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The Impact of Teachers Capacity Building in Promotion 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 prone to community conflicts and wars between its inhabitants and communities in neighbouring counties and northern Uganda region. The purpose of this study was to investigate the impact of teachers capacity building in promotion of peace education in public secondary schools in West Pokot County, Kenya. The study objective was to determine how teachers' capacity building in promotes implementation 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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Introduction

Peace Education in Kenya can be achieved through appropriate learning, capacity building, activities and community partnership and development of skills on inclusivity and social cohesion at all levels of education. This will inculcate sustainability values among the citizenry aimed at influencing informed decision making. The Kenya government have put in place measures aimed at; enhancing the role of education and learning for equitable, efficient and sustainable utilization of the country's resources; promoting quality education through diverse learning and public awareness for improved quality of life and productive livelihoods; and promote teaching and learning that inculcates appropriate values, behaviour and styles for good governance and sustainability. Kenya Education Sector Support Programme (KESSP) has contributed to a number of achievement in terms of sustainability development in the country, it has provided a framework of formulating education policies and costing by means of a sector-wide approach, steered Kenya to speed up the realization of Education For All (EFA), Kenya vision 2030 and Sustainable Development Goals (SDGs). All these were aimed at enhancing Peace Education and social coexistence in the country.

Sustainable development aims at improving the living standards and the quality of people's lives, through provision

of quality and relevant education. Teachers play a crucial role in attainment of conflict free societies. One of the key interventions in promoting peace education is through development of conflict-sensitive curricula and effective implementation. This involves conducting conflict analysis on education curricula, structures and delivery to identify the drivers of conflict and violence, and the dynamics therein leading to development of concrete and realistic intervention that leverage on the capacity for peace through education. It is important therefore to consider the following in education sector: review and enhance education curriculum to ensure that it is sensitive to context, including conflict and disaster, and pays attention to disparities, including equity, develop conflict-sensitive education policies and adapt pedagogy; address issues related to structural violence, marginalization, and social exclusion (Global Partnerships for Education, 2019).

UNESCO has identified 17 global goals that support quality education related to the individual learner and to the systems of education. One of the goals seeks to promote peace and justice by looking into ways of promoting peaceful and sustainable development, provision of access to justice for all and by building an effective and accountable and inclusive institutions at all levels (UNESCO 2015). Within the school system, the teachers should put in place efforts to develop learner inclination to peace consciousness and

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effective conservation of natural resources for sustainability, to put their knowledge and skills to work and act on their own conclusions about what should be done to ensure environmental security and sustainability. The Teacher in the context of this study should be seen as the creator of future of nation, and particularly a sustainably peaceful society. The school system plays an effective and powerful role in bringing about social change, stability and modernization which is most desired in an unstable region as the West Pokot County of Kenya. According to Krishnamacharyulu and Reddy (2005) it is the duty of a teacher to show a right direction to any given society. Integral to teachers' role as peace builders is their "agency" in peace building. Structure may take priority over agency meaning that social life is largely determined by social systems and conditions that regulate individual behaviour or the reverse. In this view, Life within the social setting is largely determined by those individual agents without whom there would be no social structures such as the education setting (Bullock & Trombley, 2000).

Researchers have also sought to synthesize this binary by seeing social systems as the result of interaction between individuals (agency), who are aware of the 'rules' (structure) that influence their actions but who are also capable of bringing about structural change by influencing the 'rules' that govern social action. Teacher agency as peace builders is understood in relation to their capacity to influence their conflict-driven surroundings. It is their ability to think, feel and act in order to foster values and attitudes that offer a basis for transforming conflict itself (Novelli & Smith, 2011). Teachers' agency as peace builders can be seen as static, fixed and essentialised as multidimensional, situated and dynamic. Teachers act as both the agents of change, for example, by promoting harmony between pupils including respect, justice and inclusiveness, and the agents of conflict, for example, in the way teachers use pedagogy and curricula to perpetuate inequity and conflict between opposing ethnic, religious or socio-economic groups. The lines between the two are not always clear and the same teacher may play out both roles simultaneously in different moments and contexts. This is because teachers do not exercise their peace building agency in isolation from their surroundings and their agency both influences their surrounding and is influenced by it (Weldon, 2010; Welmond, 2002). Teachers are selective and strategic actors in an often politically-charged context (Cardozo & Hoeks, 2014).

Major conflict drivers include religiously motivated violence and terrorism fueled by the 'War on Terror' in Pakistan, ethnic insurgency and sectarian violence in Balochistan and Khyber Pakhtunkhwa (KP)—and ethnic/political and sectarian violence in Karachi. According to Bhattacharya (2015) the entanglement of Islam with Pakistani identity and a history of conflicts have served to idealize gendered roles and masculinized identities for Pakistanis making female citizens vulnerable to verbal, physical and sexual violence. Additionally, socio-economic inequity, unequal access to resources and power, and a lack of political participation also contribute to conflict. The education system in Pakistan is a mirror of inequities, with household income being the strongest determinant of educational opportunities, followed by rural and urban disparities. Perpetration of inequities across the different provinces and gender gaps between females and males are a very strong contributor of gender and intercommunity violence. These inequities are made much worse by the three

systems of education—public, private and the madrassa/religious sector and language of instruction. The two provinces most-affected by conflict—Balochistan and Khyber Pakhtunkhwa (KP)—are also the ones with poorer educational indicators. Nevertheless, literature indicates a high proportion of educated youth from the prosperous Punjab province are engaged in conflict but outside their home-province (Bhattacharya, 2015).

According to Shaw & Mbabazi (2007) the most discussed conflict in the media in Uganda, is the civil war in the north against Joseph Kony's LRA (Lord Resistance Army) since the 1990s. Between 1987-2000, Uganda resembled a "war with peace" model, suggesting that the government in power embraced the antagonisms of conflict (in the north) alongside peaceful coexistence and development (in the south), in one country at the same time. Whereas southern Uganda emerged as a showpiece for Western donors to highlight remarkable successes in combating HIV/AIDS rates or fostering economic growth and development, conversely, northern Uganda's developmental progress has been challenged by two decades of war (Shaw & Mbabazi, 2007). In 2015, Uganda continues to rank 23rd amongst the world's most fragile states. Regional instability within the country persists, driven by factors such as: economic disparities and unequal distribution of wealth, resource competition, land-disputes, cattle raiding, poor governance and democratic deficits, human rights abuses and erosion of civil liberties, lack of truth, reconciliation and transitional justice, the politicization of ethnic identity, north-south fault line, corruption and personal greed as well as tensions between cultural institutions and the government (Knutzen & Smith, 2012).

UNHCR (2006) argues that schools and teachers are highly influential in a child life's and have a lasting impact on attitudes and behaviours. Unsafe learning environment leads to the perpetuation of violence within the communities. UNHCR noted key reasons why safe education is a necessity in communities and are: to ensure that the learning environment provides quality education; to increase school attendance especially at secondary level; to help in search for durable solutions by promoting a culture of peace and dialogue and to provide students with the skills to achieve self-reliance. According to MOEST (2014) Kenya government has developed a capacity building policy of various stakeholders in the education sector including education officials, head teachers and teachers on peace education. This training was conducted using a training manual on peace education. The training covered such areas as understanding peace, peace education and conflict and intervention approaches. The training integrated peace education initiatives in Pre Primary, Primary, Secondary, Technical and Vocational Education and Training (TVET).

Peace education is relatively a young subject in the Kenyan education system. The initial primary teacher Education programme in Kenya, included elements of peace education but not in pure form. It was always integrated in subjects like Civic Education, Social Ethics, Religious Education and Environmental Studies. Nyawalo (2010) observes that the relevant subjects were taught in isolation from each other, that they lacked proper focus and had been dogged by use of inappropriate methodologies. She continued to report that at times contents were censored and distorted to serve the interest of the government of the day. Although the teachers got the initial training, the continuous capacity development of teachers was found to be either haphazard or

lacking. MOEST (2014) findings also showed that some lecturers in TTCs were not adequately trained in the pedagogy required for primary school level which even made it more challenging for the implementation of peace education.

The coalition of peace in Africa has been implementing peace education in Kenya Since 2006, through training of teachers and students peace clubs in various counties (Ayindo, 2011). The Ministry of Education (MOE) with church world services initiated a school safe program in 60 schools that promote peaceful ways. Peace education was introduced in the Kenyan curriculum for both primary and secondary schools in January 2009 with an aim of imparting knowledge and instilling skills, values and attitudes for harmonious coexistence among teachers and learners. The move was aimed to counter the negative effects of the post-election violence that locked the country in 2007 and 2008. Peace education program was integrated into the curriculum through subjects such as Life Skills, Social Studies Religion, History and Government. The aim was to ensure that peace education was in tandem with the Kenya vision 2030, under the political pillar on security, peace building and management. It was also emphasized that peace education was intended to help learners acquire relevant knowledge, skills, attitudes and values necessary to foster behavior change that would enhance peaceful coexistence. Peace education programme would enable individuals re-evaluate their behaviors, develop commitment and endeavor to promote national healing and peaceful coexistence.

The peace education program structure in Kenya comprises of a unit within the national headquarters' of the Ministry of Education which collaborates with the county focal persons and other stakeholders, in identifying capacity gaps to inform programming at the national level. They gather data on peace education program using the existing monitoring and evaluation mechanisms. At the school level, head teachers have been sensitized on the program and they serve as the overall coordinators. Teachers who are trained on the program through short courses take charge of the implementation process in the schools. Music and drama teachers have also been trained to promote informal learning through integrating peace education themes in music and drama pieces.

Peace education in many countries is considered only as an after thought for post violent conflict situations where peace was felt as fragile. The issue of instructional materials for peace education just as the content and methodology, depend on each country's plans and needs. Most educational content on peace is integrated in Social Studies reference books and materials. In Kenya, Peace education curriculum is a structured course of study. The content and proposed pedagogy of the peace education centre around promotion of positive relationships, modeling peaceful behavior and developing problem solving skills.

According to Saglam (2011), all teaching resources and materials used for developing the desired knowledge, skills, attitudes, and values in learners are regarded as instructional materials. They work as the support to both teacher and learner in the pursuit of knowledge and curriculum transmission. They are purposefully designed to overcome verbal deficiency in communication and also make abstract knowledge concrete. They also enable learners to comprehend complex ideals through imagery and manipulation. Teaching materials stimulate a number of sense organs. The higher the number of sensing organs activated by

teaching materials during learning and teaching process, the better and more enduring the learning process is.

After the adoption of the Lisbon Strategy, the new education systems and training initiatives until the year 2010 should, among other things, create the common European and commonwealth countries framework for teacher competences and qualifications. To that effect, all European and commonwealth countries should define key competencies for teachers and get involved in the process of peace studies curriculum. The most comprehensive discussion of a peace education program and its impact upon teachers comes as pointed out by Lantieri & Patti, (1996), is a comprehensive programme on how to resolve conflict creatively in New York City and involved the training of teachers in various aspects of peace education, most specifically social emotional literacy, bias awareness, and conflict resolution. Social emotional literacy teaches positive communication skills. Lantieri and Patti (1996) say that coaching and practice are key components in whether or not teachers used the peace education material in which they received training.

Lantieri and Patti (1996) go on to say that peace education should not just be implemented by a few teachers, but rather should involve all levels of the school. Through this programme, an attempt is made to train all staff in the school from the principal to the janitor on peace education, so that it is adopted in the whole school. It can be deduced that those teachers who received peace education training and who find themselves in schools with a strong commitment to peace education principles would be most likely to adopt the principles of peace education in their classes (Crawford & Bodine, 1996).

UNESCO (2015), succinctly, highlights the central roles of teachers, as a key to achieving all of the education 2030 agenda. For this to be achieved, teachers are to be empowered adequately recruited and remunerated, well trained professionally, and supported within well-resourced efficient and effectively governed school systems. Quality education includes the development of skills, values, attitudes and knowledge that enables citizens to live healthy and fulfilled lives, make informed decisions and give appropriate response to local and global challenges. As in many other conflict-affected countries, education in Uganda was initially seen as an essential ingredient for economic and social development. It is only recently that policies have been drafted to address the integration of peace building into the education sector to some extent.

Remarkable achievements in addressing the EFA agenda and issues of inequality in education notwithstanding, the role of education in peace building continues to be challenged by slow and weak policy implementation in areas such as: teacher training and capacities, infrastructure, socio-psychological support for both teachers and students, and education and livelihood generation for youth. In addition, ineffective decentralization processes and the emergence of low versus high quality schools (or privatization), as well as corruption, challenge equality and social cohesion within and through education. Within the curriculum peace building is approached and used as a pedagogical tool towards conflict prevention but not as a means to coming to terms with a conflict-shattered past.

Statement of the Problem

West Pokot County is located in the Rift Valley region of Kenya. Due to scarcity of water and pasture to communities whose way of life is mainly pastoralism, the county faces frequent conflicts and wars between its inhabitants who are

mainly the pokot community and inhabitants of neighbouring counties. Many lives and property have been lost, as well as the internal displacement of people and abrupt closure of schools. This absence of peace compounded with the difficult geographical terrain and semi-arid conditions negatively affect the provision of quality education. The impact of violence across the county is detrimental affects everyone especially the marginalized members of the county. Decades of local conflicts have resulted in nothing but misery particularly to those directly affected by violence, disruption and displacement. Given this background, it becomes imperative that change must come through teachers efforts to implement peace education in schools. Violence cannot be countered by any other form of violence but is apparent that peace efforts must be incorporated in schooling. It is time to adopt a renewed mindset that promotes peace through school support measures. This study investigated the teacher capacity efforts and its effect on implementation of peace education.

Research Objective

The study was guided by the following objective: to assess the impact of teachers' capacity building in promotion of peace education in public day secondary schools in West Pokot County.

Research question

The study attempted to answer the following research question: how does teachers' capacity building affect the promotion of peace education in public day secondary schools in West Pokot county?

Research Hypothesis

HO: There is no significant relationship between teachers' capacity building and promotion of peace education in public day secondary schools in West Pokot County.

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 under this postulate, students in peace education classes learn about the 'other' in order to deconstruct enemy images. 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 attempts to address the different forms of violence are made under this postulate. Postulate four embeds peace education theory and practice within specific cultural norms and makes an attempt to illustrate that 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.

Research Design and Methodology

Research design is the conceptual structure within which this research was carried out. According to Kothari (2004), a research design constitutes the blue print for the collection and analysis of data. This study adopted a descriptive survey research design which suits most social science research and effectively addressed the research problem that was being investigated in a logical and as unambiguously as possible. Descriptive research survey design was used to describe the school support measures 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. Pragmatism is a worldview that arises out of actions, situations and consequences rather than antecedent conditions in post-positivism (Cherryholmes, 1992). Pragmatism recognizes that there are many different ways of interpreting the world and undertaking research that no single point of view can ever give the entire picture and that there may be multiple realities (Dudovskiy, 2018). 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. Pragmatists acknowledge the many diverse ways of interpreting the world and conducting research and that no single point of view can ever give the total picture because of the multiple realities. According to Collis & Hussey (2014) positivism and interpretivism are two extreme mutually exclusive paradigms about the nature and sources of knowledge. Collis & Hussey (2014) further argue that modified philosophical assumptions are adapted by pragmatic researchers, who usually happen to be experienced researchers. According to pragmatist research philosophy, the research question is the most important determinant of the research philosophy. Pragmatists can combine both, positivist and interpretivist positions within the scope of a single research according to the nature of the research question. Unlike positivist and interpretivist research philosophies, pragmatism research philosophy can integrate more than one research approaches and research strategies within the same study. Moreover, studies with pragmatism research philosophy can integrate the use of multiple research methods such as qualitative, quantitative and action research methods.

This study was conducted in West Pokot County in Kenya. West Pokot County borders 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.

The sample was selected using stratified random sampling procedure in order to determine the public day schools in West Pokot County. The schools were selected from each sub county administrative division. 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.

Based on Yamane formula a sample of 385 students was sampled from a total of 10036 students in the county. 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 sampling was used to select teachers who took part in the study. The Table 1 shows the sample size by category.

Teachers Capacity Building and Promotion of Peace Education

The study investigated the impact of teachers' capacity building in promotion of peace education in West Pokot County. The findings indicate that schools have put in place efforts to enhance the teachers' capacity to handle peace related issues in order to inculcate the right knowledge attitudes and values of peace within the schools. The findings in relation to objective two of the study are as indicated in Table 2 where SA = Strongly Agree, A = Agree, UN = Undecided, DA= Disagree and SD= Strongly Disagree.

The respondents were asked to give their opinion in as far as teacher participation in seminars that promote the provision of peace education in west Pokot County. It was noted that indeed teachers participate in education seminars with the aim of promoting peaceful management of schools where 50.3% of the respondents strongly agreed with the statement followed by 34.1% of the respondents who also agreed that teachers participate in seminars organized for purposes of peaceful management of schools. The least number of respondents in relation to this item were 4.9% who were undecided. The finding agrees with Krishnamacharyulu and Reddy (2005) who asserted that it is the duty of a teacher

to show a right direction to any given society. Integral to teachers' role as peace builders is their "agency" in peace building. Structure may take priority over agency meaning that social life is largely determined by social systems and conditions that regulate individual behaviour or the reverse. Teachers therefore through education seminars that they take part in are important agencies for peace education in the county.

When the respondents were asked to state whether teachers use modern strategies in providing peace education for example use of e-learning in providing peace education content, a majority of the respondents (75.7%) agreed while the second majority were those who strongly agreed forming 12.4%. The least category was those who were undecided and formed a small percentage of 1.1. In addition the respondents were asked to indicate whether the teachers regularly attended workshops that addressed peace education content. It was revealed that a majority of the respondents agreed (45.9%) that teachers were taken through workshops with the aim of promoting implementation of peace education within the county. The second highest majority were those who strongly agreed forming a 23.8%. The least category was one in which those who strongly disagreed forming 3.8%. These findings agree with Bullock & Trombley (2000) who asserted that life within the school's social setting is largely determined by those individual agents without whom there would be no social structures such as the education setting. Teachers are therefore powerful social agents with whom peace agenda can be achieved in their respective communities.

The study also sought to establish whether the teachers have put in place programmes to help in addressing conflicts in schools. It was established that teachers had started school programmes that promote school conflict resolution amongst students where 63.2% of the respondents agreed with the statement while the second highest majority were those who strongly agreed forming a 13.5% of the total respondents. The least category was those who strongly disagreed forming a small proportion of 2.2%. This agrees with Novelli & Smith (2011) who saw any social systems, schools included, as the aftereffect of association between people (office), who know about the 'rules' (structure) that impact their activities however who are likewise fit for realizing basic change by affecting the 'rules' that oversee social activity.

Table 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

Table 2. Teachers Capacity Building and Promotion of Peace Education

Item	SA	A	UN	DA	SD
Teachers participate in education seminars with the aim of promoting peaceful management of schools.	93 [50.3%]	63 [34.1%]	9 [4.9%]	11 [6.0%]	9 [5.0%]
Teachers use modern strategies in providing peace education for example use of e-learning in providing peace education content	23 [12.4%]	140 [75.7%]	2 [1.1%]	11 [5.9%]	08 [4.3%]
Teachers regularly attend workshops that address peace education content	44 [23.8%]	85 [45.9%]	29 [15.7%]	20 [10.8%]	7 [3.8%]
Teachers have started school programmes that promote school conflict resolution amongst students	25 [13.5%]	117 [63.2%]	19 [10.3%]	20 [10.8%]	4 [2.2%]
Teachers assist the students to address current national initiatives on peace education	115 [62.2%]	17 [9.2%]	24 [13.0%]	7 [3.8%]	22 [11.9%]
Teachers get feedback from graduates of the school on tangible impacts of peace education	107 [57.8%]	36 [19.5%]	23 [12.4%]	7 [3.8%]	12 [6.5%]

Educator organization as peace developers is comprehended in connection to their ability to impact their contention driven environment. Through applicable school programs instructors cultivate qualities and frames of mind that offer a reason for changing clash itself. Educators' organization as peace manufacturers can be viewed as static, fixed and essentialised as multidimensional, arranged and dynamic. Educators go about as both the specialists of progress, for instance, by advancing amicability between understudies including appreciation, equity and comprehensiveness, and the operators of contention, for instance, in the manner in which instructors use instructional method and educational programs to propagate imbalance and strife between restricting ethnic, religious or financial gatherings.

Further the respondents were asked to indicate whether the teachers helped the students take cognizance of national issues on peace. It was established that the respondents indicated that the teachers assist the students to address current national initiatives on peace education where a majority forming 62.2% strongly agreed with the statement. The second highest category in this case were those who were undecided (13.0%) while the lowest category were those who disagreed (3.8%) with the statement. According to Cardozo & Hoeks (2014), the educators don't practice their tranquility building office in separation from their environment and their organization the two impacts their encompassing and is affected by it. Instructors are particular and key entertainers in a frequently politically-charged setting. Teacher agency therefore is very critical in driving the national agenda of any country.

The respondents were asked whether the teachers get feedback from graduates of the school on tangible impacts of peace education. It was found out that a majority of respondents (57.8%) Strongly agreed that teachers followed up their graduates to get feedback. The second highest majority agreed that the teachers received feedback from school graduates on tangible impacts of peace education. The least category was those who disagreed forming 3.8%. According to World Bank (2019), education provision is very important in the process of promotion of peace in communities and nations. Education reduces poverty, boosts the economy, and increases income levels of the individuals. In times of conflict World Bank (2019) further argues that children are forced out of school which leads to more likely chances of engaging in crime and conflicts in the society.

The study sought to establish whether there was a significant relationship between teachers' capacity building and promotion of peace education in public day secondary schools in West Pokot County. Teachers' capacity building was measured in a five point likert scale that had 6 items. 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 hypothesis formulated was that:

HO: There is no significant relationship between teachers' capacity building and promotion of peace education in public day secondary schools in West Pokot County.

To test this hypothesis, the researcher used chi-square at significance level of 0.05 for a two-tailed test since the hypothesis was non-directional. The results are presented in Table 3.

Table 3: Chi-Square Results

	Value	Df	Asymp. Sig. (2-sided)
Chi-Square	144.001	5	.017
N of Valid Cases	185		

As shown in Table 3, a chi-square of 144.001, d.f. =5 and p-value of 0.017 was obtained. Since $p < 0.05$, the null hypothesis is rejected and therefore the alternative hypothesis adopted. This implies that there was a significant relationship between teachers' capacity building and provision of peace education in public day secondary schools in West Pokot County.

It was noted from the interview sessions that teachers generally had the capacity to handle conflicts amongst the students and generally implement the provision of peace education. The principals reported that the teachers were members of the local community and they had learnt to withstand any challenges that may arise as a result of insecurity in the region. For those teachers that lacked the conflict resolution skills, they still resorted to the use of the outlawed corporal punishment. Such teachers were still under the guidance and mentorship of the principals on conflict resolution strategies in order to promote peace education in the region. The principals felt that mentorship of teachers was critical since the teachers played the role of parenting while the students were in school. It was indicated that the world vision had a programme where teachers were taken through seminars to train them on how to handle any conflict among different communities and students in the school. One of the respondents reported that one of the strategies is to use a respected person from the community to address students on the importance of peace within the school and the larger community. In fact some students who had graduated from the school visited schools upon arrangement to sensitize the students on peace related matters.

It was also observed that the Kenya Secondary Schools Heads Association (KESSHA) played a key role in enhancing the teachers' capacity to handle peace within the schools. The respondents reported that KESSHA organized workshops and seminars for teachers in the area of Peace Education and this has strengthened the staff capacity to handle conflicts in secondary schools in the county. In fact any conflicts within the secondary schools were handled by the disciplinary committee which was headed by the deputy principal. The committee's efforts were to handle conflicts in the most peaceful manner possible. To reinforce this initiative schools invited motivational speakers and counsellors as per the needs of schools to talk to staff and the students as a measure to deter conflicts especially in worse hit areas of the county. The skills gained by the teachers were used to initiate peace within the school and at times extended to the neighboring community. This was easily achieved since students and teachers participated in most community activities outside the school.

From the interviews with principals it was observed that some schools had a challenge with staffing and that the teachers especially those within the conflict prone areas, were newly employed teachers with limited skills in imparting peace education within the student community. Most day schools also had financial constraints and were not able to support the teachers attend workshops and conferences on peace education despite the insecurity challenges that the schools faced. It was observed that although some teachers had received some training in conflict resolution and could mediate for peace beyond the community, some could just

mediate for peace amongst the students but lacked the capacity to extend it to neighbouring communities. The schools located around the Kerio border on the base of the rift valley reported that there was animosity between students and staff of different communities especially during times of intercommunity conflicts which always render schools unsafe. In fact during such times schools are closed and students and teachers flee for safety. This has always negatively influenced teacher development and empowerment to impart peace education amongst students. A non-local interviewee reported that there was a challenge facing non local teachers in the region since most of the teachers from the local community do not support any promotion of non-locals and that the problem that was beyond the teachers and extended to the local community 'who have never referred to me by my name but tribe, in fact I think most of them do not know my real name'

From the student respondents within the focus group discussions, it was noted that teachers as facilitators of students workshops had played an important role in imparting peace education amongst students. The students agreed that the teachers had instilled ethical values such as respect, hard work, punctuality, self-discipline, morality, responsibility and cooperation amongst others. The student respondents agreed that with the values instilled the chances of experiencing school and societal conflict were very minimal. They agreed that the teachers had positively utilized such functions to guide and ensure that the students conducted themselves more peacefully within and outside the school environments. The students observed that some of the factors that hindered promotion of peace within the schools and in the wider society included disobedience, laziness, prejudice, peer pressure and negative attitude towards other students.

Conclusions and Recommendations

The objective of the study sought to assess the impact of teachers' capacity building in promotion of peace education in public day secondary schools in West Pokot County. The findings indicate that: teachers participated in education seminars with the aim of promoting peaceful management of schools where 50.3% of the respondents strongly agreed. It was established that the teachers regularly attended workshops that addressed peace education content. It was revealed that a majority (45.9%) of the respondents agreed that teachers were taken through workshops with the aim of promoting implementation of peace education within the county. It was established that teachers have started school programmes that promote school conflict resolution amongst students where 63.2% of the respondents agreed. It was found out that a majority of respondents (57.8%) strongly agreed teachers get feedback from graduates of the school on tangible impacts of peace education.

The second null hypothesis was stated: HO: There is no significant relationship between teachers' capacity building and promotion of peace education in public day secondary schools in West Pokot County. From the findings this second null hypothesis was rejected and the implication is that there was a significant relationship between teachers' capacity building and provision of peace education in public day secondary schools in West Pokot County.

It was noted from the interview sessions that teachers generally had the capacity to handle conflicts amongst the students and implement peace education. The principals reported that the teachers were members of the local community and they had learnt to withstand any challenges

that may arise as a result of insecurity in the region. The principals felt that mentorship of teachers was critical since the teachers played the role of parenting while the students were in school. Nevertheless, it was observed that some schools had a challenge with staffing and that the teachers especially those within the conflict prone areas, were newly employed teachers with limited skills in imparting peace education within the student community. It was reported that there was animosity around the West Pokot-Elgeyo Marakwet border between students and staff of different communities especially during times of intercommunity wars and conflicts which always render schools unsafe. In fact during such times schools are closed and students and teachers flee for safety.

i. There is need to enhance teacher professional and teacher capacity development to enable them impart positive peace related content amongst the learners in schools. Student leadership seminars should also be organized at interschool level

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