

Challenges in Implementing Peace Clubs in Public Secondary Schools within Kisumu County, Kenya

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Abstract:

Background: The execution of Peace Clubs in schools has come up with new components of optimistic connections amongst students through the stages for the act of another culture of non-violence, peacefulness and discourse. It has developed their comprehension and practice for shared compassion as a condition for achieving their shared objectives, particularly where such objectives conflict thus figuring out how to participate in just basic leadership and imaginative critical thinking, empowering them to oversee rising level of clashes productively. Learners who have joined Peace Clubs in their schools have turned out to be progressively receptive to participate in differing discussions and furthermore look for methods for settling clashing interests that amplify joint advantages. However, it was notable that not all schools have embraced the creation of Peace Clubs. Its on this basis that this study sought to establish challenges in implementing Peace Clubs in public secondary schools.

Materials and Methods: The study used a theoretical framework informed by contingency theory. The study applied descriptive survey research design with a target population of 91,834 comprising of BOM, school sponsors, school principals, teachers and students giving a sample size of 584 respondents. The response rate was 96.23%. The researcher used interviews, focus group discussion and questionnaires for primary data collection while reviewed publications and reports provided secondary data. Content validity and split half method were applied. Data was coded and analyzed and the results presented through pie charts and frequency distribution tables.

Results: The study found out that students' attendance in peace programmes, school culture, funding of peace programmes, time allocation for peace programmes, religious background of students, training teachers in Peace Building, availability of instructional materials and academic qualification of peace instructors challenge the implementation of Peace Clubs in schools. Students' attendance in peace programmes, school culture, funding of peace programmes, time allocation for peace programmes, religious background of students, training teachers in Peace Building, availability of instructional materials and academic qualification of peace instructors are the main challenges to the implementation of Peace Clubs in schools.

Keywords: Challenges, Implement, Peace Club, Public, Secondary School, Kisumu County, Kenya.

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I. INTRODUCTION

According to UNESCO (2005), Peace Clubs have the ability to consolidate all peace related approaches aimed at developing character among learners into a single programme for ease and effectiveness during the implementation stage. At this stage the contribution of the principal leadership skills is paramount and cannot be underrated. However, it warns that at the planning stage of Peace Club activities the programme designers should note that it is paramount not only to find out but also understand the needs of the students, decide on objectives and activities as well as implementation, monitoring and evaluation processes (Abbas, 2015). Crow and Karim (2000) observe that Peace Clubs in secondary schools are fundamentally an avenue of helping the learners develop the morally acceptable behaviours with regards to civic, human and spiritual uprightness with the bigger picture of living in harmony with other people and with the nature in their environments. Based on this, the schools can organize regular activities that expose learners to the globally emerging issues with the intention of preparing the students to tackle them in a peaceful way should they encounter them hence harmonious and good relations with fellow students (Hicks, 1988).

As indicated by Bretherton *et.al.*, (2010), in order to achieve a universe of harmony and resilience, where war is silliness, it is essential to focus on harmony and introduce it early enough in the life of a learner;

rather than developed nations where the inclination is to utilize a mix of learning media on the side of a specific arrangement of learning results, the standard in many developing nations is to depend largely on a solitary reading material for each subject (UNESCO, 2005). Instructional materials include course books although most of the time refers to guide materials, for example, valuable perusing books, manuals, various media guides, instructors' aides, video projects, games, and intelligent programming; course books have for quite some time been perceived as potential instruments for making economical harmony and showing Peace Education. UNESCO (2005) defines a "course book" as the center learning medium made out of content as well as pictures intended to realize a particular arrangement of instructive results; it might be a printed and bound volume, yet may also be gotten electronically by means of CD-ROM, DVD or access to downloadable records from a devoted site (UNESCO, 2005). With the advances in technology, audio visual media has become a very powerful communication tool in mainstreaming peace education (Bretherton *et.al.*, 2010).

Peace Clubs have some inalienable qualities and skills which they pass on to the students. Akintunde (2008) observes that for a school to build harmonious coexistence, students are relied upon to inculcate and apply social skills between close-to-home friends; show trust, genuineness, quietude, decency, sympathy, equity, and so forth to those within their networks. Kapusuzoglu (2009) seems to agree with Akintunde (2008) that students are relied upon to gain shared relational skills like understanding, receptiveness, non-judgmental, resilience, target objectivity and consistency. Different abilities such as utilitarian and wide group aptitudes are important for the advancement of the harmonious way of life (UNDP, 2016). The regular instructional methodology considered to be common in schools today has been discovered ineffectual for the improvement of the qualities, frames of mind and skills required to structure harmonious way of life of in the students. Abbas (2013) concurs with WANEP (2012) that Nigeria has a customary study hall setting where learning is conducted through lecture method that leads to more intellectual accomplishment than emotional and psychomotor improvement; peace instructors are prepared to get to the study hall and teach by talking to the learners for forty minutes and leave behind notes to for production. It has been observed that this strategy doesn't exactly concur with popularity based culture; it doesn't support common regard for others' conclusion, participation, and positive peace initiatives (Akintunde, 2008).

Statement of the Problem

It is apparent that learning institutions experience conflicts and as such, in most countries, governments have come up with measures to counter this trend (Albert, 2002). Falade *et.al.* (2011) assert that Peace Clubs are now inclined towards the learning programmes in majority of the countries globally so as to allow students to get understanding and develop abilities, standards and mindset necessary for life. This is in agreement with the Falade *et.al.*, (2011) who observe that Peace Clubs must be made in a manner that they enable learners to live in harmony, mutual understanding and be able to resolve disputes and prevent them from happening again. However, they are not addressing how Peace Clubs can be fully implemented in these schools, the aspects of Peace Clubs that should be included and how they work towards equipping the learners with understanding, abilities, standards and mindset. This study sought to bridge this lacuna by establishing challenges in implementing Peace Clubs in public secondary schools and how they work to achieve the goals of the Peace Clubs.

Theoretical framework

This study was guided by Integrative Negotiations and Peer Mediation Theory which is concerned with addressing the invisible conflict of interests evidenced through feelings that cannot be easily reconciled with a view of bringing the two conflicting parties together. When the schools take up a serious role in measures to help in resolving disagreements among learners, the school environment becomes peaceable and conducive for learning activities (Johnson & Johnson, 2012). This can be achieved through two broad approaches namely: distributive negotiations-a situation where efforts of the involved conflicting students are geared towards making an agreement that seems to favour him/her more than the other party(s) in conflicts. On the other hand there is the integrative negotiation approach where the aim of one party is reaching a solution that gives equal benefits to both parties involved i.e. every party stands to gain from the conflict resolution (Wessells, 2016).

II. MATERIALS AND METHODS

This study employed use descriptive survey research design. It was conducted in Kisumu County from March 2019 to November 2019. A total 584 participants including school principals, school sponsors, representatives of the school Board of Management, teachers and students.

Sample size calculation:

The researcher sampled 10% of the total number of schools in Kisumu County to obtain 23 schools. According to Gay (1992) a sample of about 10% of the entire population is considered appropriate while a

sample of 20% is required for a smaller population and 30% for statistical analysis. However, for the purposes of this study, the researcher sampled 20 public secondary schools as shown in table 3.2

Table 3.2: Sampling Frame (Schools)

Sub-County	Target	Sample	
Pop.	Size	(%)	
Nyakach	52	5	9.62
Nyando	42	4	9.52
Kisumu Town West	36	3	8.33
Seme	35	3	8.57
Muhoroni	33	3	9.09
Kisumu Town East	15	1	6.67
Kisumu Central	12	1	8.33
Total	225	20	

The researcher worked out 8.89% of 225 principals to get 20 principals, 5.25% of 2,666 teachers to obtain 140 teachers. He also worked out the 8.89% of the 225 sponsors to get 20 sponsors and 8.89% of the BOM representation to get 20 BOM representatives. This was in agreement with Gay (1992) who asserts that a sample size of about 10% of the target population is considered dependable, while a sample of 20% is required for smaller population and 30% for statistical analysis. However, for the student respondents, the researcher based his sampling on Krejcie and Morgan (1970) table as shown in Appendix V. According to Krejcie and Morgan (1970), a target population exceeding 100,000 is represented by a sample size of 384. So, the target population of students in the County of Kisumu being 88,493, the researcher sampled 384 of them to form part of the sample size. This gave a total sample size of 584 respondents as shown in table 3.3.

Table 3.3: Sampling Frame (Respondents)

Respondents	Target	Sample	
Pop.	Size	%	
BOM Rep.	225	20	8.89
School Sponsors	225	20	8.89
Principals	225	20	8.89
Teachers	2,666	140	5.25
Students	88,493	384	0.43
TOTAL	91,834	584	

Sampling Procedure

A sample is explained as a portion of the entire population that is objectively selected for research purpose as a representation of the population it was obtained from. For the purpose of this study, the researcher used stratified random sampling (a form of probability sampling) to obtain 20 schools from the seven sub-counties within Kisumu County as outlined in the table 3.2 From the twenty (20) sampled public secondary schools, the researcher used non-probability sampling- convenience sampling technique to obtain, from each institution, one (1) Principal, one (1) BOM Representative, one (1) school sponsor giving a total of twenty (20) BOM Representatives, twenty (20) school sponsors and twenty (20) school Principals. He applied purposive sampling technique to draw one (1) deputy principal, one (1) DOS and one (1) guidance and counseling teacher, one (1) Sports/Games teacher, one (1) teacher in charge of Clubs and Societies, one (1) teacher in charge of drama and another one (1) teacher in charge of music. This gave a total of twenty (20) Deputy Principals, twenty (20) DOS, twenty (20) Guidance and Counseling teachers, twenty (20) Sports/Games teachers, twenty (20) teachers in charge of Clubs and Societies, twenty (20) teachers in charge of Drama and another twenty (20) teachers in charge of Music. This gave a grand total of 140 teachers. For the student respondents, the researcher applied stratified random sampling technique to draw four (4) students from Form One and five (5) students from each of the Form Two, Form Three and Form Four classes in each of the sampled nineteen (19) schools. For the remaining one institution, the researcher then sampled another twenty three (23) students as follows: six (6) students were sampled from Form Two to Form Four while in Form One he sampled five (5) students. This gave a total sample of 384 participants.

Data Collection

Kothari (2004) defines primary data as any information that has been originally gathered- had not been gathered before. The researcher used 524 questionnaires, 60 interview schedules and 2 Focus group discussions to collect primary data for this study. Use of questionnaires was adopted in this study as the main method of data

collection to collect data from teachers and students. According to Orodho (2009), questionnaires are preferred since they are easy and economical to administer to a lot of respondents. According to Kothari (2004), an interview schedule requires an interviewer to ask questions, generally, in a face-to-face contact with the interviewee. The researcher applied this method because in the event of ambiguity of the questions, the respondent may ask certain questions for clarification and the interviewer responds as he clarifies the question for better understanding. In this study, interview schedules were employed to gather data from the school principals, school sponsors and school BOM representatives. Morgan (1988) describes a Focus Group Discussion (FGD) as a very appropriate way of gathering participants from similar background to make contribution to a topic or an issue of interest to them. A moderator guides the participants and helps them to participate in the Focus Group Discussion. This study undertook two (2) separate Focus group discussions (FGDs). A sample of twelve (12) students comprising six (6) girls and six (6) boys was drawn from Form One, Form Two, Form Three and Form Four from each of the two learning institutions to take part in the FGD. In each class (Form), the researcher used stratified random sampling technique to sample three (3) students taking care of gender, age brackets and sex.

Saunders *et.al.*, (2007) observe that secondary data is largely publications and published reports; most educational institutions have a collection of a wide variety of data to support their programmes and operations. In this study, secondary data was obtained by reviewing publications and reports obtained from the office of the Director of Education, Kisumu County. This also included minutes of the Peace Club meetings and statistics of cases handled by peer counselors. The seven Sub County Education Offices were also visited with a view of obtaining relevant secondary data to the study.

Statistical Analysis

After the process of data collection was completed, the researcher gathered the data into two categories whereby the quantitative data were cleaned. Thereafter, the data recorded in the form of transcripts, other forms of documents and notes were equally processed. After coding, the data underwent tabulation, analysis and computing into highly descriptive data by use of SPSS version 24.0. Presentation of the data was done in form of pie charts, percentage and frequency distribution tables. (Saldana, 2009).

III. RESULTS AND DISCUSSION

Attendance of Students in Peace Programmes

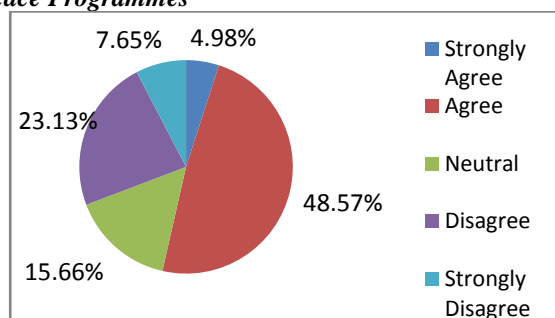


Figure 5.4: Pie Chart Showing Proportions of Responses on Attendance of Students in Peace Programmes

Figure 5.4 indicates that 273 (48.57%) of the respondents agreed that attendance of students in peace programmes is a challenge to the implementation of peace club in schools, 28 (4.98%) of the respondents strongly agreed that attendance of students in peace programmes is a challenge to the implementation of peace club in schools while 88 (15.66%) remained neutral. However, 130 (23.13%) of the respondents disagreed while 43 (7.65%) of them strongly disagreed that attendance of students in peace programmes is a challenge to the implementation of peace club in schools.

The proportion of the participants who agreed and strongly agreed is greater than those respondents who disagreed and strongly disagreed that the attendance of students in peace programmes is a challenge to the implementation of Peace Clubs in public secondary school. These findings are in agreement with Gordon (1976) who observes that students find Peace Clubs to be less important and less interesting than other programmes (subjects) taught in their schools. This shows that, students who see Peace Clubs as less important and uninteresting as compared to other programmes would dodge Peace Club meetings to concentrate on subjects of their interest. It is therefore difficult to realize success of Peace Clubs because the students don't take them seriously. Success can only be achieved when the learners are receptive to these programmes and willfully accept to take part in the programme (Grove, 2010).

School Culture

The responses of the respondents underwent analysis and presentation done using a pie-chart as indicated in Figure 5.5.

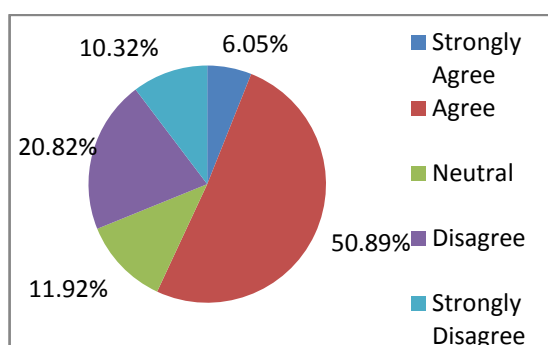


Figure 5.5: Pie Chart Showing Proportions of Responses on School Culture

Figure 5.5 indicates that a majority of 286 (50.89%) of the respondents agreed that school culture is a challenge to the implementation of peace club in schools, 34 (6.05%) of the participants strongly agreed that school culture is a challenge to the implementation of peace club in schools, 58 (10.32%) of the respondents strongly disagreed while 67 (11.92%) remained neutral, while 117 (20.82%) of them disagreed that school culture is a challenge to the implementation of peace club in schools. These findings are in concurrence with Foster and William (1982) who argue that the role of school administration in the implementation of Peace Club is many folds and this mostly depends on the learning environment. As such when the school administration sticks to the old culture that doesn't consider students' participation in co-curricular activities-in this case Peace Club- then any progress in the implementation of Peace Club will not be realized (Grove, 2010).

The findings also reaffirm the views of Frase and Robert (1990) that this relies on the nature of the learning environment in terms of school management. When the school management welcomes the idea of peace culture, it will support Peace Club activities thereby promoting peace in such an institution. On the other hand, when the school management is not receptive to the idea of Peace Club, it will frustrate any efforts geared towards this course of action (William, 1982).

Funding of Peace Programmes

The responses underwent critical analysis and presentation done using a pie-chart as shown in Figure 5.6.

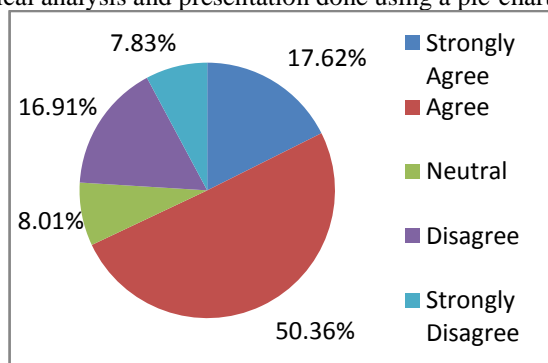


Figure 5.6: Pie Chart Showing Proportions of Responses on Funding of Peace Programmes

Figure 5.6 indicates that 283 (50.36%) of the participants agreed that inadequate finance is a challenge to the implementation of peace club in schools, 99 (17.62%) of the respondents strongly agreed that funding of Peace Programmes is a challenge to the implementation of peace club in schools while 45 (8.01%) remained neutral. However, 91 (16.19%) of the respondents disagreed while 44 (7.83%) of them strongly disagreed that funding of Peace Programmes is a challenge to the implementation of peace club in schools. This concurs with MOEST (2005) which observes that for a successful Peace Club, there is need to invest both financial and human resources. This enables smooth running of the activities offered during the implementation of the programme. Therefore, it is evident that schools with funding of Peace Programmes will hardly achieve any objective of Peace Clubs. Most of the activities involved in the programme require money. Inadequacy of money will stifle the operations of the programme. Consequently, when students fail to attend the major Peace Club events such as celebration of the Global Peace Day or taking part in cultural day/week, their spirits are killed, they lose morale and finally pull out of the programmes (Grove, 2010).

Time Allocation for Peace Programmes

The responses of the respondents underwent analysis and presentation carefully done as indicated in form of pie-chart as shown in Figure 5.7.

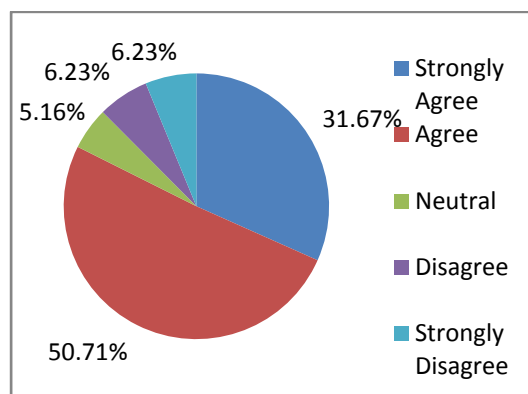


Figure 5.7: Pie Chart Showing Proportions of Responses on Time Allocation for Peace Programmes

Figure 5.7 indicates that 285 (50.71%) of the respondents agreed time allocation for Peace Programmes is a challenge to the implementation of peace club in schools, 178 (31.67%) of the respondents strongly agreed that time allocation for Peace Programmes is a challenge to the implementation of peace club in schools while 29 (5.16%) remained neutral. However, 35 (6.23%) of the respondents disagreed while 35 (6.23%) of them strongly disagreed that time allocation for Peace Programmes is a challenge to the implementation of peace club in schools. These findings imply that majority of schools do not attach a lot of value on Peace Club activities, being a co-curricular activity. Therefore, due to the stringent schedules in the academic calendars of most schools, Peace Clubs hardly get time for implementation. These findings are in harmony with Grove (2010) who posits that although co-curricular are part of an education system and they prepare and shape the students' to be holistic and only excellence in academics. The main problem is when this dimension of the system is not implemented effectively or when no relationship is found between the co-curricular activities and enhancement of student's competencies (Tan & Pope, 2007).

Religious Background of Students

Further presentation was done in a pie-chart as shown in Figure 5.8.

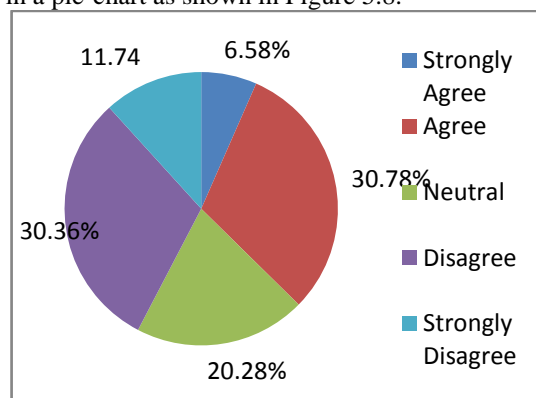


Figure 5.8: Pie Chart Showing Proportions of Responses on Religious Background of Students

Figure 5.8 indicates that 173 (30.78%) of the participants agreed that Religious Background of Students is a challenge to the implementation of peace club in schools followed closely by 172 (30.6%) of the respondents who disagreed that Religious Background of Students is a challenge to the implementation of peace club in schools. Similarly, 37 (6.58%) of the participants strongly agreed that religious background of students is a challenge to the implementation of peace club in schools, while 114 (20.28%) remained neutral even as 66 (11.74%) of them strongly disagreed that religious background of students is a challenge to the implementation of peace club in schools. these results are in agreement with Huntington (1993) who observes that, internationally, religion and culture take a key position as drivers of conflicts. This, therefore means that even in a school setup, these factors can still easily operate to cause conflicts among the learners or even between learners and their teachers or even between them (learners) and the school leadership (Lokanath, 2011).

These findings are in agreement with both Smock (2006) and Huntington (1997) who seem to be reading from the same script. They argue that civilizations compete globally, mostly as a result of religious diversity which is the genesis of this civilization. He further argues that global conflict lines are basically those between the Muslim and the rest, as they are the ones that have shaped the history of global conflict over centuries (Lokanath, 2011).

Influence of the School Community on Peace Programmes

Further presentation was done in form of a pie-chart as shown in Figure 5.9.

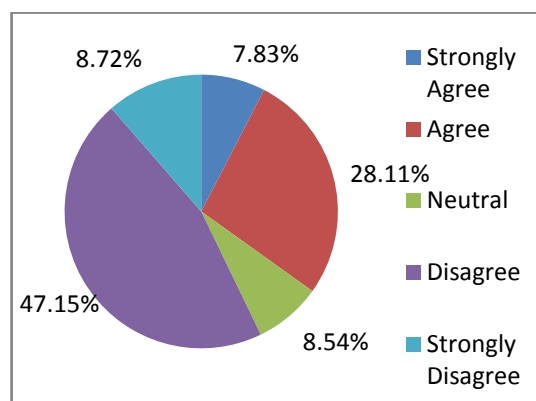


Figure 5.9: Pie Chart Showing Proportions of Responses on Influence of the School Community on Peace Programmes.

Figure 5.9 indicates that 265 (47.15%) of the participants disagreed that influence of the school community on peace programmes is a challenge to the implementation of peace club in schools, 44 (7.83%) of the respondents strongly agreed that influence of the school community on peace programmes is a challenge to the implementation of peace club in schools, 158 (28.11%) of the respondents agreed while 46 (8.54%) remained neutral. However, 49 (8.72%) of them strongly disagreed Influence of the school community on peace programmes is a challenge to the implementation of peace club in schools.

These findings tend to contradict Mwiria (1999) who observe that for the success of any programme in an institution, institution-community links are very important. He argues that, generally, pedagogic, economic and socio-economic dimensions are the basis of these links. Most of the schools that are successful have maintained a strong link with host communities (Lokanath, 2011).

Training Teachers in Peace Building

The responses of the respondents underwent critical analysis and presentation carefully done in the form of pie chart as shown in Figure 5.10.

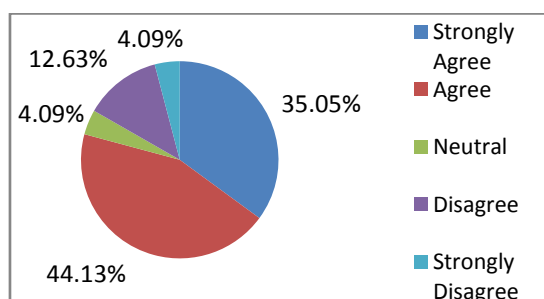


Figure 5.10: Pie Chart Showing Proportions of Responses on Training Teachers in Peace Building

Figure 5.10 indicates that most 248 (44.13%) of the participants agreed that Training Teachers in Peace Building is a challenge to the implementation of peace club in schools, 197 (35.05%) of the respondents strongly agreed that Training Teachers in Peace Building is a challenge to the implementation of peace club in schools while 23 (4.09%) remained neutral. However, 71 (12.63%) of the respondents disagreed while 23 (12.63%) of them strongly disagreed that Training Teachers in Peace Building is a challenge to the implementation of peace club in schools. these findings concur with WANEP (2012) that administrators of the secondary schools that embrace Peace Clubs need to suggest and select the teachers who have the skills in controlling the peace programmes in their learning institutions. Here, it is evident that without proper skills in managing conflicts, success of Peace Clubs is in jeopardy. Therefore, there is need to train teachers who will be

acting as facilitators of the Peace Clubs. This concurs with the observation of Lokanath (2011) that “If a school has to be effective and successful in such endeavours of developing and spreading peace through school programmes and experiences, it should have a strong team of suitable teachers who are interested and are keen in undertaking various school activities.” Such teachers, he adds, should undergo rigorous training in peace and conflict management so that they are better placed to move forward and achieve the objectives of the Peace Clubs.

Availability of Instructional Materials

The responses of the respondents underwent critical analysis and presentation carefully done as indicated in form of a pie-chart as shown in Figure 5.11.

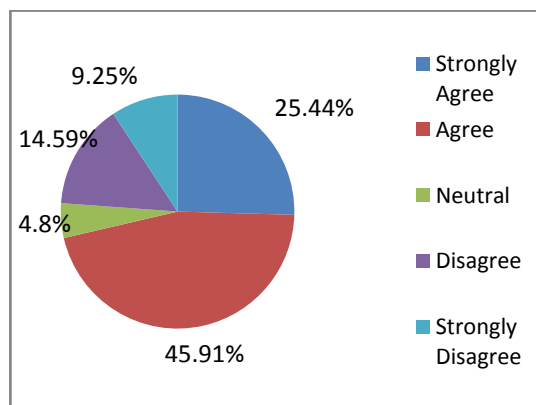


Figure 5.11: Pie Chart Showing Proportions of Responses on Availability of Instructional Materials

Figure 5.11 indicates that 258 (45.91%) of the participants held that availability of instructional materials is a challenge to the implementation of peace club in schools, 143 (25.44%) of the respondents strongly agreed that Availability of Instructional materials is a challenge to the implementation of peace club in schools, 258 (45.91%) of the respondents agreed while 27 (4.8%) remained neutral. However, 82 (14.59%) of the respondents disagreed while 52 (9.25%) of them strongly disagreed that availability of instructional materials is a challenge to the implementation of Peace Clubs in schools. In this respect, the government should ensure that the schools are well stocked with the right books with up to date contents about Peace and Conflict Management; teachers are adequately trained and prepared to handle matters of Peace and Conflict Management. This affects the quality of teaching of peace and participation in Peace Club activities by both the instructors and the students (Maithya, 2012). Inadequacy in resource availability limits the level of research and preparation an instructor does before they can present to the students.

Academic Qualification of Peace Educators

The responses of the respondents underwent critical analysis and presentation carefully done as in table form of a pie-chart as shown in Figure 5.12.

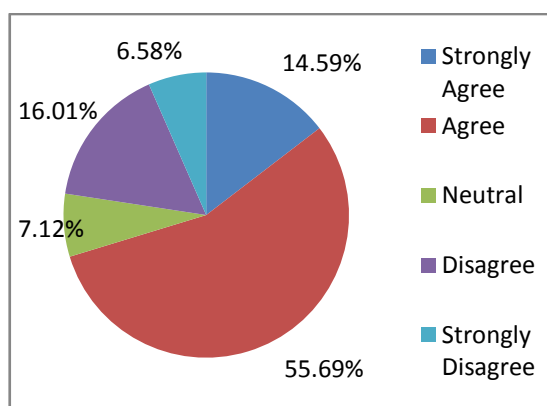


Figure 5.12: Pie Chart Showing Proportions of Responses on Academic Qualification of Peace Educators

Table 5.12 indicates that a majority of 313 (55.69%) of the respondents agreed that qualification of peace educators is a challenge to the implementation of peace club in schools, 82 (14.59%) of the participants

held that qualification of peace educators is a challenge to the implementation of peace club in schools while 40 (7.12%) remained neutral. However, 90 (16.01%) of the respondents disagreed while 37 (6.58%) of them strongly disagreed that qualification of peace educators is a challenge to the implementation of peace club in schools. These findings corroborate with Onger (2008) who points out that human resource mobilization needs should be given preference if the institution has to bear a meaningful outcome. With regards to peace Education through Peace Clubs, there is need to liaise with relevant non-governmental organizations with special capacity for Peace Club implementation to help the clubs through training and offering opportunities for exchange programmes. The training is done ostensibly to avoid the shortage of teachers knowledgeable in peace and Conflict Studies whose shortage may impact negatively on the implementation of Peace Clubs (Maithya, 2012).

Drug and Substance Abuse by Students

The responses of the respondents underwent critical analysis and presentation carefully done using a pie-chart as shown in Figure 5.13.

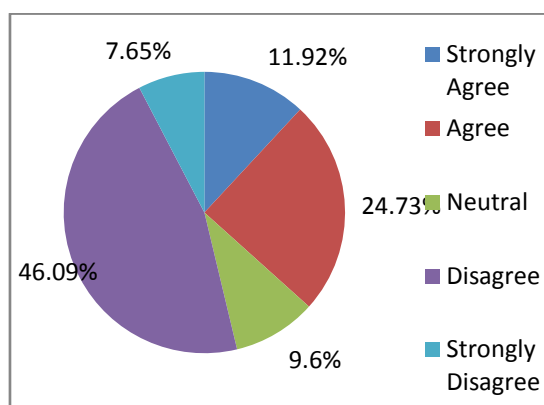


Figure 5.13: Pie Chart Showing Proportions of Responses on Drug and Substance Abuse by Students

Figure 5.13 indicates that 259 (46.09%) of the respondents disagreed that drug abuse by learners is a challenge to the implementation of peace club in schools, 67 (11.92%) of the respondents strongly agreed that drug abuse by learners is a challenge to the implementation of peace club in schools, 139 (24.73%) of the respondents agreed while 54 (9.6%) remained neutral. However, 43 (7.65%) of the respondents strongly disagreed that drug abuse by learners is a challenge to the implementation of peace club in schools. These findings contradict the views of Maithya (2012) and Kyalo (2010) that drugs and abuse of substances has resulted into disorders and widespread ruining of various homes, schools and other institutions. In their view, drug addicts lose their heads and can easily engage in any activity that may, in one way or the other, put them on the wrong path with the school administrators. When stiff penalties are administered, their sympathizers may riot in an attempt to protect them hence causing unrest (Maithya, 2012).

IV. CONCLUSION

The study revealed that implementation of Peace Clubs was faced by a myriad of challenges including attendance of students in peace programmes, school culture, funding of peace programmes, time allocation for peace programmes, religious background of students, training teachers in peace building, availability of instructional materials and qualification of peace educators were some of the hindrances to adoption and usage of Peace Clubs in schools. According to the study findings, influence of the school community on peace programmes and drug and substance abuse by students were not a challenge to the implementation of Peace Clubs in schools.

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