issues. A wide range of local opportunities provided by co-curricular activities bring together teachers and students from different backgrounds. Actors (students and teachers of different backgrounds and religious orientations) in the education sector are progressively being incorporated in advancing national integration and cohesion through co-curricular activities like sports, music and drama festivals. In this regard, NCIC trained 230 drama teachers/instructors from the academic fraternity and took 131 among them to a one week exposure visit in Rwanda exposing them to themes and principles related to cohesion, integration, peace building and reconciliation.

The NCIC was the thematic sponsor of both the 53rd and the 54th Annual Kenya Schools and Colleges National Drama Festivals held in 2012 and 2013 respectively. In all these festivals, the GoK managed to influence the mainstreaming of the cohesion agenda and serious advocacy on the promotion of national cohesion and integration. Sponsorship of the Drama and Music festivals worked well in entrenching the messaging of cohesion and integration throughout the local, regional and national competitions. The training influenced the choice of the theme of the 2012 National Drama Festival of —National Cohesion, Integration and Reconciliation and the 2013 theme of —Performance for National Healing and Reconciliation, both of which were consistent with the mandate of fostering peace and cohesion. The trained teachers subsequently developed creative scripts most of which focused on different aspects of cohesion and integration for competition.

The NCIC in partnership with GIZ engaged youths aged between 11 and 25 in the National Cohesion Essay Competition. The competition sought to give the youth an opportunity to express themselves on the theme of ethnicity, race and nationhood and generate ideas that advocate for and promote national cohesion. The competition gave students an opportunity to earn national recognition, share experiences and ideas that promote national cohesion. Further areas of research suggested were carrying out a study on factors influencing social cohesion in Kenya.

1.2 Statement of the Problem

Social cohesion recently has become an overarching issue for peace building actors working in countries affected by identity-based conflict. Research and policy reflection in the area of social cohesion is informed by a new set of international agendas for peace building and development, namely the World Bank's World Development Report (2011) and Societal Dynamics of Fragility (2013), UNDP's 2012 Governance for Peace report (2012), and the so-called "New Deal" for Engagement in Fragile States put forward by the "G7+" (2011). In line with these new multilateral agendas, development strategies in fragile contexts are moving toward targeting the nexus between state and society, with social cohesion and strengthening the social contract as primary aims for conflict-sensitive international engagement.

More broadly, the project speaks to efforts of the United Nations peace building "architecture" in the further evolution of an international regime for preventing, managing, and ending the scourge of international conflict as the leading challenge since the end of the Cold War. Among relevant actors at the United Nations level are the increasingly deployed "special political missions," countries on the agenda of the United Nations Peace building Commission, and a wide range of United Nations countries teams in countries that are vulnerable to, witnessing, or emerging from armed conflict. The social cohesion concept also speaks to those working across the United Nations organization, to include the specialized agencies in which indirect or outcome-oriented social cohesion efforts are found, as well as those working on environment, health or labor. More broadly, the social cohesion concept is also found throughout the broader network of peace building organizations – from other international and intergovernmental

organizations, to regional organizations, transnational NGOs, and traditional (OECD) bilateral assistance providers.

This project explores how development assistance policies and programs can more effectively engage diverse groups, with a particular emphasis on learning institutions, in the pursuit of conflict-mitigating social-cohesion outcomes in countries emerging from mass violence and war. Social cohesion is a classic social science concern, and current approaches to the study of conflict in deeply divided societies continue to employ the concept. For example, the OECD suggests that, “state-society disequilibria,” or an imbalance between society’s expectations and the state’s capacity to meet those expectations, is a principal source of conflict and violence. In the literature on “fragility,” multi-faceted social exclusion and marginalization operates as a fundamental source of religious and ethnic mobilization and social and state disorder, often leading to violent encounters. As such, these theories serve as key foundations for the idea that seeking to engineer, foster, or elicit “social cohesion” is a legitimate and strategic way for internal and international peace builders to both combat social exclusion and strengthen state-society relations in order to reduce conflict vulnerability and create more “resilient” states. Practitioners, however, readily lament that working to promote social cohesion (for example, engaging with religious groups and other informal institutions to deliver aid, conduct dialogues, or manage development projects) can be problematic for internal and international peace building alike. Since the 1990s, peace builders have been vexed with how to best deliver development aid in a way that contributes to building peace among war-ravaged populations divided along identity lines. Balancing humanitarian imperatives, practical aid-delivery realities, and peace and development goals in divided societies is especially challenging.

In many cases, as those in this report attest, social cohesion remains elusive and peace can be ephemeral, even where strategically designed “conflict-sensitive” approaches to intervention have been employed. Fragmentation, conflict, and violence persist, and, in some of the cases explored in this project, appear to be on the rise. Institutional reforms across all of the cases seek to promote cohesion, inclusion, integration, and crosscutting participation in governance; yet, governments in deeply divided societies regularly fail to address historical grievances and provide for basic human security needs of the most marginalized groups. Sometimes exclusive governments exacerbate such dynamics, particularly when elites mobilize for power along divisive religious, ethnic or sectarian theme; this issue has long been a key concern of the literature on deeply divided societies. Ethnic entrepreneurship works against national goals of unity in diversity and inclusive politics. Today, “inclusion agendas,” often funded and promoted by international organizations, have raised social expectations for the state among historically marginalized groups, yet the institutionalization and practice of inclusion remains highly uneven across various spheres of governance, particularly at the local level. Debates over devolution, ethnic federation, and local-level power sharing are fraught with problems and dilemmas.

Due to these challenges, integrating a social cohesion approach into larger post-conflict recovery strategies remains contested. As the case studies in this volume show, various forms of intervention have been undertaken to redress root drivers of violence, but such interventions have not clearly functioned to suppress inter-group clashes in all cases.

Uncertainty remains around how international actors can most effectively engage informal, non-state actors within national and sub-national peace building and development agendas. Notwithstanding these criticisms and challenges, donors continue to press on in the face of uncertainty about the impact of programs designed to build social cohesion. This project, therefore, explores the complex roles that external peacemaking initiatives and development assistance providers play in societies that are emerging from conflict and that are deeply divided along religious, ethnic, racial, or sectarian lines. We are particularly interested in exploring the role of engagement when assistance is channeled through the United Nations and how, particularly, UN country teams, manage the dilemmas of engaging religious actors and institutions in the explicit pursuit of improving social cohesion.

The main drivers of social disintegration and development disabilities were: poverty, cattle rustling, water and pasture, culture for instance wife inheritance, politics, historical land disputes, administrative boundaries and inequalities in allocation of resources. Other causes included, drug and substance abuse, absentee landlords, feelings of injustices, impunity and proliferation of illegal small arms. The current government aims to eliminate this by enforcing social cohesion in secondary schools in Kenya amongst other things to specifically address social disintegration. In secondary schools, Kenya has witnessed cases of rampant bullying by fellow students, truancy, teenage pregnancy, gang membership and violent student riots. It is in the light of the above considerations that this research will be carried out with particular regard to peace in Kenya and the strategies that could effectively be used to promote peace and unity in schools.

1.3 Purpose of the Study

The purpose of this study was to investigate the factors influencing social cohesion in secondary schools particularly in Baringo County.

1.4 Objectives of the Study

The specific objectives of the study are:

- i. To determine how training of students on social cohesion influences social cohesion in schools in the Baringo county.
- ii. To investigate how schools' physical facilities influences social cohesion.
- iii. To assess how training heads of schools influences social cohesion in schools.
- iv. To determine teacher capacity building in social cohesion in schools.

1.5 Research Questions

From the above objectives, the following research questions emerged:

- i. How does training of student influence social cohesion in secondary schools in Baringo County implemented?
- ii. How does schools' physical facility influence social cohesion?
- iii. How does has training heads of schools influence social cohesion?
- iv. How has capacity building influenced social cohesion in schools?

1.6 Significance of the Study

The findings of this study may be useful to the Kenya government in assessing the effectiveness of the peace education programme, initiated by various sectors and arms of

the government. The Kenyan Government may in particular be able to assess and find ways of or further improving the existing curricula to further enhance infrastructure cohesion and social cohesion. Consequently, future generations will consciously steer away from negative behaviours that contribute to conflict. Findings of this study may stimulate further research in the field of social cohesion.

1.7 Limitations of the Study

The factors that hindered the effective collection of data included collection of data from students, teachers in schools that had never or had not implemented and promoted any social cohesion. This was mitigated by making the questionnaire as simple as possible so as not to confuse the students. Data collection in some of the neighbourhoods was risky due to high insecurity. The researcher hired research assistants from the locality and where possible, hired security.

1.8 Delimitations of the Study

Baringo has a total of 335 schools, private and public. Baringo is one of the area that experienced some of the worst cases of Post-Election Violence, Zoe Flood (2013) it is for this reason that the area is ideal for the research. The study was confined to secondary schools in Baringo County. These are seen by the researcher as sufficient to fully understand the research problem.

1.9 Assumptions of the Study

This study was premised on a number of assumptions. These included the respondent's distinguished cultural, political leaning and economic power as far as education of their children is concerned. This research also assumed that the respondents gave information that adequately represents education in Baringo as a whole, thus the sample represents the desired population. It was expected that the participants who completed the questionnaire were truthful in their responses.

1.10 Definition of Significant Terms

Cohesion:	Refers to the tendency for a group to be in unity while working towards a goal or to satisfy the emotional needs of its members
Conflict:	Refers to a real or perceived state of being incompatible, in opposition, or in disagreement.
Conflict-Free	CFCR refers to an attempt to design a process that is group focused, unity
Conflict Resolution:	based, educative, and reflects the Consultative (C-Mode) worldview.
Culture:	Refers to the sum total of the way of living built up by groups of human beings and transmitted from one generation to another.
Diversity:	Refers to differences among people relating to such aspects as cultures, personality, and gender, and others.
Education Quality:	Refers to the contribution of education to the development of cognitive skills and behavioural traits, attitudes and values that are judged necessary for good citizenship and effective life in the community. (The Jomtien Declaration, 1990)
Social	Refers to the basic physical and organizational structure needed for the
Infrastructure:	operation of a society or enterprise, or the services and facilities necessary for an economy to function.
Peace Education:	Refers to the process of imparting, knowledge, values, skills and attitudes necessary for enhancing peace. It nurtures specific communication, cooperation and behavioural skills used to promote peace.
Peace:	Refers to both the absence of personal/direct violence and the presence of social justice
Service Delivery:	Refers to the delivery of education, health water and sanitation services.
Social Equity:	Refers to fairness and equal access to opportunities for all in the society, based on the principle of natural justice
A Socially Cohesive Society:	Refers to where all groups in a society have a sense of belonging, participation, inclusion, recognition and legitimacy.

1.11 Organization of the Study

This study comprises of five chapters. The first chapter consists of the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions of the study, significance of the study, limitations and delimitations of study, basic assumptions of the study and definition of significant terms as used in this study. The second chapter reviews the literature related to the study and ends with the perceived conceptual framework of the study. Chapter three concerns itself with research methodology and describes the methodology used in the study which is divided into various components namely research design, target population, sampling technique and sample size, research instruments, validity of the instruments, reliability of the instruments, data collection procedures and data analysis techniques. Data analysis, presentation and interpretation of the findings are represented in chapter four, while chapter five comprised of summary findings, discussions, conclusion and recommendations. It also suggests possible areas for conducting further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section covers the following areas of discussion: Initiatives at peace building, influence of educational infrastructure in influencing peace, initiatives in enhancing infrastructure cohesion by training the youth, teachers, and school leadership. In order to appreciate the work of other scholars, the researcher used the results of studies by various scholars to conduct the literature review and ended with the perceived conceptual framework of this study.

2.2 Social Cohesion in Schools Initiatives

Social cohesion has been developed worldwide targeting schools. Amongst the most notable are the social cohesion in South Sudan, Rwanda, and Bosnia and Herzegovina. Primarily four main concepts drive any peace building initiative. Key among them is the empowerment of communities and building of schools. These enable communities to shake off the trauma and powerlessness of civil war, to take part in participatory community development program and to contribute to the education of their children. The second objective is in training of educators. This is first done by developing lead teachers. In Kenya, this has already been done and now the task remains for the teachers to provide basic training in even the most marginalized areas to other teachers, administrators (principals, head teachers, and Government educational leaders at the county and local levels). The third objective is normally to develop the educational leadership of the Ministry Official charged with Education.

In Kenya's case, the MoEST officials so that the initiative is sustainable into the future. This also includes providing resources. A fourth objective for this proposal is peace building for the communities that have different ethnic groups, and the nation as a whole.

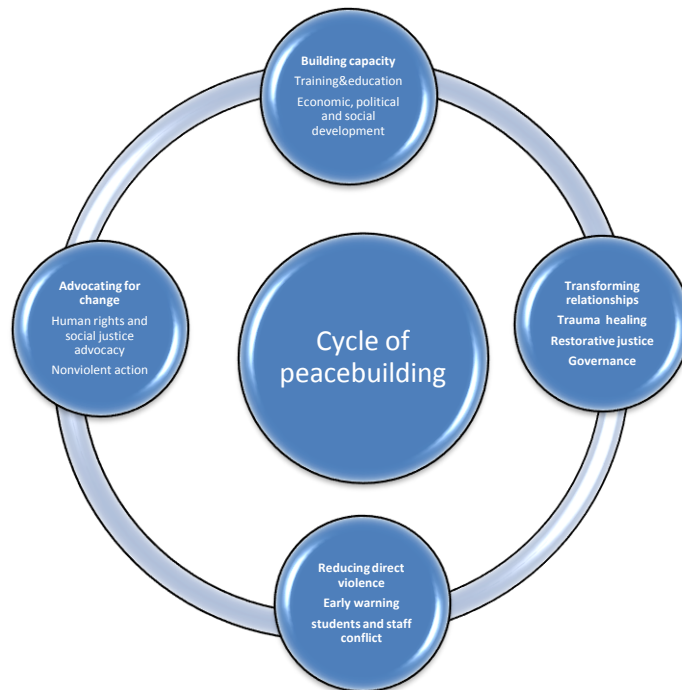


Figure 2.1: Cycle of peace building

Peace building requires a range of approaches like advocating for change, reducing direct violence, transforming relationships and capacity building for instance in Sri Lanka they integrate peace education into their school curricula in order to promote social cohesion.

The figure above shows the categories of peace building as a circle of peace in that the teachers should have the knowledge on peace as illustrated on the peace building circle.

The circle illustrates how we can train teachers on peace building to transform themselves into peace makers hence reducing direct violence.

This process gives the teacher a chance to address trauma, transform conflict and restore justice among themselves hence gives them a long term, sustainable solution to their needs. Capacity building enhance sustainable culture of peace that meet needs and rights while preventing culture of violence in a work place and enhance social cohesion between colleagues and the management.

2.3 Training Students and Social Cohesion in Secondary Schools

The Government of Kenya acknowledges the role of peace in enhancing socio-economic development. The national anthem lays emphasis on peaceful coexistence as a pre-requisite for nation building. The national goals of education strive to promote sustainable development, peace, social justice and responsibility, respect for diversity, international consciousness, national unity and moral and religious values. The Kenya Vision 2030, which asserts Kenya's aspiration to be a middle income country, espouses the importance of equity and national cohesion for long term development prospects and sustained nationhood. Despite its importance for national development, national cohesion and integration, is a challenge for the country as demonstrated by among other outcomes, the 2007/2008 post-election violence.

The Kenya National Dialogue and Reconciliation Agreement (2008), which restored order following the post-election crisis, identified the broad factors to be responsible for the lack of cohesion and integration to include: constitutional, institutional and legal challenges, lack of consolidation of national unity, and mismanagement of diversities. These broad challenges have eroded a sense of belonging, nationhood, and public trust in

political and governance institutions. Understanding and enacting shared values are critical for promoting tolerant and peaceful communities. Democracy, citizenship and governance can be taught but it is when students have opportunities to rehearse civic responsibility, practice social skills and develop an awareness of other values and positions that notions of social cohesion are developed. Such experiences are reinforced when teachers model democracy and inclusion and promote citizenship through such activities as peer mediation, student leadership programs and service learning initiatives. (DEST, 2006).

2.4 Schools Physical Facilities and Social Cohesion in Secondary School

Social cohesion requires multi-level and long-term investments targeted at building capacities and structures that can help prevent, transform and address the roots of violent conflict. Peace processes – dialogue, reconciliation, mediation, peace education, restorative justice, etc. – require a framework that provides continuity, social support and opportunities for the involvement of all stakeholders. Infrastructures for peace are an emergent and effective framework focusing on the sustainability of peace by developing capacities for coordinated responses to conflict

According to UNDP, infrastructures for peace are — [a] network of interdependent systems, resources, values and skills held by government, civil society and community institutions that promote dialogue and consultation; prevent conflict and enable peaceful mediation when violence occurs in a society.— further, —Recurring conflicts and extended, turbulent, transitions cannot be addressed through discrete one-time mediation

or a single peace process. They require standing and sustainable mechanisms for mediation and dialogue—'infrastructures for peace'—at local and national levels within the country itself.

According to Jon Dewey (1916), he defined the role of educators in society and the ability to influence world peace international cooperation, the meaning of patriotism, and the role of social science in understanding other cultures. Dewey perceived the job of educators as teaching basic values of peace and non-violence as correct social behaviour. He believed that Geography and History enabled students to reconstruct the past in order to cope with the present e.g. citizenship as a topic which enhances social cohesion in secondary schools.

Jenkins(2007) also illuminated the difference between peace education; education for education about peace which included modules on war and peace as seen in leaders of movement such as Gandhi and King. Peace education is therefore characterized by heaping learners with contents and subject matters on peace with little regard about the methodology and approaches used. Educators often use different lectures methods, curricula and testing which causes disintegration in school. Our schools intend to create democracy and community independence but teachers use tactics of war such as obedient drilling and competitive games which may reflect more on the school system. This type of education encourages individualistic and capitalistic system leading to a Me-first and thirst for fast money generation which eventually elevates corruption.

According to Johan Galtung (2012), there are three types of violence; direct, cultural and structural violence. Structural violence is the most common violence happening in Baringo schools. Structural violence talks about social norms and institutional factors which discriminate against students and prevent them from meeting their needs, this type of violence include: bullying, elitism, racism, classism and sexism.

The above named structural violence give rise to unjust social and economic structures an equal education opportunity, restriction of civil rights and discrimination of law which may lead to disintegration of social cohesion among schools. The notion of structural violence is also relevant in conflict theory because of its social justice. He further goes to say that since personal and direct violence are often built into social structure; as this is better to concentrate on structural violence that reveals the causes and effect of violence and conditions for peace hence he felt a need for a richer peace and social environment.

2.5 Training Heads of Schools and Social Cohesion

Peace Education or Education for Peace can be said to have been first began in Bosnia and Herzegovina, with the participation of more than 400 teachers and school staff, 6,000 students and their parents/guardians. The primary aim of the project was to create a culture of peace, a culture of healing, and a culture of excellence within and among the participating school communities. Immediately after the Rwanda Genocide, authorities in Rwanda realized the need for training their youth in social cohesion. The same applied to South Africa immediately after the end of apartheid and the adoption of a new constitution

The Kenyan education system aims to address discipline, well-being and educational objectives by providing an opportunity to teach about the ethics and justice, citizenship and positive relationships. Students were able to engage in problem solving conversations that provided a process of reflection and repair. Training heads of schools increased secondary school level enrolments, especially for males, and higher literacy rates. The training of heads of schools also garners a key support from the persons charged with implementing, executing and overseeing the success of the entire program. Heads of schools also provide invaluable points on what can and cannot work in terms of social cohesion. The support and success of any program largely depends on the head of the school that in most cases has to allocate resources in terms of finance and time (Kirk 2007). In Kenya, resources are not readily available and this represents a major challenge to the success of any program. One way to overcome this is to ensure that the heads of schools embrace the program.

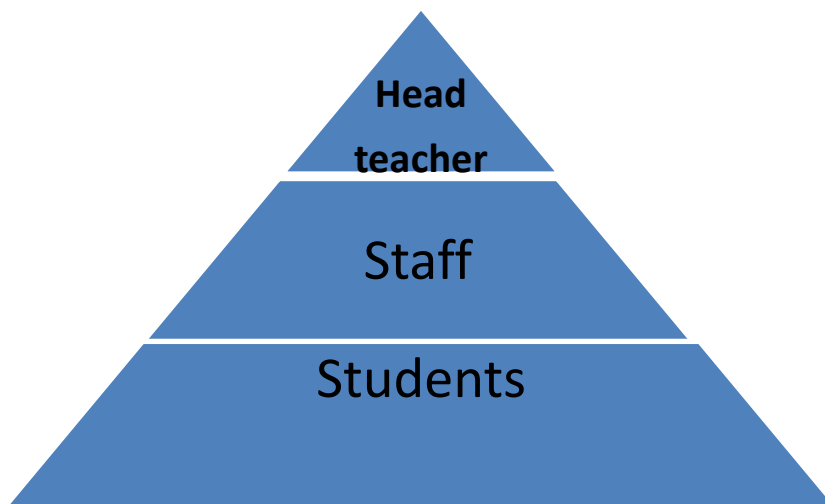


Figure 2.2: Peace building pyramid (Figure adapted from John Paul Lederach)

The Table represents students who form the base of the pyramid while at the same time they are the ultimate beneficiaries of social cohesion education through the help of well trained-teachers on social cohesion initiative and peace building. The pyramid illustrates the students as the highest in number and teachers following closely while the head teachers being the few lot. The passing of knowledge on social cohesion initiative should start at the top and down the hierarchy for without the championing of the head teachers for this program, it is bound to fail (Kirk 2007).

2.6 The role teachers play in social cohesion

Contrary to popular belief, the National Cohesion and Integration Commission (NCIC, 2008) established that political diversity was not the biggest threat to cohesion and integration in Kenya, but intolerance to differences in political opinion. The National Cohesion and Integration Commission (NCIC, 2008) identified hate speech as the greatest manifestation of ethnic intolerance, and it was more prevalent in rural than in urban areas. The commission showed the need to come up with strategies that promoted cultural exchange and which demystified ethnic beliefs and stereotypes would have a deeper impact towards minimizing hate speech.

The research also identified religion as the biggest unifying factor in Kenya, as it put emphasis on values and beliefs that promoted unity. The use of Kiswahili language is an important strategy for promoting ethnic cohesion and ethnic languages should not be used in public establishments. The study further recommended that the media should play a more positive role in promoting ethnic cohesion and national integration by not providing

coverage to those who propagated hate speech, and by giving preference to programming that promoted national cohesion and ethnic tolerance (NCIC, 2008).

The Government, through the National Cohesion and Integration Commission (NCIC) in conjunction with the Kenya Institute of Curriculum Development (KICD) undertook the capacity building of 150 curriculum developers and experts on available opportunities for infusing cohesion, integration and peace building in the primary and secondary school educational curriculum. The prevailing curriculum was assessed and the need to promote cohesion and Integration in school syllabus examined. Curriculum developers developed a framework for the inclusion of the tenets of cohesion and integration in school curriculums (NCIC, 2008)

Peace education can therefore have positive effects on students' attitudes. It is essential that the entire school communities be involved, including all staff and students. The rationale for this is that a unity-building process needed to occur within and between these school communities, and therefore inclusiveness is essential. This results in various levels of involvement. Teachers would help facilitate a worldview transformation process in all of the teachers and staff. Then building on local knowledge and context, a macro-curriculum for use within the schools can be developed. This macro-curriculum would emphasize and encourage the teaching of every subject within the school through a framework of unity, equality, and peace (Tawil and Harley, 2004).

Teachers are given transformative skills, peace building and other techniques to enable them explore, analyze, examine alternatives for discriminative and intolerant behaviour and how to counter them in study rooms. Teachers should mainly be equipped with skills such as conflict resolution and problem solving, nonviolent situation, negotiate and mediation techniques.

2.7 Theoretical Framework of the Study

This study adopted the classical ecological model of child development advocated by (Bronfenbrenner, 1979). Conflict is the absence of unity and that peace is the process of creating unity in the context of diversity. Conflict and violence are symptoms of disunity. This paradigm provides a framework within which various theories of conflict—biological, psychological, social, structural, political, and moral—can be accounted for and the diverse expressions of our humanness understood.

Education—formal and informal, direct and indirect, and conceptual and experiential—takes place at least at three levels: external, relational, and internal. External learning refers to the lessons that the learner learns from his/her relationship with the environment and in observing the manifest behaviour of people. Parents/guardians, teachers, and community personalities and leaders admonish children and youth to be truthful, compassionate, understanding, and fair. However, in practice, quite frequently these same adults act in a contrary manner. This discrepancy and disunity between words and deeds cause much confusion, disappointment, cynicism, and anger in the learners.

Relational learning is one of the most potent types of learning, as it takes place within the context of love. All human relationships are various expressions of the operation of human love. Authentic healthy love engenders feelings of joy, certitude, trust, confidence, courage, and creativity. These are all essential prerequisites for excellence in education. However, quite often, our learning environments—home, school, community, and the media—depict relationships that are burdened with sorrow, doubt, mistrust, insecurity, fear, stagnation, and conflict. These conditions, which are prevalent in many families, schools, and institutions, are indications that we have not yet fully apprehended the nature of the awesome powers of human love and its healthy, creative expression in all areas of our lives. Whenever and wherever authentic, universal love operates, unity in diversity—with peace as its finest fruit—is the outcome.

These are the primary powers of the human psyche (soul) and comprise our cognitive (knowledge), emotive (love), and conative (will) capacities. The quality of inner peace and peace of mind that so often eludes us refers to a state of unity between our thoughts, feelings, and actions. A truly effective system of education must create learning environments and opportunities in which these three forms of learning—external, relational, and internal—take place in the context of the operation of the law of unity.

A civilization could only become a reality when a peace-based educational curriculum forms the framework of all our educational concepts, policies, and practices. Through peace-based education, we learn to use our knowledge in pursuit of truth and enlightenment, our love to create unity and celebrate diversity, and our powers of will to create an ever-advancing civilization of peace. Betancourt and Khan (2008) applied this

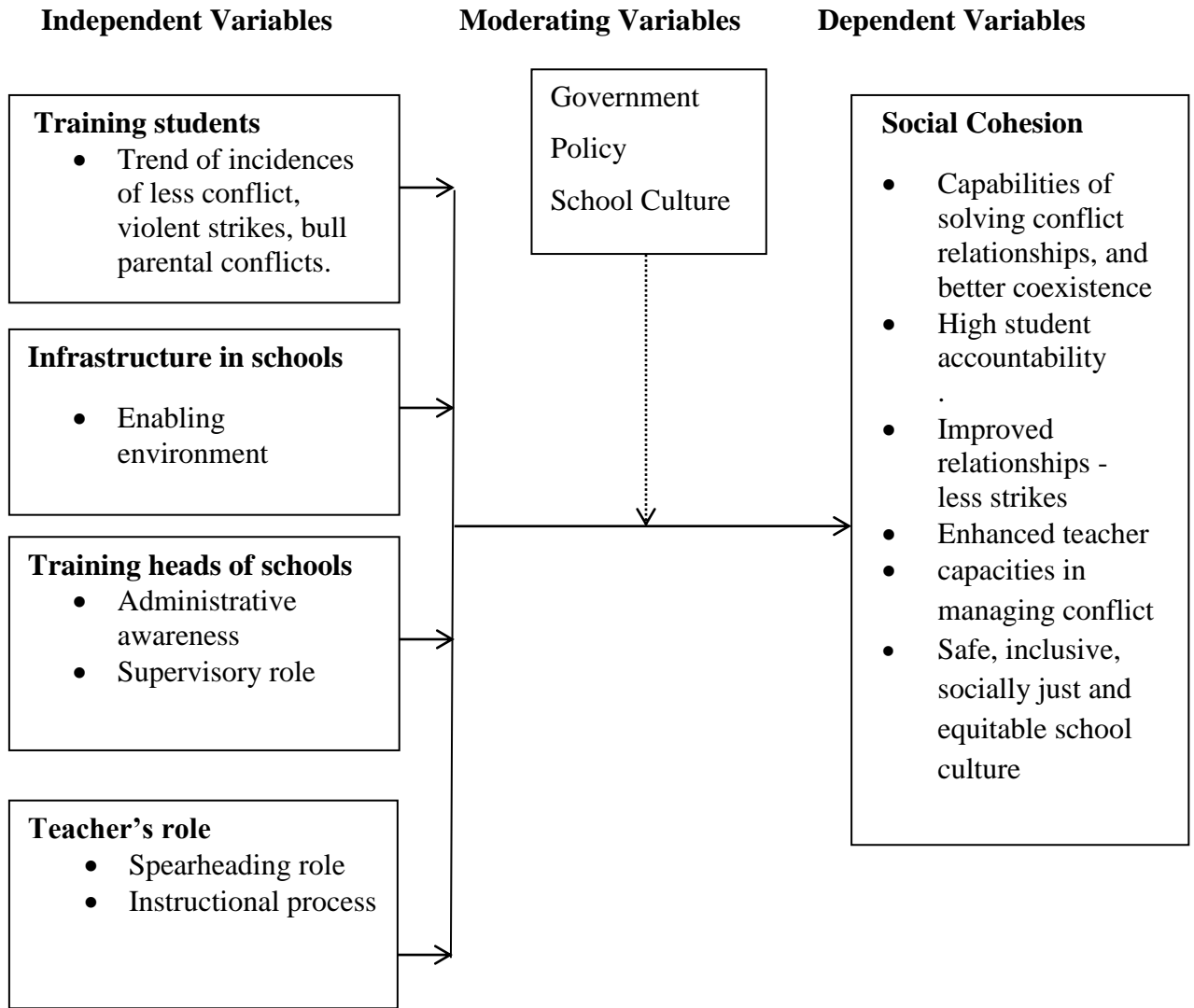
theory to examine resilience of children affected by armed conflict and found that there were distinct but interconnected protective factors that foster family resilience namely individual, family and community protective factors.

In this study, a social ecological framework was used to provide a central framework to give a broad perspective on the influence of peace initiatives on infrastructure cohesion in Kenya, the case of secondary schools in Baringo County.

2.8 Conceptual framework of the study

Conceptual framework represents the relationship between independent and dependent variables. The dependent variable in the study is the training of youth, teachers and heads of schools in Kenya while independent variables are political, economic and security issues.

Figure 2.3: A conceptual framework



Social cohesion should influence infrastructure cohesion and promote stability. This requires a different understanding of the characteristics of each potential conflict. Thus, new assessments and operational guidance methodologies should be adopted. The implications mentioned here are not exhaustive and different contexts will call for different interventions. However, while still in its infancy, research calls into question the validity of following access-for-all models and prompts decision makers to adopt different and non-traditional approaches. Such approaches should weigh trade-offs and establish education priorities. The trade-offs might involve carefully choosing between the provision of formal or non- formal

education services by deciding which peace initiatives to promote. Geographic zones should be carefully selected, to identify groups for peace education interventions. While such interventions will be targeting the youth in schools, careful consideration should be given to the entire staff, both subordinate, informal and educators.

2.9 Summary of the literature review

The education for a culture of peace is founded in United Nations Educational, Scientific and Cultural Organization's (UNESCO) constitutional mandate to build peace "in the minds of men". United Nations Educational, Scientific and Cultural Organization (UNESCO) and the United Nations (UN) have developed a number of standard-setting instruments, declarations and action plans which are widely accepted by the international community and which provide the basic framework for promoting the concept of education for a culture of peace world-wide. They are the 1974 recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (Paris, 1974), the World Plan of Action on Education for Human Rights and Democracy (Montreal, 1993), the Declaration and Programme of Action of the World Conference on Human Rights (Vienna, 1993), the Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy (Paris, 1995) and the Plan of Action for the United Nations Decade for Human Rights Education (1995-2005).

All these various initiatives at the UN level, attests to the fact that civic education has played an important role in changing the attitude (mind) of people toward peaceful means to bringing social change. The study aims to fill this knowledge gap by investigating the factors that influence social cohesion in secondary schools in Baringo County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section outlined the research design, target population, sample size and sample techniques, research instruments, instruments validity, instruments reliability, data collection procedures and data analysis techniques of the study. It defined terminologies used to deliver this study.

3.2 Research design

The study used descriptive survey design. Descriptive survey method is used when a researcher intends to describe a situation or a condition as it is (Kothari, 2004). The rationale for the selection of descriptive design for the study is to determine how fragility impacts on education.

3.3 Target population

According to Borg and Gall (1993), population refers to all the members of real or hypothetical set of people, events or objects to which an investigator wishes to generalize the results of the research study. The target population of this study consisted of students, head teachers and teachers in Baringo County.

3.4 Sample size and sampling techniques

A sample refers to a subject of a population (Mugenda, 1999). The main study had a sample of seven schools and one school for instrument piloting purposes. All the school

principals are expected to participate, though the students' parents and teachers will be selected by simple random sampling. Stratified sampling will be used to categorize teachers into female and male, and students into their respective levels of study, i.e. form 3 and form 4.

According to Kombo and Tromp (2005), in purposive sampling, the researcher purposively targets a group of people believed to be reliable on the study. Form 3 and 4 students were purposively selected because they are the ones likely to have stayed longest and are presumed to have valuable information about the factors influencing fragility in education. With reference to (Mugenda, 1999) a sample size of 10 – 30% is appropriate for a descriptive study.

Table 3.1: Sample frame

Category	Target	Sample
of respondents	population	size
Principals	6	5
Teacher's	141	20
Students	1219	122
Total	1366	147

A total of 122 students (10% of 1219 students) will be sampled through simple random sampling by ballot method to participate in the main study. Similarly, at least two female teachers will be sampled through simple random sampling by ballot method from the total.

3.5 Research instruments

Data was collected using three sets of questionnaires. Both open ended and closed ended questions were used. The questionnaire, one for principals, another for teachers and the third for students had five sections. Section A in the three questionnaires, gathered demographic information of the respondents. Section B in the Questionnaire for mainly on the teacher's perception on peace initiatives in their schools, reliability and perceived job satisfaction while section B, for the questionnaire for students, gathered information on the participation in peace initiatives and the efficacy of this initiatives. In the questionnaire for principals, section B gathered information on the factors directly related to infrastructure cohesion.

The researcher used questionnaires for this study because it is the most suitable research instrument for descriptive research design (Kombo & Tromp, 2005). The study also employed unstructured interviews among the principals and teachers to seek clarification on the data obtained from the questionnaires. Unstructured interview is an oral questionnaire that gives immediate feedback and is administered face to face.

3.5.1 Validity of instruments

Validity concerns itself with establishing whether the research instrument is measuring what is supposed to measure (Orodho, 2003). To enhance content validity, the research instruments were appraised by the supervisors and their feedback included in the questionnaires.

3.5.2 Reliability of instruments

Instrument reliability refers to the level of internal consistency, or the stability of the measuring device. Scientific researchers such as Borg and Gall (1993) recommended test and retest method to measure reliability of an instrument. The pilot study involved one principal, four teachers and twenty four students. The same questionnaire was issued twice at an interval of one week on a similar population to the target population to conduct a pilot study. The score of each of two tests were computed and the two scores correlated using Pearson's Product Moment Correlation Coefficient. The principals', teachers' and students' questionnaires yielded reliability values of 0.8936(0.9), 0.9137(0.9) and 0.8871(0.9) respectively. The reliability values obtained were significant hence the instruments were considered reliable. The Pearson's product moment correlation coefficient formula (Pearson, 1907) is given as:

$$r = \frac{n \sum xy - \sum x \sum y}{\sqrt{(n \sum x^2 - (\sum x)^2) \times (n \sum y^2 - (\sum y)^2)}}$$

Where \sum is the symbol of summation x is the scores of the first test
 y is the scores of the second test

n is the number of pairs of x and y.

A value of r above was used to judge the instrument as reliable.

3.6 Data collection procedure

A research permit was sought from the National Commission for Science and Technology Innovation in Nairobi, Kenya. The researcher then requested permission from the County Commissioner Nairobi for permission before visiting the participating schools. Permission from the head teachers was also solicited for data collection. The questionnaires were filled in by the respondents and collected on the same day.

3.7 Data analysis techniques

The study generated both qualitative and quantitative data. Qualitative data was coded then captured in computer using SPSS. Tables will be used to present the data. Thus, themes drawn from the objectives of this study were categorized using content analysis technique to analyse the qualitative data gathered in each questionnaire. Means, frequency and percentages was used to analyze the data. Information in Tables was analyzed through qualitative description of the Tables. Findings were presented using simple Tables, frequencies and percentages. Words were used to describe and explain the meaning of the data.

3.8 Ethical considerations

The study involves seeking the respondent's views by the researcher so as to administer the questionnaire. The researcher will inform the respondents the expected time of

participation in the study and the procedure to be followed. The respondents were ensured of the confidentiality of the information to be given during the study and that their names would not appear anywhere on the questionnaires.

3.9 Operational definition of variables

The study variables were operationalized in line with the study objectives. The first objective is to determine the success of training students in social cohesion in the county of Baringo. The second objective is to determine the extent to which infrastructure in schools influences peace. The study also aims to determine the influence of training heads of schools in social cohesion and the role teachers play in social cohesion in schools.

Table 3:2: Operational definition of variables

No	Research Objective	Variable type	Indicator	Measure	Scale of Measurement	Method of Analysis to be used
1	To determine how training students in Social cohesion as a successful in Baringo county.	Independent: Training students	Trend of incidences of less conflict, violent strikes, bullying, gang membership, truancy, parental conflicts	Percentage score	Nominal interval	Descriptive analysis
2	To assess the extent infrastructure in schools influences social cohesion	Independent: Infrastructure in schools	Percentage of students reporting less bullying, Police brutality,	Percentage score	Nominal interval	Descriptive analysis
3	To explore the influence of training heads of schools in social cohesion	Independent: Training heads of schools	Trend of heads of schools handling less cases of truancy, drug abuse, girl pregnancy, gang involvement	Percentage score	Nominal interval	Descriptive analysis
4	To study the role teachers play in social cohesion play in social cohesion	Independent: Role of teachers	Trend of number of teachers having less incidences of rape, incitement, violence, underage	Percentage score	Nominal interval	Descriptive analysis

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents findings of the study. The presentation starts with data on questionnaires return rate followed by the demographic information of respondents. The data collected has been analyzed as per the research objectives and research questions under the following sub-headings; the success of training students in social cohesion, the extent infrastructure in schools influences peace, influence of training heads of schools in social cohesion and the role teachers' play in peace building in schools.

4.2 Questionnaires return rate by respondents

As per the sample frame, 147 respondents were expected; 5 principals, 20 teachers and 122 students. The Table 4.1 below represents the questionnaires return rate by the actual respondents in the study.

Table 4.1 Questionnaires' return rate by the respondents

Category of respondents	Expected	Actual	Percent
Principals	5	5	100.0
Teacher's	20	20	100.0
Students	122	115	94.3
Total	147	140	95.2

Both the principals and teachers had a questionnaire return rate of 100 percent while the return rate for students was 94.3 percent. The average questionnaire return rate of this study was 95.2 percent which was considered a reliable representation of the target population.

4.3 Demographic information of respondents

The study sought for demographic information of principals, teachers and students which was analyzed and presented in form of Tables.

The gender of the principals involved in the study is as shown in the Table 4.2 below.

Table 4.2 Gender of the principals

Gender	Frequency	Percent
Male	4	80.0
Female	1	20.0
Total	5	100

From the Table above, it can be noted that the majority of the principals, 4 (98%) were males. It was found that there was acute lack of female role models in positions of school principals' which may have negative effect on the response. This implies that gender can affect the kind of response attributed towards peace cohesion initiative.

This study sought data on the age of principals. The Table 4.3 presents the age in years of the principals who participated in the study.

Table 4.3 Age in years of the principals

Age in years	Frequency	Percent
25-30	1	20.0
31-40	4	80.0
Total	5	100.0

Out of the five principals interviewed, the majority, 4(98%) were between 31 and 40 years old thus they were mature in age to be administrators.

Data on the professional training in teaching career of the principals was also collected and presented in the Table 4.4 below.

Table 4.4 Professional training of principals

Professional training in teaching	Frequency	Percent
PGDE	1	20.0
B.ED	3	60.0
Post graduate	1	20.0
Total	5	100.0

The survey revealed that the majority of the principals, 3(60%) had a bachelor's degree in education. Regular capacity building seminars for principals in the camp should be provided to equip them with modern management techniques since poor administrative styles could partly be responsible for reduced retention of girls. Further analysis on the data collected showed that four of the principals had served in their current positions for less than two years with only one of them reporting to have served for a period between 6

to 10 years as a principal. This indicated possibility of massive and frequent changes of school principal- position holders that could negatively affect any social cohesion in the school. The study also involved 20 teachers. Table 4.5 presents the gender of the teachers who participated in the study.

Table 4.5 Gender of the teachers

Gender	Frequency	Percent	Mean Score
Male	10	50.0	0.5
Female	10	50.0	0.5
Total	20	100	

From the findings, of the 20 teachers interviewed, half of them, 10 (50%) teachers, were male teachers. Further analysis based on gender of the sampled teachers and teaching of social cohesion only 1 (5%) male teacher taught peace building. It was noted that there were 95 male teachers and 21 female teachers in all the 5 schools with 2 (10%) teaching practice teachers. It was evident therefore that gender plays a critical role in social cohesion initiatives and as such a male figure was noted as a major concern. The study established the age of the teachers sampled and their ages presented in the Table 4.6 below

Table 4.6 Age in years of the teachers

Age in years	Frequency	Percent
20-30	17	85.0
31-40	1	5.0
41-50	2	10.0
Total	20	100

From the findings, of the 20 teachers involved in the study, the majority, 17(85%) aged between 20 to 30 years were youth and possibly fresh graduates. Fresh minds are legible in the event that social cohesion initiatives are demonstrated. The young people are aggressive and would therefore be active in such like situations.

The study sought data on the professional training of teachers in the teaching career. The findings are tabulated in Table 4.7 below.

Table 4.7 Professional qualifications of the teachers

Professional training in teaching	Frequency	Percent
S1	2	80.0
B.ED	14	20.0
M.Ed./M.A	2	10.0
In training	2	10.0
Total	20	100.0

The majority of the teachers sampled, 14(70%) had a bachelor’s degree. The experience and training of these teachers may influence teaching of peace education thus affecting social cohesion. The study established that out of the 20 teachers, 18(90%) of them had teaching experience of less than 5 years old and 2(10%) had taught for more than 5 years. The gender of the students interviewed is shown in the Table 4.8 below.

Table 4.8 Gender of the students

Gender	Frequency	Percent
Male	60	50.4
Female	59	49.6
Total	119	100.0

There were 60(50%) boys and 59(50%) girls who participated in this study. They were from upper secondary school classes and thus were presumed to have deep understanding of the items under study. The study established that there were 2,056 boys and 689 girls enrolled in the five sampled secondary schools. The study also sought to establish from the students if they had ever received any training in peace building. Of the 119 students interviewed, 66(55%) of them had been taught peace education. —The lesson was very informal; it was not timetabled and is irregular; this indicated that the topic is not fully embedded in the regular school life possibly because students had negative attitude towards the subject. Similarly it can imply much emphasis is put on particular subject as compared to others (social cohesion initiative).

4.4 Extent of Training Students in Peace Building (an initiative to social cohesion)

Respondents gave their views on questions aimed at answering the question; what are the factors that influence peace building in your school? Their responses were analyzed in frequencies and percentages and presented in Tables. Students were asked to rank as: very greatly, greatly, slightly or very slightly; the factors that influence peace in the schools. Table 4.9 presents the views of the students on this item.

Table 4.9 Students perception of peace influencers in school

Contributors	Amani clubs	Easy competition	Removal of quota system	Drama/ music festival	Sports	Educational policy	Engagement with administration
Very greatly	(26) 22%	(30) 25%	(71) 60%	(109) 92%	(118)100%	(54)45%	(45) 38%
Greatly	(26) 22%	(31) 26%	(93)78%	(100) 84%	(100)84%	(48) 40%	(54) 45%
Slightly	(73) 61%	(21)18%	(12)10%	(84)71%	(26)22%	(63)53%	(36)30%
Very slightly	(101)85%	(98)82%	(67)56%	(29)24%	0%	(89)75%	(24) 20%

Table 4.9 showed that out of the students 119 students interviewed, 118(100%) of them ranked sport as a major factor that influences peace in the schools. This was attributed to the fact that students considered sports as one of their best subject. They also play against each other and with each other strictly based on ability. The study also asked the students their experiences in being discriminated against in the school or neighbourhood. Out of the students 119 students interviewed, 58(50%) of them reported having been discriminated against in their schools and neighbourhoods.

Table 4.10 below presents the views of the students on this item.

Table 4.10 Discrimination/Bias in the school

Gender	Frequency	Percent
Male	57	47.9
Female	62	52.1
Total	119	100.0

Table 4.10 has shown the possibility of discrimination when responding to issue given that the number of male respondents (47.9%) is slightly lower s compared to the number of female respondents (52.1%). In essence the female respondents would react positively to issues concerning them as regards the male respondents.

4.5 Influence of schools' facilities on social cohesion

Infrastructure plays a key role in influencing social cohesion. The study sought from the teachers the factors that contribute to infrastructure cohesion in the society. Table 4.11 presents the views of the teachers.

Table 4.11 Contributors to infrastructure cohesion in society as viewed by respondent

Contributors	Inclusive society	Poverty reduction	Clean basic needs	Better policies	Clear opportunities
Very greatly	(14)70%	(14) 70%	(10)60%	(10)50%	(2)10%
Greatly	(4) 20%	(4) 20%	(4) 20%	(5) 30%	(16)80%
Slightly	(10)60%	(4)20%	(2)10%	(2)10%	(4)20%
Very slightly	(8)40%	(6)30%	(4)20%	(2)20%	(0)0%

The study established that 14, (70%) of the 20 teachers interviewed gauged an inclusive society and poverty reduction measures rank highly in contributing to infrastructure cohesion in the society. The study also asked the teachers the factors that contribute to infrastructure cohesion in the society. Table 4.12 presents the views of the teachers.

Table 4.12 Contributors to infrastructure cohesion in the school as viewed by respondents

Contributors	Amani clubs	Essay competition	Removal of quota system	Drama/ music festival	Sport	Educational policy	Engagement with administration
Very greatly	(4)20%	(4)20%	(12)60%	(15)75%	45%	50%	40%
Greatly	(5)20%	(10)20%	(4)570%	(16)80%	(16)80%	(8)40%	(8)40%
Slightly	(12)60%	(10)20%	(2)10%	(2)10%	(4)20%	(10)50%	(4)20%
Very slightly	(15)75%	(16)80%	(12)60%	(4)20%	0%	(4)20%	(6)30%

The study established that 15, (75%) of the 20 teachers interviewed ranked Drama/music festival highly as a factor contributing to infrastructure cohesion in the school. This could be attributed to the nationalist view of the festival which is rotated among all provinces as host thus giving students an opportunity to know about the country.

4.6 Effectiveness of training heads of schools in enhancing social cohesion

Any social cohesion has to include the head of the school so that broad support of the program is given. The study first sought to find out if at all the heads of schools knew the importance of social cohesion. Table 4.13 presents the views of the heads of schools.

Table 4.13 Importance of social cohesion

Importance	Frequency	Percent
Important	2	40.0
Not important	3	60.0
Total	5	100

According to Table 4.13, 3 (60%) of the principals interviewed were not aware of the importance of social cohesion. They did not even know if such a program existed in the first place. It further sought to know if the heads of schools had been trained in any such course. Table 4.14 presents the views of the heads of schools.

Table 4.14 Heads of school going for training in peace building

Trained	Frequency	Percent
Yes	2	40.0
No	3	60.0
Total	5	100

Table 4.14 showed that of the 5 principals interviewed, 3 (60%) had not been trained in social cohesion. This was attributed to the lack of knowledge of existence of such a program yet the government through the Ministry of Education has embarked on a program of training teachers. Principals were then asked to rank as very greatly, greatly, slightly or very slightly the factors that influence conflicts in school. The findings are represented below in Table 4.15.

Table 4.15 Influencers of conflict in schools as reported by principals

	Poverty education system	Poor teachers	Indifferent teachers	Unqualified teachers	Social environment	Government indifference	Peer pressure	Drugs
Very greatly	(1) 20%	(1) 20%	(1)20%	(1)20%	(5)100%	(4)80%	(5)100%	(1)20%
greatly	(1) 20%	(1)20%	(4)80%	(3)60%	(4)80%	(4)80%	(4)80%	(1)20%
slightly	(2)40%	(1)20%	(1)20%	(2)40%	(1)20%	(2)40%	(2)40%	(2)40%
very slightly	(2)40%	(4)80%	(1)20%	(1)20%	(1)20%	(3)60%	(1)20%	(3)60%

According to the 5 principals interviewed, all 5(100%) ranked social environment, adolescence, peer group pressure as major influence to conflict in schools. This implies that youths (students) are the key stakeholders that need to embrace social cohesion initiatives. They are the most affected people during such activities. These scenarios greatly influence their performance too. Efforts to reach each student who are mostly in adolescent age need serious attention.

4.7 Teachers capacity to solve conflict due to social cohesion

One of the outcomes of a social cohesion is build the capacity of teachers to be able to spot, and resolve any conflict at an earlier stage. The success of the program also influences the capacity of a teacher in creating a peaceful class and school at large. The study sought to find out if at all the teachers had been trained in peace building.

Table 4.16 presents the findings.

Table 4.16 Teachers who have undergone training in peace building

Trained	Frequency	Percent
Yes	12	60.0
No	8	40.0
Total	20	100

It could be noted that not all the teachers had been trained and this could be attributed to the slow implementation of the program by the government. It is also noteworthy to note that most of those who had gone for training were women. This leaves the boys with no proper role models of male who contribute to peace building. Teachers were also asked if social cohesion had been successful in contributing to a more peaceful environment.

Table 4.17 presents the views of the teachers.

Table 4.17 Efficacy of social cohesion in bringing positive change

Effective in bring change	Frequency	Percent
No	6	30.0
Yes	14	70.0
Total	20	100

The study also sought to know from the teachers whether the training they had received was deemed to have enabled the teachers to be able to solve resolve disputes/misconceptions in a conflict free method. Table 4.18 presents the views of the teachers.

Table 4.18 Teachers ability to resolve disputes/misconceptions after training

Better at resolving disputes	Frequency	Percent
Yes	13	65.0
No	7	35.0
Total	20	100

The researcher observed that though not all teachers had been trained, those who had also reported the acquisition of better skills to resolve conflicts, address misconceptions and questions of identity. One teacher in an unstructured interview revealed that he had learnt his methods of conflict free resolution mechanisms by watching colleagues of his (who had undergone training) resolve conflicts.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the main findings of the study. This is followed by the conclusions drawn from the findings, and thereafter recommendations for policy direction targeting.

5.2 Summary of study

The study focused on the social cohesion in secondary schools particularly in Baringo County. The purpose of this study was to determine factors influencing social cohesion in secondary schools particularly in Baringo County narrowed down to training students in social cohesion, infrastructure in schools influencing peace, training heads of schools in social cohesion, the role teachers play in social cohesion in schools.

The following summarizes the findings of the study; The principal's view was that the training they received from the government on peace was a necessary and effective. The principals felt that the social cohesion introduced by the government were effective in creating a more peaceful society. Further, they now could deal better with conflicts and negative peace in schools. The other finding is that sectional views of the respondents indicated that social cohesion like drama, under the umbrella of Kenya Drama festival and Music, through Kenya Music festival had helped them understand other tribes and communities better. And although sports also helped to foster a sense of oneness, it did

not promote mixing of genders. According to the study findings, there were only very few teachers who had benefitted from any training on peace.

The study found that Drama/music festival highly as a factor contributing to infrastructure cohesion in the school. This could be attributed to the nationalist view of the festival which is rotated among all provinces as host thus giving students an opportunity to know about the country. The findings indicate that majority of the principals were not aware of the importance of social cohesion. They did not even know if such a program existed in the first place. Most of the heads of schools had not been trained in any such course. The principals indicated that social environment, adolescence, peer group pressure as major influence to conflict in schools. They also indicated that it would be important to have trainings on social cohesion as this can go a long way in bringing peace in schools

The study found that not all the teachers had been trained and this could be attributed to the slow implementation of the program by the government. Findings also indicate that most of those who had gone for training were women. This leaves the boys with no proper role models of male who contribute to peace building. The teachers who had been trained indicated that they had acquired of better skills to resolve conflicts, address misconceptions and questions of identity

5.3 Discussion of findings

5.3.1 Training of students on social cohesion

The study found that training students is a factor that brings about social cohesion in schools. The study findings are in line with those of Osler and Starkey (2011) that indicate that education can be a very powerful tool for fostering understanding and tolerance among students. He continued to indicate that schools should seek solutions that proceed from mutual understanding, respect and tolerance of different cultures in our multi-cultural world.

The study findings indicate that social cohesion in schools introduced by the government have been effective in creating a more peaceful society. This study findings concurs with those of Gradstein & Justman, (2002) which state that national governments increasingly approach education and training as a means to enhance social cohesion. Education can have important effects on societal cohesion, but only within certain societal contexts and in conjunction with appropriate policies in other area. Also the findings are in line with those of Green, Preston & Janmaat (2006) which states that schools have the vital role of ensuring the socialisation of children through common experience and learning.

The study found that social cohesion like drama, under the umbrella of Kenya Drama festival and Music, through Kenya Music festival had helped them understand other tribes and communities better. The financings are in line with those of Moiseyenko (2005) that indicate that sport infuses the schools with its positive values: from the

educational stage, in schools, to major competitions with the celebration of championships and events with an international impact and great economic weight.

5.3.2 Schools' physical facilities influences on social cohesion

The study found that school physical facilities influences on social cohesion moderately. This study are in line with those of Fein, Plotnikoff, Wild and Spence (2004) that indicate that there are several features of the school physical environment that are relevant for social cohesion such as gymnasiums, sports fields, and fitness rooms. Previous research has shown that the school physical environment is associated with student social cohesion levels, although such associations are modest in strength and not consistent in all population groups. Also Beauvais & Jenson, (2002) indicated that a school is the physical building where the pupil spends most of the daytime to attend lessons. At the school level, social cohesion can be defined as the degree of convergence or homogeneity between the social feelings, perceptions, beliefs, and behaviours of the various social actors in a specific school.

5.3.3 Training heads of schools influences social cohesion in schools

The study found that training heads of schools influences social cohesion in schools. the findings agree with those of Gradstein & Justman (2002) that indicates that training head of teachers can influence social cohesion through heads developing curriculum content and the culture of their institutions, through fairness to students and faculty, and through procedures available for effective adjudication to members of the school community in order to achieve a consensus over what and how to teach. The findings disagree with the

findings of Bush and Sabtarelli (2000) who argue that head of schools may come up with destructive educational practices which when combined with causal factors as economic tensions, poor governance and perceived threats to cultural identification- may fuel suspicion, hostility, ethnic intolerance, and violence in schools.

5.3.4 Teacher capacity building influences social cohesion in schools.

The study found that capacity building influences social cohesion in schools. This findings are in line with those done in South Africa by Cloete & Kotze (2009) that indicates that high quality initial and continuing teacher professional development matters, too. Different trainings with different cultural histories often rub up against teachers' diverse racial, class and gendered identities. They also strongly shape how teachers think about the contexts they are set to enter. There isn't a consistent approach across South Africa's capacity training centers to how teachers learn about social cohesion. Studies by Mercado, (2012) in Venezuela are in line with our findings since they indicated that those that train teachers must pay better attention to how teachers are empowered with a variety of teaching approaches and tools that will allow them to engage productively with learners and promote social cohesion. The findings also agree with those of Riley (2013) that indicate that it requires the political will to support teachers so they can acquire the knowledge, skills and disposition to become agents of peace and social cohesion. Teachers and schools can only do so much, though. As long as the schooling system's outcomes continue to be bifurcated and unequal and societal inequality widens, social cohesion may remain elusive. Peace will be tenuous and conflict will continue to loom.

5.4 Conclusions

In conclusion, it is important to acknowledge the fact that the schools in Baringo County and Kenya in general have varying degrees of social cohesion and attempts to create a peaceful school environment. Schools should be seen as havens of peace and incubators of a peaceful society but this is rarely so. The basic framework for promoting the concept of education for a culture of peace world-wide as enshrined in the World Plan of Action on Education for Human Rights and Democracy, the Declaration and Programme of Action of the World Conference on Human Rights, should be made a reality so that we can have a peaceful society. After training the students should embrace values and recognition on the importance of learning, demonstrate discipline in learning and behaviour.

They should take active role in the learning process and assume responsibility for their actions while understanding their roles in the local community, all this in the effort to promote social cohesion. The school should be a friendly learning environment, the physical facilities should therefore promote social cohesion through provision of basic needs, self-belonging, self actualization through credible examinations and safety and security provided by the supporting staff. The teachers should be role models to the students and they should be approachable and have a positive relationship with the management, students, parents and the community while being firm in discipline. They should help students in recognizing their roles in the local and the community. The head teachers are to be fair, firm, rational, consistent in discipline, they should also establish a positive rapport with students, staff and the community and provide a safe environment

for the students. They should also be a listening teacher so as to provide a positive and effective leadership.

5.5 Recommendations

In view of the above findings, the following recommendations should be adopted in order to enhance social cohesion in secondary schools.

- i. The training of students, teachers, and heads of schools should be made compulsory through the whole country. The current situation is where a few teachers and heads of schools have benefited from any such training thus impacting on the students who need this education most.
- ii. Schools should also start seeing themselves as learning communities where they values and ethos of peace are transmitted to the whole society. Currently, some schools view themselves as places to produce students who can be admitted into universities. Social cohesion should be rolled throughout the whole country as a matter of great urgency.
- iii. In the study, it was noted that the peace training has been taken mostly by female teachers whereas men for reason not studied here, have not been trained as the ladies. There is need to train the males equally as well.
- iv. Lessons on Kenyan history should be incorporated at all levels of the academic system and taken positively by the teaching fraternity. The government should enhance and strengthen the use of opportunities provided through co-curricular activities such as games, music and drama as avenues for propagating national cohesion. Currently, not all schools participate in these activities as they consume

much needed resources. Some schools are much more academically inclined and seek to shun all activities.

5.6 Areas for further research

Taking into consideration the delimitation and the findings of this study the paragraph below presents areas suggested for conducting further research: The research concentrated on schools. It may be necessary for another study to be carried out on the socio-cultural environment that the youth interact with in society. A study on factors influencing social cohesion should also be conducted in institutions of higher learning in Kenya. Similarly, a study on the effect of social cohesion in society at large and the impact should be conducted

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APPENDICES

APPENDIX I: TRANSMITTAL LETTER

To the respondent, Baringo County.

Dear Sir/madam,

Re: Permission to conduct research on factors influencing social cohesion initiatives in secondary schools: the case of Baringo County, Kenya

I am a student of the University of Nairobi pursuing Master of Arts in Peace Education. I am carrying out a research on ‘factors influencing social cohesion initiatives in secondary schools: the case of Baringo county, Kenya’. I humbly request for your cooperation in data collection by responding sincerely to one of the collection instruments. All information collected will remain confidential and only used for the purpose intended.

I look forward to your consideration and cooperation.

Yours faithfully,

Rebecca Jelegat Mosomtai

b) If yes, in (a) above, what factors within your school enhance their completion?

.....

.....

c) If no, in (a) above, what factors within your school frustrate their completion?

.....

.....

6. Did you grow up in this neighbourhood?

Yes [] No []

SECTION B: Role of teachers

7. Have you ever undergone training in peace education?

Yes [] No []

b) If yes, in (a) above, explain where and how long?

.....

.....

8. a) Are there any peace initiative programs in your current school?

Yes [] No []

b) If yes, in (a) above, explain?

.....

.....

c) If No, in (a) above, explain the kind of type of peace initiatives you would like to see introduced in your school.

.....

9. Explain how, if any initiatives to enhance peace in you school have contributed to a more peaceful environment?

.....

10. On a scale of 1 to 4, rank the given factors according to the extent they contribute to infrastructure cohesion in the society you live in

Scale: **4**=very greatly **3**=greatly **2**=slightly **1**=very slightly

i.)	Inclusive society	1[]	2[]	3[]	4[]
ii.)	Poverty reduction measures	1[]	2[]	3[]	4[]
iii.)	Clean Water, Air	1[]	2[]	3[]	4[]
iv.)	Better policing methods	1[]	2[]	3[]	4[]
v.)	Clear career opportunities	1[]	2[]	3[]	4[]

11. On a scale of 1 to 4,rank the given factors according to the extent they contribute to infrastructure cohesion in the school you teach in

Scale: **4**=very greatly **3**=greatly **2**=slightly **1**=very slightly

- | | | | | | |
|-------|-------------------------|---------|---------|---------|---------|
| i.) | Amani Clubs | 1[] | 2[] | 3[] | 4[] |
| ii.) | Essay competition | 1[] | 2[] | 3[] | 4[] |
| iii.) | Removal of quota system | 1[] | 2[] | 3[] | 4[] |
| iv.) | Drama/music festival | 1[] | 2[] | 3[] | 4[] |
| v.) | Sport | 1[] | 2[] | 3[] | 4[] |
| vi.) | Educational policy | 1[] | 2[] | 3[] | 4[] |
| vii.) | Engagement with admin | 1[] | 2[] | 3[] | 4[] |

12. a) Has the training you received in peace education helped you to be able to resolve disputes, misconceptions and misunderstandings in a conflict free way?

Yes [] No []

b).If Yes, what is the outstanding aspect of the training that enabled you to be better?

.....

Thank you for your participation

APPENDIX III: QUESTIONNAIRE FOR STUDENTS

The aim of this questionnaire is to gather information on the factors influencing social cohesion in secondary schools particularly in Baringo County.

DO NOT WRITE YOUR NAME ANYWHERE IN THIS QUESTIONNAIRE.

Where applicable put a tick in the box [] provided or fill in the blank spaces.

SECTION A: Background Information

1. What is your gender? Male [] Female []

2. Which class are you in?
Form 3 [] Form 4 []

3. Tick the type of school
Day [] Boarding []

4. Tick the category of your school.
Girls [] Boys [] Mixed []

5. Indicate the number of years you have been in this school.....

6. Did you grow up in this neighbourhood?
Yes [] No []

SECTION B: Student training

7. Have you experienced discrimination or bias in your school/neighbourhood?

Yes [] No []

b) If yes, in (a) above, explain how?

.....
.....

8. a) Have you ever been a member of any club/society in your school?

Yes [] No []

b) If yes, in (a) above, what factors influence this choice?

.....
.....

Please state the club(s)?

.....
.....
.....

9. Have you ever bullied your schoolmates?

Yes [] No []

b) If yes, in (a) above explain why?

.....
.....

10. a) Do you feel safe within the environs of the school?

Yes [] No []

b) If No, in (a) above explain why?

.....
.....

11. a) Have you ever been victimized by your fellow students on account of your tribe?

Yes [] No []

b) If Yes, in (a) above explain why?

.....
.....

12. a) Has any of your teacher's ever victimized you on account of your parent's political affiliations, real or imagined?

Yes [] No []

b) If Yes, in (a) above explain why?

.....
.....

13. a) Do you think the activities like Drama and Music help you to feel you belong more into a society?

Yes [] No []

b) If Yes, in (a) above explain how?

.....
.....

14. On a scale of 1 to 4,rank the given factors according to the extent they influence peace in your school

	Scale: 4 =very greatly	3 =greatly	2 =slightly	1 =very slightly
i.) Amani Clubs	1[]	2[]	3[]	4[]
ii.) Essay competition	1[]	2[]	3[]	4[]
iii.) Removal of quota system	1[]	2[]	3[]	4[]
iv.) Drama/music festival	1[]	2[]	3[]	4[]
v.) Sport	1[]	2[]	3[]	4[]
vi.) Educational policy	1[]	2[]	3[]	4[]
vii.) Engagement with admin	1[]	2[]	3[]	4[]

Thank you for your participation

APPENDIX IV: QUESTIONNAIRE FOR HEAD TEACHERS

The aim of this questionnaire is to gather information on the factors influencing social cohesion in secondary schools particularly in Baringo County.

DO NOT WRITE YOUR NAME ANYWHERE IN THIS QUESTIONNAIRE.

Where applicable put a tick in the box [] provided or fill in the blank spaces.

SECTION A: Background Information

1. What is your gender? Male [] Female []

2. Indicate your age bracket:
Less than 25 years [] 25-30 years []
31-40 years [] 41-50 years [] Above 50 years []

3. How many years have you been a principal in this school?
Less than 1 year [] 1-2 years [] 3-5 years []
6-10 years [] Above 10 years []

4. Please indicate your highest educational achievement
Certificate [] Diploma [] PGDE [] Degree []
Post graduate [] PHD []

5. a) Do all the children admitted in this school complete their secondary education?
Yes [] No []

b) If yes, in (a) above, what factors within your school enhance their completion?

.....
.....

c) If no, in (a) above, what factors within your school frustrate their completion?

.....
.....

6. Did you grow up in this neighbourhood?

Yes [] No []

SECTION B: Heads training

7. Has the school ever had to be shut down for non-academic reasons not sanctioned by the Government?

Yes [] No []

b) If Yes, in (a) above explain why?

.....
.....

8. a) Has any student ever missed school due to violence to him or family?

Yes [] No []

b.) If yes, in (a) above please be specific?

.....
.....

9. a) Are there any cases of violence you have handled in the last three months?

Yes [] No []

b.) If yes, in (a) above please be specific and give reasons why you think it occurred?.....

.....

10. a) Is peace education important to you and your school as a whole?

Yes [] No []

b) If Yes, in (a) above explain why?

.....

.....

11. a) Have you ever been trained in social cohesion?

Yes [] No []

b) If Yes, in (a) above explain where and how it was useful?

.....

.....

c) Briefly elaborate incidences of how your training has been useful in the school?

.....

.....

12. On a scale of 1 to 4, rank the given factors according to the extent they influence conflict in your school

Scale: **4**=very greatly **3**=greatly **2**=slightly **1**=very slightly

- | | | | | | |
|--------|-------------------------|---------|---------|---------|---------|
| i.) | Poverty | 1[] | 2[] | 3[] | 4[] |
| ii.) | Poor education system | 1[] | 2[] | 3[] | 4[] |
| iii.) | Indifferent teacher's | 1[] | 2[] | 3[] | 4[] |
| iv.) | Unqualified teachers | 1[] | 2[] | 3[] | 4[] |
| v.) | Social environment | 1[] | 2[] | 3[] | 4[] |
| vi.) | Poor education system | 1[] | 2[] | 3[] | 4[] |
| vii.) | Government indifference | 1[] | 2[] | 3[] | 4[] |
| viii.) | Adolescence | 1[] | 2[] | 3[] | 4[] |
| ix.) | Politicians/politics | 1[] | 2[] | 3[] | 4[] |
| x.) | Peer group pressure | 1[] | 2[] | 3[] | 4[] |
| xi.) | Drugs | 1[] | 2[] | 3[] | 4[] |

Thank you for your participation

APPENDIX V: RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
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Website: www.nacosti.go.ke
When replying please quote

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

Ref. No. **NACOSTI/P/17/79898/18275**

Date: **18th July, 2017**

Rebecca Jelagat Mosomtai
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Factors influencing social cohesion initiatives in secondary schools: A case study of Baringo County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Baringo County** for the period ending **18th July, 2018**.

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:


The County Commissioner
Baringo County.

The County Director of Education
Baringo County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified



APPENDIX VI: RESEARCH PERMIT

THIS IS TO CERTIFY THAT: **Permit No : NACOSTI/P/17/79898/18275**
MS. REBECCA JELAGAT MOSOMTAI **Date Of Issue : 18th July,2017**
of UNIVERSITY OF NAIROBI, 3-20105 **Fee Received :Ksh 1000**
MOGOTIO,has been permitted to
conduct research in Baringo County
on the topic: FACTORS INFLUENCING
SOCIAL COHESION INITIATIVES IN
SECONDARY SCHOOLS: A CASE STUDY
OF BARINGO COUNTY, KENYA
for the period ending:
18th July,2018


Palenra
Director General
National Commission for Science,
Technology & Innovation

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