Factors Influencing Implementation of Peace Education Programme in Primary Schools: A Case of Tharaka North District

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Factors Influencing Implementation of Peace Education Programme in Primary Schools: A Case of Tharaka North District

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Abstract

Purpose: The purpose of the study was to establish the factors influencing implementation of peace education programme in primary schools located in Tharaka North District. The researcher was guided by the following specific objectives: to establish whether school leadership influence implementation of peace education programme in primary schools in Tharaka North District, to find out whether school resources influence implementation of peace education programme in primary schools in Tharaka North District, to determine whether school culture influence implementation of peace education programme in primary schools in Tharaka North District.

Methodology: The study used a descriptive research design. A population of 317 schools was identified. A sample of 32 schools was taken. 96 respondents from the 32 schools were identified preferably consisting of three categories, a headteacher, an upper primary teacher and a lower primary teacher. A questionnaire was the data collection instrument. The analysis consisted of descriptive and inferential statistics. Specifically, descriptive statistics included means while the inferential statistics included correlation analysis.

Results: The study findings indicated that school leadership, culture, and resources influence peace education programme implementation. Correlations results indicated that there was a positive and significant relationship between peace education programme implementation and school leadership, culture and resources.

Unique contribution to theory, practice and policy: The study recommends school management to emphasize on peace education programme implementation in all primary schools. The study also recommends that the schools to emphasize on good leadership and management skills so as to ensure smooth implementation process. The study recommends further that the school management should set aside enough resources for the implementation of programme as organization resources positively affect organizational efficiency through its impact on internal capabilities and finally the study recommends that the school management should learn the culture of different parts of the country so as to make the teachers, parents and children welcome and adopt the programme if it values its culture

Keywords: school leadership, school resources, school culture

1.0 INTRODUCTION

Peace is a major component for the development of human beings in the whole world over, without peace there can be no development. The physical suffering and economic damage that lack of peace inflicts upon individuals, families, communities, businesses, nations and regions is immense. Recently, Kenya has experienced incidents of conflicts which have led to loss of workforce, learning time and disruption of education services which has negatively affected the quality of education across many regions. Kenya has put several strategies to promote peace with deep recognition that it is the only vehicle to development, it was for this reason that Kenya introduced peace education programme in the primary schools curriculum since 2008.Peace education sets out to redress this culture of violence and aggression and to inculcate values of peace, the concept of human dignity and human rights with specific reference to economic equity, political participation and ecological balance that could be employed through counseling strategies. Development of peace education is timely and critical in addressing both short term and long-term societal and national issues that promote conflicts. Peace education is in tandem with the Kenya vision 2030 under the political pillar on security, peace building and conflict management (Nyakoe, 2010).

Mahatma Gandhi in 1948 once stated, "If we are to reach real peace in this world we shall have to begin with the children." Lasting peace may depend on educating future generations into the competencies, perspectives, attitudes, values, and behavioral patterns that will enable them to build and maintain peace. To understand how to make peace education effective and sustainable, it is first necessary to define the nature of peace and peace education. In order to build programs to achieve the goals of peace education, it is necessary to understand the social science theories on which the programs need to be based. Finally, the steps of conducting an effective and sustainable peace education must be understood.

Peace education encompasses the key concepts of education and peace. While it is possible to define education as a process of systematic institutionalized transmission of knowledge and skills, as well as of basic values and norms that are accepted in a certain society, the concept of peace is less clearly defined. Many writers make an important distinction between positive and negative peace. Negative peace is defined as the absence of large-scale physical violence–the absence of the condition of war. Positive peace involves the development of a society in which, except for the absence of direct violence, there is no structural violence or social injustice (Gavriel & Baruch, 2002).

Peace has also been implemented at a global level. In response to a world that seems to be growing increasingly violent, peace education programs have found their way into primary, secondary, and tertiary educational institutions. In the USA, teachers are attracted to the peace education course because of high levels of violence they are experiencing at school and in the lives of the students they teach. Recent studies show that 20% of American middle and high schools reported at least one serious crime in 1997 (Burns, 1998). According to the U.S. Center for Health Statistics, 7,000 children die violently in the United States each year (Marchione, 1998). More than 3 million crimes occur each year in schools. A variety of students, most of whom work in human service institutions in the public sector, take this course because they are concerned about high levels of violence in this Midwest city.

1.2 Problem Statement

From the very beginning of the development of systematic peace education, there has been discussion about whether it should be added as a separate program in the schools, or if the principles of peace education should be applied through the regular school subjects. The variety of approaches and attitudes on what peace education actually is leads to the introduction of a series of titles, such as multicultural training, education for democracy and human rights, and education for development. Many in the field, however, believe that the implementation of principles of peace education into the institutionalized educational system is a better approach, especially within the subjects encompassing the cultural heritage of the dominant society and the ethnic groups belonging to it. Consistent with this view, Aspeslagh (1996) wrote about the need to internationalize national curriculum. For example, including within the curriculum the contributions of minority groups to literature, history, art, the general cultural heritage, and the development of the particular nation-state may significantly contribute to intercultural closeness and understanding.

Recently, Kenya has experienced incidents of conflicts which have led to loss of workforce, learning time and disruption of education services which has negatively affected the quality of education across many regions. Kenya has put several strategies to promote peace with deep recognition that it is the only vehicle to development, it was for this reason that Kenya introduced peace education programme in the primary schools curriculum since 2008. Reviewed studies show that those schools that had enough resources, good organization leadership, culture and politics were likely to successfully implement the peace education programme more than the schools lacking these elements. Several studies have been carried out on implementation of peace education in schools such as Nyakoe (2010), Gavriel and Baruch (2002) but were not conclusive. It is for this reason this study wishes to find out the factors influencing implementation of peace education programme in primary school in Tharaka North District.

1.3 Specific Objectives

i. To establish whether school leadership influence implementation of peace education programme in primary schools in Tharaka North District

ii. To determine whether school resources influence implementation of peace education programme in primary schools in Tharaka North District

iii. To determine whether school culture influence implementation of peace education programme in primary schools in Tharaka North District

2.0 LITERATURE REVIEW

2.1 Theoretical Review

2.1.1 Social Interdependence Theory

In order to create and maintain consensual peace, relationships among relevant parties must be dominated by cooperation, not competition. The theory underlying cooperation and competition is social interdependence theory. Social interdependence exists when the accomplishment of each individual's goals is affected by the actions of others (Deutsch, 1949, 1962; Johnson, 1970,

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2003; Johnson & Johnson, 1989, 2005b). There are two types of social interdependence: positive (cooperation) and negative (competition).

Positive interdependence exists when individuals perceive that they can reach their goals if and only if the other individuals with whom they are cooperatively linked also reach their goals (i.e., there is a positive relationship among goal attainments) and, therefore, promote each other's efforts to achieve the goals. Negative interdependence exists when individuals perceive that they can obtain their goals if and only if the other individuals with whom they are competitively linked fail to obtain their goals (i.e., there is a negative relationship among goal attainments) and, therefore, obstruct each other's efforts to achieve the goals. No interdependence results in a situation in which individuals perceive that they can reach their goal regardless of whether other individuals in the situation attain or do not attain their goals. Each type of interdependence results in certain psychological processes (Johnson & Johnson, 1989, 2005b).

2.1.2 Constructive Controversy Theory

The theory underlying political discourse and creative problem solving is constructive controversy theory. A controversy exists when one person's ideas, opinions, information, theories, or conclusions are incompatible with those of another and the two seek to reach an agreement (Johnson & Johnson, 1979, 1989, 2003a, 2007). Controversies are resolved by engaging in what Aristotle called deliberate discourse (i.e., the discussion of the advantages and disadvantages of proposed actions) aimed at synthesizing novel solutions (i.e., creative problem solving). The process through which constructive controversy creates positive outcomes involves the following theoretical assumptions (Johnson & Johnson, 1979, 1989, 2000a, 2003a, 2007):

Johnson & Johnson (2007) notes that when individuals are presented with a problem or decision, they have an initial conclusion based on categorizing and organizing current information, experiences and perspective. They have a high degree of confidence in their conclusions (they freeze the epistemic process). Secondly, the author notes that when individuals present their conclusion and its rationale to others, they engage in cognitive rehearsal, deepen their understanding of their position, and use higher-level reasoning strategies. The more they attempt to persuade others to agree with them, the more committed they may become to their position.

Johnson & Johnson (2009) asserts that when individuals are confronted with different conclusions based on other people's information, experiences, and perspectives, they become uncertain as to the correctness of their views and a state of conceptual conflict or disequilibrium is aroused. They unfreeze their epistemic process. The author notes that Uncertainty, conceptual conflict, or disequilibrium motivates epistemic curiosity, an active search for (a) more information and new experiences (increased specific content) and (b) a more adequate cognitive perspective and reasoning process (increased validity) in hopes of resolving the uncertainty. Deutsch (2003) notes that by adapting their cognitive perspective and reasoning through understanding and accommodating the perspective and reasoning of others, individuals derive a new, reconceptualized, and reorganized conclusion. Novel solutions and decisions that tend to be qualitatively better are detected. The positive feelings and commitment individuals feel in creating a solution to the problem together is extended to each other, and interpersonal attraction increases. Their competencies in managing conflicts constructively tend to improve. The process may begin again at this point, or it may be terminated by freezing the current conclusion and

resolving any dissonance by increasing the confidence in the validity of the conclusion (Johnson & Johnson,2009; Deutsch,2003).

2.1.3 Integrative Negotiations and Peer Mediation

The theory underlying the resolving of conflicts of interests to maximize joint gain and mutual benefit is integrative negotiation theory. Negotiation is a process by which persons who have shared and opposed interests and want to come to an agreement try to work out a settlement (Johnson & Johnson, 2009). Broadly, there are two approaches to negotiation: distributive (where the goal is to make an agreement more favorable to oneself than to the other negotiators) and integrative (where the goal is to make an agreement that benefits everyone involved). When individuals are unable to negotiate a resolution to their conflict, they may request help from a mediator. A mediator is a neutral person who helps two or more people resolves their conflict, usually by negotiating an integrative agreement.

One procedure for engaging in integrative negotiations is the Teaching Students to Be Peacemakers Program (Johnson & Johnson, 2005d). More than 16 studies were conducted on the effectiveness of the Peacemaker Program in eight different schools in two different countries (Johnson & Johnson, 1996a, 2000c, 2005d). Students involved were from kindergarten through ninth grades in rural, suburban, and urban settings.

Students tend to learn the negotiation and mediation procedures, retain their knowledge throughout the school year and into the following year, apply the procedures to their and other people's conflicts, and transfer the procedures to non-classroom settings such as the playground and lunchroom. In addition, the students transfer the procedures to nonschool settings such as the home and engage in problem solving rather than win–lose negotiations. When involved in conflicts, trained students used more constructive strategies such as integrative negotiations than did untrained students. Students' attitudes toward conflict became more positive. The number of discipline problems that teachers have to deal with decreased by about 60%, and referrals to administrators dropped about 90%. Students generally like to engage in the procedures. Finally, when integrated into academic units, the Peacemaker training tends to increase academic achievement and long-term retention of the academic material (effect sizes = 0.88 and 0.70, respectively). Academic units, especially in subject areas such as literature and history, provide a setting to understand conflicts, practice how to resolve them, and use them to gain insight into the material being studied (Baxter & Ikobwa, 2005).

It is difficult to resolve conflicts constructively when they occur in competitive and individualistic contexts. In a competitive context, individuals strive to win rather than solve the problem. In an individualistic context, individuals tend to care only about their own self-interests and ignore the interests of others. It is only in a cooperative context that conflicts tend to be resolved constructively (Johnson & Johnson, 2005b).

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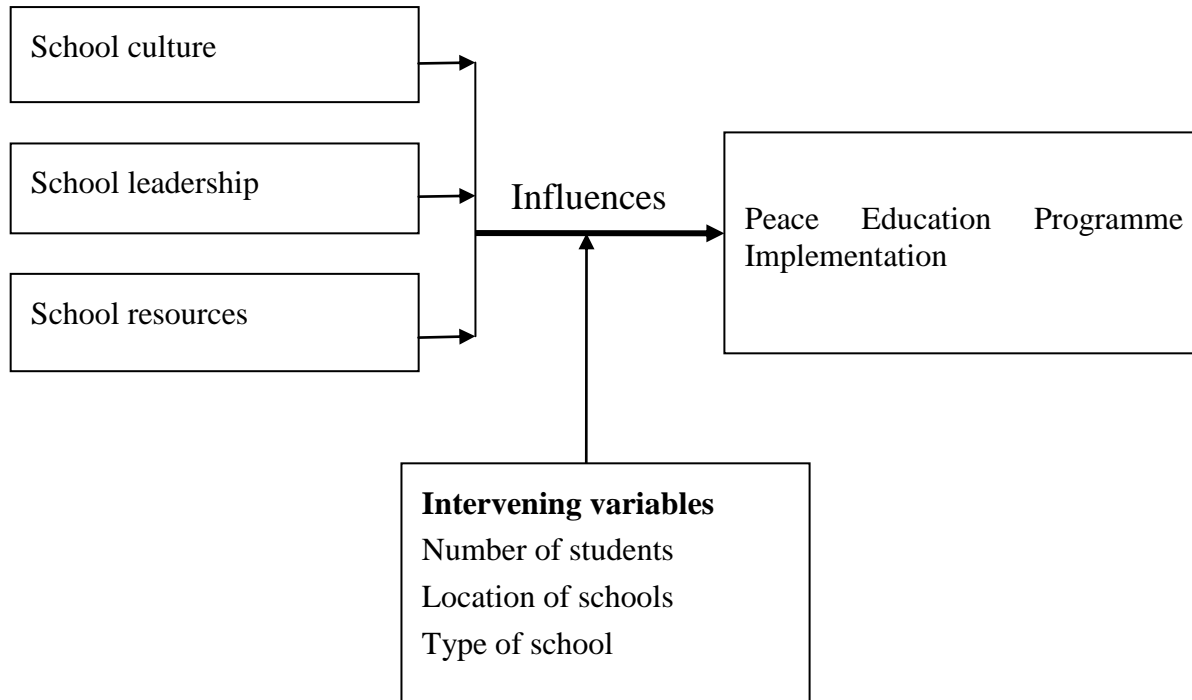
2.2: Conceptual Framework

Figure 1: Conceptual framework

2.3 Empirical Review

Peters (1987) notes that decision making in local authorities settings is a political process. In such a situation, decisions are typically not purely rational but rather incremental, adaptive and predetermined by interactions of political influence and sudden changes in the environment. He further states that strategic planning has to be accomplished in a pluralistic environment where power is distributed among many and varied interest groups. However, there are very few empirical and theoretical studies on factors affecting implementation of performance contract initiatives. This study aims to contribute to filling this gap using both theoretical and empirical approaches.

Covey (2003), too observed that public servants are working so hard to be sure things are being done right that they hardly have time to decide if they are doing the right things. Though he highlighted a need to have a hands-on approach to issues by council officers, he did not identify a clear formula on how to ensure councils operations are attained. By addressing factors leading to implementation of effective working formula geared to improving delivery of services,

performance contracting is very important and should be researched on all aspects as an on-going process.

Newbert (2007) categorized theoretical approaches into four types: resource heterogeneity, organizing approach, conceptual-level, and dynamic capabilities. The resource heterogeneity approach argues that a specific resource, capability, or core competence controlled by a firm, affects its competitive advantage or performance. The organizing approach tends to indicate firm-level conditions in which the effective exploitation of resources and capabilities is implemented. Scholars utilizing the conceptual-level approach try to investigate if the attributes of a resource identified by Barney (1991) such as value, rareness, and inimitability, can effectively explain performance. The dynamic capabilities approach emphasizes specific resource-level processes influencing on competitive advantage or performance, in which a specific resource interacts with a specific dynamic capability as an independent variable.

Liang, You, and Liu (2010) study on the resource based model to investigate relationship between IT and the firm performance in information systems research has been inconclusive when the research model does not include organizational capabilities. The indirect-effect model that includes organizational capabilities as mediators between organization resources and firm performance can better explain the value of IT than the direct effect RBV model without organizational capabilities. They found out that technology resources raise internal and external capabilities, which in turn affect firm performance. Organization resources positively affect organizational efficiency through its impact on internal capabilities. The results of the study provide direction for investing and managing organizational IT resources to enhance their performance. Managers can contribute to enhancing firm performance through transferring IT resources to firm's capabilities.

A study done by Powers & Hahn (2002) found that a performance advantage accrues to firms that develop a bundle of competitive methods in pursuit of a strategic position. These competitive methods include both general management as well as marketing activities. The marketing activities were found to have the most significant impact. The study also showed that firms with management teams capable of administering an optimal number of skill and resource based competitive methods is able to achieve a performance advantage over those firms that are unable to do so.

Study of Kak (2002) aimed to examine the potential of an organization's sustainable competitive advantage depends on the rareness and imitability of its resources and capabilities. The less imitable a competitive advantage is, the more cost disadvantage is faced by the competitor in imitating these competencies. Opiyo (2006) researched on financial sources of finance in local authorities and observed that many of them were suffering financially and needed assistance. This resulted from unclear and conflicting objectives, poor management and lack of accountability. Though this responded to addressing financial status in local enterprises, it did show over reliance on exchequer. However, he did not bring out how public enterprises can control and avoid over reliance an exchequer.

3.0 RESEARCH METHODOLOGY

This study used a descriptive survey design. The population of the study was all the primary schools in Tharaka district. There are 317 private and public schools in Tharaka District. The

study used a sample size of 96 teachers. This study utilized a questionnaire. A pre-testing of the research tool was conducted at the selected primary schools to check the reliability and suitability of the formulated questionnaire in data collection. Quantitative analysis was carried out using descriptive statistics and inferential statistics while qualitative data analyzed using content, by categorizing the main themes or patterns of information.

4.0 RESULTS AND DISCUSSIONS

4.1 Response Rate

A total of 70 responses/Questionnaires were received out of a possible 96 Questionnaires. This a response rate of 73%. The unsuccessful response rate was 26 questionnaires (37%). The response rate matrix is presented on Table 1.

Table 1: Response Rate

Details	Frequency	Percent
Returned Questionnaires	70	73%
Unreturned Questionnaires	26	37%
Total	**96**	**100%**

4.2 Demographic information

4.2.1 Gender

The respondents were asked to indicate their gender. Figure 2 presented the results. Results in figure 2 revealed that majority 67% of the respondents were male and 33% were female. These findings imply that the organization gender was predominantly male.
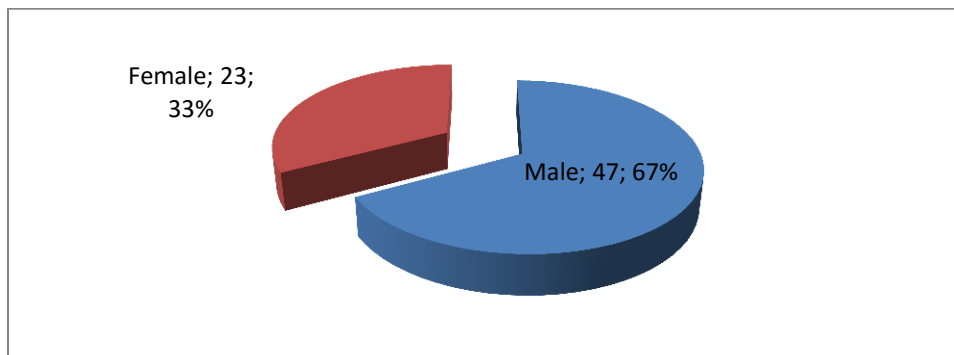

Figure 2: Gender

4.2.2 Level of Education

The study sought to establish the level of education for the respondents. The findings are presented in figure 3 below. As illustrated in figure 3, the findings revealed that majority 58% of the respondents had reached college level, 23% of the respondents had attained secondary

education and 19% were university graduates. These results imply that the respondents had good academic qualifications and therfore understood the issues in question very well.
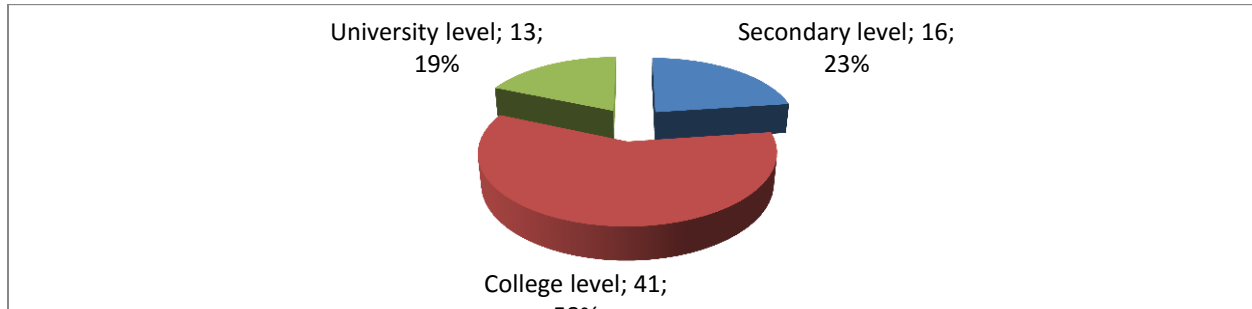

Figure 3: Level of Education

4.2.3 Number of years in employment

The respondents were asked to indicate the number of years in employment. Results in figure 4 revealed that majority 37% of the respondents had worked for a period of between 1 to 2 years, 29% of the respondents had worked for less than one year and 20% had worked for 3 to 5 years. Fourteen percent had worked for more than 5 years.
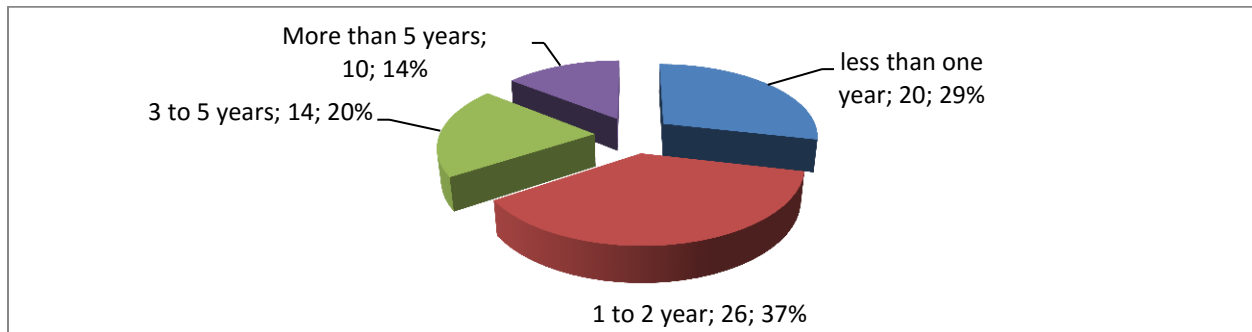

Figure 4: Number of years in employment

4.2.4 Position

The respondents were asked to indicate the position they hold in the school. Results in figure 5 indicated that majority 56% of the respondents were in unionisable cadre,while 26% of the respondents were in top management and 18% were in middle management. These findings imply that the respondents were well spread hence represented all teachers thus accurate findings.
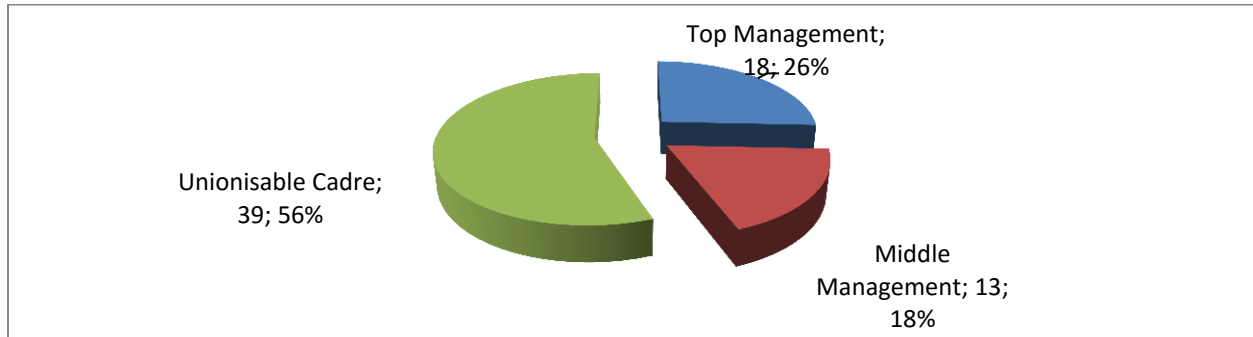
Figure 5: Position

4.2.5 Age

The respondents were asked to indicate their age brackets. Results in figure 6 indicated that majority 43% of the respondents were aged between 31-40 years while 40% of the respondents were aged between 21-30 years and 17% were aged between 41-50 years. The findings imply that all the respondents were mature.
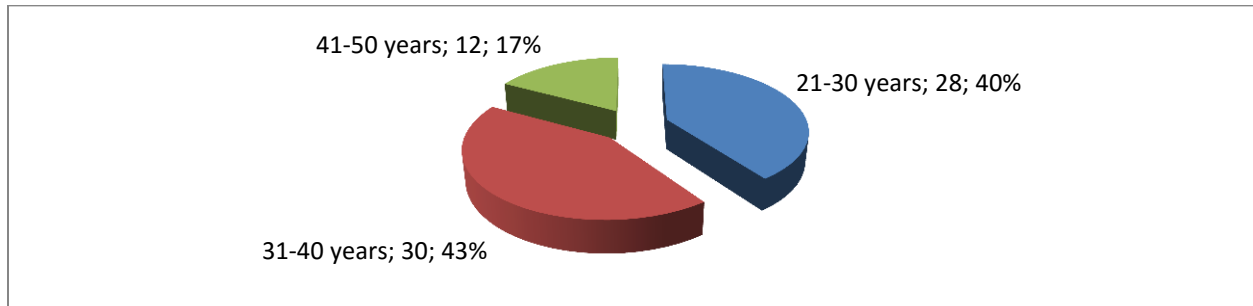

Figure 6: Age

4.3 Descriptive statistics

4.3.1 Peace education Programme Implementation

The study sought to establish whether primary schools have implemented peace education programme. Results are presented in Table 2 below. Results indicated that majority 44.3% of the respondents agreed and another 32.9% strongly agreed bringing to a total of 77.2% of those who agreed with the statement that the strategies to promote peace with deep recognition that it is the only vehicle to development have been put in place. Eleven point four percent strongly disagreed, while 1.4% disagreed and 10% of the respondents were neutral.

The findings also revealed that majority 68.6% of the respondents agreed and another 5.7% strongly agreed bringing to a total 74.3% of those who agreed with the statement that Peace education has effectively redressed the culture of violence and aggression. Fifteen point seven percent of the respondents were neutral, while 8.6% of the respondents strongly disagreed and 1.4% disagreed with the statement.

Furthermore, results revealed that majority 71.4% of the respondents agreed and another 12.9% strongly agreed bringing to a total 84.3% of those who agreed with the statement that Peace

education has effectively inculcated values of peace. Eight point six percent disagreed, while 2.9% strongly disagreed and 4.3% were neutral.

In addition, majority 68.6% of the respondents agreed and another 18.6% strongly agreed bringing to a total 87.2% of those who agreed with the statement that Peace education has effectively redressed the concept of human dignity and human rights with specific reference to economic equity. Seven point one percent disagreed, and 5.7% were neutral.

Finally, majority 52.9% of the respondents agreed and another 30% strongly agreed bringing to a total 82.9% of those who agreed with the statement that Peace education has effectively redressed the concept of human dignity and human rights with specific reference to economic equity. Ten percent were neutral and 7.1% strongly disagreed.

Table 2: Peace Education Programme Implementation

Statement	Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The strategies to promote peace with deep recognition that it is the only vehicle to development have been put in place	11.4%	1.4%	10.0%	44.3%	32.9%
Peace education has effectively redressed the culture of violence and aggression	8.6%	1.4%	15.7%	68.6%	5.7%
Peace education has effectively inculcated values of peace	2.9%	8.6%	4.3%	71.4%	12.9%
Peace education has effectively redressed the concept of human dignity and human rights with specific reference to economic equity	0.0%	7.1%	5.7%	68.6%	18.6%
Peace education has effectively redressed political participation and ecological balance that could be employed through counseling strategies	7.1%	0.0%	10.0%	52.9%	30.0%

4.3.2 School Leadership

The study sought to establish whether school leadership influence implementation of peace education programme in primary schools. Results are presented in Table 3 below. Results indicated that majority 61.4% of the respondents agreed and another 32.9% strongly agreed bringing to a total of 94.3% of those who agreed with the statement that the current leadership is not transformational. Four point three percent disagreed and 1.4% of the respondents were neutral. The findings further indicated that majority 42.9% of the respondents agreed and another 27.1% strongly agreed bringing to a total of 70% of those who agreed with the statement that the management has not put in place proper structure for peace education programme implementation. Seventeen point one percent were neutral and 12.9% of the respondents disagreed.

Results further revealed that majority 85.7% of the respondents agreed and another 7.1% strongly agreed bringing to a total of 70% of those who agreed with the statement that the current management has flawed vision of what seems to be the strategic position of implementing peace education programme in schools. Seven point one percent were neutral.

Furthermore, results indicated that majority 65.7% of the respondents agreed and another 15.7% strongly agreed bringing to a total of 70% of those who agreed with the statement that the leadership has a myopic view of what is needed for successful management of operational tasks and projects within a strategic brief. Eight point six percent were neutral.

Finally, the study findings indicated that majority 58.6% of the respondents agreed and another 8.6% strongly agreed bringing to a total of 67.2% of those who agreed with the statement that the management is not carrying out its functions of Planning, Organizing, Staffing, Directing and Controlling effectively.

Table 3: School Leadership

Statement	Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The current leadership is not transformational	0.0%	4.3%	1.4%	61.4%	32.9%
The management has not put in place proper structure for peace education programme implementation	0.0%	12.9%	17.1%	42.9%	27.1%
The current management has flawed vision of what seems to be the strategic position of implementing peace education programme in schools	0.0%	0.0%	7.1%	85.7%	7.1%

The current leadership has a myopic view of what is needed for successful management of operational tasks and projects within a strategic brief	10.0%	0.0%	8.6%	65.7%	15.7%
The management is not carrying out its functions of Planning, Organizing, Staffing, Directing and Controlling effectively	14.3%	4.3%	14.3%	58.6%	8.6%

4.3.3 The Relationship between peace education programme and School Leadership

The study sought to establish the relationship between peace education programme and school leadership. Results are presented in table 4 below. Correlations results in table 4 indicated that there was a positive and significant relationship between peace education and school leadership. This was supported by (R= 0.617, p value =0.000). This implied that those who rated school leadership highly was also more likely to rate peace education programme implementation highly, and those who rated school leadership lowly was also more likely to rate peace education programme implementation lowly.

Table 4: Correlations between peace education programme and School Leadership

Variable		Peace_Education	Leadership
Peace_Education	Pearson Correlation	1	.687[**]
	Sig. (2-tailed)		.000
	N	70	70
Leadership	Pearson Correlation	.687[**]	1
	Sig. (2-tailed)	.000	
	N	70	70

4.3.4 School Culture

The study sought to establish whether school culture influence implementation of peace education programme in primary schools. Results are presented in Table 5 below. Results indicated that majority 37.1% of the respondents strongly agreed and another 35.7% agreed bringing to a total of 72.8% of those who agreed with the statement that the culture of Schools discourages innovation and creativity same. Eleven point four percent disagreed, while 11.4% strongly disagreed and 4.3% of the respondents were neutral.

The findings further indicated that majority 47.1% of the respondents agreed and another 37.1% strongly agreed bringing to a total of 84.2% of those who agreed with the statement that there is resistance to implementation of the peace education programme. Twelve point nine percent were neutral and 2.9% of the respondents disagreed.

Results further revealed that majority 50% of the respondents strongly agreed and another 31.4% agreed bringing to a total of 81.4% of those who agreed with the statement that there is a lack of compatibility between peace education programme and culture. Fourteen point three percent disagreed, while 1.4% strongly disagreed and 2.9% of the respondents were neutral.

Furthermore, results indicated that majority 38.6% of the respondents agreed and another 38.6% strongly agreed bringing to a total of 77.2% of those who agreed with the statement that the implementation of peace education programme often encounters rough going because of deep rooted cultural biases. Fifteen point seven percent disagreed and 7.1% were neutral.

Results also indicated that majority 40% of the respondents agreed and another 38.6% strongly agreed bringing to a total of 78.6% of those who agreed with the statement that the existing culture in schools does not create a competitive environment. Ten percent disagreed, while 4.3% strongly disagreed and 7.1% were neutral.

Finally, the study findings indicated that majority 41.4% of the respondents strongly agreed and another 38.6% agreed bringing to a total of 80% of those who agreed with the statement that the employees see changes as threatening and tend to favor "continuity" and "security.

Table 5: School Culture

Statement	Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The culture of Schools discourages innovation and creativity same	11.4%	11.4%	4.3%	35.7%	37.1%
There is resistance to implementation of the peace education programme	0.0%	2.9%	12.9%	47.1%	37.1%
There is a lack of compatibility between peace education programme and culture	1.4%	14.3%	2.9%	31.4%	50.0%
The implementation of peace education programme often encounters rough going because of deep rooted cultural biases	0.0%	15.7%	7.1%	38.6%	38.6%
Existing culture in schools does not create a competitive environment	4.3%	10.0%	7.1%	40.0%	38.6%

The employees see changes as threatening and tend to favor "continuity" and "security"	4.3%	11.4%	4.3%	38.6%	41.4%

4.3.5 The Relationship between peace education programme and School Culture

The study sought to establish the relationship between peace education programme and school culture. Results are presented in table 6 below. Correlations results in table 6 indicated that there was a positive and significant relationship between peace education and school culture. This was supported by (R= 0.812, p value =0.000). This implied that those who rated school culture highly was also more likely to rate peace education programme implementation highly, and those who rated school culture lowly was also more likely to rate peace education programme implementation lowly.

Table 6: Correlations between peace education programme and School Culture

Variable		Peace_Education	Culture
Peace_Education	Pearson Correlation	1	.812**
	Sig. (2-tailed)		.000
	N	70	70
Culture	Pearson Correlation	.812**	1
	Sig. (2-tailed)	.000	
	N	70	70

4.3.6 School Resources

The study sought to establish whether school resources influence implementation of peace education programme in primary schools. Results are presented in Table 7 below. Results indicated that majority 68.6% of the respondents agreed and another 24.3% strongly agreed bringing to a total of 92.9% of those who agreed with the statement that peace education programme have not been allocated enough resources in terms of personnel, financial or ICT. Four point three percent were neutral and 2.9% of the respondents disagreed.

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The findings further indicated that majority 70% of the respondents agreed and another 12.9% strongly agreed bringing to a total of 82.9% of those who agreed with the statement that peace education implementation teams have inadequate experience in strategy implementation. Eight point six percent were neutral and 8.6% of the respondents disagreed.

Results further revealed that majority 55.7% of the respondents agreed and another 17.1% strongly agreed bringing to a total of 72.8% of those who agreed with the statement that peace education implementation teams have inadequate education and training background. Twenty percent disagreed, and 7.1% of the respondents were neutral.

Furthermore, results indicated that majority 52.9% of the respondents agreed and another 24.3% strongly agreed bringing to a total of 77.2% of those who agreed with the statement that some of the financial and non financial resources allocated to peace education programme implementation are being misused. Twelve point nine percent were neutral and 10% disagreed.

Finally, the study findings indicated that majority 40% of the respondents agreed and another 28.6% strongly agreed bringing to a total of 68.6% of those who agreed with the statement that due to the large revenue base, fiscal illusion and the problem of too much money is a factor affecting peace education programme implementation. Eleven point four percent of the respondents disagreed, while 15.7% strongly disagreed and 4.3% were neutral.

Table 7: Organization Resources

Statement	Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Peace education programme have not been allocated enough resources in terms of personnel, financial or ICT	0.0%	2.9%	4.3%	68.6%	24.3%
Peace education implementation teams have inadequate experience in strategy implementation	0.0%	8.6%	8.6%	70.0%	12.9%
Peace education implementation teams have inadequate education and training background	0.0%	20.0%	7.1%	55.7%	17.1%
Some of the financial and non financial resources allocated to peace education programme implementation are being misused	0.0%	10.0%	12.9%	52.9%	24.3%

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Due to the large revenue base, fiscal illusion and the problem of too much money is a factor affecting peace education programme implementation	15.7%	11.4%	4.3%	40.0%	28.6%

4.3.7 The Relationship between peace education programme and School Resources

The study sought to establish the relationship between peace education programme and school resources. Results are presented in table 8 below. Correlations results in table 8 indicated that there was a positive and significant relationship between peace education and school resources. This was supported by (R= 0.516, p value =0.000). This implied that those who rated school resources highly were also more likely to rate peace education programme implementation highly, and those who rated school resources lowly were also more likely to rate peace education programme implementation lowly.

Table 8: Correlations between peace education programme and School Resources

Variable		Peace_Education	Resources
Peace_Education	Pearson Correlation	1	.516[**]
	Sig. (2-tailed)		.000
	N	70	70
Resources	Pearson Correlation	.516[**]	1
	Sig. (2-tailed)	.000	
	N	70	70

5.0 DISCUSSION CONCLUSIONS AND RECOMMENDATIONS

5.1 Findings

The study findings indicated that majority 47% of the respondents were male and 33% were female. These findings imply that the organization gender was predominantly male. The findings revealed that majority 58% of the respondents had reached college level, 23% of the respondents had attained secondary education and 19% were university graduates. Results also revealed that

majority 37% of the respondents had worked for a period of between 1 to 2 years, 29% of the respondents had worked for less than one year , 20% had worked for 3 to 5 years and 14% had worked for more than five years. Study findings indicated that majority 56% of the respondents were in unionisable cadre, while 26% of the respondents were in top management and 18% were in middle management and findings indicated that majority 43% of the respondents were aged between 31-40 years while 40% of the respondents were aged between 21-30 years and 17% were aged between 41-50 years.

 The study findings indicated that school leadership, culture, and resources influence peace education programme implementation. Correlations results indicate there was a positive and significant relationship between peace education programme implementation and school leadership, culture and resources.

5.2 Conclusions

Following the study findings it is possible to conclude that peace education programme implementation was highly influenced by school leadership, culture and school resources.

It was also possible to conclude that there was a positive and significant relationship between peace education programme implementation and school leadership, culture and resources.

5.3 Recommendations

The study recommends school management to emphasize on peace education programme implementation in all primary schools.

The study also recommends that the schools to emphasize on good leadership and management skills so as to ensure smooth implementation process.

The study recommends further that the school management should set aside enough resources for the implementation programme as organization resources positively affect organizational efficiency through its impact on internal capabilities.

Finally the study recommends that the school management should learn the culture of different parts of the country so as to make the teachers, parents and children welcome and adopt the programme if it values its culture.

5.4 Suggestions for Further Studies

The study suggests that the study should be replicated in the secondary schools and also focuses on other factors that influence peace education programme implementation in Kenya.

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