TEACHERS' COMPETANCE IN IMPLEMENTATION OF PEACE EDUCATION IN PRIMARY SCHOOLS IN WARENG SUB-COUNTY, KENYA.

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ABSTRACT

Kenya has experienced occasional times of conflict where members of various Kenyan communities have turned against one another. In an effort to address the issue of peace among Kenyan people, Peace Education (PE) was introduced in primary schools in Kenya. Despite the introduction of the programme, little reference is made to the programme as issues of peace are discussed. This study therefore sought to assess the implementation of peace education in Wareng Sub County of Uasin Gishu County. The study utilized the curriculum development and implementation theories by Gross et al (1971) and Fullan (1991). The study was guided by the following objective: to determine the relationship between competency of the teachers to teach the peace education and implementation of peace education. A survey research design was used and the mixed method approach was utilised to collect data. The target population included primary school head teachers and teachers. The target population was stratified into three strata: head teachers and peace education/social studies teachers. Purposeful and Simple random sampling was used to obtain the respondents from each stratum. The study used questionnaires, interview schedules, focused group discussions and document analysis to collect data. The relationships between the study variables were established using correlation coefficients. Multiple regression models were used to construct models that were used to explain the relationships. The study established that teacher competency influenced the teaching of peace education in primary schools. Research needs to be done to determine which other determinants influence the teaching of peace education. The findings that were established can be used by curriculum developers, teachers of peace education, and by the ministry of education that can use the knowledge obtained to develop appropriate policies of peace education programmes and in service programmes for teachers of peace education.

Key Words: *Competence, Implementation, Peace Education, Teachers*

1.0 Introduction

Peace remains a fundamental concern of the human kind as manifested by religious scriptures and ceremonies that remain committed to the cause of peace and the absence of war. In contemporary times however, peace ethos have been threatened by among others terrorism, ethnicity and civil strife. The clamant under the aegis of the United Nations has therefore focused on trying to secure peace. Among initiatives that have been undertaken by the UN is popularization of peaceful means of conflict – resolutions, promotion of consciousness of the need for peace as opposed to war, and enhancing ability of crisis management.

One field that has emerged in relation to the securing of peace is that of peace education. Peace education has been viewed as a means of achieving a culture of peace (Ban Kimoon, 2013) as of fundamental importance to the mission of UNESCO, and the United Nations (Matsuura, 2008) and as a right (Reardon, as cited in Ragland, 2015). According to Caireta

(2013), peace education has the potential to empower persons with the ability to analyze problems critically and hence foster harmony and cooperation among them.

Peace education is central to Kenya's realization of a cohesive and integrated society. Through peace Education, principles such as social justice, equality, inclusiveness, non-discrimination and human rights as enshrined in the constitution of Kenya, 2010 can be realized. In recognition of the potential education has in promoting peace and exacerbating conflict, the Government through the Ministry of Education Science and Technology (MOEST) introduced the peace Education Programme in Kenya in 2008 (MOEST, 2008).

The Government of Kenya has consequently continued to propagate the need for peace in enhancing socio-economic development. The national anthem for instance underscores the need for peaceful coexistence among the citizenry for purposes of national building. Besides, the national goals of education advance promotion of peace, respect for diversity responsibility, sustainable development, social justice, national unity, moral and religious values and international consciousness (MOEST, 2014). Through the vision 2030, the Government further identifies social institutions and particularly those charged with education and training as avenues for inculcating a culture of peace.

Despite the central role education plays in peace initiatives, it appears that implementation of peace education remains a global challenge. Many scholars while appreciating the contributions of peace education towards peace initiatives in various contexts also point out several challenges (Alberto, 2015; Garza, 2014; Sakade, 2009; Salomon, 2010, Tina, 2016).

In recognition of challenges to peace education implementation, Alberto (2015) argues that music can be used as a tool for building peace. Alberto through an article focusing on perspectives and challenges to Peace Education in Spanish schools posits that challenges to peace education through music is basically a result of expressive and conceptual change. In a study on education for peace conducted in the Mexican context, Garza (2015) acknowledges that education for peace provides the best strategy for the prevention of crime. Garza however, finds that the main challenge lies with stakeholders who rather than determine the root cause of violence, they are pre-occupied with fighting the symptoms of violence.

Sakade (2009), contends that peace education in primary schools faces challenges related to lack of resources prioritization and school ethos. Through a study focusing on the practice of peace education in primary schools in England, Sakade argues that though peace education is taught in schools, it is never examined and hence it is not prioritized when resources are sourced. Moreover, it is argued that the existing school conditions don't allow for an improvement in class group dynamics. Peace education can be promoted by having teachers deliberately develop student activities that use group work. Such groups should be formed with a clear objective of promoting interactions among students and developing positive attitude towards each other.

Challenges to implementation of peace education have also been examined from the public university perspective. Chehile (2014), examined factors that constrain implementation of peace education in Kenyan Public Universities. Building on the peace education module occasioned by the 2007/2008 post election violence, the study identified factors such as lack of trained teachers, lack of materials, teachers workload, lack of textbooks, and relegation of the subject as contributing negatively to the implementation of the curriculum. Agalo (2014) also leverages his study on the 2007/2008 post election violence. He argues that despite the

fact that violence occasioned new approaches to peace education, the expected harmony, political and social well being has not been felt among the Kenyan people. He posits that there has never been adequate goodwill from stakeholders for peace education.

Perhaps the most telling challenges to implementation of peace education are revealed in a study conducted by Lauritzen (2013) in primary schools in Kenya with respect to inculcating the culture of peace. The author acknowledges the fact that peace can be built through education, and that peace education programme introduced in Kenya has the capacity to do exactly that. Teacher related challenges to implementation of peace education have also been cited (Matindi, 2013). In a study examining, implementation of peace education in primary school drawn from Molo district, Matindi highlights teacher oriented challenges such as training in peace education, time allocation, and the teaching load as being responsible for poor implementation of peace education in the district. The background no doubt points out concerns regarding implementation of the peace education curriculum. The issue of conceptualization of peace education recurs in most of the studies cited bringing into question. The clarity of objectives of peace education; attitudes of key implementers towards it, the competency of teachers; the support offered by respective institutions and of course the level of monitoring and evaluation extended to peace education.

1.1 Statement of the Problem

At independence, Kenyans aspired for a peaceful United Country in which every Kenyan was free to live and work anywhere. This was true for much of the three decades after independence, during which period, the country was regarded as a beacon of stability, economic hub in East Africa, a growing democracy and an Island of Peace in the war torn greater Horn of Africa and Great Lakes Region. From the early 1990's the country has however, experienced cases of conflict pitting some Kenyan communities against one another. These ethnic conflicts have slowly grown and expanded to the extent that after the elections of 2007, the magnitude of ethnic conflicts almost reached insurmountable proportions and led to great loss of life, property and displacement of people, a situation that attracted International attention. Several other conflicts among Kenyan communities for varied reasons ranging from cattle rustling, conflicts over pasture, water and land resources have been reported. School unrests have also become rampant with some resulting in the death of students and destruction of school property.

As a long-term solution to these conflicts, which greatly disrupt peaceful co-existence between Kenyan people and result in loss of life and property, the country through the Ministry of Education, launched Peace Education Programme (PEP), which was introduced in primary schools, first on a pilot basis in selected schools in 2009, and later in 2012, the peace education programme was introduced to all Kenyan primary schools. Questions about peace and peaceful co-existence among the Kenyan people are still issues of concern despite several efforts to promote peace among Kenyans and the teaching of peace education in all schools. No reference is being made to the peace education programme that is expected to be ongoing in all schools. This situation is worrying particularly as the country strives to attain vision, 2030 through which the country hopes to transform itself into a globally competitive, prosperous and harmonious nation (Republic of Kenya, 2005). This study therefore sought to assess the determinants of implementation of peace education in primary schools in Kenya.

The study was guided by the following specific objectives; which was informed by theories on curriculum implementation;

i) To determine the relationship between competency of the teachers to teach the peace education and implementation of peace education.

2.0 Peace Education in Kenyan School Curriculum.

Nyawalo (2010) notes that like all other African Nations, Kenya, is a country of many cultures, languages and peoples and has forty three different distinct groups of people. Moreover, like is the case with most of the African countries, it is still a developing country and is characterized by poverty, bad governance, man-made and natural catastrophes. Under these conditions, especially given the lack of political will to equally distribute the little wealth that exists, conflict has become the order of the day, both in its structural form and sometimes overt form. It is notable, however, that since independence, there was a clear government policy to use education as a tool in development and for national cohesion. Education, therefore, took up the two themes as primary goals and has evolved over the years in attempts to be more and more relevant to its set ideals. It therefore advocates for an education and training that promotes sustainable development, peace and social justice. These goals have so far eluded the education system in Kenya, despite being one of the African countries with the highest literacy numbers in the continent. The most cited reason for this failure has been the fact that the changes in the education system notwithstanding, still does not conform to the realities and needs of the society and therefore calls for more reflective work to be done on it (DevEd Community, 2013).

It was duly noted that components of Peace Education have always existed in the Kenyan curriculum. Subjects such as Civic Education, Social Studies, Agriculture, Health Science, Religious Education and lately Life Skill Education and Environmental Education have always featured, both in the upper Primary and Secondary sections of the Kenyan School curricula. The school system in Kenya also gives a lot of emphasis on extra-curricular activities, which involves culture, sports and all types of creative arts. However these subjects have often been taught in isolation from each other. They lack the proper focus and have been dogged by the use of inappropriate methodologies. Sometimes, their contents have been censured and distorted to serve the interests of the government of the day.

Even in cases of no state interference, Kenyan education system with its heavy emphasis on examinations, do not give the schools and teachers enough room to appreciate the value of life skill education. Besides, Kenya has always wrongly assumed that because they have never had a full blown state of war, like most other countries within the continent, peace education is not a priority as such. The post-election violence of 2008, provided the necessary impetus that saw the initiation of peace education on a pilot basis in selected schools drawn from the clash torn areas, Nyawalo (2010). The Kenyan peace education curriculum is a structured course of study that was introduced in primary and secondary schools in 2009 on a pilot basis. In primary schools, one period was taken from physical education and in secondary schools one period from the history and geography curriculum to accommodate peace education. Peace education is an integral part of quality education. While the basic learning needs comprise not only essential tools such as literacy and numeracy, quality education should also include the knowledge, skills, attitudes and values required to live and work in dignity and to participate in development. The satisfaction of these needs implies a responsibility to promote social justice, acceptance of differences, and peace (Inter - Agency Commission, WCEFA 1990). This study examined the content covered in the various primary school curriculum with a view of establishing the content that is relevant to peace

education. The study further sought to establish the time allocated to the teaching of peace education in schools.

2.1 Importance of Peace Education in Kenya

The child's natural innocence has to be preserved from being side-tracked or spoilt by society. The child is the promise of mankind. The child has real vision, a bright little flame of enlightenment that brings us a gift. (DevEd Community, 2013) notes that constructive education for peace must aim to reform humanity so as to permit the inner development of human personality and develop a more conscious vision of the mission of mankind and the present conditions of social life. What we need today is an education that is capable of saving mankind from the present predicament. Such an education involves the spiritual development of man and the enhancement of his value as an individual and prepares the young people to understand the time in which they live. At school we must construct an environment in which children can be actively engaged in learning these aspects of moral, spiritual, and personal values that are important in peaceful living.(Katz, 1989).

Violence is emerging in an unprecedented manner in human society, making any sensible person feel disheartened and horrified, cases of wars, riots, crimes, injustice and oppression are common. The majority of mankind live in stark poverty, struggling for near survival. There is so much disorder and confusion in the society that man has built for himself. Unfortunately, this disorder and confusion is affecting the children's innocent minds. Children naturally absorb and imitate the acts of violence that they see and hear of. The danger is that they are likely to grow to be the next generation of perpetrators of violence. It is now important more than ever before to nurture peace in the hearts of children.

The hopelessness in life is probably the cause of the forms of youth unrests, with their antisocial attitudes and behavioural problems that are witnessed in our society. The Kenyan children and youth are in the web that has been described. In Kenya, school strikes are common. Instances where school children turn against others are common. Students have burnt school property without making their grievance known. In the unrests that are witnessed, the youth make the majority of the participants. This is a worrying trend that can only be addressed through a well-organized and executed peace education programme.

Peace education attempts to undo the basic negative attitudes and behaviours by emphasizing the core human values essential for peaceful and healthy living. It provides a wide range of interesting active methods of teaching and learning to deliver the curriculum effectively alongside with a focus on core human values. UNICEFs position is that peace education has a place in all societies, not only in countries undergoing armed conflict or emergencies. Because lasting behaviour change in children and adults only occurs over time, effective peace education is necessarily a long term process, not a short term intervention. While often based in schools and other learning environments, peace education should ideally involve the entire community.

UNICEF's view of quality basic education is that the education should develop the knowledge, skills, attitudes and values needed to live peacefully in an independent world. The Future Global Agenda for Children-Imperatives for The Twenty First Century (UNICEF 1999, E, / ICEF/ 1999/10 makes a commitment to….." ensure that education and learning processes help to form both human capital for economic growth and social capital for tolerance and respect for others and the right for each individual to participate with equality within family, community and economic life, and to challenge the culture of violence that threatens to destroy family and community life.

3.0 FINDINGS OF THE STUDY.

3.1 Teachers' Perceived Competency to teach Peace Education

The research question sought to establish the relationship between teacher competency and implementation of peace education. It was therefore necessary to establish the level of competency among teachers who teach peace education. Teachers were asked their views on their preparedness to handle the peace education curriculum. Two key themes were discerned from the teachers' narratives showing that teachers were of the view that they were not adequately prepared to handle the peace education curriculum as expected. These themes were lack of capacity building and lack of materials.

The first theme, lack of capacity building was cited by all the participating teachers and was coded from the following narratives cited verbatim.

> 'I am supposed to teach peace education and yet i have not been trained on peace education myself' (teacher participant)
>
> '...mmmh... I have not attended any workshop organized to sensitize and equip teachers to be able to teach peace education' (Teacher participant)
>
> 'Peace education is a new concept that most of us were not trained on during pre-service training. We need to be taken through in-service training if they expect us to teach this subject' (Teacher participant)
>
> '...why can't peace education be taught as an independent subject? Integrating it in other subjects is denying it the recognition it deserves' (Teacher participant)

The second theme, lack of materials was coded from the following narratives

> '...aaah no. we are not prepared to handle peace education. There are no materials that we can use particularly in simulating volatile situations that require peaceful resolutions' (Teacher participant)
>
> 'How can we claim to be prepared when we don't have the tools of trade in terms of materials?'
>
> "there is so much talk about peace and the need to teach school children to be advocates of peace with no corresponding efforts at school level. Peace education appears a political talk in the media" (Teacher participant)

The thematic matrix in Table 1 gives a summary of these findings.

Table 1 Teacher Perceptions on their Competence to handle Peace Education

Question	Thematic Issue	Sub-thematic issues

What is your view on the preparedness of the teachers to handle peace education curriculum?	Lack of Capacity building	• train teachers on peace education first
		• give workshops to equip us to be able to teach it
		• in-service teachers on peace education
		  • teach peace education as an independent subject.
		  • provide us with materials to teach.

3.2 Teacher Competence to Handle Peace Education

The researcher conceptualized that teacher competence has a direct impact on implementation of peace education in schools. Teacher competence was assessed from two perspectives. First, teacher related competences were examined. Second, resources that are available to enable the teacher handle the subject were also examined. Regarding teacher related competences, respondents were asked to indicate their agreements on six items. Results of the analysis of their response are presented in Table 2.

The mean response scores were all below 4.00 indicating that teachers' lack the necessary skills to handle peace education. In particular, respondents tended to disagree with five out of the six items.

Table 2 Teacher Competence in Peace Education
Competence

Competence attributes	M	SD
Teachers are in-serviced to teach peace education	3.58	1.244
The teaching of peace education is well undertaken	3.16	1.285
Teachers teach peace education because the school administration asks them to teach it	3.03	1.555
Teachers are well prepared to teach peace education	2.47	2.310
Teachers have attended course(s) on peace education	2.47	2.447
Teachers teach peace education out of interest	2.16	2.284

They tended to disagree with the following items: that teachers are   in-serviced to teach peace education (M=3.58, SD=1.244); that the teaching of peace education is well undertaken (M=3.16, SD=1.284); that teachers teach peace education due to pressure from the administration (M=3.03, SD=1.555); that teachers are well prepared to teach peace education (M=2.47, SD=2.310); that teachers have attended courses on peace education (M=2.47,SD=2.44); and that teachers teach peace education out of interest (M=2.16, SD=2.28).

Regarding teaching resources respondents were asked to indicate their agreement with five items selected to reflect availability and use of resources. Results presented in Table 4.10 reveal that although respondents tended to agree with following items; that teachers are able to create a good learning atmosphere during the peace education lessons (M=6.79, SD=0.413); that schools have specific exercise books for peace education   (M=6.26, SD=1.309); and that schools have appropriate textbooks and reference materials to help in teaching peace education (M=5.94, SD=1.687), they were non-committal with regards to the following items; that teachers use relevant and familiar examples when teaching peace education (M=4.16, SD=1.748) and that schools have teaching aids for teaching peace education (M=4.11, SD = 0.727).

3.3 Testing the Relationship between teachers' competence in teaching peace education and its implementation.

Hypothesis $H_0 3$ postulated a lack of relationship between teacher's competence in teaching peace education and its implementation. Results of the correlation analysis are presented in Table.3.

Table 3 Relationship between teachers' competence in teaching peace education and its implementation.

		Competence of teachers	Implementation of peace education
Competence of teachers	Pearson Correlation	1	.824[**]
	Sig. (2-tailed)		.000
Implementation of peace education	Pearson Correlation	.824[**]	1
	Sig. (2-tailed)	.000	

**. Correlation is significant at the 0.01 level (2-tailed).

On the basis of correlation analysis in Table 3 the results given, the correlation coefficient was 0.824, and the significance value was 0.000. Since this value is below the α-level of 0.05, this hypothesis was rejected. The researcher concluded that there is a strong positive relationship between teacher's competence to teach peace education and its implementation. These results imply that teacher's competence is a crucial determinant of implementation of peace education. Consequently, when teachers are highly competent, chances are that a high level of implementation of peace education was achieved.

DISCUSSION OF THE FINDINGS

The third objective of the study sought to determine the relationships between competency of the teachers in teaching peace education and its implementation. The study determined that teachers in this study area were ill prepared to handle the subject well. It was revealed that teachers require in service training on the concept of peace education.

The study established that teacher competence is a crucial determinant of implementation of peace education in primary schools. This is consistent with other findings. According to Katz (1989), competence of the teacher is a central determinant of the quality and effectiveness of a programme. Galtung (1976) notes that implementation of curricula aspects demands that teachers can perform designated roles and functions.

The finding that teachers require capacity building programmes supports that teachers competence affects value, behaviour, communication, goals and teachings, as well as supporting curriculum and professional development. The diverse requirement imply that teachers should be capable to master their subjects-in-depth and the way to deliver. This therefore as observed by Hung et al (2007) and Rusman (2010) amounts to professional competence. The need for teacher capacity building is further highlighted by Rusman (2010) in noting that apart from teaching, teachers should possess the capability to diagnose student's initial behaviour, develop lesson plans, administration, communicate, and develop themselves as well as the students potential. This roles are noted to be demanding and require that teachers are able to rely on educational background and experiences (Faturrohman & Sutikno, 2007, Pantic, 2011). Teacher competence in relation to peace education is critical particularly since emerging frontiers of conflict are permeating institutions in which these teachers are supposed to study. Recent trends in local universities where communities are being bitted against each other along ethnic lines does not portend quality training on peace education. In a recent post by Kimuge(Http://mobile.nation.co.ke/countries.moi-univeristy-closure-students-clashes/ lia50480/2789524/-if). It was observed that ethnic politics was slowly rearing its ugly head in institutions of higher learning.

CONCLUSIONS

Using thematic and descriptive analyses, the study found that teacher competency influenced the implementation of peace education in primary schools. Teachers observed that they were not adequately prepared to handle peace education curriculum. The teachers are not prepared during their pre-service training and many others have not had workshops to sensitize them on peace education. Other teachers require in-service training which is limited. The teachers observed that peace education require special pedagogy which they must be trained in for effective teaching of the subject or its related concepts that may be integrated in other subjects in the primary school curriculum. Using correlation analysis, the study established that teacher competency affected the implementation of peace education positively. Results of the hypothesis testing further revealed that there was a positive linear relationship between teacher competency and the implementation of peace education.

In view of the above findings, the research concluded that the implementation of peace education is significantly influenced by teacher's competency in peace education. Teacher's competence is anchored on adequate teacher preparation, including in-service programmes, availability of appropriate instructional resources, and use of suitable pedagogy.

RECOMMENDATIONS

Based on the analyzed, discussed and concluded findings on the implementation of peace education programme in Wareng sub county, the study made the following recommendations:

i)   This study recommends integration of peace education concepts and their corresponding pedagogies in all subject areas and a requirement to teach peace concepts across the curriculum. Examinations should have items on peace education.

ii)   A deliberate effort should be made by the ministry of education (MOE) and its agencies to change teacher's and pupil's attitudes towards peace education by developing proper attitude and intellectual knowledge on peace education in Kenya.

iii)   The Ministry of Education (MOE) should make it mandatory for institutions to ensure total support of new curricula innovations in schools, and strengthen the monitoring and evaluation of programmes they roll out in schools.

iv)   Teacher preparation institutions should equip teachers with requisite knowledge, skills and attitude to teach peace concepts that should be integrated in all school subjects.

Suggestion for Further Studies

This study investigated into the assessment of specific determinant that affect the implementation of a curriculum innovation, in this case peace education. These factor may however not be exhaustive and this study suggests some of these aspects as worthy investigation so as to understand other circumstances that may affect the teaching and learning of peace education.

(i) Children's perception of peace and peace education in the Kenyan context and how that may influence the teaching and learning of peace education.

(ii) The influence of the multi- ethnic nature of Kenya and its impact on the teaching of peace education.

(iii) The extent to which the teachers political persuasion influence the teaching of peace education.

(iv) The extent to which the children's social-economic circumstances influence the teaching of peace education.

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