

## ABSTRACT

Management of student discipline remains a major challenge in schools worldwide. In Awendo, Uriri and Rongo Sub-counties, despite the existence of co-curricular activities and their emphasis for use alongside guidance and counseling to enhance student discipline, secondary schools have experienced continued student's unrest and destructive behaviour. The effectiveness and challenges of the co-curricular activities in enhancing students discipline as perceived by the stakeholders in the three sub-counties was not provided. This study therefore intended to establish stakeholder's perceptions on the co-curricular activities effectiveness and challenges in enhancing student discipline in public secondary schools within the three Sub-Counties. The study Objectives were to: establish stakeholder's perceptions on effectiveness of games and sports in enhancing student discipline; establish stakeholder's perceptions on effectiveness of clubs and societies in enhancing student discipline; establish stakeholder's perceptions on co-curricular activities challenges in enhancing student discipline. Descriptive survey research design was adopted. Study population consisted of 3 Sub-County Quality Assurance and Standards Officers (SCQASOs), 56 Principals, 56 Deputy Principals, 56 Games and Sports Teachers, 56 Clubs and Societies Patrons, 224 Games and Sports Team Captains and 224 Clubs and Societies Officials. Saturated sampling was used to select 3 SCQASOs, 51 Principals and 51 Deputy Principals, 51 Games and Sports Teachers and 51 Clubs and Societies Patrons, 204 games and sports team captains and 204 clubs and societies officials. The rest 5 schools were used in pilot study. A conceptual framework showing the interrelationships between the independent variables (co-curricular activities and challenges) and the dependent variable (student discipline) was used in this study. Questionnaires and in-depth interview schedules were used to collect data, while their face and content validity was established by experts in the Educational Administration. Reliability of the instruments was established through test-retest method whose outcome was subjected to Pearson 'r' at P value of 0.05. The 'r' value of questionnaires for Deputy Principals, Games and Sports Teachers and Clubs and societies patrons were 0.74, 0.80 and 0.78 respectively. Descriptive statistics in form of frequency counts, percentages and mean scores were used to analyze quantitative data. Qualitative data was transcribed and analyzed in emergent themes and sub themes. The study established that stakeholders perceived games and sports, clubs and societies to be effective in enhancing student discipline as signified by overall mean rating of 3.74 and 3.50 respectively. However, great challenges rated at an overall mean of 3.67 were faced in enhancing student discipline through co-curricular activities. The study concluded that co-curricular activities were perceived to be effective in enhancing student discipline in public secondary schools. The study recommended the need to deal with challenges in co-curricular activities for their effective enhancement of student discipline. The study gives insight into the co-curricular activities effectiveness and challenges in enhancing student discipline.