

Challenges encountered in the provision of chaplaincy programmes on student psychosocial adjustment and academic performance in public secondary schools in Kakamega County, Kenya

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<https://doi.org/10.51867/ajernet.6.3.43>

ABSTRACT

Many learning institutions around the world have endeavoured to develop chaplaincy in the past decades. Literature reviewed however reveals that education systems in African countries and more specifically Kenya have been overburdened by rote learning which negates the real purpose of education that is to address secular, religious and ethical concerns coherent with world view. Despite the recognized benefits of chaplaincy programmes in promoting students' psychosocial adjustment and academic performance, several challenges hinder their effective implementation in public secondary schools. Therefore, the aim of this study was to determine challenges encountered in the provision of chaplaincy programmes on student psychosocial adjustment and academic performance in public secondary schools in Kakamega County. The study was based on Structural Functionalism and Social Disintegration theories developed by Emile Durkheim that gave insight to the contributing factors for delinquency among students. Descriptive survey design was used in making careful in-depth observations of a subject or phenomenon of interest.. Saturated sampling was used to select the two National secondary schools in Kakamega County, the County Quality Assurance and Standards Officer. Stratified random sampling was used to classify schools into Boys/ Girls, Boarding/ Day schools, mixed Day/ mixed boarding schools and mixed day schools. Purposive was used to select the samples with the required information. Proportionate sampling was employed to select a sample size within the samples that would reflect the numerical strength of the samples selected and finally simple random sampling technique was used to accord each member a chance of being selected and each choice would be independent of any other choice. The target population for the study was 2888 teachers and 425 students. The study used Yamane method to arrive at a sample size of 395 teachers and 365 students. Correspondingly, pilot study was carried out and feedback obtained was used to correct research instruments that were afterwards used to collect data in the field. Data was collected through two validated questionnaires for teachers and students. Descriptive and inferential analysis was utilized to analyze data both qualitatively and quantitatively. The findings revealed that pastoral care programmes develop sense of focus in life and set targets. The results further show that large proportion of the respondents 206 (57%) agreed that pastoral care programmes and mentorship build confidence, hope, faith and self-esteem in students. The findings of inferential statistics indicated that Challenges encountered in the provision of chaplaincy had a substantial impact on Psychosocial and Academic performance observed in public secondary schools in Kakamega County (t-statistic=17.250, p-value = 0.001< 0.05). Hence, there was no statistically significant effect of Challenges encountered in the provision of chaplaincy on student psychosocial adjustment and academic performance in public secondary schools in Kakamega County. The study recommends for increased government funding and support for chaplaincy programs to ensure their sustainability and effectiveness.

Keywords: Academic, Challenges, Chaplaincy Programmes, Kakamega County, Public Secondary Schools, Students

I. INTRODUCTION

The history of the relationship between the Church and education is extensive, with the Church creating and sustaining much of the foundation of the United Kingdom (UK's) schooling for children and young people. The UK's first school was founded in Canterbury in 597 AD. The Kings School "was part of the monastic life of Canterbury Cathedral and hence its school and Christian ministry were inextricably intertwined" (Pohlmann, 2010). The strength of the relationship between education and religion has resulted in chaplains being commonplace in certain types of schools in the UK, Ireland, New Zealand and Australia (Pohlmann, 2010, p.44). However, paralleled to changes in the education system, the "nature and roles of school chaplaincy have developed rapidly" (Hughes & Sims, 2010). School chaplains are adapting to new categories of schools, and Roberts notes the "upward trend across all schools as well as in the FE sector" to implement, use or access chaplaincy, still predominantly from a Christian religious foundation

(Ryan, 2015). Parker *et al.* (2017), note that “internationally chaplaincy as a whole, and school based chaplaincy in particular, is morphing into new forms within emerging national uncertainties, and cultural diversity” (Ryan, 2015).

Chaplains in secondary schools are supposed to be employed based on set guidelines developed by a body established either by the church or government depending on the educational structure of a given country as noted by Zimoha (2023). They give an example of the National School Chaplaincy whose affiliated organizations include Access Ministries in Victoria, the Scripture Union centered in Queensland and Tasmania and Youth Care based in Western Australia. These organizations are given the mandate to hire chaplains, and they are further authorized by the government to set basic requirements for endorsement of chaplains working in government schools. Equally, in America, Catholic School Chaplains of Ontario is a body approved by the Catholic Church to hire chaplains who are then posted to Catholic Sponsored Secondary Schools as reported by Reilly (2012). According to its set guidelines; chaplains must be theologically trained personnel who have certificate in pastoral services and poses knowledge in liturgy in order to effectively discharge their duties.

1.1 Problem statement

Education system in its natural sense ought to develop social and spiritual spheres of learners. In pursuit of this noble objective, chaplaincy has been an integral part of education system in Kenya since independence. However, more startling reports of boy-girl relationship, pregnancy, general truancy and drugs and substance abuse in Church Sponsored Secondary Schools in Kenya are quite perplexing and disheartening and yet religious institutions provide chaplaincy services expected to compliment teachers’ efforts in producing an all-rounded individual. However, the provision of effective chaplaincy programmes faces numerous challenges that hinder their ability to meet the diverse needs of their communities. School chaplaincy programmes are intended to enhance this student holistic development through their emphasis on pastoral care, spiritual inspiration and mentorship (Cadge *et al.*, 2024). Despite the available chaplaincy programmes in our secondary schools in Kenya and particularly Kakamega County, there has been an increase of religious radicalization, general student indiscipline in secondary schools, uncontrollable drugs and substance abuse amongst youth in schools, early teenage pregnancy among girls that affect their smooth learning process, endless students unrests and arson, and drunkenness (Kagama, *et al.*, 2019). Despite the growing demand for holistic care that integrates spiritual and emotional well-being, chaplaincy programmes often encounter obstacles. At light of this, the current study set out to determine challenges encountered in the provision of chaplaincy programmes on student psychosocial adjustment and academic performance in public secondary schools in Kakamega County.

1.2 Research Objectives

Determine the challenges encountered in the provision of chaplaincy programmes on student psychosocial adjustment and academic performance in public secondary schools in Kakamega County

1.3 Research Hypotheses

H_{0i} : There was no statistically significant challenges encountered in the provision of chaplaincy programmes on student psychosocial adjustment and academic performance in public secondary schools in Kakamega County.

II. LITERATURE REVIEW

2.1 Theoretical Review

According to Ngunjiri *et al* (2013) a theory is a working assumption that provides provisional ways of analyzing an occurrence in the society. This study was based within the context of two theoretical models, one viewing a school as organism consisting of departments and one seeking to explain why spiritual and social values of students tend to decline in a society due to breakdown of traditional social support system. Both theories were developed by Emile Durkheim as reported by Elwell and Durkheim (1997).

Social disintegration theory suggests that the tendency of a society to socially decline or disintegrate over time is due to lapse or breakdown of traditional social support system. Durkheim categorized this disintegration into two parts that is; mechanical and organic solidarity. He argues that mechanical solidarity is a primitive integration based on likeness and intimate interaction of social units that make that society. This integration creates a force of social link aimed at discouraging individual’s autonomy. On the same note, it seeks to reinforce collective conscience encompassing all aspects of societal life and activities. Organic solidarity on the other hand, comprises of more complex and modern social lifestyle based on abstracted interdependence.

Social disintegration theory developed by Shaw and McKay (2010) was thus used to investigate reasons for the increased social and spiritual problems among students in CSPSSs. This is because social and spiritual disorder has been long associated with progressive breakdown of traditional African values. For instance, a radical change introduced from the west has gradually eroded traditional social belief and value system in Africa. For instance, extended family

that acted as a channel of transmitting values to the youth is fast collapsing under diverse influence of growing poverty, divorce and separation as well as information technology. A phenomenon largely brought by 'busy culture' of parents to amass material wealth at the expense of helping their children to grow in a holistic manner. Similarly, students' behavioral challenges has been largely brought by parents transferring their parental obligations to other school personnel in the guidance and counselling department who assume the role of surrogate parents. However, they too have numerous challenges they face within the school environment. The above observation reveals that the objective of molding an all-round student is a daunting task that needs re-evaluation and commitment of all stakeholders dealing with guidance and counselling. This occurrence has left students to depend on their peers and more specifically information technology for social and spiritual direction that more often than not misleads them in engaging in antisocial behaviour.

2.2 Empirical Review

According to Choge *et al.* (2011), many students have negative attitudes towards guidance and counselling services provided by chaplaincy departments in the tertiary institutions. A study conducted in Bungoma revealed that majority of the students perceived that the guidance and counselling was doing little to change students' behaviour. Again, most students facing problems that needed to be counselled were afraid to seek guidance and counselling services due to the unfriendly nature of the counsellors. Similarly, majority of the teachers held the opinion that the counselling department is just a place of getting confidential information regarding teachers by the school administration. Therefore, many teachers and students viewed guidance and counselling to be ineffective in helping students to cope with moral, spiritual and academic problems.

According to studies carried out by Waweru and Otieno (2018) on chaplaincy and behavior change of students in church sponsored public secondary schools in Siaya county Kenya, 32.7% of respondents reported that there exists denominational differences in secondary schools advanced by school chaplains who tried to impose church doctrines and beliefs on students. This indicates that learners as adolescents were increasingly becoming aware of their rights namely; privacy, freedom of religion, belief, opinion and expression. Equally, 24.5% of respondents reported that school chaplains lacked requisite training that negatively affects their service delivery. Studies by Waweru and Otieno (2018) only sampled four principals, four chaplains, four teacher counselors and two church leaders in Catholic and Anglican sponsored schools. This study sample is too small for two categories of sponsored schools. The current study which focuses on chaplaincy programmes among public secondary schools in Kakamega County has a higher number of respondents in all categories that include 85 principals, 85 chaplains, 255 students and 170 teachers. Therefore Waweru and Otieno (2018) studies is not comparable to our study.

Otieno (2018) further established that the manner in which chaplaincy activities are carried out is inadequate to necessitate intended behaviour change among students. This is because majority of chaplains majorly visit their work stations once a week purposely to conduct church service. Consequently, these services are carried out according to the doctrines and customs of the sponsor church that is viewed by some students as a deliberate attempt to indoctrinate them against their own volition. Similarly, negatively commenting on Islam and other denominations by some chaplains and guest preachers further strengthens religious prejudice among some secondary school students especially Muslims. The extent chaplaincy activities have contributed to behavior change in Public universities in Kenya as a strategy to address students unrest is still inadequate in empirical literature, a gap that the proposed investigation hopes to fill.

Hughes *et al.* (2017) argue that the school's chaplaincy plays a vital role in guiding and counseling students, because it helps them to open up and discuss their problems without fear of victimization. However, research by Braskamp (2007) found that most schools lack policy guidelines on chaplaincy, which is an indication that there is no legal framework upon which chaplaincy can be monitored to ensure that quality services are given to the school communities. Research conducted by Otieno (2018) revealed that most schools lack dedicated rooms for chaplains, forcing them to operate from guidance and counseling rooms intended for teacher-counselors or even under trees. This lack of privacy discourages students from seeking spiritual guidance and counseling. Furthermore, many students avoid counseling due to poorly located counseling rooms and the unfriendly demeanor of counselors, which is often due to their lack of professional training.

A study by Zimoha, (2023), found that students who engaged with chaplaincy services demonstrated improved academic motivation and emotional stability. Research conducted by Parker (2008) in faith-based schools reported higher levels of student satisfaction and academic performance due to pastoral support. Hughes *et al.* (2017) identified a positive correlation between chaplaincy programs and reduced dropout rates in higher education institutions.

Studies by Waweru and Otieno (2018) averred that spiritual guidance and counseling is poorly carried out in secondary schools noting that few students go to school chaplains for individualized guidance and counseling Programmes even though majority of the students admitted to have personal problems. To Waweru and Otieno (2018), school chaplains lack adequate facilities and well-structured programmes that can support chaplaincy programmes in full and the school administration and church leadership do not motivate school chaplains. There was inadequate

financial support to chaplains making most chaplains to rely on collections of church offerings given by students to finance most of the activities in schools yet this was by far inadequate. The school chaplains carry out individual counseling to students under trees or teachers offices and this made students to shy away due to lack of privacy. The chaplaincy programmes are not included in the school routine and this makes it difficult for chaplains to plan and carry out chaplaincy programmes in a structured manner (Waweru & Otieno, 2018). It is on the basis of this that the study on determine challenges encountered in the provision of chaplaincy programmes on student psychosocial adjustment and academic performance in public secondary schools in Kakamega County was developed.

III. METHODOLOGY

The study adopted the descriptive survey research design. The design enhanced an in-depth analysis of the effect of pastoral care and mentorship programmes on student psychosocial adjustment in public secondary schools in Kakamega County. The study's target population was 425 principals, 425 chaplains and 101,680 students, 1 county quality assurance and standards officer (CQASO) and 288 teachers. In determining the study sample, the researcher was guided by Yamane's formula (Lamola & Yamane, 1967). On the basis of the formula, the researcher arrived at a sample size of 62 principals, 62 chaplains, 383 students and 424 teachers. The researcher employed simple random sampling technique to identify the schools to take part in the study. In this process, the name of each school was written on a piece of paper which was folded and put into a container. Then, 62 papers were picked from the container, one at a time. These papers gave the names of the schools to be included in the study. Data collection tools involved the use of two validated questionnaires, one for teachers, a second one for students. The researcher incorporated triangulation in the data collection process in order to enhance verification and validation of the collected data. Triangulation is the use of multiple data collection techniques. This multi-faceted approach of data collection gave the researcher an opportunity to corroborate the collected data thus improving on the reliability of the study findings. The data collection instruments were subjected to a validation process. This process included seeking expert opinions from the study supervisors on the appropriateness of items included in the questionnaires. Feedback given by these experts helped in the improvement of the data collection instruments. A pilot study was conducted 4 secondary schools in the study locale but these schools were excluded in the main study. Cronbach's alpha was used to analyze the reliability measures of the study instruments. Students' questionnaire had a reliability value of 0.878 while teachers' questionnaire had a value of 0.833 showing that these instruments were reliable as indicated by Orodho (2014). To avoid plagiarism, all sources cited in the study were acknowledged.

Ethical considerations were also taken into account during data collection process. Permission to conduct the study in the region was sought from Kakamega County Education Office. During the data collection procession, the respondents were assured of the confidentiality of their identities. To ensure this was done, participants were requested not to write their names anywhere on the research instruments. This was necessary because it constituted an explicit willingness of the participants to voluntarily participate in the study. Data was analysed in line with the study objective with the aid of the Statistical Package for Social Sciences (SPSS) Version 27 computer software.

IV. FINDINGS & DISCUSSION

4.1 Response Rate

Results in Table 1, shows the demographic characteristics from the teachers' questionnaire which was based on the gender parity, age bracket, education level and teaching experience. Concerning gender parity, the findings shows that majority of respondents 57% were male compared to 43% who were female. The findings reveal the gender disparity in favour of male respondents as compared to the female respondents. This is a good distribution that depicts a fair balance of gender. Since majority of the responses for this study relies on the sensitive measures of the respondents, this gender distribution is expected to conform to the opinions and views from both sides of the gender divide. Age influence the rate of learning and application of new ideas, knowledge and technologies and such individuals in different age groups may hold different perception on pastoral care. On ages the results shows that majority of respondents were between the ages of 30-40 years at 53 meaning that the larger percentage of the respondents fall in the prime age of teaching. In this case, age would be an insignificant factor to consider the perception of the respondent on the effect of pastoral care and mentorship programmes on psychosocial adjustment and academic performance. The highest level of education influences the rate of learning and application of new ideas and knowledge, and such individuals with different levels of education may hold different views about pastoral care and mentorship programmes. The findings showed that majority of the respondents at 79% had a bachelor's degree. The variability in the level of education is a significant factor for analysis as regards the pastoral care and mentorship programmes and finally the findings showed that 50% of the teachers who participated in the study had 5-9 years' experience in teaching. The variability in the experience gives

a reasonable factor for consideration for analysis on the respondent's perception on challenges on the provision of chaplaincy services.

Table 1
Demographic Characteristics of Teachers

		Frequency	Percent
Gender	Male	225	57.0
	Female	170	43.0
	Total	395	100.0
Age	less than 30 years	31	7.8
	30- 40 Years	211	53.4
	41-50 years	116	29.4
	Above 50 years	37	9.4
	Total	395	100.0
Education	Diploma	49	12.4
	Degree	310	78.5
	Masters	36	9.1
	Total	395	100.0
Teaching experience	1 - 4years	20	5.1
	5 - 9years	199	50.4
	Above 10years	176	44.6
	Total	395	100.0

Results in Table 2, shows the demographic characteristics from the students' questionnaire which was based on the gender parity, age bracket, education level and teaching experience. The results of gender, shows that 206 (56%) of the students were male while 159 (44%) of the students were female. The findings reveal the gender disparity in favour of male respondents as compared to the female respondents. This is a good distribution that depicts a fair balance of gender. Since majority of the responses for this study relies on the sensitive measures of the respondents, this gender distribution is expected to conform to the opinions and views from both sides of the gender divide. However, the variation of 12% between the questionnaires return rate from male and female students in the schools was considered by researcher to be marginally significant to negatively influence the outcome of the research. Given that a significant portion of the responses for this research are contingent upon the respondents' confidential measures, it is anticipated that this gender distribution reflect perspectives and opinions from both extremes of the gender divide.

However, the gender balance observed in students could also be interpreted as an indication of the successful implementation of gender mainstreaming initiatives. The ages of the respondents were grouped in intervals, and the above figure summarizes its data. Majority of the respondents 194 (53%) falls in age group of 17-19 years, followed by 135 (37%) in interval of 14-16 years and only 36 (10%) are over 20 years. In addition, findings on the age of respondents' shows that there was age diversity presentation in the students fraternity. Hence the data collected included the opinions of all age categories. Furthermore, the above figure illustrates that majority of the students 133 (36%) were form 4 students, 177 (32.1%) were form 3 and 115 (31.5%) were form 2. The results shows an equal distribution from all the classes participating in the study. Lastly, Table 2, shows that majority of the respondents 191 (52%) were ordinary students with no administrative duties, 90 (25%) were peer counsellors and 84 (23%) were students council chairpersons. The findings reveal the gender disparity in favor of male respondents as compared to the female respondents. This is a good distribution that depicts a fair balance of gender. Since majority of the responses for this study relies on the sensitive measures of the respondents, this gender distribution is expected to conform to the opinions and views from both sides of the gender divide. However, the variation of 12% between the questionnaires return rate from male and female students in the schools was considered by researcher to be marginally significant to negatively influence the outcome of the research. Given that a significant portion of the responses for this research are contingent upon the respondents' confidential measures, it is anticipated that this gender distribution reflect perspectives and opinions from both extremes of the gender divide. However, the gender balance observed in students could also be interpreted as an indication of the successful implementation of gender mainstreaming initiatives.

Table 2
Demographic Characteristics of Students

		Frequency	Percent
Gender	Male	131	51.4
	Female	124	48.6
	Total	255	100.0
Age	14-16 years	33	12.9
	17-19 years	201	78.8
	Over 20 years	21	8.2
	Total	255	100.0
Class	Form 2	21	8.2
	Form 3	74	29.0
	Form 4	160	62.7
	Total	255	100.0
Responsibility	Student council chairperson	86	33.7
	Peer counsellor	86	33.7
	Ordinary student with no administrative duty	83	32.5
	Total	255	100.0

The researcher sought to determine from teachers the challenges encountered in the Provision of Chaplaincy Service on Student Psychosocial Adjustment and Academic Performance in Public Secondary Schools in Kakamega County. The respondents were required to rate their opinions against five statements on a five point, *Key note*: Likert scale (SA- Strongly Agree, A- Agree, UN- undecided, D- Disagree, SD- Strongly Disagree). The ratings were analyzed as frequencies, mean, standard deviation (Std), the composite mean and composite standard deviation. The results were presented in Table 3.

Table 3:
Teachers Perspective on Challenges Encountered in the Provision of Chaplaincy Service

Challenges	SA	A	UD	DA	SDA	Mean	Std
Working on part time basis	274 69.4%	49 12.4%	10 2.5%	35 8.9%	27 6.8%	1.71	1.259
Lack of strong funding from government	203 51.4%	127 32.2%	7 1.7%	33 8.4%	25 6.3%	2.01	1.200
Inadequate training in professional counselling	161 40.8%	129 32.7%	8 2%	92 23.3%	5 1.3%	2.22	1.196
Poor salaries and low salaries	156 39.5%	147 37.2%	10 2.5%	58 14.7%	24 6.1%	2.18	1.265
Lack of adequate academic education	179 45.3%	149 30.1%	13 3.3%	34 8.6%	20 5.1%	1.98	1.168
Lack of employing authority for chaplains	141 35.7%	150 38%	10 2.5%	88 22.3%	6 1.5%	2.23	1.195
Failure to set goals in chaplaincy and target to achieve set goals	178 45.4%	117 29.6%	8 2%	61 15.4%	30 7.6%	2.22	1.316
No specific roles for chaplain	121 30.6%	160 40.5%	13 3.3%	66 16.7%	35 8.9%	2.43	1.314
Difficulties in handling students with depression, anxiety	117 29.6%	152 38.5%	8 2%	62 15.7%	56 14.2%	2.56	1.417
Composite Mean and Standard Deviation						2.17	1.26

On whether working on part time basis was a challenge encountered in provision of chaplaincy service, the results show that large proportion of respondents 323 (81.8%) agreed, 10(2.5%) were undecided while 42 (12%) disagreed. The mean score was 1.71 which was below the composite mean of 2.17 indicating a negative influence on the composite mean. The standard deviation was 1.259 which was also below the composite standard deviation of 1.26 indicating a smaller spread in response to item than the variable. This implies that majority of the respondents agreed that working on part time basis was a challenge encountered in provision of chaplaincy services. As evidenced by the responses obtained from chaplain who said:

“Chaplains had full-time jobs in other different fields in addition to being church ministers in their respective churches. For instance, one chaplain was a teacher employed by Teachers’ Service Commission (TSC) in one of boys’ boarding school besides doubling up as a chaplain in another ACK sponsored boys’ boarding school. He assertively reported that his work was tiresome and challenging because it required intricate balancing of church ministry, school work, family and personal engagement”. (Chaplain 3)

Yet another chaplain said that:

“I served as a full-time church minister apart from carrying out chaplaincy duties in an ACK sponsored school. (Chaplain 12).

The results was also in line with a priest chaplain who said that:

“I doubled up as a chaplain in a girls’ school sponsored by the same church besides having responsibility of carrying out priestly duties”. (Chaplain 10)

The results further reveal that 330 (83.6%) of the respondents agreed that lack of strong funding from government was another challenge that was encountered in provision of chaplaincy services, 7 (1.7%) of the respondents remained undecided while 58 (14.7%) disagreed. The mean was 2.01 which was below the composite mean of 2.17 indicating a negative influence on the composite mean. The standard deviation was 1.20 which was also less than the composite standard deviation of 1.26 indicating a smaller spread in response to item than the variable. This implies that majority of respondents agreed to lack of strong funding from the government was a challenge that affected provision of chaplaincy services. Wango (2011) emphasizes the importance of harmonizing pastoral care with academic guidance and discipline policies to ensure holistic student development.

Furthermore, on whether inadequate training in professional counselling was a challenge, the analysis indicates that 290 (73.5%) of the respondents assert to this statement, 8 (2%) remained undecided and 97 (24.6%) of the same disagreed. The mean score was 2.22 which was above the composite mean of 2.17 indicating a positive influence on the composite mean. The standard deviation was 1.196 which was less than the composite standard deviation of 1.26 indicating a smaller spread in response to item than the variable. This implies that inadequate training in professional counselling was a challenge in provision of chaplaincy services. These findings concur with findings of Ogbu (2005) that guidance and counselling in secondary schools is in total disarray because schools rely on untrained teacher-counsellors. Therefore, there is need for full-time chaplains based on guidelines given by Reilly (2012). He states that a chaplain must possess a minimum qualification of certificate level in pastoral counselling and must carry out chaplaincy function as per the guidelines of chaplaincy association which is yet to be constituted in Kenya. In our opinion therefore, the ministry of education needs to consult widely with education stake-holders to strengthen chaplaincy in secondary schools.

A view that was also reinstated by a chaplain of a Friends school when he said that:

“Church does not have a trained school chaplain but it is the responsibility of the church to provide spiritual direction to students. Therefore, as a parish priest, I normally allocate one of the assisting priests to look after spiritual welfare of students in schools that the church sponsors”. (Chaplain 13).

The respondents were required to rate their opinions on whether poor salaries and low salaries affected provision of chaplaincy services, the analysis show that majority of them represented by 303 (76.7%) agreed to the statement, 10 (2.5%) remained neutral whereas 82 (20.8%) disagreed. The mean score was 2.18 which was above the composite mean of 2.17 indicating a positive influence on the composite mean. The standard deviation was 1.265 which was above the composite standard deviation of 1.26 indicating a wider spread in response to item than the variable. This implies that majority of the respondents agreed that whether poor salaries and low salaries affected provision of chaplaincy services.

On whether lack of adequate academic education was a challenge to provision of chaplaincy services, the results show that 328 (75.4%) of the respondents agreed, 13 (3.3%) remained undecided whereas 54 (13.7%) disagreed. The mean score was 1.98 which was below the composite mean of 2.17 indicating a negative influence on the composite mean. The standard deviation was 1.168 which was below the composite standard deviation of 1.26 indicating a smaller spread in response to item than the variable. This implies that lack of adequate academic education was another challenge that affects provision of chaplaincy services.

On whether lack of employing authority for chaplains was another challenge that affected provision of chaplaincy services, the results show that 191 (73.7%) of the respondents agreed, 10 (2.5%) remained undecided while 94 (23.8%) declined on the same statement. The mean score was 2.23 which was above the composite mean of 2.17 indicating a positive influence on the composite mean. The standard deviation was 1.195 which was below the composite standard deviation of 1.26 indicating a smaller spread in response to item than the variable. This implies majority of the respondents agreed that lack of employing authority for chaplains was another challenge that affected provision of chaplaincy services.

The response of the principal on employment criteria for chaplain:

“As a school, we do not have guidelines on chaplaincy or employment criteria. The matter is always discussed in the Board of Management (BOM) meeting where there is a representative of the church

sponsor. After deliberation we normally leave the church representative to go and discuss with the other church leaders after which they refer a school chaplain to us. We normally trust the church member referred to us by the church board to act as a chaplain in our school". (Principal 9).

Furthermore, the results indicate that failure to set goals in chaplaincy and target to achieve set goals was another challenge with 295 (75%) of the respondents agreeing to the statement, 8 (2%) remained neutral and 91 (23%) of the respondents disagreed. The mean score was 2.22 which was above the composite mean of 2.17 indicating a positive influence on the composite mean. The standard deviation was 1.316 which was above the composite standard deviation of 1.26 indicating a wider spread in response to item than the variable. Thus, an indication that that failure to set goals in chaplaincy and target to achieve set goals being a challenge to provision of chaplaincy services.

On whether no specific roles for chaplain was a challenge, respondents were required to rate their opinions, and the results show that 281 (71.1%) agreed to the statement, 13 (3.3%) remained neutral whereas 101 (25.7%) disagreed. The mean score was 2.43 which was above the composite mean of 2.17 indicating a positive influence on the composite mean. The standard deviation was 1.314 which was above the composite standard deviation of 1.26 indicating a wider spread in response to item than the variable. Hence, being another challenge affecting chaplaincy service provision. This observation was further confirmed when the researcher actually found out from CQASO that there was no single school that had documented chaplaincy programmes:

"There was no policy framework that has been developed by the Ministry of Education in Kenya since independence to guide on chaplaincy programmes in schools". (CQASO).

Lastly, the researcher sought to find out whether difficulties in handling students with depression, anxiety was a challenge to provision of chaplaincy services, the analysis show that 269 (68.1%) of the respondents agreed, 8 (2%) remained undecided whereas 118 (29.9%) disagreed. The mean score was 2.56 which was above the composite mean of 2.17 indicating a positive influence on the composite mean. The standard deviation was 1.417 which was above the composite standard deviation of 1.26 indicating a wider spread in response to item than the variable. This study is in line with the study of Gatua (2012), who postulates that professional training in pastoral counseling is critical for chaplains to offer relevant and effective support but one of the foremost challenges is the lack of trained and professional chaplains. Many schools rely on volunteers or part-time religious leaders who may lack the skills required to handle complex adolescent issues.

The researcher sought to determine from students the challenges Encountered in the Provision of Chaplaincy Service on Student Psychosocial Adjustment and Academic Performance in Public Secondary Schools in Kakamega County. The ratings were analyzed as frequencies, mean, standard deviation (Std), the composite mean and composite standard deviation. The results were presented in Table 4.

Table 4
Challenges Encountered in the Provision of Chaplaincy Service

Challenges	SA	A	UD	DA	SDA	Mean	Std
Working on part time basis	269 73%	54 15%	0 0%	21 6%	21 6%	1.57	1.15
Lack of strong funding from government	160 44%	118 32%	35 10%	30 9%	22 5%	2.00	1.19
Inadequate training in professional counselling	134 37%	122 33%	25 7%	84 23%	0 0%	2.17	1.17
Poor salaries and low salaries	149 41%	108 30%	32 9%	54 15%	22 5%	2.16	1.27
Lack of adequate academic education	163 45%	114 31%	38 11%	30 8%	20 5%	1.99	1.17
Lack of employing authority for chaplains	137 37%	120 33%	29 8%	79 22%	0 0%	2.17	1.16
Failure to set goals in chaplaincy and target to achieve set goals	149 41%	108 30%	28 8%	55 15%	25 6%	2.18	1.29
No specific roles for chaplain	114 31%	113 31%	46 13%	60 17%	32 9%	2.41	1.31
Difficulties in handling students with depression, anxiety	112 32%	105 29%	40 11%	58 16%	50 13%	2.53	1.42
Composite Mean and Standard Deviation						2.13	1.24

On whether working on part time basis was a challenge encountered in provision of chaplaincy service, the results show that large proportion of respondents 323 (88%) agreed whereas 42 (12%) disagreed. The mean score was 1.57 which was below the composite mean of 2.13 indicating a negative influence on the composite mean. The standard

deviation was 1.15 which was also below the composite standard deviation of 1.24 indicating a smaller spread in response to item than the variable. This implies that majority of the respondents agreed that working on part time basis was a challenge encountered in provision of chaplaincy services. According to Choge *et al.*, (2011), many students have negative attitudes towards guidance and counselling services provided by chaplaincy departments in the tertiary institutions.

The results further reveal that 278 (76%) of the respondents agreed that lack of strong funding from government was another challenge that was encountered in provision of chaplaincy services, 35 (10%) of the respondents remained undecided while 52 (14%) declined. The mean was 2.00 which was below the composite mean of 2.13 indicating a negative influence on the composite mean. The standard deviation was 1.19 which was also less than the composite standard deviation of 1.24 indicating a smaller spread in response to item than the variable. This implies that majority of respondents agreed to lack of strong funding from the government was a challenge that affected provision of chaplaincy services. According to Choge *et al.*, (2011) many students have negative attitudes towards guidance and counselling services provided by chaplaincy departments in the tertiary institutions.

Furthermore, on whether inadequate training in professional counselling was a challenge, the analysis indicates that 256 (70%) of the respondents assert to this statement, 25 (7%) remained undecided and 84 (23%) of the same disagreed. The mean score was 2.17 which was above the composite mean of 2.13 indicating a positive influence on the composite mean. The standard deviation was 1.17 which was less than the composite standard deviation of 1.24 indicating a smaller spread in response to item than the variable. This implies that inadequate training in professional counselling was a challenge in provision of chaplaincy services. This aligns with the findings of Kanus (2017), who observed that students exposed to regular moral and spiritual counseling exhibited lower levels of anxiety and aggression, and higher levels of self-worth and resilience.

The respondents were required to rate their opinions on whether poor salaries and low salaries affected provision of chaplaincy services, the analysis show that majority of them represented by 257 (71%) agreed to the statement, 32 (9%) remained neutral whereas 76 (20%) disagreed. The mean score was 2.16 which was above the composite mean of 2.13 indicating a positive influence on the composite mean. The standard deviation was 1.27 which was above the composite standard deviation of 1.24 indicating a wider spread in response to item than the variable. This implies that majority of the respondents agreed that whether poor salaries and low salaries affected provision of chaplaincy services. Otieno (2018) further established that the manner in which chaplaincy activities are carried out is inadequate to necessitate intended behaviour change among students.

On whether lack of adequate academic education was a challenge to provision of chaplaincy services, the results show that 277 (76%) of the respondents agreed, 38 (11%) remained undecided whereas 50 (13%) disagreed. The mean score was 1.99 which was below the composite mean of 2.13 indicating a negative influence on the composite mean. The standard deviation was 1.17 which was below the composite standard deviation of 1.24 indicating a smaller spread in response to item than the variable. This implies that lack of adequate academic education was another challenge that affects provision of chaplaincy services. As highlighted by Wango (2011), moral counseling contributes to the reduction of antisocial behaviors such as bullying, substance abuse, and truancy.

On whether lack of employing authority for chaplains was another challenge that affected provision of chaplaincy services, the results show that 237 (70%) of the respondents agreed, 29 (8%) remained undecided while 79 (22%) declined on the same statement. The mean score was 2.17 which was above the composite mean of 2.13 indicating a positive influence on the composite mean. The standard deviation was 1.16 which was below the composite standard deviation of 1.24 indicating a smaller spread in response to item than the variable. This implies majority of the respondents agreed that lack of employing authority for chaplains was another challenge that affected provision of chaplaincy services. This study is in line with the study by Otieno (2018) who further established that the manner in which chaplaincy activities are carried out is inadequate to necessitate intended behaviour change among students.

Furthermore, the results indicate that failure to set goals in chaplaincy and target to achieve set goals was another challenge with 257 (71%) of the respondents agreeing to the statement, 28 (8%) remained neutral and 80 (21%) of the respondents disagreed. The mean score was 2.18 which was above the composite mean of 2.13 indicating a positive influence on the composite mean. The standard deviation was 1.29 which was above the composite standard deviation of 1.24 indicating a wider spread in response to item than the variable. Thus, an indication that that failure to set goals in chaplaincy and target to achieve set goals being a challenge to provision of chaplaincy services. The chaplaincy programmes are not included in the school routine and this makes it difficult for chaplains to plan and carry out chaplaincy programmes in a structured manner (Waweru & Otieno, 2018).

On whether no specific roles for chaplain was a challenge, respondents were required to rate their opinions, and the results show that 227 (62%) agreed to the statement, 46 (13%) remained neutral whereas 92 (26%) disagreed. The mean score was 2.41 which was above the composite mean of 2.13 indicating a positive influence on the composite mean. The standard deviation was 1.31 which was above the composite standard deviation of 1.24 indicating a wider spread in response to item than the variable. Hence, being another challenge affecting chaplaincy service provision. The

chaplaincy programmes are not included in the school routine and this makes it difficult for chaplains to plan and carry out chaplaincy programmes in a structured manner (Waweru & Otieno, 2018).

Lastly, the researcher sought to find out whether difficulties in handling students with depression, anxiety was a challenge to provision of chaplaincy services, the analysis show that 217 (61%) of the respondents agreed, 40 (11%) remained undecided whereas 108 (30%) disagreed. The mean score was 2.53 which was above the composite mean of 2.13 indicating a positive influence on the composite mean. The standard deviation was 1.42 which was above the composite standard deviation of 1.24 indicating a wider spread in response to item than the variable. These findings concur with findings of Orodho (2014), that guidance and counselling in secondary schools is in total disarray because schools rely on untrained teacher-counsellors.

Using the data collected from teachers, the study sought to determine the challenges encountered in the provision of chaplaincy programme on student psychosocial adjustment and academic performance in public secondary schools in Kakamega County. Linear regression test was employed to determine this. The study utilized the following null hypothesis which was tested at 0.05 level of significance. The results are shown in Table 5.

Table 5

Regression Coefficients

Regression Coefficients

Model		R	R Square	Adjusted R Square	Std. Error of the Estimate	
1		.656 ^a	.431	.429	4.219	
ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5296.895	1	5296.895	297.560	.000 ^b
	Residual	6995.839	393	17.801		
	Total	12292.734	394			
Regression Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.010	.536		13.071	.000
	Challenges encountered in the provision of chaplaincy	.625	.036	.656	17.250	.000

a. Dependent Variable: Psychosocial and Academic performance effect

Table 5 shows that the R-squared value is 0.431. The results of this study indicate that Challenges encountered in the provision of chaplaincy was responsible for 43.1% of the variability in Psychosocial and Academic performance observed in public secondary schools in Kakamega County. The remaining 56.9% can be attributed to other factors that were not explicitly addressed in the study, which focused on examining the relationship between Challenges encountered in the provision of chaplaincy and Psychosocial and Academic performance. The findings also indicate that the independent variable, Challenges encountered in the provision of chaplaincy has a substantial predictive effect psychosocial and Academic performance observed in public secondary schools in Kakamega County. This conclusion is drawn from the analysis of variance (ANOVA) test conducted at a significance level of 0.05 ($p=0.001 < 0.05$). The significance value of 0.001 is below the preset significance limit of 0.05, providing support for this assertion. The results of the study indicated that Challenges encountered in the provision of chaplaincy had a substantial impact on Psychosocial and Academic performance observed in public secondary schools in Kakamega County (t -statistic=17.250, p -value = $0.001 < 0.05$). Hence, the null hypothesis was rejected at a 5% level of significance there was no statistically significant effect of Challenges encountered in the provision of chaplaincy on student psychosocial adjustment and academic performance in public secondary schools in Kakamega County. Therefore, an increase of one unit in Challenges encountered in the provision of chaplaincy was associated with a 0.625 increase in psychosocial adjustment and academic performance. As a result, the null hypothesis is refuted that Challenges encountered in the provision of chaplaincy has no significant effect on psychosocial adjustment and academic performance observed in public secondary schools in Kakamega County.

Thus the model equation is

$$Y = 7.010 + 0.625X$$

Where

Y- Psychosocial adjustment and academic performance

X- Challenges encountered in the provision of chaplaincy

Using the data collected from students, the study also sought to determine the challenges encountered in the provision of chaplaincy programme on student psychosocial adjustment and academic performance in public secondary

schools in Kakamega County. Linear regression test was employed to determine this. The study utilized the following null hypothesis which was tested at 0.05 level of significance. The results are shown in Table 6.

Table 6
Regression Coefficients

Model		R	R Square	Adjusted R Square	Std. Error of the Estimate	
1		.662 ^a	.438	.436	4.243	
ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5088.966	1	5088.966	282.727	.000 ^b
	Residual	6533.840	363	18.000		
	Total	11622.805	364			
Regression Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.358	.569		11.174	.000
	Challenges encountered in the provision of chaplaincy	.677	.040	.662	16.814	.000

a. Dependent Variable: Psychosocial and Academic performance

Table 6 shows that the R-squared value is 0.438. The results of this study indicate that Challenges encountered in the provision of chaplaincy was responsible for 43.8% of the variability in Psychosocial and Academic performance observed in public secondary schools in Kakamega County. The remaining 50.2% can be attributed to other factors that were not explicitly addressed in the study, which focused on examining the relationship between Challenges encountered in the provision of chaplaincy and Psychosocial and Academic performance. The findings also indicate that the independent variable, Challenges encountered in the provision of chaplaincy has a substantial predictive effect psychosocial and Academic performance observed in public secondary schools in Kakamega County. This conclusion is drawn from the analysis of variance (ANOVA) test conducted at a significance level of 0.05 ($p=0.001 < 0.05$). The significance value of 0.001 is below the preset significance limit of 0.05, providing support for this assertion. The results of the study indicated that Challenges encountered in the provision of chaplaincy had a substantial impact on Psychosocial and Academic performance observed in public secondary schools in Kakamega County (t -statistic=16.814, p -value = $0.001 < 0.05$). Hence, the null hypothesis was rejected at a 5% level of significance there was no statistically significant effect of Challenges encountered in the provision of chaplaincy on student psychosocial adjustment and academic performance in public secondary schools in Kakamega County. Therefore, an increase of one unit in Challenges encountered in the provision of chaplaincy was associated with a 0.677 increase in psychosocial adjustment and academic performance. As a result, the null hypothesis is refuted that Challenges encountered in the provision of chaplaincy has no significant effect on psychosocial adjustment and academic performance observed in public secondary schools in Kakamega County. These findings contradict the findings by Pickford (2010) who report that church services in Church sponsored secondary were entirely boring. A significant number of students held the view that chaplains do not tackle pertinent issues affecting their lives. These findings supported the study carried out by Pickford (2010) that majority of students reported that school church services were boring. In this case, many students considered the mode of worship to be outdated or irrelevant hence they merely attend school church service because it is a school routine. Hence, it is crucial for chaplaincy to develop chaplaincy models that effectively address the pastoral care relevant to all learner situations. Kiprop (2012) indicates that there is little effort by parents, principals and teacher-counsellors to create awareness to students on the benefits of guidance and counselling. For example, he accuses parents of ignoring meetings convened by teacher-counsellors with an aim of discussing the welfare of students. Principals are also blamed for making decisions alone without consulting anyone, making parents and teachers to shun participatory activities in schools. Afolabi, (2019), reiterates that support from teachers and principals in the school, greatly determines the success of guidance and counselling.

Thus the model equation is

$$Y = 6.358 + 0.677X$$

Where

Y- Psychosocial adjustment and academic performance

X- Challenges encountered in the provision of chaplaincy

V. CONCLUSION & RECOMMENDATIONS

5.1 Conclusion

In conclusion, the study avails vital insights regarding challenges encountered in chaplaincy programs in public secondary schools in Kakamega County. From the study, it is deduced that the direct impact on psychosocial adjustment and academic performance appears to be limited. Furthermore, students face several challenges in the provision of chaplaincy programs that need to be addressed to ensure effective and supportive services. These outcomes hint the need of consistent evaluation and improvement of counseling and chaplaincy programs to better meet the needs of students in Kakamega County. The study calls for more government sponsorship and support for chaplaincy programs to ensure their sustainability and effectiveness.

5.2 Recommendations

Based on the results and objectives of the study, the following recommendations can be made. Develop standardized certification programmes for chaplains, covering interfaith competency, trauma counseling, and cultural sensitivity. The study also recommends advocacy for chaplains' inclusion in multidisciplinary teams (e.g., alongside medical staff, counselors, and social workers).

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