



THE ROLE OF CHAPLAINCY PROGRAMS IN PROMOTING STUDENTS' DISCIPLINE IN SECONDARY SCHOOLS: A CASE OF CHURCH SPONSORED SECONDARY SCHOOLS IN MACHAKOS SUB-COUNTY

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Abstract: The promotion of discipline in secondary schools has become a prevailing concern, particularly in learning institutions around the world. This study aimed to evaluate the effectiveness of chaplaincy programs in promoting students discipline in secondary schools in Machakos Sub-County, with a particular focus on church-sponsored schools. From moral support to discipline: investigated the role of chaplaincy programs in promoting students' discipline in secondary schools. The study has provided an overview of chaplaincy programs while analyzing their importance in promoting students' moral support, examining the correlation between religion and discipline, surveying church-sponsored secondary schools on the effectiveness of chaplaincy programs, presenting case studies of successful chaplaincy programs, identifying challenges faced by chaplains in promoting student discipline, comparing these programs to other discipline-promoting initiatives, and finally it has provided recommendations for improving chaplaincy programs in church-sponsored secondary schools in Machakos Sub-County. The study has four specific objectives; (i) to assess the chaplaincy programs in church Sponsored Secondary Schools. (ii) to explore the Influence of Chaplaincy Programs on the Social Development of Students, Enhancing Discipline in Secondary Schools Affiliated with Religious Institutions. (iii) to investigate whether Chaplaincy services contribute to spiritual development of students and promote discipline in church Sponsored Secondary Schools. (iv) to identify challenges experienced by Chaplains in church Sponsored Secondary Schools. The study has used a quantitative methodology to survey thirty-nine (39) church sponsored schools in Machakos Sub-County, using a spatially based systematic sampling technique. The study is anchored on two theories namely, theory of planned behavior and contrast theory, and adopts mixed research design. Stratified, simple random and proportionate sampling methods was used to select 390 respondents. Structured questionnaires with close-ended and open questions were used to collect the data. The data collected was intended to find out the role of Chaplaincy programs in promoting students' discipline in secondary schools sponsored by the churches in Machakos Sub County. Statistical Package for Social Sciences was used to process the quantitative data. Multiple Regression, any Variance, and Chi Square statistical data analysis techniques was used. The results were presented on tables and figures. The researcher gave recommendations on how to improve chaplaincy services which helped in improved students discipline in basic Education learning institutions. The study recommendations were as follows;

There is need to redefine the role of the chaplain to schools and the public, which will help students and schools to properly understand chaplaincy functions, Chaplaincy services should be supported with funds to carry out all its activities, this will enable the chaplain implement all that is necessary for its functioning, Schools should give chaplaincy enough time and medium to carry out its activities, so as to achieve its aim, Chaplains should be professional trained personnel, to be able to carry out the pastoral ministry efficiently and effectively, Chaplaincy should intensify her pastoral care duties in schools, knowing the fact that chaplaincy is an extension of the church to the world and Schools should make provision for chaplaincy services, employing the service of a chaplain, to guide and nurture the students in proper ways.

Key words: - Chaplaincy programs. students discipline, secondary schools

INTRODUCTION

The objectives of the research are then outlined, delineating the specific goals and outcomes anticipated. Additionally, the research questions that guided the investigation are formulated. In tandem, this section establishes the fundamental premises upon which the research is built, providing a solid foundation for the subsequent analysis. The scope and limitations of the study are carefully defined, delineating the boundaries within which the research was conducted. Furthermore, the rationale behind undertaking this study is elucidated, emphasizing its significance within the broader academic and practical context. The potential impact and contributions of the research to the corpus of current knowledge are underscored, highlighting its relevance and importance.

Background of the Study

The topic of discipline in schools is now widespread throughout the global education industry. Adams (1987) defines discipline as the use of tactics aimed at eradicating antisocial conduct. In addition to levels of reading and numeracy proficiency, school discipline is consistently identified as a significant issue expressed by the public about schools and the education system in nations around the globe (Slee 1995, Owens & Bourne, 1997). Similar to any other institution, every educational institution needs discipline, since it is impossible for a collective of individuals to collaborate effectively without creating guidelines for proper conduct, reverence, and a commendable set of principles that encourage each individual in the group to cultivate self-restraint and self-guidance. The level of student discipline has a crucial role in influencing the intellectual achievement of both students and institutions. According to Reynolds (1989), it is indicated. According to Mbiti (1998), it is necessary to establish discipline among pupils so they may make educated decisions. This involves the learners' capacity to differentiate between what is morally correct and incorrect. High school is a crucial phase in an adolescent's life, during which they make significant choices about their future education and professional paths. Consequently, discipline plays a vital role and is highly esteemed at this educational level. The problem of school discipline is not exclusive to Kenya. The topic at hand is a worldwide concern that arises from the evolving times and circumstances, including social and technical advances, children's rights, and various educational expectations. Kindiki (2009) states that research undertaken in industrialized nations including the United States, United Kingdom, France, and Spain constantly reveals comparable problems of increasing violence and indiscipline in schools. According to Lewis, Romi, Qui, and Katz (2005), handling student discipline is the second most important cause of stress for teachers in Australia, China, and Israel. Instances indicating a lack of discipline in schools have also been documented in Mexico, Italy, Germany, India, Comoros, and even Spain (UNESCO 1998). In Africa, the issue of student discipline has become widespread. For instance, in South Africa, educators and parents in many schools encounter significant challenges in maintaining discipline (du preez & Roux, 2010). In Tanzania, instructors are expected to possess complete authority over pupils, which is shown in the techniques of reward or punishment used by the teacher in response to student misbehavior (Kindiki 2009). Student discipline in secondary schools has been a long-standing focus of study in Kenya and continues to be a topic of examination. The Kenyan government has adopted many efforts to address instances of indiscipline in educational institutions, including by establishing guidance and counseling departments in all secondary schools (MOEST, 2005). Despite this, there have been several instances of student indiscipline documented in our daily newspapers and news programs, but the bulk of incidents remain unreported. Because of this outcry from parents, and the government, the schools sponsored by the churches have benefited by chaplains being deployed to assist in moral development among the students. Furthermore, Okoth (2002) supports this perspective by providing an example of a clergyman who was only summoned to offer prayers for a pupil who was accused of engaging in witchcraft at a secondary school in Western Kenya. As a reaction, the priest incinerated a bag filled with various objects, seemingly to eliminate the malevolent presence. The Cabinet Secretary, Dr. Fred Matiang'i, has proposed that the government should collaborate with religious leaders from major churches and Islam to establish chaplaincy programs in secondary schools. This suggestion was published by Ruteere (2016). This arises in the context of deliberate acts of arson and a rise in incidents of misconduct in secondary schools. According to Wango (2006), religious leaders lack awareness of their responsibilities in the schools they support. The researcher's attention was piqued by these challenges, leading to an in-depth inquiry of the implementation of chaplaincy programs in church-sponsored secondary schools in Machakos Sub-county. Furthermore, an examination of the role and responsibilities of chaplains in promoting student discipline aligns with the subsequent exploration of the impact of chaplaincy programs on student behavior and academic performance.

Statement of the Problem

Despite the Government's effort through the Ministry of Education to improve discipline in secondary school students' discipline remains a challenge. Just like other parts of the country Machakos Sub-County has had its share of poor student discipline. This research examined the disciplinary issues faced by students in Machakos Sub County, including the use of abusive language, cheating in exams, bullying, sexual immorality, absenteeism, truancy, and destruction of school property. Clause 27(c and d) no. 14 of the Basic Education Act, 2013 states that the school sponsor is responsible for overseeing and advising on matters related to spiritual development in schools. This includes appointing chaplains and ensuring the maintenance of spiritual development while respecting the religious beliefs of others. Chaplaincy programs should contribute to the advancement of Education aim number four, which is to foster strong moral and religious principles.

This objective asserts that Education should facilitate the cultivation of information, abilities, and attitudes that will bolster the acquisition of ethical principles and aid children in maturing into individuals who possess self-control, self-sufficiency, and a sense of unity.

Christian-based schools use chaplaincy programs to foster the holistic development of students, including their physical, moral, spiritual, and mental well-being. Although secondary schools in Kenya have chaplaincy programs, the issue of indiscipline persists and thus hampers the learning process. Schools have made endeavors to enforce school rules and regulations. Nevertheless, students continue to exhibit deficiencies in comprehensive attitudes, strong ethics, and spiritual principles. They lack the capability to address issues, effectively communicate, and establish connections with their peers while making prudent decisions and adaptations in life. These qualities are essential components of Education, regardless of the presence of chaplaincy services.

The objective of this study was to determine the impact of chaplaincy programs on fostering discipline among students at church-affiliated secondary schools in Machakos subcounty, located in Machakos County.

Significance of the Study

The primary objective of doing this research was to ascertain the significance of chaplaincy programs in fostering discipline among secondary school pupils, as well as identifying the obstacles that hinder their effective implementation. Chaplaincy programs contribute to the cultivation of students' discipline by instilling moral conduct via the instruction of Holy Scriptures and counseling. Sharif and Norenzayan's (2011) research provided more evidence that people are more inclined to exhibit moral or honest behavior when they have beliefs in powerful and punitive supernatural entities. Religious texts and rituals serve as moral prompts to guide individuals in behaving morally and honestly.

Contrary to expectations, chaplaincy, which is an essential part of guidance and counseling, has not been given the appropriate level of attention. Therefore, it is essential to examine chaplaincy inside secondary schools while exploring the elements that contribute to moral and spiritual issues among learners. The goal of this study is to investigate how chaplaincy influences the psychological and spiritual well-being of students.

Justification of the study

The general Impact of Chaplaincy on Student Discipline is of paramount importance due to several compelling reasons. The world is characterized by an array of cultural, religious, and societal contexts, each influencing student behavior and discipline differently. Investigating the global impact of chaplaincy allows us to understand how this practice transcends borders and adapts to various cultural settings. By examining chaplaincy's influence on student discipline on a global scale, researchers can make meaningful cross-cultural comparisons. This comparative approach offers insights into how different approaches to chaplaincy contribute to discipline outcomes in diverse regions. Understanding the global impact of chaplaincy on student discipline can lead to the identification of successful strategies and best practices. This knowledge can be instrumental in creating comprehensive discipline programs that draw from various cultural and religious perspectives. The findings from a global study can inform the development of education policies that integrate chaplaincy as a key component in fostering student discipline. Policymakers can gain insights into how to effectively incorporate chaplaincy services into educational frameworks. Chaplaincy often extends beyond discipline, encompassing emotional, social, and moral development. Studying its global impact highlights its role in nurturing well-rounded students with strong ethical foundations. Schools, educational institutions, religious organizations, and governments are stakeholders invested in student development and discipline. A global perspective on chaplaincy's impact equips these stakeholders with evidence-based information for decision-making and resource allocation. Strengthening student discipline through chaplaincy can lead to improved citizenry, reduced instances of misconduct, and enhanced community cohesion. A global understanding of its impact contributes to a positive societal trajectory. Investigating the impact of chaplaincy on student discipline holds significant importance in fostering a deeper understanding of how this practice influences student behavior across diverse contexts. Such insights can drive informed policies, enhance student development, and contribute to the betterment of societies worldwide.

Review of Literature

Introduction

This section outlines the review of relevant material for the research, with an emphasis on the following subject areas: programs for chaplaincy, difficulties in students' spiritual and social lives, and problems that impact chaplaincy. A more comprehensive understanding of the interactions between research methods, theoretical framework, guidance and counseling, and chaplaincy is made possible by this systematic study.

Pastoral initiatives within secondary schools affiliated with Church sponsored Schools

The significance of pastoral care in secondary schools affiliated with religious institutions cannot be overstated. Fostering holistic development and well-being among students is of paramount importance, and pastoral initiatives play a pivotal role in achieving this goal. Drawing insights from the research conducted by Sims and Hugh (2010), Pastoral care is a crucial aspect of secondary education in religious schools, as it encompasses the holistic development of students by providing social, emotional, and spiritual support. Sims and Hugh (2010) emphasize the significance of pastoral care initiatives in creating a nurturing and inclusive environment for students within religious secondary schools. It may be argued by some researchers that the focus should solely be on academic excellence in these institutions, as religious education alone should suffice for students' spiritual growth. However, Sims and Hugh's research (2010) convincingly demonstrates that pastoral care initiatives are not extraneous but rather complementary to academic pursuits. By addressing the social and emotional needs of students, religious secondary schools can establish an environment that is conducive to effective learning. Moreover, pastoral care initiatives align with the religious values upheld by these schools, thus reinforcing the overall educational experience. In summary, pastoral care initiatives play an integral role in religious secondary schools, contributing to the overall development and well-being of students. The research by Sims and Hugh (2010) provides valuable insights into the significance of these initiatives, highlighting their positive impact on student welfare and academic performance. The implementation of pastoral care programs serves as a crucial foundation for understanding the subsequent definition and importance of pastoral initiatives.

The influence of Chaplaincy Services in on the Social Development of Students in Secondary Schools Affiliated with Religious Institutions

The historical utilization of religion as a conduit for transmitting moral and spiritual values to younger generations has been emphasized by Vadekar (2002). This assertion is supported by Brooker *et al.* (2008), who advocate for the preservation of African children's cultural heritage to prevent the erosion of their identity. They further identify aspects of African culture that foster community cohesion in contrast to the individualized and commercial philosophies of the West, including communal sharing, division of labor, and shared child-rearing. Similarly, Wango (2010) contributes to this discourse by delving into the initiation rite, acknowledging the pivotal role played by elder relatives in educating initiates about their new community responsibilities.

Sims and Hugh (2010) underscore the need for comprehensive and wide-ranging chaplaincy services that strengthen pupils' moral character, spirituality, and well-being. To comprehensively assess the effectiveness of chaplains, it is essential to examine chaplaincy services internationally and juxtapose them with the Kenyan context to identify knowledge gaps requiring attention. The

Caribbean Educational Council's 2012 report highlights the overarching goal of Caribbean education systems—to illuminate the meaning and purpose of life. This objective gains significance when students understand the interconnection between God, humanity, and their world, especially when interacting with peers of diverse religious and cultural backgrounds. This sentiment aligns with Penning's (2006) observation that every individual possesses an inner belief that guides their life's direction. Awolalu (2010) affirms that African education encompassed spiritual and religious dimensions as integral to human development. Similarly, George and Ukpong (2012) contend that modern societies suffer from moral emptiness due to the erosion of traditional social bonds, thereby reducing their ability to restrain youth from engaging in anti-social behavior. The study identifies relevant African cultural aspects that warrant integration or reinforcement in secondary schools. Thus, it is crucial for an all-encompassing educational system, whether formal or informal, to consider and cater to secular, religious, and ethical considerations within the cultural framework.

A Contemporary Examination of Chaplaincy in the UK: Insights from Ryan (2015) and the Church of England's Vision for Education (2016)

Ryan's comprehensive study on chaplaincy in the UK addresses a crucial gap in public research regarding the roles, functions, and relevance of chaplains. His research, centered in Luton, examines chaplaincy across diverse contexts. Notably, only a small percentage of chaplains (9%) in the study worked full-time hours. Ryan's qualitative interviews with approximately 100 participants uncovered five key elements related to mission and purpose, one of which was the concept of 'building a sense of community and fostering discipline.' This aligns perfectly with the main focus of this study. Ryan's exploration of this aspect underscores how ceremonies, traditions, and relationships significantly contribute to community building and inculcating organizational values. The research demonstrates that chaplains play a vital role in fostering this sense of community.

Spiritual struggles among Secondary School Students.

According to Ajidahum (2012), the sensitivity of adolescence makes it necessary for parents, teachers, psychologists, and other caregivers to provide appropriate advice and monitoring responsibilities. This is crucial due to the challenges that developmental changes pose to adolescents, such as the onset of menstruation in girls. Knight (2008) highlights the complexity of guidance and counseling in Africa, noting a scarcity of existing literature. Wango (2014) supports this, stating that guidance and counseling in Kenya gained prominence after the 1998 US embassy bomb blast in Nairobi, where traumatized victims lacked coordinated support. Wango provides more criticism on the implementation of guidance and counseling in Kenyan schools in the wake of the Jomtien Declaration of 2001, which stated that the use of physical punishment was prohibited. The Western pressure that led to the inclusion of this article in Kenya's constitution ignored the African context, which ultimately led to its integration into the constitution. However, a significant number of educators continue to use the practice of caning, which puts doubt on the efficacy of guidance and counseling programs in educational institutions.

George and Ukpong (2012) highlight identity development as a major task for teenagers, with Mungai (2004) noting that teens identify with admired individuals, real or media-based. However, adolescence's physical, social, and moral changes affect individuals differently based on environmental factors and inherent personalities. The study seeks to explore whether the "busy culture" of society today hinders students' character development.

Critical Review of Theories /Summary of Gaps Identified

Based on the literature that was examined, a number of concerns have been brought to light. To begin, the majority of the studies that were carried out in the past concentrated mostly on advice and counseling that was carried out by teacher-counselors. Unfortunately, these studies did not include chaplaincy as one of the most important aspects of guidance and counseling in secondary schools. Again the chaplaincy department in learning institutions is not well structured and to some point is ignored. Chaplains do not perform their duties the same way since there is no common umbrella governing them. Many governments in the world do not value chaplaincy and their programs hence there is no much has been done concerning chaplaincy. The basic Education act 2013 of Kenya, has left the burden of chaplains to the sponsor of their schools. Because it is an area which has been overlooked, it is rare to get the books and articles to research on chaplaincy. If this area can be taken seriously by the governments in the world and more so in Kenya, it can help in mitigating the indiscipline among the learners. In addition, the literature has methodically brought to light issues that students are confronted with, such as pregnancy, abortion, boy-girl relationships, drug and substance addiction, and other issues that have a big impact on the spiritual component of learners. As a result of the busy culture that people of society are immersed in, this has been ascribed to increasing exposure to both written and electronic media, as well as peer pressure, the internet, and a lack of parental supervision. In a similar vein, these studies highlighted the fact that students have a conflicting attitude towards chaplaincy because to the multiple issues that the department is confronted with, including a lack of time, resources, and chaplaincy training responsibilities. This presents the researcher with the opportunity to get a comprehensive understanding of the causes that contribute to indiscipline among students, as well as the challenges that chaplaincy faces, which in turn hinders its function.

RESEARCH METHODOLOGY

Introduction

This research component encompasses the design of the study, the target population, the size and process for selecting the sample, the techniques used for sampling, the methods used for data collection, the instrument used for research, and the procedure for collecting the data.

Research design is the comprehensive approach used to conduct research, as defined by Claybaugh. It involves a logical plan to address specific research questions by collecting, interpreting, analyzing, and discussing data, as described by Wright et al. (2016) and Jarl et al. (2018). The selection of techniques and procedures for designing a research study is contingent upon the researcher's perspective of their ideas about the nature of knowledge and reality, which is typically influenced by their academic background. This study investigated the impact of chaplaincy programs on fostering discipline among secondary school students. The researcher used a descriptive survey approach to examine and document students' social and spiritual challenges within their school setting.

The design provided the researcher with a chance to gather respondents' perspectives and evaluate hypotheses on social relationships. Kothari (2003). In order to accomplish the established goals, the researcher used group talks in conjunction with questionnaires to gather data on the opinions and attitudes of respondents at both an individual and group level, as recommended by Kombo (2009). Therefore, the researcher chose to employ a descriptive survey methodology for the study since it allowed for the quantitative collection and analysis of data.

In order to adequately address the research inquiries relevant to this study, the researcher analyzed the interplay between factors. This facilitated the researcher's comprehensive comprehension of the reasons behind kids' enduring social and spiritual challenges, despite the presence of school chaplains.

Description of the study Site

The research was taken in Machakos County, Machakos Sub County covering 39 church sponsored schools. Machakos County borders Nairobi and Kajiado counties. It is one and half hours' drive from Catholic University of Eastern Africa in Nairobi. These schools are sponsored either by Catholic, Africa Brotherhood Church, Africa Inland Church, Presbyterian Church of East Africa, Baptist and Salvation Army.

Target Population

There are 45 secondary schools in Machakos Sub County in which 39 they are church sponsored which were used by the researcher for survey. The researcher reached to students, teachers and principals limited to church sponsored. The Education secretaries of these church sponsored schools were also reached by the researcher to give the necessary information. At least 20 schools were sampled which is 50% of the church sponsored schools in Machakos Sub-County.

The Research Instruments

The researcher used questionnaires and document review as the tools for data gathering. The determination of content in this study was achieved by consultation with specialists who serve as the researcher's supervisors. The professionals thoroughly examined each question in the questionnaire to conduct the analysis and verify that the questions align with the research goals of the region being studied. The research tools were enhanced by incorporating recommendations provided by specialists.

The questionnaire

The researcher used the Self-Administered Questionnaire as the main tool for data collection due to its ability to efficiently gather substantial volumes of information from a significant number of individuals within a short timeframe and at a very low cost. Furthermore, the questionnaire allowed for a more rigorous and unbiased analysis compared to other research instruments. Additionally, the researcher was able to swiftly and effortlessly quantify the questionnaire results using statistical package for the social sciences software (SPSS). The questionnaire included inquiries on the demographic features of the participants, as well as open and closed-ended questions aimed at gathering their thoughts on the study's aims. The questionnaires facilitated the researcher in collecting primary data. The use of closed-ended questions allowed the participants to make a definitive choice from the provided possibilities, making them well-suited for assessing quantitative data. Utilizing closed-ended questions facilitated the examination of quantitative data. Open-ended questions facilitate in-depth replies and encourage participants to articulate their sentiments on the effectiveness of chaplaincy programs in fostering discipline among secondary school pupils.

The questionnaire questions were evaluated using a 5-point Likert Scale, consisting of the response options: strongly agree, agree, not sure, disagree, and strongly disagree. elements that were highly agreed upon were favorably rated as influential elements in student discipline, while those that strongly disagreed were negatively scored, indicating that they did not have a detrimental impact on student discipline. The gathered findings were categorized to provide an average Likert Scale rating, which would be evaluated and examined.

Review of Institutional Archival and Policy Documents

The researcher sought access to schools' archives and policy records in order to gather data pertaining to occurrences of indiscipline. Put simply, the researcher used secondary data. The rationale for using this approach of data gathering was grounded on two primary factors. On one side, the researcher accessed the archive records to acquire statistical data that is relevant to the present study. Additionally, this allowed the researcher to thoroughly examine the linked literature and collect secondary data.

Description of Sample and Sampling Procedures

Sampling may be defined as the act of picking a subset from a larger population to make an estimate about an unknown characteristic of the whole population. This is in regard to Kumar (2014). The researcher obtained the information concerning the whole population by examining part of it. Snowball method was used by the researcher whereby the principal of the school referred the researcher to the person who can give the required information from different schools. The researcher also used the convenience sampling where he went to the students and teachers to get the answer. The researcher used the purposive sample approach to pick schools based on the study's goals. The research only included secondary schools in Machakos Sub-county that were supported by the Church, since these were the only institutions that had an established chaplaincy. The researcher specifically focused on those who were affiliated with the Muslims, Christian Union (CU), Young Christian Society (YCS), and Seventh Day Adventist (SDA) organizations. This was required since they are the primary means by which chaplains conduct their work.

Description of Data Collection Procedures

In order to get permission to do study from Machakos sub county church-sponsored schools, the researcher obtained a letter from Catholic University of Eastern Africa. This letter was essential in granting him permission to conduct the research. Following this, the researcher went to the Subcounty Director of Education in Machakos Subcounty to request permission to gather data in his area. The researcher went via the office of the administrators of the schools that were supported by the church in order to give the questionnaires to the kids and teachers who were enrolled in those schools. There were instances in which the researcher scheduled a meeting with the principle or the deputy principal of the school in question in order to conduct document evaluations. The whole

collection of data was saved for further examination. It was necessary to make use of primary sources in order to get the viewpoints of the respondents about students and spiritual struggle. By making previous arrangements, the researcher was able to assist the distribution of questionnaires and Focus Group Discussions at agreed upon times. These times differed from one school to another owing to the fact that the routines of the schools were different. In a similar manner, brief notes were taken and discussions were captured on tape, both of which were played back and forth throughout the process of data processing. Because of the extensive coverage of the region, the researcher was able to hire and train one research assistant, who assisted the researcher in distributing questionnaires to the individuals who participated in the study.

Description of Data Analysis Procedures

Analysis can be defined as a relative process of manipulating and interpreting data which is collected to extract meaning from them according to Willem M. *et al* (2017).

Findings from the field are methodically searched for and organized for presentation, which is the process that is known as data analysis. In addition to this, it entails organizing the data, dividing the data into categories and units, and identifying patterns and trends before to making a decision on the report. In a similar vein, the research has to be able to accomplish the research goals and offer adequate responses to the research questions. As stated by Bodan and Bilken (1992), the selection of an analytical approach is contingent upon the degree to which the technique is suitable for the aims of the research as well as the scale of measurement of the variable that is being investigated. In order to improve the quality of the data, the questionnaires were verified to ensure that they were complete, and data cleaning was performed before the data entry process began. In order to examine the data, descriptive statistics were used, which resulted in the creation of frequency and percentage tables.

To determine whether or not the questionnaires were comprehensive, they were arranged in a certain order. Those individuals who were deemed to have completed the questionnaire in an acceptable manner were coded and placed into the statistical package for social sciences (SPSS) for analysis later on. For the purpose of analysis, descriptive statistics such as frequencies, percentages, and means were used, and the outcomes were visually represented via the use of tables, charts, and graphs. The researcher used the document analysis guide to get the results from the data collected. After interpretation of data, conclusion was made and recommendation were given at the reporting stage.

Validity of Research Instruments

In order to determine whether or not the questionnaires were legitimate, the researcher conducted preliminary tests on them to guarantee that they obtained the desired results. It is observed by Mugenda and Mugenda (2003) that the objective of the pretesting of the instruments is to guarantee that the items of the instruments are articulated in a manner that is understandable to all participants and that they have the same meaning. It is said that the researcher is able to evaluate the clarity of the instrument, the simplicity with which it may be used, and the amount of time it takes to administer it during the pretesting phase.

The researchers Mugenda and Mugenda (2003) and Kombo and Tromp (2006) are in agreement that doing a preliminary test of the research instrument gives the researcher the ability to evaluate the efficiency of the questionnaires and to make any required improvements to the instruments. Moreover, the researcher can identify sensitive or annoying items which should be modified or omitted. Information during pretesting should be used to revise the instrument to ensure the data collected is valid. The validity therefore aims at collecting data relevant to answering the research questions and includes all essential data (Foreth & Everent, 2013).

Reliability of Research Instruments

According to Mohajan (2017) the Cronbach method determines the reliability of a scale by computing an alpha that ranges from 0 to 1. This alpha was compared to a predetermined standard value, which in most cases is 0.7. A scale that gives an alpha greater than the standard value is considered to have a high level of reliability. In contrast, those with lower alpha are adjusted until the desired alpha is obtained.

The open-ended questions be checked for dependability, dependability were assessed using the inquiry audit method, which entailed having a third party examine the instruments and process of data collection.

Ethical Considerations

Ethics in research focuses on the application of ethical standards when someone has planned for a study during collection and analyzing the data. This is in regard to Mugenda (2008). The researcher sought permission from relevant authorities like Ministry of Education and church Education Secretaries. The researcher sought consent from the respondents and assured them confidentiality. Respondents were allowed to participate voluntarily without pressure and the researcher respected the decision that research is for academic reason. A high response rate was achieved by the researcher by providing the respondents with an explanation of the goal of the study, making the questions clear and short, providing clarification on tough questions, and assuring the participants that their responses would be kept completely secret. A letter was sent by the researcher to the university in which they requested permission to collect the data. The researcher was given permission to gather the data via a letter from the head of the department. Additionally, the researcher submitted an application for a certificate from the National Commission for Science, Technology, and Innovation, to which they were granted permission to go to the field.

DATA PRESENTATION, ANALYSIS, DISCUSSION AND INTERPRETATION OF THE FINDINGS

Introduction

In this chapter, it is provided that the results of the data analysis, findings, and interpretation have been given. Response rate, responder gender, participation demographics, and descriptive analysis are some of the subsections that are included in the conclusions that have been drawn from the research. During the course of the inquiry, we made use of methods such as frequencies, percentages, means, and standard deviation. The findings of the investigation were presented in the form of tables.

Response rate

254 of the 390 questionnaires that were sent were returned, which represents a response rate of 65%. On the other hand, 136 of the questionnaires were not returned for analysis, which represents a response rate of 35%. Due to the fact that this rate was determined to be typical, it was permissible for these inferences to be drawn from the research. The authors Mugenda and Mugenda (1999) state that a response rate of fifty percent is adequate for the purposes of analysis and reporting; a response rate of sixty percent is satisfactory; and a response rate of seventy percent or more is extraordinary. It may be concluded from this remark that the response rate was exceptional. To increase the percentage of people who respond, the drop-and-pick strategy was combined with a visit.

Table 4.1 Response Rate

Category	Frequency	Percentage (%)
Returned	254	65
Not Returned	136	35
Total	390	100

Source: Researcher (2024)

4.2.1 Gender

One of the goals of the researcher was to investigate the reaction in terms of gender. All of the results of the research are shown in Table 4.2.

Table 4.2 Gender of the Respondents

Category	Frequency	Percentage
Male	135	53.1
Female	119	46.9
Total	254	100.0

Source: Researcher (2024)

According to the findings, there were a total of 135 male respondents, which accounted for 53.1% of the total respondents, and there were 119 female respondents, which accounted for 46.9% of the total respondents that took part in the survey. According to the findings of the study, participants of both sexes took part in the research, and they arrived at contrasting conclusions on the role that chaplaincy programs play in fostering discipline among students in secondary schools.

4.2.2 Age of the Respondents

The objective of the analysis was to ascertain the age range of the individuals who expressed interest in taking part in the research. There is a table 4.3 that displays the outcomes.

Table 4.3 Age of the Respondents

Category	Frequency	Percentage (%)
13-15 Years	13	5
16-18 Years	17	7
19-21 Years	43	17
22-25 Years	69	27
26 Years and above	112	44
Total	254	100.0

Source: Researcher (2024)

One percent of the respondents were between the ages of 13 and 15 years old, seven percent were between the ages of 16 and 18 years old, seventeen percent were between the ages of 19 and 21 years old, twenty-two percent were between the ages of 22 and 25 years old, and forty-four percent were above the age of 26 years old. Based on the findings of the study, it was determined that the age groups were adequately represented in the research. As a result of the fact that the majority of the respondents were at least 26 years old, the researcher was able to collect accurate data since these individuals had a stronger understanding of the function that chaplaincy programs play in fostering discipline among students in secondary schools.

4.2.3 Level of Education

During the course of the research, the participants' educational backgrounds were going to be investigated. There is a table 4.4 that displays the outcomes.

Table 4.4 Level of Education

Category	Frequency	Percentage (%)
Form 1	27	10.6
Form 2	41	16.1
Form 3	89	35.1
Form 4	97	38.2
Total	254	100.0

Source: Researcher (2024)

In the course of the research, it was determined that 10.6 percent of the respondents were students in the first form, 16.1 percent were students in the second form, 35.1% were students in the third form, and 38.2 percent were students in the fourth form. In accordance with the findings of the survey, the majority of the respondents were pupils in the fourth grade. Due to the fact that the students who filled out the questionnaires had sufficient information on the subject of discussion, the was able to get the questionnaires within the allotted time.

Highest Level of Education

The purpose of this research was to determine the extent to which the highest degree of education has an impact on the responsibilities of chaplaincy programs in secondary schools with regard to the promotion of student discipline. There is a representation of the findings in Table 4.5.

Table 4.5 Highest Level of Education

Category	Frequency	Percentage (%)
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Less high School	9	3.5
Diploma	110	43.3
Bachelor degree	89	35.0
Graduate degree	46	18.2
Total	254	100.0

Source: Researcher (2024)

The study findings indicated that those who participated in the study and had less than high school education was represented by 3.5%, diploma level of education was represented by 43.3%, bachelor degree was represented by 35.0% while graduate degree was represented by 18.2%. Based on the study majority of respondents had diploma level of education and thus had adequate skills to fill the questionnaire which assisted the researcher to acquire reliable data.

Religious Affiliation

The study aimed to find out from the respondent's analysis on religious affiliation. The results are shown in table 4.6 below.

Table 4.6 Religious Affiliation

Category	Frequency	Percentage (%)
Christian	131	51.5
Muslim	93	36.6
Jewish	3	1.2
Hindu	10	3.9
Buddhist	2	0.8
Other	10	3.9
None	5	2.0
Total	254	100.0

Source: Researcher (2024)

The study analysis indicated that majority of the respondents were Christian which was represented by 51.5%, Muslim were represented by 36.6%, Jewish was represented by 1.2%, Hindu was represented by 3.9%, Buddhist was represented by 0.8%, other was represented by 3.9% while none was represented by 2%.

Whether the Students live with the Parents

The study intended to find whether the respondents lived with their parents. The outcome is represented in table 4.7 below.

Table 4.7 Whether the Students live with the Parents

Category	Frequency	Percentage (%)
Yes	105	41.3
One Parent	89	35.2
Guardian	49	19.2
Independently	11	4.3
Total	254	100.0

Source: Researcher (2024)

The study indicated that majority of the respondents lived with both of their parents which was represented by 41.3%, those who lived with one parent was represented by 35.2%, 19.2% lived with their guardian while those who lived independently was represented by 4.3%. According to the findings of the research, the majority of students received guidance from their parents on the participation of chaplaincy programs in the process of fostering discipline among students in secondary schools.

Descriptive Statistics

A number of descriptive statistics, such as frequencies, percentages, the mean, and the standard deviation, were used in the investigations.

Whether chaplaincy programs are offered by school

The study intended to analyze whether chaplaincy programs are offered by school. The results are indicated in table 4.8

Table 4.8 Whether chaplaincy programs are offered by school

Category	Frequency	Percentage (%)
Yes	169	66.5
No	85	33.5
Total	254	100.0

Source: Researcher (2024)

The study revealed that chaplaincy programs are offered by school which was represented by 66.5% while 33.5% indicated that chaplaincy programs were not offered by school. Majority of the respondents indicated that chaplaincy programs were ensured students maintained a high level of discipline at secondary schools in Machakos.

Whether chaplaincy programs promote discipline among students in school

The researcher wanted to find out Whether chaplaincy programs promote discipline among students in school. The results are represented in table 4.9

Table 4.9 Whether chaplaincy programs promote discipline among students in school

Category	Frequency	Percentage (%)
Yes	201	79.1
No	53	20.9
Total	254	100.0

Source: Researcher (2024)

The study revealed that, chaplaincy programs promote discipline among students in school which was represented by 79.1% while 20.9% indicated that chaplaincy programs did not promote discipline among students in school. Majority of the respondents indicated that discipline was a key factor in ensuring students performed well in their relevant studies. The respondents also

indicated that for chaplaincy programs to promote discipline among students all parties should be involved in decision making especially the student leaders.

Whether chaplaincy programs have positive changes on behavior

The study intended to analyze the outcome on whether chaplaincy programs have positive changes on behavior. The results are indicated in table 4.10

Table 4.10 Whether chaplaincy programs have positive changes on behavior

Category	Frequency	Percentage (%)
Yes	217	84.3
No	37	14.7
Total	254	100.0

Source: Researcher (2024)

Majority of the respondents indicated that chaplaincy programs have positive changes on behavior which was represented by 84.3% while 14.7% indicated that there no significance influence on chaplaincy programs on behavior of students. The respondents indicated that chaplaincy programs should be conducted on regular basis which will promote the students to have positive behaviors.

Whether chaplaincy programs can be improved to better promote discipline among students

The study wanted to find out how chaplaincy programs can be improved to better promote discipline among students. The results are shown in table 4.11.

Table 4.11 Whether chaplaincy programs can be improved to better promote discipline among students

Category	Frequency	Percentage (%)
Yes	197	77.5
No	57	22.5
Total	254	100.0

Source: Researcher (2024)

The study indicated that majority of the respondent stated that chaplaincy programs can be improved to better promote discipline among students which was represented by 77.5% while 22.5% stated chaplaincy programs cannot be improved. The participants in the survey responded that chaplaincy services serve to contribute to the holistic development of pupils in schools and that they enhance the overconcentration of academic pursuits.

Teachers Feed Back

As part of the study's analysis, the researchers were interested in receiving feedback from teachers on the role that chaplaincy programs play in fostering discipline among students in secondary schools.

Teacher Gender

The study wanted to analyze the teacher gender on the role of chaplaincy programs in promoting students' discipline in secondary schools

Table 4.12 Teacher Gender

Category	Frequency	Percentage
Male	115	45.3
Female	139	54.7
Total	254	100.0

Source: Researcher (2024)

According to the statistical information, there were 115 male teachers, which accounted for 45.3% of the total respondents, while there were 139 female teachers, which accounted for 54.7 percent of the total respondents. Based on the findings of the study, it was found that both male and female teachers participated in the research and provided contrasting perspectives about the role of chaplaincy programs in fostering discipline among secondary school pupils.

Teacher Age Bracket

The study wanted to know the analysis on teacher bracket. The results are shown in table 4.13 below

Table 4.13 Teacher Age

Category	Frequency	Percentage (%)
18-25 Years	9	2.0
25-35 Years	43	16.9
35-40 Years	69	27.2
40-50 Years	105	41.3
Above 50 Years	28	11.1
Total	254	100.0

According to the findings of the survey, the majority of the instructors were between the ages of 40 and 50, which accounted for 41.3% of the total, followed by those between the ages of 35 and 40, which accounted for 27.2%, those between the ages of 25 and 35, which accounted for 16.9%, those beyond the age of 50, which accounted for 11.1%, and those between the ages of 18 and 25 only accounted for 2.0%. As a result of the research, the majority of the teachers who participated in the survey had sufficient experience in the classroom and, thus, sufficient expertise on the subject under discussion.

Table 4.14 Teachers Religious Affiliation

Category	Frequency	Percentage (%)
Christian	142	55.9
Muslim	95	37.4
Jewish	0	0
Hindu	0	0
Buddhist	0	0
Other	12	4.7

None	5	2.0
Total	254	100.0

Source: Researcher (2024)

According to the findings of the survey, the majority of the educators were Christians, who accounted for 55.9% of the total, followed by Muslims, who accounted for 37.4% of the total. While Jewish, Hindu, and Buddhist communities were never represented, the percentages of those who identified as "others" and "none" were 4.7% and 2.0%, respectively.

Teacher Level of education

The purpose of the research was to investigate the degree of education held by the instructor. There is a display of the findings in table 4.15.

Table 4.15 Teacher Level of education

Category	Frequency	Percentage (%)
Diploma	69	27.2
Associate Degree	27	10.6
Bachelor degree	110	43.3
Doctoral degree	48	18.9
Total	254	100.0

Source: Researcher (2024)

The study revealed that the majority of the respondents had completed a bachelor's degree program, while 27.2% of them had completed a diploma program, 18.9% had completed a doctoral program, and 10.6% had completed an associate degree program. It was determined via the study that the majority of the teachers had a bachelor's degree or above, which provided the researcher with the assurance that the information acquired was trustworthy.

Employment Status**Table 4.16 Employment Status**

Category	Frequency	Percentage
Full time teacher	161	63.3
Part time teacher	69	27.2
Substitute teacher	11	4.3
Other	13	5.1
Total	254	100.0

Source: Researcher (2024)

According to analysis majority of the teachers were fulltime which was represented by 63.3%, part time teachers were represented by 27.2%, substitute teacher was 4.3% while others was represented by 5.1%. The study indicated that most of the teacher spent a lot of time with the student since they were full time teacher.

Christian Education on Student Discipline**Table 4.17 Christian Education on Student Discipline**

Statements	Mean	Std Dev
The student will work hard to remain disciplined in school	3.47	1.38
Guidance and counselling teachers handle all students' disciplinary issues	3.56	1.36
School keeps disciplinary records	3.37	1.18
The student show high standard of self-conduct and discipline	3.42	1.42
Average Mean	3.45	1.34

The findings of the study indicated that guidance and counseling teachers are responsible for handling all disciplinary issues that are brought up by students, which was represented by a mean score of 3.56. The student will work hard to remain disciplined in school, which was represented by a mean score of 3.47. The student demonstrates a high standard of self-conduct and discipline, which was represented by a mean score of 3.42, and the school maintains disciplinary records, which was represented by a mean score of 3.42.

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