

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

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.