

**TEACHERS' FACTORS INFLUENCING IMPLEMENTATION OF  
INTEGRATED PEACE EDUCATION CURRICULUM IN PUBLIC  
PRIMARY SCHOOLS IN GARISSA TOWNSHIP, KENYA**

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## DECLARATION

This Research Project is my original work and has not been presented for a degree in any other university



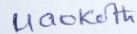
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## **DEDICATION**

This research project is dedicated to my beloved mother Priscilla Anyango Ong'ute and in memory of my late elder sister Phylice Adhiambo Ong'ute.

## **ACKNOWLEDGEMENT**

It is my sincere desire to thank the Lord God Almighty who stretched His mighty hands to guide me through this work. May all glory and honour be to Him forever.

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## TABLE OF CONTENTS

DECLARATION .....	iii
DEDICATION .....	iv
ACKNOWLEDGEMENT .....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES .....	xi
LIST OF ABBREVIATIONS AND ACRONYMS .....	xii
ABSTRACT.....	xiii
CHAPTER ONE: INTRODUCTION .....	1
1.1 Background to the study .....	1
1.2 Statement of the problem.....	8
1.3 Purpose of the study.....	11
1.4 Research objectives.....	11
1.5 Research questions.....	12
1.6 Significance of the study.....	12
1.7 Limitations of the study .....	13
1.8 Delimitations of the study .....	13
1.9 Assumptions of the study.....	14
1.10 Definition of significant terms .....	14
1.11 Organization of the study.....	15

CHAPTER TWO: REVIEW OF RELATED LITERATURE.....	16
2.1 Introduction.....	16
2.2 Overview of implementation of integrated peace education in primary education .....	16
2.3 Influence of teachers’ in-service training on implementation of integrated peace education curriculum .....	19
2.4 Influence of teachers’ attitude and implementation of integrated peace education curriculum .....	21
2.5 Influence of teachers’ pedagogical practices on implementation of integrated peace education curriculum .....	23
2.6 Influence of learning and teaching materials on implementation of integrated peace education curriculum .....	25
2.7 Summary of the reviewed literature.....	28
2.8 Theoretical framework.....	230
2.9 Conceptual frame work.....	32
CHAPTER THREE: RESEARCH METHODOLOGY.....	34
3.1 Introduction.....	34
3.2 Study design.....	34
3.3 Target population .....	35
3.4 Sample size and Sampling procedure .....	35
3.5 Research instruments .....	37
3.6 Validity of the instruments.....	38
3.7 Reliability of the instruments.....	39
3.8 Data collection procedures.....	39

3.9 Data analysis techniques .....	40
3.10 Ethical considerations .....	41
CHAPTER FOUR : DATA ANALYSIS, INTERPRETATION AND PRESENTATION.....	42
4.1 Introduction.....	42
4.2 Instruments Return Rate.....	42
4.3 Demographic Information of Respondents.....	43
4.4 Data analysis on Teachers’ In-Service Training and Implementation of Integrated Peace Education Curriculum .....	48
4.5 Data analysis on Teachers’ Attitude and Implementation of Integrated Peace Education Curriculum.....	53
4.6 Data analysis on teachers’ Pedagogical Practices and Implementation of Integrated Peace Education Curriculum .....	56
4.7 Data analysis on Teaching and Learning Materials and Implementation of Integrated Peace Education Curriculum .....	62
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS .....	65
5.1 Introduction.....	65
5.2 Summary of the study.....	64
5.3 Major findings of the study.....	66
5.3.1 Major findings on Teachers’ in-service Training and Implementation of Integrated Peace Education Curriculum .....	66
5.3.2 Major findings on Teachers’ Attitude on Implementation of Integrated Peace Education Curriculum .....	67

5.3.3 Major findings on teachers’ Pedagogical Practices and Implementation of Integrated Peace Education Curriculum .....	67
5.3.4 Major findings on Teaching and Learning Materials and Implementation of Integrated Peace Education Curriculum. ....	67
5.4 Conclusions of the study.....	68
5.5 Recommendations of the study.....	68
5.6 Suggestions for further study .....	69
REFERENCES .....	72
APPENDIX I: LETTER OF INTRODUCTION .....	75
APPENDIX II: INTERVIEW GUIDE FOR THE SCDE.....	76
APPENDIX III: INTERVIEW GUIDE FOR THE HEAD TEACHERS .....	78
APPENDIX IV: TEACHERS’ QUESTIONNAIRE .....	79
APPENDIX V: PUPILS’ QUESTIONNAIRE .....	83
APPENDIX VI : RESEARCH PERMIT .....	85



## LIST OF FIGURES

<b>Figure</b>	<b>Page</b>
Figure 2. 1 Relationship of independent and dependent variables influencing implementation of integrated peace education in curriculum in public primary schools.....	32

## LIST OF TABLES

<b>Table</b>	<b>Page</b>
Table 3. 1 Entire population sampled .....	36
Table 4.1: Return Score of the Questionnaire.....	42
Table 4.2 Participant's sex.....	43
Table 4.3 Teaching Staff and Pupil's Age Distribution.....	45
Table 4. 4 Academic Qualifications.....	46
Table 4. 5 Years of Service.....	47
Table 4. 6 Initial Training Program .....	48
Table 4. 7 Induction Course for Teachers on Peace Education .....	49
Table 4. 8 In-service Training on Peace Education .....	50
Table 4. 9 Teacher's Attitude on Inclusion of Peace Education in the School Time Table.....	54
Table 4. 10 Participatory Method of Instruction.....	57
Table 4. 11 Pupils' Response on Participatory Method of Instruction .....	59
Table 4. 12 Pupils' Response on Participatory Method of Instruction .....	60
Table 4. 13 Provision of teaching and learning resources .....	62
Table 4. 14 Presence and Sufficiency of Educational resources.....	63

## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>EFA</b>	Education for All
<b>EiE</b>	Education in Emergencies
<b>IDPs</b>	Internally Displaced Persons
<b>KICD</b>	Kenya Institute of Curriculum Development
<b>MDGs</b>	Millennium Development Goals
<b>MoE</b>	Ministry of Education
<b>NCSTI</b>	National Council for Science Technology and Innovations
<b>PEP</b>	Peace Education Programs
<b>QASOs</b>	Quality Assurance and Standards Officers
<b>SCDE</b>	Sub County Director of Education
<b>SPSS</b>	Statistical Package for Social Sciences
<b>TSC</b>	Teachers' Service Commission
<b>TVET</b>	Technical Vocational Educational Training
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNICEF</b>	United Nations International Children's Education Fund
<b>QASO</b>	Quality Assurance and Standards Officer

## ABSTRACT

In many countries throughout the world, peace education is now incorporated into the curricula for schools (Falade, Adeyemi & Olowo, 2019). All educational efforts, whether formal or informal, are directed towards helping students acquire the attitudes, values, and knowledge necessary to coexist peacefully with others and to resolve disagreements amicably (Fwa, 2004). The goal of this research study was to investigate the factors influencing teachers' implementation of an integrated peace education curriculum in primary schools in Garissa Township, a region of civil conflicts in Kenya. The following objectives served as its compass: to establish the impact of teachers' attitudes on the implementation of integrated peace education curriculum; to examine the influence of pedagogical practices on the implementation of integrated peace education; to establish the influence of teaching and learning materials on peace education on the implementation. The study focused on standard eight pupils in primary schools, head teachers, and teachers. One (SCDE write in full on first use), 10 head teachers, 50 teachers, and 450 standard eight pupils from public schools made up the study's sample population, totaling 511 respondents. The respondents were given access to a total of 500 surveys. Both qualitative and quantitative analyses were performed on the collected data. The frequency distribution tables were then shown. According to the study's findings, the majority of teachers (70.8%) said they got no training in peace education during their in-service training. 62.6 percent of teachers said that the teaching and learning resources were insufficient. Additionally, every teacher, including the head teachers, stated that the degree to which teaching methods affect the integration of peace education is extremely high. However, a majority of the teachers (56%) said they had a bad opinion of peace education initiatives. According to the study, in order to effectively integrate peace education programs, school administration and teachers should develop effective programs to train new teachers during induction on the subject. All school stakeholders should also raise awareness of peaceful coexistence. To enable the successful implementation of the program in society, the Ministry of Education should develop a policy in primary schools to ensure that peace education is taught as a separate subject. A research will be conducted to determine the impact of peace education initiatives on children attending elementary schools in conflict-prone areas.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

There were high hopes that when the Cold War ended, the world would become a more peaceful environment, but this has not happened. Contrarily, violent confrontations have become more frequent and intense, which unsettle developing countries in particular. Wars and civil unrest are also on the rise.

The great destruction caused by violent wars, as well as the ensuing social and economic charges, are a constant source of problems that prevent the global community from achieving the development goals it set for itself at the start of the new millennium. Additionally, this has affected goals and objectives for education-related progress, such as those formed within the context of the Education for All process (Bush & Saltarelli, 2005).

Peace education is a broad term which has many exclusive however related subjects, including the study of human rights, social and ecological responsibility, conflict resolution and disarmament, Marcia (1998). According to Kevin (2013), Paulo Frère, John Dewey, and Maria Montessori are all connected to peace education as a practice in schools. Dewey's (1991) research on the connection between education and democracy impacted his work on peace education. Frère (1970) emphasized the need of education in exposing oppressive institutions through the exploration of language and identity as well as through challenging the financial model of teaching and learning.

Globally, the first formal school-based peace education was founded in 1948 at Manchester College in North Manchester in the United States of America (USA). Stomfay (1993) stated there was a close connection between peace movements, peace education and peace research towards the end of the twentieth century. This was probably due to the Universal Declaration of Human Rights (UDHR, 1948) which deals with human dignity. According to Chelule (2014), peace education can be looked at from back 19th century from the two World War horrors and has changed through many steps as clubs and finally as education programme. The United Nations General Assembly's resolution 23/243 of 1999, which seeks to promote values, attitudes, traditions, ways of behaving and ways of life based on respect for life, promotion of all human rights and fundamental freedoms, and advocating for non-violence through education dialogue and collaboration, states in line with Article 1 that "peace education" (Odejobi & Adesina, 2009). Therefore, the attitude of teachers towards the concepts given during the teaching process contribute positively or negatively to the success of academic achievement of the learners. While teachers perceive that the curricula address themes of peace, they also argue that the curricula in some way help to resolve conflicts. Then, as shown by the teachers' comments, students will appear to be aware of the efforts made by schools to encourage peaceful cooperation.

To achieve the purpose of peace education, teachers must focus on teaching students the major elements of peace education as well as the values, knowledge, and abilities stated in the Keys to Promoting Culture of Peace (Akudolu, 2010). The best way of teaching peace education in schools is to

integrate peace education with the concept of peace, common causes of conflict and appropriate mediation and resolution strategies. Teaching peace education outside these contexts would not help students to concretely understand the peace, reconciliation, healing and unity concepts (UNESCO, 2006). In addition, UNESCO (2001) considers ways of integrating peace education into curriculum to include: peace values identification, inclusion of peace-related ideas, ideals, and behaviors that are appropriate for and relevant to the lessons; bringing in pleasant feelings and emotions to make the lesson interesting, vibrant and appealing; presenting the lesson from a humanistic and peaceful perspective; guiding to self-development; helping children to build peaceful vision; ignition of students' spirit of creativity and imagination; awaken the spirituality, wisdom and intuition deep within; make learning joyful; and build a friendly co-operative climate in the classroom. Consequently, a framework for include peace education in the curriculum is provided.

Creating an effective peace education program according to Johnson & Johnson (2010), involves five steps: conflicting groups; cooperative experiences; constructive controversy procedure; integrative negotiations and peer mediation and civic values. These can be considered as basis for integrating peace education in the curriculum. Students will acquire the knowledge, attitudes, values, and behaviors required to get along with others, their environment, and themselves through the peace education program.

In addition, the programme will also assist in the development of the abilities needed to address instances of injustice and conflict as well as advance the culture of peace. The teaching and learning resources are thus critical tools for effectively integrating peace education in the curriculum. This is depicted by the learning resources, such as textbooks way of addressing matters regarding to peaceful coexistence. In many countries throughout the world, peace education has become part of the school programme (Falade, Adeyemi &Olowo, 2011). In some countries, peace education has been referred to as education for conflict resolution international understanding and human rights, global education, life skills education, social justice education, environmental education among others. The scope and nature of peace education in nations of the world are determined by societal issues and problems, resulting in many countries of the world integrating peace education in the curriculum of established subjects. Bar-Tal (2002) pointed out that peace education programmes differ from country to country due to different terms such as objectives, emphasis, ideology curriculum content and practices.

Australia has a strong focus on peace education that promotes cultural diversity, disarmament of nuclear weapons, fighting violence, and ethnocentrism. In Japan, the Atomic bomb dropped at Hiroshima and Nagasaki caused untold destruction, and that is the reason why peace education is called Atomic Bomb education. Chelule, (2014) asserts that peace education focuses on nuclear disarmament, militarism and the nature of accountability for past acts of violence. In Armenia and Azerbaijan, incorporating peace education into the curriculum is hindered by poor



strategies to build capacity for peace and tolerance by involving teachers in cross-border peace building activities (Palandjian, 2013).

At the regional level, in Africa, countries like Sierra Leone, factors influencing incorporation of the peace in the curriculum include the underlying philosophy of peace education, teacher concerns, facilities and teaching and learning resources and local cultures (Bretherton, Weston & Zbar, 2010). In Nigeria, the education system does not bring peace to society because teachers use poor teaching methods and some teachers do not speak their mind to solve problems or face the reality of the world (Odejebi & Adesina, 2019). According to Falade, Adeyemi & Olowo (2011), implementation of peace education in Nigeria is influenced by methods of learning. The Conventional rote learning methods utilized in schools cannot help learners develop the values, attitudes, and abilities necessary for a culture of peace. Instead, peace education teaching concepts should assist learners in acquiring and demonstrating the values and traits of peace.

The Kenya Institute of Curriculum Development (KICD), the Ministry of Education, and UNICEF produced and distributed a Peace Education module to all of the then District Education Officers (DEOs), Head Teachers, and Quality Assurance and Standards Officers (QASOs), to be used in primary schools, as a local response to the violence following elections in Kenya in 2007/08. A number of factors hinder the implementation of the peace education curriculum.

The educational system must be prepared for rapid changes, including the setting of new educational goals, new curricula, new textbooks, new instructional resources, and teacher training to create the desired school climate (Bar-Tal, and Rosen, 2009). So that teachers can incorporate the principles of peace into their identities, teacher education programs should provide opportunities for collaborative and interactive learning. Peace education is emphasized in all subjects as part of the 12 fundamental life principles that contribute to the acquisition of life skills. Educators should use learner centered and participatory methods during the teaching and learning experience on peace education to raise learners' understanding of the causes of conflict, avoidance and resolution strategies.

According to Brock-Utne (1989), a key element of peace education is the peace educator, who works with students to assist them build more positive and in-depth worldviews on peace. Bretherton, Weston, & Zbar, (2010), concentrated on child-centered, innovative, and participative methods of teaching. Combine pedagogy with curriculum content and create some easy-to-use resources for teachers written in simple language. Educational methods are needed to raise awareness, change attitudes and build a culture of human rights. Because modern classroom teaching methodologies can transform human rights education into academic practice, it is important to bring real-world experience to the classroom and engage students in society (Cawagas, 2007).

Teacher attitudes and assessment methods are important in getting the messages across to students. It is as well essential that the practices in schools and the classroom reflect the climate and culture of human rights. Relationships and learning strategies between students, teachers, and school administrators, need to be restructured in line with the underlying philosophy of human rights. Matindi (2013) found that schools lack enough peace education materials, there is no common method used in peace education teaching, and that teachers had a good perception towards teaching of peace education. Therefore, when teachers conduct peace education, they face a shortage of peace educational materials, trained peace education teachers, a shortage of time allocation and teachers being overloaded because of their few numbers.

However, there have been cases of inter-tribal or inter-clan conflicts that have left many internally displaced or seriously traumatized. In particular, there are many instances of conflict among the North Eastern part of Kenya residents in Garissa, who are generally pastoralists. There have been many conflict cases, as they scramble for the limited natural resources like grazing grounds and water sources such as rivers like River Tana. This has left scores of people dead, property destroyed, and school programs interfered with. Apart from the inter clan conflicts, the locals are also so hostile to the non-locals who live there as professionals, for instance, teachers, who may have different social and cultural practices and beliefs. This has made the non-local teachers at different times to flee the area for fear of their lives. Individuals from the neighbouring countries, especially, Somalia, come into Kenya to seek refuge,

where they also meet the host communities, they need an education that acts as conflict prevention and reconciliation measure, promotes humanitarian values such as tolerance, peace and as a bridge from emergency to development (Save the Children, 2006). Displaced and some of the refugee children are being assimilated into schools in Garissa Township where peace education has since been integrated into normal learning. Hence this study sought to investigate whether these factors are evident in Garissa Township Constituency, Garissa County, Kenya, an area that experiences various violence cases including those fueled by the Al-Shabaab terror group.

In times of emergency, peace education is crucial at all educational levels. For example, peace educators go to schools during the formal training phase, non-formal peace education is implemented in affected communities during the response phase, and peace education functions as a conflict mitigation technique during the initial training phase. Peace education is utilized, for instance, in the rehabilitation process to give teachers and students the required coping skills covered in the curriculum at the recovery phase. During the final stage of the emergency, peace education aids in the creation of policies and instruction of reconstruction.

## **1.2 Statement of the problem**

The first major crisis in the region occurred in 2011 over land ownership. Hundreds died, and hundreds were displaced. This resulted to, many children becoming orphans and family heads. In 2014, a similar scenario occurred again, this time with terrorist attacks. Again, the wholesale destruction of

lives and property was carried out to flush the terrorist sympathizers from the community. (ICG, 2014).

The need for continuous improvement and strengthening of peace education is critical to Kenya's post- election recovery and rehabilitation. Since 2006 the Coalition for Peace in Africa (COPA, 2008) has been implementing peace education project. Other peace initiatives in Kenya include the development of a peace curriculum, collaboration between the Ministry of Education and the 60-School Safe Program, UNICEF peace education programs and the publication of safety standard handbooks in July 2008. The goal of all these programs among other things is to advance value-based education for harmony in regard for human decency, and appreciation of diversity (Monitoring Report for Peace Education, 2011). Based on the information the study sought to establish the factors affecting implementation of peace education in public primary schools in Garissa Township, Garissa County.

It should be acknowledged that the ministry of education has been working to introduce and promote peace education by cooperating with other ministries to address the serious situation of violence and extremisms, reforming the curriculum and disseminating information about peace education integration throughout the counties to encourage implementation. The peace education program that was launched in 2009 according to MoE (2015), was an attempt to educate citizens who can live in peace by incorporating peace education into the primary school curriculum.

Formal curriculum is external because it refers to an environment in which instruction and assessment indicate intended learning objectives, content to be learned, activities to learn the content, strategies to achieve objective, evaluation to confirm the extent the objectives have been achieved and the environment within which learning takes place, learners in Garissa Township schools students are faced with clannism and ethnic hatred among each other. Thus, it has been found that the process or aspect of the relationship between peace education and curriculum depend on the willingness of teachers and their attitude towards integrating peace education into mainstream education.

Individual schools and teachers have considerable discretion over what they teach. Schools tend to focus on the examinations that students take at the end of primary school, and peace education is not treated as a separate subject, despite the fact that questions are included in examinations on other subjects. Majority of upper primary teachers have received specialized training in subjects such as Mathematics and consider this their main profession. In addition, many feel that they are not qualified enough to teach. Thus, although the 1999 National Curriculum and the 2003 Life Skills Curriculum have been developed, in many cases they are poorly implemented in practice.

With little teaching during regular follow-up, teachers have been found to use the one-to-one lessons offered in life skills to review other subjects that need to be reviewed, according to the Garissa Sub County Education Office. This supports the fact that the curriculum has not been applied in studies of

curriculum implementation in Oljoro-Orok public primary schools in the Nyandarua region and Nairobi province (Thendu, 2011, King'ori, 2012) which found that curriculum was is under implemented. Further confirmation comes from a global study conducted by the UNESCO (2006) which found that curriculum was not used properly due to the lack of competence of teachers in curriculum and the inconvenience of using delicate materials.

This study aim was to explore how factors such as active peace education teacher training, teaching and learning resources, teaching methods and teacher attitudes affect the implementation of integrated peace education curriculum in public primary schools in Garissa Township, Garissa County, Kenya.

### **1.3 Purpose of the study**

The purpose of this study was to investigate teachers' factors influencing implementation of integrated peace education curriculum in public primary schools in Garissa Township, Kenya.

### **1.4 Research objectives**

The following objectives guided the study;

- i. To examine the influence of teachers' in-service training on implementation of integrated peace education curriculum in public primary schools in Garissa Township.
- ii. To examine the influence of teachers' attitude on implementation of integrated peace education curriculum in public primary schools in Garissa Township.

- iii. To examine the influence of teachers' pedagogical practices on implementation of integrated peace education curriculum in public primary schools in Garissa Township.
- iv. To establish the influence of teaching and learning materials on peace education one implementation of integrated peace education curriculum in public primary schools in Garissa Township.

### **1.5 Research questions**

The following questions guided this study;

- i. How does teachers' in-service training influence implementation of integrated peace education curriculum in public primary schools in Garissa Township?
- ii. To what extent do teachers' attitude influence implementation of integrated peace education curriculum in public primary schools in Garissa Township?
- iii. How do teachers' pedagogical practices influence implementation of integrated peace education curriculum in public primary schools in Garissa Township?
- iv. What is the influence of teaching and learning resources on peace education on implementation of integrated peace education curriculum in public primary schools in Garissa Township?

### **1.6 Significance of the study**

The findings from the study can assist educational service providers, policy makers and other educators to create better policies and strategies to address the challenges associated by the implementation of peace education



curriculum. The study might inform scholars on why the intended objective of peace education may be compromised depending on the knowledge, skills and attitude of the facilitators (teachers). The study can also inform researchers about the impact of learners on the achievement of peace education objective for specific curriculum content. In addition, this study may inform scholars about the impact of learning materials on achieving the objective of peace education and how the content is presented.

### **1.7 Limitations of the study**

Monitoring students' behaviour, especially during non-contact periods, was difficult. There was no standard time for their relationship, and the researcher might have not paid attention to the changes they experienced in the absence of children. However, the researcher used questions that helped to track these changes. Some children and teachers were not interested in providing information due to their ethnicity. However, areas and times of personal contact were used to build relationships with respondents, which reduced the likelihood that respondents would abandon them.

### **1.8 Delimitations of the study**

The research was carried out in Garissa Township Sub County, where 26 public primary schools were selected. Only standard eight pupils who were mature and could read, understand and complete the questionnaires participated. Teachers were involved because they are the ones who implement the curriculum in classrooms. The Sub-County Director of Education and Head teachers were involved because they have direct influence

on the implementation of the curriculum through oversight, monitoring and provision of teaching and learning resources. The study only included 10 of the 26 public primary schools in the Sub County since they had the greatest number of students from a wide variety of backgrounds.

### **1.9 Assumptions of the study**

The study made the following assumptions;

- i. Teachers' in-service training influenced implementation of integrated peace education curriculum.
- ii. Teachers' attitude influenced implementation of integrated peace education curriculum.
- iii. Teachers' pedagogical practices influenced implementation of integrated peace education curriculum.
- iv. Teaching and learning materials on peace education influenced implementation of integrated peace education curriculum.

### **1.10 Definition of significant terms**

In this study;

**Conflict** refers to an armed struggle or clash between organized groups or tribes after dispute on various resources that causes displacement of persons within a specific area.

**Displaced persons** refer to people relocated due to post-election violence from their homes.

**Methods of teaching** refers to the way instructional process is used during teaching and learning process.

**Peace education** refers to instructional process from which schools may establish peace program comprising the transmission of universal values and enduring attitudes, and the development of skills.

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

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

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

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

**Teaching and learning materials** refer to teaching aids used in class when conducting instructional process.

### **1.11 Organization of the study**

The study was divided into five chapters. Chapter one details the study's background, statement of the problem, purpose of the study, study objectives and study questions, study limitations and delimitation, study assumptions, definition of key terms utilized in this study and the organization of the study. Chapter two provides a review of relevant literature. Chapter three described research methodology for the study. Chapter four was devoted to data analysis, interpretation and presentation of data. Finally, the fifth chapter dealt with the summary, conclusions and the research recommendations.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter is based on a review of related literature in the sub headings listed as follows; overview of integrated peace education implementation of, influence of teachers' training on integrated peace education implementation in curriculum, learning and teaching materials influence on implementation of integrated peace education in curriculum, influence of methods of teaching on implementation of integrated peace education in curriculum and the influence of teachers' attitude on implementation of integrated peace education in curriculum and summary of the reviewed literature. The theoretical and conceptual framework employed in this study is also presented.

#### **2.2 Overview of implementation of integrated peace education in primary education**

Gegeo and Watson (2011) assert that education is essential for changing people's views about handling conflicts and addresses social, economic, political, cultural, moral, and ethical issues. The majority of people are intuitively aware of the importance that education plays in reducing conflicts and promoting peace. To promote peace education around the world, which is crucial for the long-term peace and security of humanity, many philanthropic organizations and individuals are in the fore front.

One of the fastest-acting strategies for assisting conflict-affected children in reclaiming some of their lost childhood and facilitating the experiences that

foster healthy social, emotional, and intellectual growth and development is education (Langers, 2011). In this perspective, education can also be considered as a long-term conflict-prevention approach, especially if education for peace principles and practices serve as the foundation for new curricula, textbooks, and teacher training. Thus, promoting peace via education is essential to achieving long-term stability; this is especially true when peace agreements include provisions for promoting peace through education. These accords are essential components in laying out the roadmap for establishing peace and governing the nation. Armed conflicts are also frequently resolved through talks, many of which include and address concerns related to education (Bird, 2006).

The integrative approach's proponents contend that schools are the only institutions with the authority, credibility, resources, and conditions required to create society that is peaceful (Bar-Tal, 2002; Davies 2015; Bretherton, 2013). The proponents of non-formal education, on the other hand, contend that non-governmental peace education initiatives have greater design flexibility and are subject to less state restrictions (Arddizzone, 2001, Burns and Apeslagh, 1996).

To build a more well-rounded program, several academics (Simpson, 2004, Bush, and Saltarelli 2000) recommend combining the two. They claim that because formal and non-formal approaches complement one another, approaches that solely focus on one or the other would fail.

The Kenyan curriculum incorporates the Peace Education Program through classes in Life Skills, Religious Education, Social Studies, and History and Government. Informal peace education learning takes place in co-curricular activities including music, drama, and clubs. Additionally, the program encourages schools to foster a culture of peace by implementing participatory school governance, banning all types of violence, and implementing anti-bullying measures, among other things (Dev, Ed Community, 2013). Peace processes offer a crucial chance to enhance educational programs and promote peace. Governments and other parties in charge of educating people are always obligated to do it in a way that fosters world peace.

However, there is a unique chance and focus to forge agreement on a shared new education design for the nation when contending groups are involved in a peace process. Education stakeholders have a crucial forum to discuss challenges unique to their industry, funding, and how they can aid in the process of peace and reconciliation during negotiations. Despite the fact that the concept of peace education is still relatively new in many parts of the world, there is a need to promote this groundbreaking educational program with a curriculum suitable for children, teenagers and adults. The national culture will be covered in the curriculum in light of how it affects people's perceptions of peace. The curriculum will give the pupils the tools they need to improve their listening abilities and cultivate a kind disposition toward others.