Implementation of School Plans and Regulations on Provision of Peace Education in Public Day Secondary Schools in West Pokot County, Kenya.

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ABSTRACT

Peace education is about empowering and equipping students with knowledge, skills and attitudes in relation to positive social change. West Pokot County in Kenya is a highly volatile region and is characterized by regular conflict between its inhabitants and communities in neighbouring counties and northern Uganda region. The purpose of this study was to investigate the implementation of school plans and regulations and its effect on implementation of peace education in public secondary schools in West Pokot County, Kenya. The study objective was to determine how school plans and policies affect provision of peace education in public secondary schools in West Pokot county. The study adopted a pragmatist research paradigm and a descriptive survey research design. The sample size of 30% of principals and teachers constituted 24 and 198 respectively from a total population of 81 principals and 661 teachers in the County. Based on Yamane formula for sample size calculation, 385 students were sampled from a total of 10,035 students in West Pokot County. The schools were selected using stratified random sampling technique and purposive sampling. Simple random sampling was used to select students and teachers. Data was collected using questionnaires, interviews and focus group discussions. Quantitative data was analyzed using descriptive statistics and chi square test while Qualitative data was analyzed thematically based on the emerging themes. The study established that schools had put in place measures within their plans and regulations to promote the implementation of peace education in the county. It is recommended that there should be enhancement of: parental involvement in the formulation of school plans and regulations within the county.

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1.1 Introduction

Peace education as described by Fountain (1999) refers to the process of advancing the knowledge, skills, attitudes, and values needed to bring about behavior changes that will enable young people and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully and to create the conditions conducive to peace. Peace can be intrapersonal, interpersonal, intergroup, national or international level. According to World Bank (2005) secondary school education is important in human capital development as it ensures acquisition of knowledge and enables development of skills necessary for civil participation and economic success. This is why the Kenya Government has put more resources in education and many policies have been developed to guide stakeholders on education issues. Education provides a structured way for a good living and is an essential tool for conflict resolution, because its main goal is to make an individual fit for a civilized and socialized society. It is often given due to importance as it is the crucial element which shapes the individual character.

1.2 School Plans and Regulations on Peace Education

Majority of children throughout the world now attend formal schooling, which means they spend significant amount of time within school environment during critical states in their development. The social environment of a school impacts on the social life of both the students and staff. Education plays a key role in efforts to mobilize participation in effective enculturation trends to protect and improve the social environment of a particular school through effective school plans and policies. This study mainly looks at education as a double edged sword: while education is central to peace building it is important to note that it has two facets. According to The Global partnership for education (2018) there is proof in the view that when education is equitably accessible, of good quality, relevant and conflict sensitive, education can help advance peace and provide safe environments. However, when its delivery is characterized by exclusion and inequity, it can lead to conflict prevalence. It is for this reason that deliberate efforts need to be made to put in place necessary policies and strategies to maximize the positive effects of education on peace (The Global partnership for education, 2018) The Continental Education Strategy for Africa (CESA) 2016 – 2025, has embraced a paradigm shift in the policies and planning of education so as to adopt new approaches desirable for promoting peace in the continent. The strategy advocates for an education that is sensitive to context, including conflict and disaster, and has to pay attention to disparities, including equity. Education

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policies and plans should therefore be crafted and implemented in such a way as to take care of the volatile situations in the larger West Pokot county of Kenya. In the region schools have not been spared in case of violent clashes between communities in the region. School properties have been destroyed and schools deserted in the flight from cattle rustling attacks. It is for this reason that the context of schools should be factored in school plans regulations for effective performance of the institutions.

The struggle over the limited resources including pasture and water has been the major source of conflicts in West Pokot county of Kenya. It is paramount therefore that schools should input into their policies and plans the need for conservation of natural resources. If this conservation knowledge embedded and well-articulated in the school curriculum then the school graduates should be able to develop positive attitudes towards conservation. Water conservation is the practice of using water efficiently to reduce unnecessary water usage. According to Gleick (1993) water conservation is important because fresh clean water is a limited and costly resource. Inefficient water use is costly to individuals, institutions and communities at large and therefore its conservation is critical not only to the school environment but also in an effort to move towards peace education in the wider community.

Peace-building calls upon stakeholders and partners to ensure that policies and procedures benefit the entire community. A fundamental first step is to establish and follow a clear, fair, and just rule of law. This relies on full participation of diverse residents and stakeholders in its development and maintenance so that everyone's needs and contributions can be incorporated. Consider, as an example, the long history of unequal law enforcement in the Kenya. The mission of the security agencies is to advance justice: Yet too often communities have been profiled by the some security agencies, resulting in unfair, and in some instances life-threatening, treatment. We must recognize the persistence of discrimination even as we make progress and take action to root out its many forms. The principles of justice need to be transformed into uniform practice across all communities – covering not just race and ethnicity, but also national origin, religion, gender, gender identity, sexual orientation, and disability. According to Attorney General of Maryland (2015), experience has already shown that improper profiling by security agencies exacts a terrible cost, discouraging cooperation by law-abiding citizens, and eroding community trust. Community Collaboration is about recognizing the importance of a close partnership with residents and other community sectors. Its mission is to develop strategies that produce collaborative partnerships between law enforcement agencies, faith-based organizations, schools, media, other government agencies, and non-profit organizations. All should consider and pay attention to maintaining individuals' dignity and quality of life to enable all residents to live more peaceful and tranquil lives. As we consider the following circumstances, remember that we, or those we care about, all might fall within these categories at one point in our lives; and while we are responsible for others they also are responsible for us:

Learners are a joint responsibility of our community. Whether in our families, foster care systems, schools, or society in general, we collectively bear responsibility for ensuring children's safety and fostering conditions and opportunities that help them flourish. A number of other vulnerable populations also fall under our care, including those who are frail, ill, or have other special needs. It is also a community responsibility to ensure that those who are incarcerated, in mental health facilities, or otherwise institutionalized are treated fairly and humanely. Refugees and recent immigrants need us as well, while they in turn contribute to strengthening our communities. Opening one's community and one's heart is a great act of compassion – one many of our own families may have relied upon at some point in their history. And for all who inhabit our Earth: it is important to recognize that our responsibility for peaceful existence ultimately extends to every human being, across all corners of the earth. We even need to consider how best to co-exist with other living creatures, as they are important contributors to the interdependent ecosystems of which we are a part and on which we depend for survival on this fragile planet.

Kenya recognizes that Education has the potential to reduce conflict and promote peace, and has therefore adopted a conflict sensitive approach to the delivery of education and training in the country. Peace Education programmes were introduced in 2008 against the backdrop of disputed presidential election and subsequent post-election violence. Peace Education has been important to Kenya and that is why the government has committed itself to provide basic and quality education to every child. In view of this, it is the county's desire to provide a harmonious and safe learning environment for all. The aim of education is to promote understanding, tolerance and friendship among all nations (MOEST 2014). Some of the objectives peace education as stimulated by MOEST are as follows: to promote conflict sensitive policies and programmes within the education sector; to create awareness among learners on the causes of conflict and to constructively resolve them in their daily lives; to prepare learners to become good citizens in their communities, nations and the world to equip them with skills that promote peace and human dignity at all levels of interaction; to use classroom as a springboard through which global values of positive inter dependence, social justice and participation in decision making are learned and practiced and to foster positive images that lead to respect for diversity to enable young people learn to live peacefully in diverse communities in the world.

Nyawalo (2010) notes of that like all other African Nations, Kenya, is a nation that is diverse in respect to the varied communities that inhabit the country. Under these conditions, particularly given the absence of political will to equitably appropriate the little resources that exist, it has led to conflicts within the various regions of the country especially the Arid And Semi Arid Lands (ASAL). It is notable, that since independence, Kenya has had a reasonable government strategy to utilize education and training as a tool for national unity. Education provision, subsequently advocated for instruction and preparation of students in a manner that advanced socio-economic development, peace and social equity. These objectives have so far escaped the training framework in Kenya, despite the country having put in place quite pronounced policies to promote the provision of education such as the free primary education and subsidized secondary education. The most referred to explanation behind the failures to meet objectives for Education and training has been the way that the adjustments in the training framework failed to fit in with the resources allocated and requirements of the general public and

communities such as a well adopted curriculum for, (UNDP, 2009).

Indeed, even in instances of no state obstruction, Kenyan instruction framework with its substantial emphasis on assessments, do not give the schools and educators enough space to welcome the estimation of necessary ability training. Additionally, Kenya has in every case wrongly expected that since they have never had an all-out condition of war, as most other nations in other parts of Africa, peace training is not very important. The post-election violence of 2008, however, gave the important impulse that saw the commencement of peace instruction on a pilot premise in chosen schools drawn from the conflict torn territories (Nyawalo, 2010). The Kenyan peace instruction educational program is an organized course that was presented in essential and optional schools in 2009 on a pilot premise. In primary schools, one period was taken from physical education classes and in secondary schools one lesson from the history and geography timetabled allocation so as to serve for peace education programme. Peace training is a fundamental piece of value instruction. The attainment of intended values amongst the learners implies that a duty to advance social equity, acknowledgment of contrasts, and peace has been fulfilled (Jones 2007).

Research on education and conflict demonstrates that training frameworks are not politically unbiased but rather are a significant piece of the political economy that can intensify or relieve strife (Novelli et al., 2014). The educational plans can be utilized as a vehicle to advance acceptable values that enhance national cohesion and coexistence. There are various cases in Africa where school educational programs have been utilized to mistreat specific ethnic gatherings and to advance contempt, xenophobic and bigot belief systems, militarism and religious fighting (Dupuy, 2009). An example is a case where militarism has been unequivocally advanced in course books in Afghanistan (Sigsgaard, 2009), as well as "military examinations" was a standard subject in post primary schools in the Sudan (World Bank, 2008). Educational programs may purposely or unknowingly fortify ethnic and other character shortcomings through the use of language of guidance, negative stereotyping, and absence of portrayal of specific communities and through one-sided introductions of historical injustices.

There are additionally numerous instances of educational plans that have been purposely intended to advance peace: through direct educating or peace training, or different subjects advancing cohesion, collaboration and reconciliation, for example, Learning to Live Together. There are likewise instances where educational plans give the opportunities that rehabilitate the youth who have either been or are in threat of getting to be soldiers. Such plans would furnish them with financial abilities that will give options to enable them to join academic institutions for alternative education. An initial phase in educational plan is the advancement of peace and efforts to decrease strife. The second phase is to examine existing educational plans and curricular materials and to recognize and exclude components that may effectively energize conflict. The Interagency Network for Education in Emergencies (INEE) has created a conflict sensitive education package. Contextual analyses on the use of conflict delicate training appraisals were distributed. For instance, Reisman and Janke (2015) think about the experience of applying a conflict sensitive technique to deal with the South Sudan Teacher Education Project. Conflict sensitive training

covers all parts of instruction frameworks, not simply the educational plan. The next stage in conflict sensitive training is to adjust and plan educational programs in manners that effectively advance peace. This research takes a look at ways in which school plans and regulations create an environment for fostering and enhancing peace education.

The UK Department For International Development (DFID) advocated for the need to conduct thorough audits of educational programs and peace building. The audit should focus on the political components that support education frameworks in conflict prone settings (Novelli & Smith, 2011). In addition there is need to relook into education in emergency influenced settings. Novelli & Smith, (2011) note that projects, for example, human rights training and conflict resolution education were seldom assessed in a thorough way, with the goal that it was frequently unrealistic to survey the effect on dispositions and conduct of all concerned parties. They found that peace instruction projects were among the most broadly assessed sort of projects in regard to learning results. Peace education projects had also been subjected to examinations, however that not many examinations utilized test plans and most assessments would in general take a glance at the effect of projects all in all, without taking a look at the effect of various segments. Studies assess the momentary impacts and there is an absence of proof on the more drawn out term results.

Jager (2012) survey on peace instruction programs found a shortage of observational investigations on the effect of peace training programs, and an absence of a focus on the long journey through the collaborations of individual program recipients and society. Jager (2012) refers to an investigation of peace training in ten clash influenced nations. At an individual level, the investigation found that members in peace instruction undertakings were additionally eager to approach individuals from other clash parties and to believe in the capability of common peace making than individuals from the control bunch who were not able partake in the projects (Jager 2012).

Educational programs give a stage that can be utilized to advance peace or struggle. In any case, the effect of educational plan substance ought not be overestimated or considered in detachment of the more extensive training framework. Referring to an investigation of educational program change in Sri Lanka, Novelli & Smith (2011) point out that transformed educational programs that promote human rights and equivalent citizenship had extremely restricted effect in settings where communities kept on encountering underestimation as far as government allotment of training assets, for example, educators, structures and hardware. It is along this line that an educational plan can be synergized with different changes to address imbalance of education arrangements.

It ought to likewise be noticed that more elevated amounts of formal instruction, regardless of obvious incorporation of components for peace building, seem to advance progressive tolerance, confiding in mentalities and expanding common commitments to peace. The present study therefore investigated how peace education can be achieved through school plans and regulations that have been put in place.

Since education is the process of acquiring and imparting the knowledge and information for development of intellectual powers of reasoning and judgment, learners are able to make positive decisions on issues touching on

economic, environment and social interaction among themselves. Education builds a strong knowledge base amongst the learners and makes them participate in solving emerging issues on economic, social and Environmental wellbeing (World Bank, 2014). Peace education (PE) means encouraging learners to understand the concepts of peaceful coexistence, Stewardship and Global Citizenship in the subject matter of their own disciplines. Education is often considered to be the formal aspects undertaken in learning institutions and is expected to prepare young people to take up their responsibilities in shaping the society.

Kitala (2018) posits that the concept of peace education relates to peace building, conflict resolution and peace enforcement. Peace Education also relates to sustainability which focuses on behavior change and acceptance of responsibilities by key stakeholders. Educators have attempted to implement a number of peace education initiatives over the years from the global level to the local level. PE inspires people to actively participate in a world where everyone has the opportunity to benefit from quality education through social inclusion and equity. Peace education equips learners with the relevant knowledge skills and values for coexistence. Peace may refer to the concept of harmony, lack of conflict and freedom from fear of violence (Kitala,2018). The concept, Peace Education, is found in several key documents adopted by the international community such as the UNESCO (2005) Framework for Teacher Education, Agenda 2030 for Sustainable Development Goals (SDGs) or the Agenda 2063 for the African continent. According to UNESCO (2005) the concept of peace implies freedom from or absence of hostilities or a condition in which a nation or a community exists in a state of cohesion. It may also refer to the freedom from any form of civil commotion or disorderliness or actually a state of public order and security. It is worth to note that the concept of peace does not just imply the absence of war but actually the absence of all forms of violence, conflicts, threats, social degradation, exploitation, poverty, and all forms of injustices. Indeed peace implies the presence of tolerance, mutual respect and respect of individual differences. The issue of peace building has become a global concern brought about by the escalation of internal conflicts and more troubling forms of violence (Kitala, 2018). PE has roots in the Education For All (EFA) movement which aims to expand basic education in order to build strong foundations for life-long learning.

According to the County Government of West Pokot (2017) societal issues that West Pokot county faces include; ethnic animosity between its inhabitants mainly the pokot community and its neighbours from the Turkana, Baringo and Elgeyo Marakwet Counties; increased insecurity; erosion of cultural values and unsustainable utilization of natural resources resulting in their degradation. The environment sector has a number of challenges too. These include; frequent droughts and famine, natural disasters, acute water shortages, climate change and variability and loss of biodiversity. Educators therefore need to develop innovative approaches and methods in order to solve societal problems. Peace Education in educational institutions should cover a full range of human activities that equip learners with the relevant skills, knowledge and values for peace lives. Peace Education can also be attained through inclusive quality education and lifelong learning through formal, non-formal and informal settings. Greater acknowledgement of the local community contribution to education will allow schools and communities to contribute more effectively to peace education. It is important to remember that while schools have become major players in peace education, some children, youth and adults still remain unreached by schools especially those from marginalized and disadvantaged sectors of society like in West Pokot County (County Government of West Pokot, 2017).

According to county Government of West Pokot (2017) conflict in West Pokot, is centered around control over and access to natural resources particularly pasture and water. Other conflicts are a result of livestock raids and historical rivalry amongst neighbouring communities. Most of the communal lands in pastoralist communities are found in the lowland areas whereas freehold land ownership is largely in the highlands where land is arable. A struggle for resource access especially during the dry spell triggers community conflicts in several lowland areas. Schools are supposed to offer long lasting solutions to challenges faced by communities since they constitute a place for positive interaction among students and stakeholders from different regions. This critical role of reversing the negative socialization trends is most likely bring about peace and harmony not only to schools but to the larger community where the students reside. In order to increase public understanding and awareness, all key stakeholders should have the knowledge on Peace Education and daily actions necessary to help achieve community and national peace should be put in place.

This study in relation to West Pokot public day schools intends to find out how the concept of school plans and regulations and its effect on implementation of peace education. This is aimed at attaining sustainability in areas such as behavior change, skills, values and attitudes towards peaceful and more harmonious societies. Through Peace Education schools deliberate on actions, plans, regulations, teacher capacity building, extra curricula issues and school community networks, an impact on peace education will be achieved.

1.3 Statement of the Problem

West Pokot County is located within the North Rift part of Kenya. A larger part of the county is designated as a hardship zone in Kenya. Due to scarcity of water and pasture to communities whose way of life is mainly pastoralism, it has made the county a volatile region and hence frequent attacks by cattle rustlers. Cattle rustling incidences by the communities living in Turkana and the Elgeyo Marakwet counties of Kenya and also the Karamojong community of Northern Uganda, and the counter retaliations from West Pokot County have led to a lot of suffering of the people of West Pokot for a long time. Many lives and property have been lost, as well as the internal displacement of people and abrupt closure of schools. This scenario, compounded with the difficult geographical terrain and semi-arid conditions that affect the provision of quality education. The impact of violence across the county is detrimental and boundless. It affects everyone especially the marginalized members of the county and is a serious concern particularly to the poverty stricken members of community. A preventive and pragmatic approach becomes imperative through instilling young people in school with peace education that will enhance a culture for peace and non-violence. This study investigated the school support measures put in place by various stakeholders to accelerate attainment of peace education. The independent variables which the researcher attempts to address include;

school plans and regulations, role of the teachers' capacity building, school co-curricular activities and school-community partnership. All these variables are examined in relation to attainment of peace education with coexistence, inclusiveness and life-long education being key parameters of peace education.

1.4 Research Objective

The study was guided by the following objective: to determine the effect of implementation of school plans and regulations on provision of peace education in public day secondary schools in West Pokot County.

1.5 Research question

The study attempted to answer the following research questions: how do school plans and regulations implementation affect provision of peace education in public day secondary schools in West Pokot County?

1.6 Research Hypothesis

HO1: There is no significant relationship between implementation of school plans and regulations and provision of peace education in public day secondary schools in West Pokot County.

1.7 Theoretical Framework

This study is anchored on peace education theory as postulated by Harris (2004). The Peace Education Theory provides information about the destructiveness of violent conflicts and strategies for peace. According to the theory, Peace educators, who are the teachers in this case, point out problems of violence and instruct their students about strategies that can address those problems, hence empowering them to redress the circumstances that can lead to violent conflicts. In schools and community settings the teachers impart to their students the values of planetary stewardship, global citizenship and humane relations. The Peace Education theory according to Harris (2004) presents five postulates of peace education that help define the growing field of peace in education and then examines the aspect of conflict resolution education amongst secondary school students which attempts to explain different forms of violence and provide information about alternatives to violence.

Peace education has five main postulates: Postulate one explains the roots of violence and has the role of a clarion call to warn about the hazards of violence. Postulate two teaches alternatives to violence and presents different peace strategies that can be used to address the problems of violence pointed out in postulate one. Postulate three explains the dynamic nature of peace education as it shifts its emphasis according to the type of violence it is addressing. Postulate four embeds peace education theory and practice within specific cultural norms and makes an attempt to illustrate that the peace varies according to context. Postulate five states that conflict is omnipresent and that peace educators cannot eliminate conflict but they can provide students with valuable skills in ensuring that the peace process is articulated in communities.

2.0 Research Design and Methodology

Research design is the conceptual structure within which this research was carried out. This study adopted a descriptive survey research design which was used to describe the school plans and regulations that have been put in place to support implementation of peace education in public day secondary schools in West Pokot County. This research design also enabled an accurate description and assessment of meaning related to this phenomenon under investigation. This study was anchored on the pragmatic research paradigm. The focus of the study was concerned with school perspectives and interpretations of reality. Teachers and community reflective habits demonstrate their underlying beliefs about how the world is and how that reality should be represented in teaching.

Dudovskiy (2018) observes that pragmatist research philosophy accepts concepts to be relevant only if they support action. As such any in this study, it was important for the researcher to reorient oneself in order to be able to solve the problems that affect communities through schooling in line with the pragmatist important criterion, the capacity to solve human problems. To a pragmatist the mandate of science is not to find truth or reality, the existence of which are perpetually in dispute, but to facilitate human problem solving.

2.1 Area of Study

This study was conducted in West Pokot County in Kenya. West Pokot County boarders Baringo county to the East, Trans Nzoia and Elgeyo Marakwet to the south, Turkana county to the North and the nation of Uganda to the west. The county is located in the Rift valley region. It is subdivided into three geographical regions namely; low lands, escarpment and highlands. The Valley and the Escarpment covers 51% of the total land while the remaining region is the Highlands. The West Pokot County is an hardship area due to extreme temperatures, inaccessible terrain and Semi-arid climate. These factors have made the region volatile with the frequent attack by people from Turkana county, Baringo county, Elgeyo Marakwet county and the neighbouring Northern Uganda region. Violent conflict has had negative and severe consequences on communities that are involved in these conflicts. The schools have been closed on several occasions, property destroyed and loss of lives witnessed in this zone.

2.2 Sampling Procedures and sample size

The purpose of sampling is to secure a representation which will help the researcher to gain information about the population. According to Mugenda (2003) population is the aggregate of all that conforms to a given specification. The study used stratified sampling procedure in the selection of schools, from the existing sub counties in West Pokot County. Purposive sampling and simple random sampling techniques were used in the selection of the respondents. According to Borg and Gall (2003) a sample size of 30% is adequate and good for representation of the target population. From the total number of 81 public secondary schools in West Pokot County, a sample size of 30% consisting of 24 schools were selected to participate in the study.

From the calculation a sample of 385 students participated in the study and were sampled from a target population of 10,036 students. A total of 24 principals (30%) was sampled from the 81 public Day Schools in the county. The Principals were selected purposively because of their networking with the community while Simple random

Table 2.1 Sample Size

Sub County	Total No of Principals	Sampled principals	Teachers	Teacher sample size	No of students	Students sample size
South Pokot	22	7	192	58	1339	51
West pokot	26	8	259	77	2754	106
Kipkomo	20	6	104	31	3174	122
Central Pokot	13	3	106	32	2769	106
Totals	81	24	661	198	10036	385

sampling was used to select the 198 teachers who took part in the study. The Table 2.1 shows the sample size by category.

2.3 Research Instruments

The study utilized questionnaires, interview guides and focus group discussions to collect data as In order to address the objectives of the study the Teachers' questionnaire and students' questionnaires were constructed in a manner that elicited both quantitative and qualitative data. Items were constructed to include close ended questions with multiple choice answers as well as likert type of questions. Open ended questions were included to elicit qualitative data which involved discussions and critical analyses. Kothari (2004) points out that this method involves presentation of oral verbal stimuli and reply in terms of oral answers. Personal interview method was used where the researcher had face- to-face contact with the interviewee. Interviews is appropriate for this study since it enabled the researcher to obtain indepth information on people's opinions thoughts experiences and feelings in relation to school support measures and attainment of peace education. The interview schedule consisted mainly of ten main questions that sought information relevant to the various objectives of the study. The researcher also utilized more probe questions to get to the depth of the responses given. This study adopted the focus group discussion with the form three students with 12 students participating in each group. The number of groups per school was dependent on the student population. A total of 32 focus group discussions were organized with 2 groups in each of the eight schools and one group in each of the remaining 16 schools. Form three students were deemed to be most appropriate to participate in the study since they had been in the school long enough to be able to discuss and give data relevant for the study.

3.0 School Plans and Regulations and Peace Education

The respondents were asked to rate their responses on a Likert type of scale in relation to implementation of school rules and regulations for the purpose of attainment of peace education amongst the students. The Table 3.1 represents the findings where SA = Strongly Agree, A = Agree, UN = Undecided, DA= Disagree and SD= Strongly Disagree.

The respondents were asked to indicate their opinions in relation to how the school's vision highlights a need to provide valuable knowledge on peaceful coexistence. Majority of respondents (49.3%) indicated that they strongly agreed with the statement followed by those who agreed (36.8%). Those who strongly disagreed constituted the least category (3.2%). From this finding it is clear that the schools in the county have envisioned the need to move the schools towards peaceful status by providing a valuable knowledge to all the students. This is a very important overall direction for

the school in an effort to promote peace initiatives in the county.

Further the study investigated the role of the schools mission in nurturing a socially fit and productive student in nation building. The findings indicate that a majority of respondents (61.1%) agreed that the mission of the school was to nurture a responsible student who can be involved in nation building. The second highest category consisted of those who strongly agreed forming a percentage of 31.4%. The lowest category were those who were undecided constituting 1.1%. The findings agree with those of Solomon (2010) who advocates for a commitment to non-violence. Peacefulness is fundamental to stemming struggle while successfully propelling positive social and political change. Networks and schools should draw upon numerous good examples who have been focused on peace standards and who have had a gigantic effect on the world stage. Several associations, including schools, the world over are focused on tranquil methods for balancing out areas in strife. Aside from a guarantee to peace networks and schools must figure out how to teach for peace. In instruction for peace we have to coordinate peace precepts from early training through alumni programs in colleges.

From the Table 3.1 above it can also be established that the respondents believed that the schools' motto echo the need to nurture lifelong peace loving students within their societies. A majority of the respondents (66.5%) indicated that they found that the school motto communicates the need for a lifelong peaceful society. The second highest category consisted of those who strongly agreed (24.3%). The least category was those who were undecided who constituted 1.1%. it is evident therefore that public day schools in West Pokot County are putting in place measures within their plans and generally in their overall school direction to define and promote peace and coexistence which in itself helps to tackle the problem of insecurity which is very common within the county.

It was also established that the school has put in place plans as embedded in curriculum to equip the learners with the right attitudes for peaceful school life. The findings revealed that 73.5% of the respondents indicated that they agreed with the statement that the school plans as embedded in the curriculum equips the learners with the right attitudes towards a peaceful life. The least category of respondents (2.7%) strongly disagreed with the statement. This finding agrees with the Hague Appeal for Peace (2013) that advocates for a Peace Education process that is participatory and holistic so that it incorporates instructing for and about

Table 3.1 School Plans and Regulations and Peace Education

Item	SA	A	UN	DA	SD
The school vision highlights a provision of valuable knowledge on peaceful coexistence	91 [49.3%]	68 [36.8%]	8 [4.3%]	12 [6.4%]	6 [3.2%]
The schools mission has provision for nurturing a socially fit and productive student in nation building	58 [31.4%]	113 [61.1%]	2 [1.1%]	6 [3.2%]	6 [3.2%]
Our school motto echoes the need to nurture lifelong peace loving student society	45 [24.3%]	123 [66.5%]	2 [1.1%]	8 [4.3%]	7 [3.2%]
The school plans as embedded in curriculum equips the learners with the right attitudes for peaceful school life	12 [6.5%]	136 [73.5%]	24 [13%]	8 [4.3%]	5 [2.7%]
The school rules and regulations are stated in a manner to support development of democracy and dialogue between the student and the teachers	116 [62.7%]	35 [18.5%]	20 [10.8%]	6 [3.2%]	8 [4.3%]
The school regulations effectively deals with cases of indiscipline in a peaceful way	30 [16.2%]	90 [48.6%]	10 [5.4%]	41 [22.2%]	14 [7.57%]
The school rules provide for guidance and counselling of students as a corrective measure towards peace and reconciliation	26 [14.1%]	139 [75.1%]	6 [3.2%]	10 [5.4%]	4 [2.2%]
A peace and reconciliation committee is in existence and students are included in membership	28 [15.1%]	110 [59.5%]	19 [10.3%]	22 [11.9%]	6 [3.2%]

majority rule government and human rights, peacefulness, social and monetary equity, sexual orientation equity, natural manageability, demilitarization, customary peace rehearses, global law and human security. The medicinal proportion of such instruction is to instill in the students the correct dispositions for a quiet school life and to shield kids from falling into the methods for viciousness in the public arena. Learning for peace truly manages learning the abilities, demeanors and qualities so as to make and continue peace.

When asked whether the school rules and regulations were stated in a manner to support development of democracy and dialogue between the student and the teachers, a majority of respondents consisting of 62.7% strongly agreed with the statement. A further 18.5% which was the second highest category agreed with the statement. The least category was those who disagreed and consisted of 3.2%. This is an indication that schools in West Pokot County put in place measures that support implementation of peace education in the county. Further the study sought to find out whether the school regulations effectively dealt with cases of indiscipline in a peaceful way. It was revealed that 48.6 % and 16.2% Agreed and Strongly Agreed constituting the highest and second highest category respectively.

The findings also revealed that the school rules provided for guidance and counselling of students as a corrective measure towards peace and reconciliation in which 75.1% agreed with the statement and a further 14.1% strongly agreed and constituted the second highest majority. The least category of respondents was those who strongly disagreed and consisted of 2.2%. The study also sought to establish if a peace and reconciliation committee is in existence and students are included in membership, in which a highest majority of respondents (59.5%) agreed while the second highest majority of 15.1% strongly agreed. The least category of respondents (3.2%) strongly disagreed with the statement. Pinker (2011) asserts that peace and compromise can be accomplished through a basic appraisal of the extreme difficulties to peace and to be set up for the genuine responsibility required to confront them. By the by, there are demonstrated and powerful methods for propelling peace to support networks and schools take on these difficulties by blending authenticity with would like to help individuals push ahead to an increasingly serene society. Regardless of the basic observations that the world is a progressively rough place, much proof guides rather toward a decrease in both individual and social viciousness after some time. Pinker (2011) further proposes certain components that advance quiet concurrence can be recognized and upgraded. When all is said in done it is outstanding that our civic establishments and social orders have advanced toward a more noteworthy regard for human rights, acknowledgment of human assorted variety, and the improvement of frameworks of common society that help settle strife.

Chi-square was used to establish whether there existed a significant relationship between implementation of school plans and regulations and provision of peace education in public day secondary schools in West Pokot County. The scale required the respondents to indicate the extent to which they agree to each of the 6 statements, using the following response format: 5 = Strongly Agree, 4= Agree, 3= Neutral, 2= Disagree, 1=Strongly Disagree. This was necessary so that the responses can be entered in the SPSS for analysis. The first hypothesis was stated as:

HO_1: there is no significant relationship between implementation of school plans and regulations and provision of peace education in public day secondary schools in West Pokot County. The results are shown in Table 3.2

Table.3.2. Chi-Square Results

	Value	Df	Asymp. Sig. (2-sided)
Chi-Square	46.371	7	.002
N of Valid Cases	185		

As shown in Table 3.2, a chi-square of 46.371, df =7 and p-value of 0.002 was obtained. Since p<0.05, the null hypothesis is rejected which implies that there is a significant relationship between the implementation of school plans and regulations and provision of peace education in public day secondary schools in West Pokot County.

From the interviews with school principals, it was noted that school rules and regulations were given to all students to read, understand and accept upon admission. It was also noted that these rules and regulations were strategically displayed for the benefit of all students at all times. The students were expected to adhere to these rules in an effort to promote peace within the school compound. The principals were in agreement that the guidance and counselling department played a crucial role in instilling peace and peace and in resolving conflicts within the school set up. It was further observed that the disciplinary committee and the guidance and counselling department had ensured that professionalism is instilled in the manner in which conflicts and peace restoration are handled between the students and the teachers. The guidance and counselling departments were headed by senior and experienced teachers who handle students' conflicts and other disciplinary matters in a mature way. The respondents were quick to note that parents or guardians were involved in case school conflicts led to physical fights amongst the students.

Most of the principals within the Kerio Valley border observed that there was a sense of mistrust between communities living within the border. Those schools that were situated on the west Pokot side of the border had a student population from the Pokot community while those in the Marakwet Region were also composed of learners from the Marakwet community. The same case applied to staffing. Due to insecurity issues teachers preferred to teach away from the West Pokot- Elgeyo Marakwet border instead of working in schools close to the borderline. The insecurity within the region was attributed to the way of life of the members of community that was based on a low money economy or low household expenditure. In fact most schools in the region faced a serious issue of nonpayment of school fees. Parents preferred to have their children stay away from school instead of fulfilling their parental duty of school fee payment. It is therefore notable that these were some of the challenges that schools faced in their quest to implement peace education in schools since there was low attendance of students who opted to carry own with other socio-economic activities that seemed meaningful to them.

When the student respondents were asked to discuss the core values of their schools, it was established that most schools had core values such as hardwork, honesty, discipline, respect, and integrity. The respondents were in agreement that when all the values in their schools were upheld then a more peaceful and harmonious school or community was maintained. The respondents agreed that the values were strategically displayed in their institutions for every member of the school community to read and

internalize. They believed that a value such as respect enabled peaceful relations amongst students and also between teachers, students and members of the local community. The process of inculcating the values within the students acted as a firm foundation for a peaceful community. These findings agrees with those of Parvyn (2017) who noted that the absence of values and ethical practices in schools is the common denominator associating acts of corruption, criminality and terrorism in the wider society on one hand and a culture of violence, abuse and impunity in educational institutions.

When student respondents were asked to discuss how teacher learner conflicts could be minimized in schools, an indication was that dialogue and reconciliation should be give an upper hand. The students also agreed that students should exhibit virtues of honesty, openness humility and respect at all times within and outside the school environment. They were also in agreement that the process of formulation of school rules and regulations should be participatory so that the students can own the rules formulated for ease of implementation.

Some of the student respondents suggested that in case of indiscipline, the schools should not involve their parents but solve the incidences at school level. This was an indicator that the parents always upheld discipline and emphasized the need for more peaceful school life and that is why the respondents were uncomfortable in having schools involve the parents. Parvyn (2017) further posits that parental involvement in school matters and support for learning activities at home is important to children's education. It is notable that parents are the first educators that children encounter and so their positive engagement throughout the student's school life.

3.2 Conclusions and Recommendations

The objective of the study which was to determine the effect of implementation of school plans and regulations on provision of peace education in public day secondary schools in West Pokot County.It was revealed that the schools in the county had envisioned the need to move the schools towards peaceful status by providing a valuable knowledge to all the students. It is evident therefore that public day schools in west Pokot county are putting in place measures within their plans and generally in their overall school direction to define and promote peace and coexistence which in itself helps to tackle the problem of insecurity which is very common within the county.

Specific administration of public day secondary schools in the county have envisioned the need to move the schools towards peaceful status by putting in place measures within their plans and the overall school direction to define and promote peace and coexistence which in itself helps to tackle the problem of insecurity which is very common within the county. The plans as stated in the school motto, vision and mission indicated the need for a lifelong peaceful society. The plans, as embedded in curriculum, as well as the schools' rules and regulations equipped the learners with the right attitudes for peaceful school life. The study thus established a positive relationship school plans and regulation in the process of peace education implementation.

Based on the findings of the study the following recommendation can be made to strengthen the school support measures in the implementation of peace Education: there is need for parental involvement in the formulation of schools' plans and regulations in order to establish positive

and long lasting solutions to insecurity challenges within the schools and in the wider community. Students should be encouraged to internalize the tenets of peace education for positive social and cultural transformation

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