

**INFLUENCE OF PEACE EDUCATION STRATEGIES ON
COMMUNITY DEVELOPMENT: A CASE OF ISIOLO
COUNTY, KENYA**

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**A Research Project Submitted in Partial Fulfillment of the
Requirements for the Award of the Degree of Master of Arts in Peace
Education of the University of Nairobi**

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DECLARATION

This research project is my original work and has never been presented to any other university for the award of degree/diploma/certificate.

Signature.....

Date.....

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L51/83571/2015

This research project has been submitted for examination with my approval as the University supervisor.

Signature.....

Date.....

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OPEN, DISTANCE AND eLEARNING CAMPUS

UNIVERSITY OF NAIROBI

DEDICATION

I dedicate this research work to my husband, Bagiira Mohammed, my sons Clarence Larry and Cayden Lincoln and the whole fraternity of University of Nairobi.

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LIST OF ABBREVIATIONS AND ACRONYMS

AU	-	African Union
FGM	-	Female Genital Mutilation
ITP	-	Integrative Theory of Peace
SPSS	-	Statistical Package for Social Sciences
TJS	-	Traditional Justice Systems
UNESCO	-	United Nation Educational Scientific and Cultural Organization
UNHCR	-	United Nation High Commissioner of Refugees
UNICEF	-	United Nations Children Education Fund

ABSTRACT

The purpose of this study is designed to assess the influence of peace education strategies on community development: a case of Isiolo County, Kenya. Pursuant to this the study examined the influence of peace education strategies on community development .In a bid to effectively achieve this, the study adopted descriptive research design based on samples drawn from across the two sub counties of Isiolo. The target population was the mosque and church leaders, chiefs and their assistants, deputy county commissioner, National police unit, community elders and secondary school teachers which was 524. Purposive sampling technique was adopted and the principle of 10% rule was used to calculate the sample size of 157 respondents. Data was collected by use of questionnaires from the respondents and analyzed by use of both inferential statistics e.g. multiple regression spearman's correlation and descriptive statistics e.g frequencies, standard deviation, means using SPSS version 23.the findings of the study indicate that collaborative negotiations, inculcating moral values strategy and resource distribution has a positive influence on community development. The study recommended that the county management to set aside enough resources for the implementation of the programme. The government should review the structure of the education curriculum to include peace education strategies. Further the study suggested that establishment of factors that influence implementation of peace education programme should be carried.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Historically, peace education has been revolving across the globe, taking different shapes depending on time (UNICEF, 2011). For instance, at the beginning of 20th Century United States and Europe during the advent of Agrarian Revolution and Mechanization began to educate their population on ways in which they could outlaw wars through League of Nations and international conventions (UNESCO, 2007). By the end of 21st century peace educators all over the world were more concerned with community development which developed a new form of peace education (UNESCO, 2012).

In Africa, the continent is still volatile and vulnerable with a number of conflicts being overwhelming hence causing political, social, economic and cultural consequences to its population (UNESCO, 2000). Conflict came well during the 37th AU summit in Lusaka Zambia in 2001 when the Secretary General warned Africa of persistent conflicts and crisis in security that threaten the hopes of Africa Union.

Obura (2010) reports that with the rationale to inculcate societal values of unity, peace, tolerance and d Peace Education programme was introduced in February 2008. The aim of this programme is to inculcate values of tolerance, appreciation of diversity, peaceful co-existence, patriotism, nationhood among others. In this regard, peace education strategy is a necessity in Kenya because of the urgency to resolve so matters.

Turray (2005) opined that learners develop analytical skills to be able to understand the underlying causes of conflict, wars or social injustice. As such, they are able to develop mechanisms to contend with every situation. Peace Education is in tandem with the three pillars of Kenya Vision 2030. Vision 2030 envisages an economic growth rate of 10 per cent per annum by 2015 and subsequent sustainable growth rate up to 2030. Cohesion, people-centered leadership and supremacy of the people are the key social and political pillars.

The Political Pillar lays a foundation for mechanisms of conflict management, peace building and conflict resolution with the goal of community emancipation, empowerment and dialogue. Menkhaus (2000) showed that traditional justice systems (TJS) are dynamic. According to Isiolo County integrated development plan process (2018 to 2022) contends that Isiolo faces some major challenges such as inadequate water and sanitation, inadequate health facilities, environmental and climate changes, illiteracy and insecurity.

The root cause of conflict in Isiolo County is border disputes natural resource scarcity.

Isiolo County as a pastoralist community experiences resource –scarcity and ownership conflicts. Conflicts in pastoralist communities’ has been dynamic based on various factors such as cattle rustling, proliferation of small arms, economic and political marginalization and adverse climatic conditions. (Adan & Pkalya, 2011).

1.2 Statement of the Problem

For effective acquisition and application skills in conflict management, peace education calls for a holistic, people –centered, results-oriented, transformative, humanistic and practical. Several studies have been carried out on conflict and conflict management. Abuya, (2009) carried out an evaluation of causes of stakeholder conflicts and conflict resolution approaches in Kenya. The study concluded that resources are the major causes of conflict among the pastoral communities .Mutula (2011) studied strategies of conflict management in educational institutions in Kenya. Mechanisms such as reconciliation and arbitration to ameliorate on the extreme effects of conflicts have been adopted in secondary schools with relative success.

Okumbe (2001) asserts that Kenya is grappling with a myriad of challenges on the political, religious, economic and tribal front. These challenges make up the factors which have impeded national development; but with little intervention, to an extent that gradually becoming part of national culture. Ikumelu (2010) posits that Peace Education is not fully in operation in Community Development. In Isiolo County, presently, conflict and violence mainly take the form of cattle rustling, inter-ethnic violence, and displacement.

Peace education has been implemented in Isiolo County through financial empowerment to facilitate peaceful co-existence. However despite the existence of several studies there is more need to be considered like change of peace education strategy to empowering the community members with quality peace education and training. This laid the ground fo this study in Isiolo County. The reasons why I choose Isiolo County is that the County is

rated as 2nd high conflict risk area and has set a boundary on what the study findings can ascertain. Isiolo has heterogeneous population which ensures a wide spread of potential respondents to the study and lastly the cost and time required to conduct the study was low since the study was limited to a restricted geographical area and time.

1.3 Purpose of the Study

The purpose of this study was to establish the influence of peace education strategies on community development in Kenya, a case of Isiolo County.

1.4 Objectives of the Study

The objectives of the study were as follows:

- i. To establish the influence of collaborative negotiations strategy on community development in Kenya, a case of Isiolo County.
- ii. To determine the influence of inculcating moral values strategy on community development in Kenya, a case of Isiolo County.
- iii. To access the influence of resource distribution strategy on community development in Kenya, a case of Isiolo County.

1.5 Research Questions

The study was guided by the following research questions

- i. How does collaborative negotiations strategy influence community development in Kenya, a case of Isiolo County?

- ii. What is the influence of inculcating morals and values strategy on community development in Kenya, a case of Isiolo County?
- iii. To what extent does resource distribution strategy influence community development in Kenya, a case of Isiolo County?

1.6 Significance of the study

The information gathered from this study is of value to the policy makers in both County and National Governments as they seek ways and strategies to empower the communities with quality peace education for effective participation in their own development. Other researchers will also benefit from the study as it provides in depth perspectives of the influence of peace education strategies on community development in a pastoralist situation. Findings of this study will benefit the entire society in participating in community activities.

1.7 Limitations of the Study

The study had some possible limitations. The means of transport was very poor since most roads are not tarmacked causing the transport system to be poor especially during rainy seasons. The best possible means of transport for proper coverage was the 'bodaboda' (motorcycle) which easily took advantage of the situation and charged heavily. Shortage of time due to the fact that the researcher is on full-time employment and the research period is of only two and a half months and the extra resources needed to conduct the study in a fairly distant location from the researcher's operational base. The researcher had to work for longer hours and had to take some days off from the working place.

1.8 Delimitations of the Study

This study was limited to the two constituencies comprising Isiolo County of northern Kenya. The study's target population was 524 individuals made up of administrative, security, secondary school teachers, and religious and other community leaders from the two constituencies.

1.9 Basic Assumptions

This study was conducted under the assumption that the respondents will make themselves available and will give honest responses to the questions raised on their experiences and understanding concerning the subject of the study. As appears in 4.1, the respondents were very cooperative as 69% of the questionnaires were returned.

1.10 Definition of Significant Terms Used in the Study.

The following are the significant terms of the study.

Community Development	It denotes a collective endeavor towards community issues with the purpose of sustaining and expanding their resource base and sharing equitably the benefits of their combined effort
Resource Distribution Strategies	refers to a deliberate effort to ensure fair distribution of community natural resources, such as land, water and minerals, and of human-made ones such as health and sanitation, education, security, etc. both geographically and on individual basis
Collaborative Negotiation Strategies -	Processes of uncovering the true interests of (both) parties in conflict so that there can be more potential points of agreement.
Moral Values strategies	This are parameters of rectitude and decorum in a given community. They are always context specific and cannot be universalized. They aid in conformity and maintaining the functionality of social systems.
Peace education strategies-	Refers to the processes and strategies of acquiring values, knowledge and skills that enable one to develop positive attitudes and behaviors that

enhance living in harmony with oneself, with others, be they individuals or communities, and that includes taking care of the natural environment, all for the purpose of enhancing individual and community potential.

1.11 Organization of the study

The Chapter One presents a background to the study on the influence of peace education on community development in Isiolo County. Chapter One consist of the historical background, problem statement, the objectives and research questions, limitations and delimitations of the

Study, significance of the study are also stated in this chapter. Chapter Two deals with the literature and empirical review. Specifically, the empirical and theoretical review as well as the operationalization of the variables is given in this study. Chapter Three deals with the research methodology, research design, target population, sample size, sampling technique, research instruments, validity and reliability of the instrument, data collection and data analysis. Chapter Four deals with presentation and interpretation of the results and findings and Chapter Five deals with summary of the research findings and conclusions of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature on the influence of peace education strategies on community development from global, African and local perspectives. It also presents theoretical frameworks on peace and conflict; community development; and finally, it offers the conceptual framework on which the study was based.

2.2 Concept of Community Development

Community Development aims at promotion of people centered systems of governance, promotion of mutual respect, dialogue, the rule of law and social justice. The interface between the people themselves and the governed and the state is also promoted. The community is seen as a rich place where diversity and synergy between various groups can lead to prosperity.

Kenya Vision 2030 is the country's development Programme from 2008 to 2030. The goal is to transform Kenya into a "newly industrializing, middle-income country providing a high quality of life to all its citizens by 2030 in a clean and secure environment." Arrived at through "an all-inclusive and participatory stakeholder consultative process, involving Kenyans from all parts of the country," the Vision is based on three "pillars": Economic, Social, and Political.

2.3 Concepts of Peace Education Strategies

The “how” is as “important” as the “what”. Therefore peace education approaches are in tandem with people centered systems of governance, promotion of mutual respect, local ownership, humanity a, practicality, dialogue, the rule of law and social justice. A Holistic Peace Education approach aims at: Firstly, knowledge of the situation, underlying causes and effects of violence; Secondly; consciousness and the development of the values of empathy, compassion, hope and social responsibility; and thirdly; practical solutions and Behavioural and attitudinal change.

Participatory approach to peace education is ideal to promote dialogue and appreciate each other’s unique differences. Equally, it helps to develop an open door policy and end of stereo typing. A democratic citizenship is created through mutual respect, a voice in decision making and knowledge development (Harris and Morrison, 2003). Cooperative learning stems cut throat competition and promote collegiality. It challenges the behavioral tendencies of individualism, promotes unity at class level and lessens mistrust and suspicion. Experiential education on the other hand entails, application of practical life experiences over a long period of time. This is also a practical learning experience.

2.4 Collaborative negotiation strategy and community development

Results of any negotiation can be designated into one of the proceeding groups: Lose-Lose (all parties lose), Win-Lose (I win and you lose), Lose-Win (I lose and you win), Win-Win (we both win, but this could also be described as compromise), Win More-Win More (we maximize our shared resources by being collaborative) Win/win viewpoint is the only

practical means to achieve a measure of competitive advantage in the community, it is equally important that this approach is applied in a sensible manner in today's world. It would be near sighted to presume that all negotiated agreements are mutually equitable and ought to be tackled on a consistent basis .In reality, resources can only be shared as they relate to their strategic importance at that specific moment. Any negotiations that are of strategic importance to the community will likely prompt us to take a collaborative or compromising approach. Communities should realize that collaborative negotiation requires the investment of significant resources. To be truly collaborative, we have to spend a lot of time getting to know each other. Partnering doesn't happen overnight - partnerships require significant investments of time and money, so choose your partners wisely.

2.5 Inculcating moral, values and community development

Moral and spiritual training is an essential part of education. It must give a basic meaning to one's existence and equip us with the ability to overcome spiritual inertia and foster spiritual sensitivity. Temples of learning should produce men and women who will move together to develop common ideals and purposes, love each other and co-exist to create common wealth.

From the views of Susan Fountain (1999) a consultant for UNICEF peace education refers to a behavioral approach of knowledge development, attitudinal transformation and skills set and values transformation. This lays a foundation for conflict resolution and management at the societal level. Fountain also calls for a structural as well as a behavioral approach to conflict resolution at the individual and societal level. Fountain (1999) further

argued that a net product of peace education the general society could be transference of peace values from a global arena to the community. Also, adoption of peace value can help emancipate and empower the community to resolve their own community and learn the values of durable peace.

UNESCO (2005) calls for a progressive cultural centered education. This promote values of resilience in case the system is not enshrined in cultural set up. Waihenya (2014) posits that cultural exchanges through music dance and drama, can promote exchange of ideas and eventually promote cross fertilization. The Global Summit on Education (2014) called for capacity building in education at the local area to promote competencies, literacy and problem solving skills.

2.6 Resource distribution strategy and community development

Resources are diverse, and may constitute the financial, human resource and general infrastructural equipment necessary to reach a desired end. Due to scarcity and inequitable distribution of resources, some needs are unlikely to be met and therefore an opportunity cost as to be incurred. Resource allocation, distribution and use has to be in line with the principles of equity and equality, transparency and accountability such that some regions are not marginalized. Issues of perceptions of marginalization precipitate conflict. The environmental management approach is also key in stemming conflicts emanating from competition on resources and the adverse effects of their depletion.

Awamleh (1994) noted that the local fiscal policy is pertinent in promotion of accountability and stemming conflict emanating from wastage of resources. When funding is commensurate with the expenditure the conflicts are less likely to happen. Due to reliance on self-accumulated financial resources and external funding for capital resources. Failure to account compounds problems.

2.7 Theoretical Frameworks

This research employed integrative theory of peace. With main focus as expressed by Danish H.B. As expressed by various theorists. Presently, conflicts have taken different forms and changes that have prompted various theories on conflict transformation.

2.7.1 Peace education theory

According to this theory, conflict stems from incompatibility of values and interests. This values have been shaped from the society institutions. Azar & Burton (2006) assert that the society adopts avoidance or conflict management as path to resolution is not seen as feasible. Third party mediators are used due to their economic and political power to navigate paths to conflict management. Ahearn (1994) posits that sustainable development is the key determinant of long term peace. This ensures human needs are met in line with the environmental a, political and economic situation. Social change is premised upon the stability of the resource base.

2.7.2 Conflict resolution theory

Conflict resolution theories unlike the power based conflict management theories, focus on the Behavioural aspects to resolve conflicts. Azar and Burton (2006) contend that the human needs aspect is a key driver to conflict and once the society has insatiable needs, no compromise can be reached. Parties are therefore called upon to take different stands by reevaluating their values and positions taken. Third parties work to create new relationships, discover the underlying causes of conflict and propose solutions. It avoids a winner takes it all mentality and promotes a win - win solution. Conflict is seen as a poanca for change in the society and therefore the parties need to accept it as the possible path to peace. It is a good approach to be adopted by students as it promotes skills development, such as negotiation, resolution and mediation. It buids the friendly ties for future.

2.7.3 Integrative theory of peace

Danesh (2006) is the proponent of this theory. As much as it adopts some of the attributes of the aforementioned theories, it challenges some of their tenets by introducing the psychological, social, political and spiritual phenomenon. This is a comprehensive approach. Conflict is assumed to be caused by our differences in our psychological set up and therefore need to be resolved by an integrative world view. Human consciousness is salient in skill set formulation, and transformation of attitudes and building new consciousness such that individuals approach life with diversity.

"

2.8 Conceptual Framework

Figure 1 presents the Conceptual Framework on which the study was based.

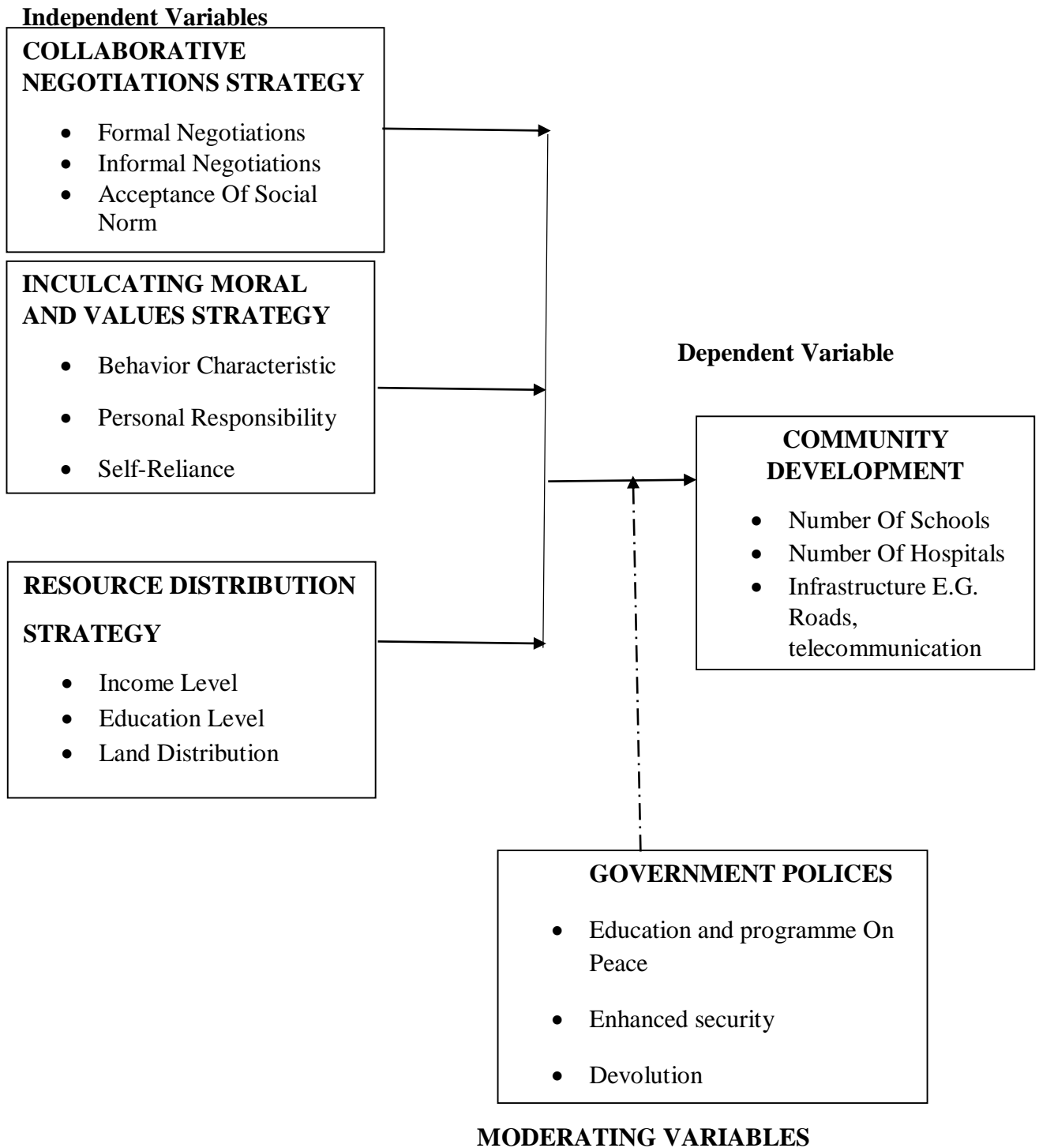


Figure 1: Conceptual Framework

2.9 Knowledge gap

Harris (2007) in his studies showed that there was need to manage violence emanating from interpersonal and environmental violence by developing professional skills. Despite this studies, the role of peace education in community development has not been explored. Fountain (1999) only focused on structural conditions to promote peace but couldn't give their intersection with behavioral values; that are learned. Deutsch, focused on behavioral attributes and called for training to improve competencies, however this is a onetime vent ant and episodic but not sustainable. Therefore this failed to have a better link with community development

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focused on research methodology that was used in the study that includes research design, target population and sample, research instruments, data collection and data analysis procedures. The chapter finally presents the conceptualization of study variables table.

3.2 Research Design

Research design as a thought process that in cooperates data collection and analysis processes in an optimum utilization of resources and effective way (Moore, 2017). This study employed a descriptive survey research design. Ellingsen (2010), was concerned with finding out the what, where and how of a phenomenon; and then organizes, tabulates, depicts, and describes the data collected.

3.3 Target Population

Fletcher (2016) posits that it is a subset of the population under study whose fraction is used for generalization. The target population of this study was the 524 administrative, religious and community leaders from Isiolo County, who, due to their responsibilities and close contact with the communities, are knowledgeable on community issues, and therefore respond to the questionnaire with ease. Table 3.1 shows results

Table 3.1: Target population

Category	Target population
Deputy County Commissioner	2
Area Chiefs	47
Area Assistant Chiefs	84
National Police Unit Officers	50
Community Elders	134
Secondary School Teachers	44
Mosque/Church Elders	163
Total	524

Source: Isiolo County Records (2018)

3.4 Sample Size and Sampling Technique

Collis & Hussey (2009) conceptualize a sample size as a sub set of the population reached precisely and at a higher confidence level. Sampling on the contrary refers to the process of stratification of the population for eventual generalization. This study applies Mugenda and Mugenda (2003) sample size determination formula that suggests that when the population is less than 10,000, then a sample of between 10% and 30% extracted from the total population is the requisite for descriptive survey research. Guided by this formula, a sample size of 157 has been reached as shown in Table 3.2.

Table 3.2: Sample Population

Category	Target Population	%	Sample size
Deputy County Commissioner	2	10	1
Area Chiefs	47	30	14
Area Assistant Chiefs	84	30	25
National Police Unit Officers	50	30	15
Community Elders	134	30	40
Secondary School Teachers	44	30	13
Mosque/Church Leaders	163	30	49
Total	524		157

Source: Isiolo County Records (2018)

3.5 Data Collection Instruments and Procedures

As per Bryman, (2006); Easterby-Smith, Thorpe, & Jackson, (2008), the study adopted a quantitative mixed method approach in data collection. Collis and Hussey, (2009) opined that data instruments are the methodological tools for data collection. A questionnaire and secondary literature review was done. 157 respondents' issued with questionnaires ensured an in-depth and wide scope of coverage.

The questionnaires were used for data collection because they offered considerable advantages in the administration, were economical in terms of cost and time (Franker

2006). The researcher, with the help of two research assistants, distributed and collected the questionnaires physically to 157 respondents.

A Likert scale ranging from 1 to 5 was adopted to get quantitative data. It is advantageous in collecting equal interval data.

3.6 Validity of the instrument

Mugenda and Mugenda (2003) posits that this is the degree of accuracy and meaning derived from a research. It is a procedure that qualifies an instrument, or a tool used in research, to be accurate, true, meaningful, correct and right. To achieve content validity, the questionnaires were discussed with the University of Nairobi supervisor.

3.7 Reliability of the instrument

According to Ellingsen (2010) this is the degree of consistency of results from the use of a data collection tool. To ensure reliability of the study instruments, a pilot study was conducted with a small group of qualified respondents that was not be included in the final study.

3.8 Data Collection

Questionnaires according to Ellingsen (2010) is a reliable too due to its objectivity as the researcher is not immersed in the study. John (2015) also argues that they are economical in time and resource of making. In this study, 157 respondents were interviewed for primary data. An open ended and closed question approach was adopted.

3.9 Data Analysis

Descriptive and inferential statistical techniques were employed. Under inferential statistics multiple regressions were used to determine the effect of each of the independent variable (peace education strategies) on dependent variable (community development), coefficient of correlation using the Statistical Package for Social Sciences (SPSS) version 23.0 package.

The regression model was as follows:

$$y = \beta_1x_1 + \beta_2x_2 + \beta_3x_3 + \beta_4x_4 + \varepsilon \dots \dots \dots (1)$$

Where y is community development, β is the standardized regression coefficient

X_1 =collaborative negotiations

X_2 =inculcating moral and values

X_3 =resource distribution

Quantitative data was presented by use of frequency tables. The relationship between variables was arrived at through cross tabulation (Bryman, 2006). Tables were used in presentation to allow for visual clarity of presented data as well as frequency tables that quantify data inconsonance to the narration of the research results.

3.10 Ethical Considerations

Minja (2009) defines ethics as the totality of norms that regulate the research process. Interviews were assured of confidentiality and anonymity and a letter of authorization sought from the University of Nairobi and National Council of Research and Innovation.

Table 3.3 Operationalization of the Research Variables

Objective	Variables	Indicators	Measurements	Data Collection Method	Type Of Analysis
To establish the influence of collaborative negotiations strategy on community development.	collaborative negotiations strategy	<ul style="list-style-type: none"> • Formal negotiations • Informal negotiations • Accepted social norm 	<ul style="list-style-type: none"> • Number of barazas held. • Community participation. • Nyumba kumi initiative. • Intermarriages • Intercommunity activities 	questionnaire	Descriptive statistics
To determine the influence of inculcating moral and values strategy on community development	inculcating moral and values strategy	<ul style="list-style-type: none"> • Behavior characteristic • Personal responsibility • Self-reliance 	<ul style="list-style-type: none"> • Number of economic activities. • Number of law offenders. • Behavioral change. • Number of FGM cases. 	questionnaire	Descriptive statistics
To assess the influence of resource distribution strategy on community development.	resource distribution strategy	<ul style="list-style-type: none"> • Income level • Education level • Land distribution 	<ul style="list-style-type: none"> • Equal access to resources. • Level of urbanization. • Proper resource utilization. • Increase in income levels. 	questionnaire	Descriptive statistics

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter analyses, presents and interprets study findings on the influence of peace education strategies on community development in Kenya, based on the three objectives of the study. The findings are presented in the form of frequency tables.

4.2. Response Rate

The number of questionnaires that were administered was 157. The response return rate is as given in Table 4.1.

Table 4.1: Response rate

Statement	Frequency	Percentage (%)
Returned Questionnaires	121	77
Unreturned Questionnaires	36	23
Total	157	100

Of the 157 questionnaires administered, 121 of these were returned, representing a response rate of 77%. Mugenda and Mugenda (2003), a response rate of more than 50% is adequate for analysis. Babbie (2004) also asserted that a return rate of 50% is acceptable for analysis and publishing, 60% return rate is good, while a 70% return rate is very good.

4.3 Profile of the Respondents

The study looked at the profile of the identified respondents in terms of their gender, age and highest education qualification.

4.3.1 Gender of the respondents

The respondents were asked to indicate their gender. Their responses are as given in Table 4.2.

Table 4.2: Gender of the Respondents

Gender	Frequency	Percentage (%)
Male	82	68%
Female	39	32%
Total	121	100

As Table 4.2 illustrates, there is a huge gender disparity in leadership and participation in decision making in all sectors. The disparity is not confine to Isiolo County only but is rampant across the entire nation. This fact certainly has negative ramifications on community development as it sidelines women, who comprise over half of the national population, not only as it concerns leadership, but also in accessing the needed resources for personal empowerment.

4.3.2 Age Group of the Respondents

The respondents were asked to indicate their age brackets. Their responses are as given in Table 4.3.

Table: 4.3: Age Group of the Respondents

Age group	Frequency	Percentage (%)
Below 30 years	43	36%
31-40 years	49	40%
41-50 years	22	18%
More than 50 years	7	6%
Total	121	100

As shown on Table 4.3, majority of the respondents, at 64%, were mature members of the County, hence would be able to respond reasonably to the issues in the questionnaire that affected their daily lives.

4.3.3 Respondents Distribution of Sub County

The respondents were asked to indicate the Sub County to which they belonged.

Table 4.4: Respondents Sub County

Sub county	Frequency	Percentage (%)
Isiolo North	66	54%
Isiolo South	55	46%
Total	121	100

Based on data in Table 4.4, it is fair to conclude that each of the two sub Counties of Isiolo was well represented in the study, thus assuring that the results present a balanced view of the entire County.

4.3.5 Respondents' Level of Education

The study sought to establish the level of education of the respondents. The findings are presented in Table 4.5.

Table 4.5: Respondent's Level of Education

Level of Education	Frequency (f)	Percentage
None	22	18%
Primary level	27	22%
Secondary level	38	31%
Bachelor level	28	24%
Master level	5	4%
Doctorate level	1	1%
Total	121	100%

As illustrated in Table 4.6, majority of the respondents, at 60%, had good academic qualifications at secondary level and above, thus would confidently respond to the issues raised in the questionnaire.

4.4 The Influence of Collaborative Negotiations on Community Development

The study sought to establish the influence of collaborative negotiations on community development. Results are presented in Table 4.6.

Table: 4.6: The Influence of Collaborative Negotiations on Community Development

Response Items	Very Great Extent%	Great Extent%	Minimal Extent%	Very Minimal Extent%	No Extent at all%
Good relationship the society	31.0	61.2	1.6	4.4	1.8
Embracing nyumba kumi initiative	27.1	42.9	17.1	2.2	10.7
Community participation	85.7	7.1	7.1	0.0	0.1
Intermarriages	15.7	65.7	8.6	0.0	10.0
Good communication with one another	8.6	58.6	14.3	4.3	14.2

Results in Table 4.8 indicate that the respondents, agreed that every one of the identified indicators of collaborative negotiations, at 66% or higher, influenced on community development in Isiolo County.

4.5 The Influence of Inculcating Morals and Value on Community Development

The study sought to establish the influence of morals and values on community development. Results are presented in Table 4.7.

Table 4.7: The Influence of Inculcating Morals and Values on Community Development

Response item	Very Great Extent%	Great Extent%	Minimal Extent%	Very Minimal Extent%	No Extent at all%
Behavioural change Through empowerment Increase in the Number Police posts	39.2	36.9	4.3	12.4	7.2
Tolerance among Community Members	60.0	1.4	14.3	2.9	21.4
Decline in female genital Mutilation cases	40.6	27.1	15.7	0.0	16.6
Increase in the number Of churches/mosques	38.6	40.0	4.3	7.1	10.0

Analysis of information in Table 4.10 reveals that the first four selected indicators of inculcating morals and values, namely Behavioural change through empowerment, increase in the police posts, number of churches and mosques, tolerance among community members, decline in FGM had a high influence, of over 60%, on community development in Isiolo County; while the last two indicators, namely decline in female genital mutilation cases and increase in the number of churches and mosques, had an average minimal influence of slightly under 50%, at 45.3%. On average, therefore, it would be fair to conclude that the inculcating morals and values strategy, had a positive influence on community development.

4.6 Influence of Resource Distribution on Community Development

The study sought to establish whether resource distribution influence community development. Results are presented in Table 4.8.

Table 4.8: The Influence of resource distribution on Community Development

Response item	very great Extent%	Great Extent%	Minimal Extent%	Very Minimal Extent%	No Extent at all%
Increase In Income	34.2	58.6	4.4	2.8	0.0
Fair resource Distribution	11.5	71.1	8.7	8.7	0.0
Proper Planning	15.2	54.7	8.1	22.0	0.0
Market Opportunities	70.3	5.4	13.3	11.0	0.0

Results indicated that majority 58.6% of the respondents agreed and another 34.2% strongly agreed bringing to a total of 92.8% of those who agreed with increase in income levels influences community development. Four point four percent were neutral and 2.8% of the respondents disagreed.

The findings further indicated that majority 71.1% of the respondents agreed and another 11.5% strongly agreed bringing to a total of 82.6% of those who agreed that fair distribution of resources influences community development. Eight point seven percent were neutral and 22.0% of the respondents disagreed.

Results further revealed that majority 54.7% of the respondents agreed and another 15.2% strongly agreed bringing to a total of 69.9% of those who agreed with the statement that proper planning of resources have influence on community development.

Twenty two percent disagreed, and 8.1% of the respondents were neutral.

Furthermore, results indicated that majority 5.4% of the respondents agreed and another 70.3% strongly agreed to a total of 75.7% that increase in the market opportunities have influence in community development. Thirteen point three percent were neutral and 11% disagreed. Finally, the study findings indicated that majority 41.0% of the respondents agreed and another 26.4% strongly agreed bringing to a total of 67.4% of those who agreed with the statement that due to the large revenue base, fiscal illusion and the problem of too much money is a factor affecting Peace Education Programme implementation. Eleven

point three percent of the respondents disagreed, while 16.8% strongly disagreed and 4.5% were neutral.

Improvement initiatives leading to the development of the community

The study sought to establish how various improvement initiatives have led to the development of the community. Results are presented in Table 4.9.

Table 4.9: How various improvement initiatives have led to the development of the community

Response item	Very Great Extent %	Great Extent%	Minimal Extent%	Very Minimal Extent %	No Extent at all %
Increase in Number of schools	23.9	48.3	11.9	2.4	13.5
Improvement of Infrastructure	5.8	66.6	16.8	1.5	9.3
Increase in the Number of hospitals	13.9	72.6	4.4	8.9	0.2
Increase in number of police post	19.7	64.7	6.2	6.1	3.3
Increase in Number of teachers	53.9	11.4	0.0	8.3	26.4

Results indicated that majority 48.3% of the respondents to a great extent agreed and another 23.9% to a very great extent agreed bringing to a total of 72.2% of those who agreed with the statement that increase in the number of schools have led to development of community development. 13.5% to no extent at all strongly disagreed, while 2.4% to a very minimal extent agreed and 11.9% of the respondents were neutral.

The findings also revealed that majority 5.8% of the respondents to a very great extent agreed and another 66.6% to a greatly extent agreed bringing to a total 72.4% of those who agreed with the statement that improvement of infrastructure have led to development of the community. 16.8 percent of the respondents were neutral, while 9.3% of the respondents strongly disagreed and 1.5% disagreed with the statement.

Furthermore, results revealed that majority 72.6% of the respondents agreed and another 13.9% strongly agreed bringing to a total 86.5% of those who agreed with the statement that increase in the hospitals has effectively inculcated values of peace and development. 8.9 percent disagreed, while 0.2% strongly disagreed and 4.4% were neutral. In addition, majority 64.7% of the respondents to a great extent agreed and another 19.7% to a very greatly extent agreed that increase in the number of police post has effectively enhanced development in the community. 6.1% percent disagreed, 3.3% strongly disagreed and 6.2% were neutral. Finally, majority 53.9% of the respondents to a very great extent agreed and another 11.4% to a greatly extent agreed bringing to a total 65.3% of those who agreed with the statement that increase in the number of teachers has influenced community development in the area. No percent were neutral and 34.7% strongly disagreed.

CHAPTER FIVE
SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSION AND
RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of key findings of the study on the influence of peace education strategies on community development in Isiolo County based on each of the three independent variables of the study. These findings are then discussed against findings from similar studies around the world. The chapter then presents a conclusion of the whole study and finally offers recommendations for the improvement of policy and for further study in the role of peace strategies in community development.

5.2 Summary of Findings

The following are the key findings of the study based on its three variables.

5.2.1 Influence of collaborative negotiations

The general objective of this study was to evaluate the influence of peace education strategies on Community Development in Isiolo County, Kenya. A sample size of a total target population of 524 respondents was drawn. For purposes of collecting primary data, the researcher developed and administered a questionnaire and the results obtained were analyzed using Microsoft Excel through statistical method of data collection.

The study findings indicated that majority 68% of the respondents were male and 32% were female. These findings imply that in the most of the County jobs was predominantly male. The findings revealed that majority 29% of the respondents had reached University level, 31% of the respondents had attained secondary education, 22% had reached primary level and 18 had no education background. Study findings indicated that majority 30.6% of the respondents were church/mosque leaders, while 28.1% of the respondents were community elders and 8.3% were area chiefs, 12.4% and 9.1 % of the respondents were assistant area chiefs and secondary school teachers respectively. Findings indicated that majority 36% of the respondents were below 30 years while 40% of the respondents were aged between 31-40 years, 18% of the respondents were aged between 41 – 50 years and 6% were above 50 years.

The study findings indicated that community leadership, culture, and resources influence peace education strategies. Correlations results indicate there was a positive and significant relationship between Peace Education Programme implementation and community leadership, culture and resources.

5.3 Discussion of findings

Results revealed that majority 68% of the respondents were male and 32% were female. These findings imply that the organization gender was predominantly male. According to Ellis, Cutura, Dione, Gillson, Manuel & Thongori (2007), in spite of women being major actors in Kenya's economy, and notably in agriculture and the informal business sector,

men dominate in the formal sector citing the ratio of men to women in formal sector as 74%:26%.

The study findings indicated that community leadership influenced peace education strategies. The findings agree with those in Aaltonen and Ikavalko, (2001) who asserted that functions of management include Planning, Organizing, Staffing, Directing and Controlling and failure of management to carry out these functions leads to lack of clear understanding of strategy.

The findings also agree with those in Covey (2003) who too observed that public servants are working so hard to be sure things are being done right that they hardly have time to decide if they are doing the right things. The study findings indicated that community culture influence peace education strategy implementation. The results are also consistent with those in Wang (2000) who argued that the implementation of a strategy often encounters rough going because of deep rooted cultural biases.

This causes resistance to implementation of new strategies especially in organizations with defensive cultures. This is because they see changes as threatening and tend to favor continuity and security. Furthermore, the results are consistent with those in (Thompson and Strickland, 1989) who asserted that it is the strategy maker's responsibility to choose a strategy that is compatible with the —sacred or unchangeable parts of prevailing corporate culture. This offers a strong challenge to the strategy implementation leadership abilities.

The study findings indicated that community resources influence peace education strategies. The findings agree with those of Newbert (2007) who argues that allocating resources to particular divisions and departments does not mean that strategies will be successfully implemented. This is because a number of factors commonly prohibit effective resource allocation. These include overprotection of resources, too great emphasis on short-term financial criteria, organizational policies, vague strategy targets reluctant to take risks, and lack of sufficient knowledge.

The findings also agree with those of Grant (2002) which argue that established organizations may experience changes in the business environment that can make a large part of their resource base redundant resources, which may be unable to free sufficient funds to invest in the new resources that are needed and their cost base will be too high . In addition, the findings agree with those of Liang, You, and Liu (2010) who observes that people's intellect creativity, skills, experience and commitment are necessary towards effective implementation.

The findings agree with those in Chimhanzi & Morgans (2005) which indicated that firms devoting attention to the alignment of marketing and human resources are able to realize significantly greater successes in their strategy implementation. Finally, the results are consistent with those of Kak (2002) asserts that one of the inhibitors of strategy execution is the lack of resources; resources are either inadequate or unavailable when needed.

5.4 Conclusion

Following the study findings, it is possible to conclude that peace education strategies highly influence community development. This is because the correlation results showed that there was a positive and significant relationship between community leadership and peace education implementation. The study also concludes that community culture influences peace education implementation.

The study concluded that there was a positive and significant relationship between community culture and peace education implementation. It was also possible to conclude that community resources influenced peace education implementation. Therefore, there was a positive and significant relationship between peace education programme implementation and community resources. Overall the study concluded that peace education strategies implementation is highly influenced by various factors in Isiolo County, which the County Management should put into consideration before starting the implementation.

5.5 Recommendations

The following are the recommendations of the study

- i. The County management should set aside enough resources for the implementation peace programme as organization resources positively influence organizational efficiency through its impact on internal capabilities.
- ii. The Government of Kenya should review the structure of the education curriculum at all levels to include peace education strategies that will ensure that communities live in harmony.
- iii. Proper and timely training of community leaders on peace education needs to be given priority to give them the competence to disseminate facts coupled with practice on peace to their communities.
- iv. To ensure peaceful co-existence, the Counties should enhance collaboration in developing, sustaining and utilizing common inter-county resources, such as grazing fields, water and infrastructure, to reduce unnecessary competition that usually leads into violence.

5.6 Suggestions for Further Research

The study suggests the following new study areas:

- a) Influence of peace education strategies on community development at the national level and in other counties in Kenya
- b) Strategies of enhancing inter-community peaceful co-existence in multi-ethnic counties in Kenya.

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APPENDICES

APPENDIX I: LETTER TO THE RESPONDENT

Dear respondent,

I am a student of university of Nairobi pursuing degree of Master of Arts in peace education. Am conducting a research study on influence of peace education strategy on community development in Kenya: a case of Isiolo County.

I will be glad if you will assist me to attain this by filling the attached questionnaire which will take less than ten minutes. Your answers to the questionnaire will be completely confidential and in no instance will your name be disclosed to a third party or appear in the final report.

Thank you in advance.

Yours sincerely

.....

Racheal Wanjiru Ng'ang'a

Student University of Nairobi

APPENDIX II: QUESTIONNAIRE

Instructions: This questionnaire is designed to collect data on the strategies used to promote peace education and how it enhances community development. The questionnaire consists of 5 –sections (A –E). Kindly spare a few minutes and respond to all items as faithfully as possible. Do not indicate your name anywhere or any identification on this questionnaire. Fill in appropriately the blanks provided as applicable to you. The data collected will be used purely for academic purposes.

SECTION A: BACKGROUND INFORMATION

1. What is your gender?
 - a. Male
 - b. Female
2. What is your age group?
 - a. Below 30 years
 - b. 31-40 years
 - c. 41-50 years
 - d. More than 50 years.
3. Which sub county are you from?
 - a. Isiolo North
 - b. Isiolo South
4. From the list below, kindly select which category you fall under
 - a. Deputy county commissioner
 - b. Area chiefs

- c. Area assistant chiefs
- d. National police unit
- e. Community elders
- f. Teachers
- g. Mosque/church elders

5. What is your highest formal education qualification?

- a. None
- b. Primary
- c. Secondary
- d. Bachelors
- e. Masters
- f. Doctorate
- g. Other (specify).....

SECTION B: COMMUNITY DEVELOPMENT

Peace education in UNICEF refers to the process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour changes to resolve conflict peacefully.

Community development seeks to empower individuals and groups of people with the skills they need to effect change within their communities. The items will adopt a 5 point Likert Scale (1-very great extent, 2-great extent, 3-minimal extent, 4- very minimal extent and 5-no extent at all). Indicate the extent to which each of the following has led to the development of your community

Response item	Very great extent	Great extent	Minimal extent	Very minimal extent	No extent at all
Increase in number of schools					
improvement of infrastructure					
Increase in the number of hospitals					
Increase in number of police post					
Increase in number of teachers					

SECTION C: THE INFLUENCE OF COLLABORATIVE NEGOTIATIONS ON COMMUNITY DEVELOPMENT

Below are some examples of the approaches to community development.in a scale of 1-5 indicate the extent to which each of the following has led to the development of your community

Response item	Very great extent	Great extent	Minimal extent	Very minimal extent	No extent at all
Good relationship of the people in the society					
Embrace nyumba kumi initiative					
community participation in joint development activities					

Intermarriages across communities					
Good communication with one another					
Involvement in decision making of common concerns					
Intercommunity activities eg tournaments					

SECTION D: THE INFLUENCE OF INCULCATING MORALS AND VALUES ON COMMUNITY DEVELOPMENT

Below are some examples of the approaches to community development. in a scale of 1-5 indicate the extent to which each of the following has led to the development of your community

Response item	Very great extent	Great extent	Minimal extent	Very minimal extent	No extent at all
Tolerance among community members					
Decline in female genital mutilation cases					
Increase in the number of mosques and churches					
Embrace of youth empowerment programs					
Increase in empowerment economic activities					
Reduction of numbers of crimes					

SECTION E: THE INFLUENCE OF RESOURCE DISTRIBUTION ON COMMUNITY DEVELOPMENT

Below are some examples of the approaches to community development.in a scale of 1-5 indicate the extent to which each of the following has led to the development of your community

Response item	Very great extent	Great extent	Minimal extent	Very minimal extent	No extent at all
Increase in more durable goods (tarmac, marram)					
Increase in number of schools at various levels					
Increase in health and sanitary facilities at various levels					
Increase in Market opportunities					
Proper resource utilization					

Thank you for participating