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School Co-curricular Activities 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 and to help them find new solutions to challenges. West Pokot County in Kenya is a highly volatile region, characterized by regular conflict between its inhabitants and communities in neighbouring Baringo, Elgeyo Marakwet, Turkana counties and northern Uganda region. The purpose of this study was to investigate how school co-curricular activities affect provision of peace education in public secondary schools in West Pokot County, Kenya. The study was guided by the following objective: to identify school co-curricular activities that accelerate attainment of peace education in public secondary schools in West Pokot county. Literature review indicates that when education is equitably available, of good quality, relevant and conflict sensitive, it can help promote peace and provide safe environments. The study adopted a pragmatist research paradigm and a descriptive survey research design. A 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 while purposive sampling was used to select the principals who participated in the study. Simple random sampling was used to select students and teachers. Data was collected using questionnaires for teachers' respondents, interviews for principals and focus group discussions, for student respondents. 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; school co-curricular activities promoted peace It is recommended that co-curricular activities with the theme of peace education be enhanced.

Keywords: Peace Education, Co-curricular activities, Cohesion, Co-existence, Sustainability.

1. BACKGROUND OF THE STUDY

Peace education as described by Fountain (1999) refers to the process of advancing the knowledge, skills, attitudes, and values needed to bring about behavior changes that will enable young people and adults to prevent conflict and violence, both overt and structural.

Education builds a strong knowledge base amongst the learners and makes them participate in solving emerging issues on economic, social and Environmental wellbeing (World Bank, 2014). Peace education (PE) means encouraging learners to understand the concepts of peaceful coexistence, Stewardship and Global Citizenship in the subject matter of their own disciplines. It also encourages them to participate positively in a society where everyone can access quality education through social inclusion and equity. According to UNESCO (2005) the concept of peace implies freedom from or absence of hostilities or a condition in which a nation or a community exists in a state of cohesion.

There is a growing awareness that community-based learning spaces do not only contribute significantly to the education of young and old but also reinforce the bonds of trust needed to build a stable and sustainable society. According to UNESCO (2017), the world population was approximated at seven billion in march 2012, exerting pressure to the limited natural resources. Therefore, people must become conscious that what is done today can have an impact on the lives

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of the people and the planet in the future and that it is necessary to live sustainably and to take responsible actions. Peace training may help people to change their way of thinking and strive for a sustainable future. UNESCO is mainly concerned with enhancing access to peace education at all levels and in every social framework, changing communities by reorienting educational activities to help people develop the awareness, values and attitudes needed for the creation of peace education.

According to Wahyudin (2018), the know-how, attitudes and values of students using the topics of exciting school curricula can be incorporated into peace education. In this case, subjects such as history, social research, geography, government and religious research are important. In education, students understand and use the knowledge to improve the future in their societies. Wahyudin (2018) further argues that peace studies must convey a collection of knowledge, skills and values aiming to build active, broad-based patriotic people with national integration and the promotion of national unity as their goal, while considering peace education in the sense of Nigeria. In Kenya, there have been a variety of industry-wide education initiatives. After 2008, the system of peace education has focused mainly on resolving inter-community disputes but is now also active in countering policies on terrorism. The following should be considered in terms of the curricular requirements: teachers require constant support through regular training and the provision of appropriate material to assist them in the delivery of lessons; timely and systematic interventions consistent with the educational sector have a beneficial impact on harmonious coexistence (Global Campaign for Peace Education, 2015). In addition, Wahyudin (2018) maintains that social studies must instill discipline, empathy and behavior in learners that foster the peaceful coexistence of people in society.

According to UNESCO (2014), the goals of peace building are: to integrate research, preparation, information and action, and to promote international education in an intellectual and emotional manner. It should create a sense of social responsibility and solidarity with less privileged groups and contribute to performance values being followed on a daily basis. It must also help develop skills, talents and abilities that allow people to gain a clear understanding of national and international issues, to work in group; to agree and engage in free discussion; and to base decisions on values and decision-making on a national evaluation of the facts and factors concerned. History also contributes to information; action and international education. UNESCO (2014) stresses the ways to overcome the contradictions that are a true impediment to an understanding of true international cooperation and the creation of global peace. Odejobi & Adesina (2009) pointed out that the government's syllabi aims at evaluating how the role of an informed citizen can be

understood and his contribution to national development can be realized. Odejobi & Adesina (2009) emphasize the government's goal to achieve national unity in the country through student empowerment by instilling acceptable values in their minds. It is also suggested that religious studies should allow candidates to gain the understanding and knowledge of the teachings on the subject, as found in the Quran or the Bible, and the ability to apply these principles to social life. This assertion fits in favourably, in peace education objectives.

Gary (2008), while conducting a study in South Africa notes that the problem of discipline in schools is resolved by the fostering of peace values in that all school leaders should know how to deal effectively with disputes and build strong relationships. A holistic approach adopted underlined the need for schools to promote peace education as an integral part of curriculum and for schools that succeed in implementation of the peace agenda to identify and reward participating schools. Such schools also provide their teachers and students with a more harmonious learning atmosphere. Such projects are intended to allow schools and teachers to gradually build a young adult community with the skills required to respectfully resolve conflicts, to think critically and work effectively in groups.

A significant centre in the advancement of girls ' education in a society of conflicts was established and is located in the northern region of Kenya. The Shalom Centre for Conflict Resolution and Reconciliation (SCCRR), which aims to promote peace and co-existence in the Kerio region in Kenya. In Suguta Marmar ward (County of Samburu), the SCCRR has developed a secondary interethnic and interfaith women. The school has more than three hundred students from various ethnic groups living in Turkana, West Pokot, Isiolo, Marsabit, Baringo and Laikipia, in Samburu County and neighboring countries. In Suguta Marmar and its' surroundings, the regular inter-ethnic disputes seem to have arisen on the ground, over the limited resources and border conflicts. This has influenced the development of their education and has enormous potential in creating feelings of insecurity in classrooms, as learners tend to give due to class repetitions, low achievement and lack of motivation to be in school (Koech, 2017). Local disputes effect on the schooling has led students and educators to consider developing a plan to foster harmony not only at the school level but also at the community level for the students and the whole school community. The students therefore took the initiative of forming a School-Peace Club to help them develop the requisite peace-building training and to coordinate club activities in the peace-building process.

The School has a great opportunity to help create peace through people awakening to the impact of

conflict and peace-building techniques and thus improving the actions and the habits of thoughts of learners and society through this Shalom School peace club actively participating in peace activities. The SSCRR initiative is geared to help the Peace Club and the school at large build leadership skills, to identify and participate in cooperative issues and to promote understanding and tolerance between their citizens in the various communities.

In addition, Das (2018) affirms that peace education has become today's need. In order to develop a positive attitude among children, hope, intelligence, imagination, brave obligation, the faith of the future and perseverance must grow in the minds of children. The individual's positive characteristics are very important for peace of mind. For this students, empathy, trust, cooperation and unity have to be nurtured. Knowledge and skills should be geared towards compassion for children. The children's interactions in school must form a cooperative stance and be prepared to collaborate regularly. To promote peace in their minds, the children should be given peace education starting from their formative years. Co-school activities should be used as a medium for teaching the students peace education. The current study however looked at the extra curricula implementation and its effects on peace education in the West Pokot county of Kenya.

According to Huho (2012) the West Pokot dispute has both intra-and inter-community disputes, and in many other pastoral regions both focused on control over the access to, in general, pasture and water resources. Other conflicts are a result of livestock raids and historical rivalry. Most of the communal lands in pastoralist communities are found in the lowland areas while freehold land ownership is largely in the highlands where land is arable. A struggle for resource access especially during the dry spell triggers community conflicts in areas of Sigor, Kacheliba and Chepkopich and highlands of Chepareria, Lelan and Kapenguria.. According to the County Government of West Pokot (2017) societal issues that West Pokot county faces include; ethnic animosity between its inhabitants mainly the pokot community and its neighbours from the Turkana, Baringo and Elgeyo Marakwet Counties; increased insecurity; erosion of cultural values and unsustainable utilization of natural resources resulting in their degradation. The environment sector has a number of challenges too. These include; frequent droughts and famine, natural disasters, acute water shortages, climate change and variability and loss of biodiversity. Educators therefore need to develop innovative approaches and methods in order to solve societal problems. Peace education must include a wide range of human activities in educational institutions that equip students with sufficient experience, information, and values for a peaceful life. Through integrated quality education and lifelong learning, peace education can be accomplished through

formal and informal contexts. Greater acknowledgement of the local community contribution to education allowed schools and communities to contribute more effectively to peace education. It is important to remember that while schools have become major players in peace education, schools, particularly from marginalized and deprived sections of society, like the West Pokot County, remain inaccessible to children, youth and adults (West Pokot County Government, 2017).

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

1.1 Statement of the Problem

West Pokot County is located within the North Rift part of Kenya. A larger part of the county is designated as a hardship zone in Kenya. Due to scarcity of water and pasture to communities whose way of life is mainly pastoralism, it has made the county a volatile region and hence frequent attacks by cattle rustlers. Cattle rustling incidences by the communities living in Turkana and the Elgeyo Marakwet counties of Kenya and also the Karamojong community of Northern Uganda, and the counter retaliations from West Pokot County have led to a lot of suffering of the people of West Pokot for a long time. Decades of local conflicts have resulted to nothing but misery particularly to those directly affected by violence, disruption and displacement. Given this backdrop, it becomes imperative that change must come through school efforts for peace education. A proactive and constructive approach is important through the implementation of peace education to youth in schools which promote a culture of peace and non-violence. This study investigated the school co-curricular activities put in place by various school stakeholders to accelerate attainment of peace education.

1.2 Purpose of the study

The purpose of the study was to examine the effect of school support measures on provision of peace education in public day secondary schools in West Pokot County, Kenya.

1.3 Research Objective

The study sought to: investigate the impact of school co-curricular activities in promotion of peace education in public day secondary schools in West Pokot County.

1.4 Research question

The study attempted to answer the following research question: what are the school co-curricular

activities that accelerate attainment of peace education in public day secondary schools in West Pokot County?

1.5 Research Hypothesis

H$_{O3}$: There is no significant relationship between school co-curricula activities and promotion of peace education in public day secondary schools in West Pokot County.

2.0 RESEARCH METHODOLOGY

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 co-curricular activities that have been put in place to support implementation of peace education in public day secondary schools in West Pokot County. The study was anchored on the pragmatic research paradigm and therefore adopted both qualitative and quantitative methods of data collection. Data was collected by use of questionnaires, interviews and focus group discussions.

This study was conducted in West Pokot County in Kenya. West Pokot County boarders Baringo county to the East, Trans Nzoia and Elgeyo Marakwet to the south, Turkana County to the North and the nation of Uganda to the west. The county is located in the Rift valley region. It is subdivided into three geographical regions namely; low lands, escarpment and highlands. The Valley and the Escarpment covers 51% of the total land while the remaining region is the Highlands. The West Pokot County is a hardship area due to extreme temperatures, unfavorable terrain that limits accessibility 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.

Sampling is the process of selecting a number of respondents for a study where selected respondents represent the entire population of the study. The schools were selected from the existing sub counties in West Pokot County. Purposive sampling and Stratified sampling techniques were used in the selection of the respondents. Students and teachers were selected based on stratified random sampling and simple random sampling techniques respectively.

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.

The sample size was calculated using Yamane formula as follows:

$$n = \frac{N}{1 + N(e)^2}$$

From the calculation a sample of 385 students participated in the study. A total of 24 principals (30%) was sampled from the 81 public Day secondary 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.

3.0 RESULTS AND DISCUSSION

The study investigated the role of schools' co-curricular activities and its effect on the implementation of peace education in public day schools in West Pokot County. The findings generally indicate that co-curricular activities were perceived to play an important role in the implementation of peace Education in schools. The findings in relation to the objective are as indicated in Table 1 where SA = Strongly Agree, A = Agree, UN = Undecided, DA= Disagree and SD= Strongly Disagree.

Table 1: School Co-Curricular Activities and Peace Education

Item	SA	A	UN	DA	SD
Learners membership of peace clubs acquisition of knowledge and values on peace education	102 [55.1%]	60 [32.5%]	15 [8.1%]	3 [1.6%]	5 [2.7%]
Through music and drama participation learners get exposure to the importance of peaceful coexistence	96 [51.9%]	62 [33.5%]	8 [4.3%]	17 [9.2%]	2 [1.1%]
Through music and drama in schools students address the social conflicts in secondary schools	48 [25.9%]	107 [57.8%]	20 [10.8%]	3 [1.6%]	7 [3.8%]
The school effectively organizes programmes and invites guest speakers to tackle topics related to peace education at least once a term	18 [9.7%]	108 [58.4%]	41 [22.2%]	15 [8.1%]	3 [1.6%]
The school consciously supports peace education related activities in humanities subjects	106 [57.3%]	52 [28.1%]	20 [10.8%]	2 [1.1%]	5 [2.7%]

From the Table 1, it is indicated that by involving learners through membership of peace clubs they are able to acquire knowledge and values on peace education. The findings indicate that 102 (55.1%) strongly agreed that the peace clubs helped in acquisition of requisite values for peace. A further 60 (32.5%) agreed that the peace clubs were of essential importance in peace education implementation. The

lowest category of respondents was those who Disagreed and formed a 3 (1.6%). The finding agrees with the assertion of the Centre of Education Innovation (2005), which posits that peace promoting schools in South Africa address the issue of discipline in schools in that every member of the school community needs to be able to learn to deal with conflict effectively and to build a strong relationship. A holistic approach to education highlights the need to encourage schools to implement peace education as an essential part of the curriculum and to recognize and reward participating schools that excel in the implementation of peace agenda. Such schools also create a more harmonious educational environment for their teachers and learners by implementing peace projects which include; peer mediation programmes, peace clubs, parental skills programmes, peace lessons and school safety.

Further the study sought to find out about the effect of learners participation in music and drama festivals with thematic areas related to peace in an attempt to expose them to the importance of peaceful coexistence. The findings indicate that 96 (51.9%) strongly agreed that participation was very significant in promotion of peaceful coexistence amongst the learners in public schools in the county. The second highest category were those who Agreed and formed 62 (33.5%). The lowest category was those who Strongly Disagreed forming a small percentage of 2 (1.1%). this finding agrees with Das (2018) who advocates that co-curricular activities in the school should be used as a vehicle for imparting Peace Education to the learners. At school, the learners show a great enthusiasm to participate in different co-curricular activities. Further Das (2018) argues that through co-curricular activities, the qualities of tolerance, trust, empathy, co-operation solidarity should be inculcated amongst children today.

In order to find out whether by use of music and drama in schools, students are able address the social conflicts in secondary schools, the respondents indicated that these extra curricula activities addressed the issue of peace education quite well. The findings indicate that 107 (57.8%) of the respondents felt that the festivals effectively helped to address social conflicts in schools. The second highest category were those who Agreed and formed 48 (25.9%). The lowest category was those who disagreed forming 3 (1.6%).

Further the study investigated whether schools effectively organize programmes on peace education. The findings indicate that programmes were organized and guest speakers invited to tackle topics related to peace education at least once a term. The findings indicate that 108 (58.4%) agreed that the programmes effectively promoted the implementation of peace education. However, the second highest category was those who were undecided and formed 41 (22.2%). The least category of respondents were those who strongly disagreed and formed 3 (1.6%).

From the findings it is indicated that the schools consciously support peace education related activities in humanities subjects. Those who strongly agreed with the statement formed 106 (57.3%). The second highest category were those who agreed forming 52 (28.1%). The least category were those who disagreed and formed 2 (1.1%). This agrees with UNESCO (2014) assertion that school subjects like Social Studies, Religious Studies, History and Government help to bring information important to peace. Education should include critical analysis of the historical and contemporary factors of an economic and political nature underlying the contradictions and tensions between countries together with the study of ways of overcoming these contradictions, which are the real impediments to understanding true international co-operation and the development of world peace.

The study also sought to establish whether there was a significant relationship between school co-curricular activities and promotion of peace education in public day secondary schools in West Pokot County. The school co-curricular activities were measured in a five point likert scale that had 5 items. The scale required the respondents to indicate the extent to which they agree to each of the 5 statements, using the following response format: 5 = strongly agree, 4= Agree, 3= Neutral, 2= Disagree, 1=strongly Disagree. The data was analyzed by testing the hypothesis that:
HO: there is no significant relationship between of school co-curricular activities in promotion of peace education in public day secondary schools in West Pokot County.

The third hypothesis was tested using chi-square at significance level of 0.05. The results are presented in Table 2.

Table 2: Chi-Square Results

	Value	Df	Asymp. Sig. (2-sided)
Chi-Square	301.116	4	.026
N of Valid Cases	185		

After running the chi-square on the data with a 95% confidence level, it was found that there was a significant relationship between school co-curricular activities and promotion of peace education in public day secondary schools in West Pokot County (χ^2 =

301.116, df=4 and p = 0.026). Therefore, the null hypothesis was rejected since the p-value was less than the significance level of 0.05. This implies that the school co-curricular activities enhance the promotion of

peace education in public day secondary schools in West Pokot County.

From the interview session with the principals of schools it was noted that the co-curricular activities act as a powerful tool in promotion of peace education amongst the students. It was observed that music festivals in particular had helped enhance school attendance amongst the students, in this case we have chosen to share important knowledge, attitudes and core values necessary in promotion of peace education amongst the students.

This finding adds value to Abida (2013) who reveals that Peace Education could be inbuilt into the students' knowledge, skills, attitudes and values using the exiting subjects in the school curriculum. Subjects, such as History, Social Studies, Geography, Government and Religious by giving an input on school co-curricula studies are relevant in this case. Odejobi & Adesina (2009) conclude that peace education should be included in the overt and covert curriculum in all subjects. The student respondents during the focus group discussions noted that co-curricular activities played a key role in enhancing peaceful coexistence amongst learners in schools. Some of the extra-curricular activities identified included sporting activities, debating sessions, participation in clubs and societies, congresses, music drama and games among others. They agreed that such activities had enabled them explore regions beyond their county and had resulted in an appreciation of the diverse cultures of different communities. It had also helped to instill the virtues of hard work and the urge to explore other regions beyond the West Pokot County. They mentioned that through science congress activities the students had travelled as far a Turkana, Narok, Kisumu and Elgeyo Marakwet Counties. One key activity that cut across most discussions was the Teckla Lorupe Peace runs. The respondents, some of whom had participated attested to how some members of their communities had been transformed to professional athletes and earned coveted respect in the community peace initiatives had successfully initiated through this very important community event.

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