

**EFFECTIVENESS OF CHAPLAINCY PROGRAMS IN DRUG ABUSE
PREVENTION AMONG SECONDARY SCHOOL STUDENTS IN KIAMBU
COUNTY, KENYA**

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DECLARATION

This project is my original work and has not been presented for a degree in any other university.

Signature



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This project has been submitted for the review with my approval as a University supervisor.

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DEDICATION

This work is dedicated to my loving family for their continued and constant encouragement to be the best that I could be. God bless you all.

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ABBREVIATIONS AND ACRONYMS

COVID:	Coronavirus Disease
FICA:	Faith, Importance and Influence, Community, and Address
KIPPRA:	Kenya Institute for Public Policy Research and Analysis
MAT:	Medically Assisted Therapy
MoE:	Ministry of Education
MSSM:	Modified Social Stress Model
NACADA:	National Authority for Campaign Against Alcohol and Drug Abuse
NACOSTI:	National Commission for Science, Technology and Innovation
NSCP:	National School Chaplaincy Program
UK:	United Kingdom
UN:	United Nations
UNODC:	United Nations Office on Drugs and Crime
USA:	United States of America
SPSS:	Statistical Package for Social Science
WHO:	World Health Organisation

ABSTRACT

Drug abuse poses a significant danger to the global community in general and the Kenyan society in particular in terms of health, social and economic risks. Although several researchers have suggested a number of preventive measures, few have shown the importance and the role of chaplaincy in developing resilience and curbing the drug menace. This study therefore sought to assess the effectiveness of chaplaincy programs in drug abuse prevention among secondary school students in Kiambu County, Kenya. The study was guided by the following objectives: to determine the programmes put in place by chaplains; to compare students undergoing chaplaincy programmes with those without; to establish stakeholder perception on the effectiveness of chaplaincy programs and to investigate the challenges faced by chaplaincy in drug abuse prevention among secondary school students in Kiambu County. The research was anchored on the Chaplain's Model of Spiritual Care and underpinned by Modified Social Stress Model. The study adopted a causal comparative research design and targeted secondary schools which utilized Chaplaincy services in guiding, counselling and pastoral care as well as those that did not. The study targeted 28 schools which utilized chaplaincy programs in the County and 28 others with no chaplaincy programs. The study population was made up of 39,800 students. A 10% (3,980) sample size was picked from the population and selected purposively. An improved questionnaire and an interview guide from Faith, Importance and Influence, Community, and Address tool was used to ascertain the level of utilisation of chaplaincy programmes by the students. Quantitative data was analysed using the Statistical Package for Social Sciences and presented using frequencies, percentages and measures of central tendency. Qualitative data was analysed using content analysis and presented in various themes. From the analysed data, it was revealed that 15% (n=452) students had been caught with drugs in school in the year 2021 and 2022. Of this number 18% (n=85) of the students were from schools with chaplaincy while 82% (n=367) were from schools without. The study concluded that chaplaincy had a positive impact on the fight against drug abuse in secondary schools. The study recommended that churches in conjunction with the Ministry of Education need to develop universally accepted chaplaincy framework to guide chaplains in their work.

CHAPTER ONE

1.0 INTRODUCTION

Chaplaincy programs are a feature of the education system in many schools across the world. The focus of this study was on the effectiveness of chaplaincy programs in drug abuse prevention among secondary school students in Kiambu County, Kenya. In this chapter, a general overview of the study is presented. The problem of research is then stated and the purpose, objectives and research questions are outlined. Subsequently, the significance, scope and justification of the study are discussed.

1.1 Background to the Study

Substance abuse is a worldwide concern affecting individuals socially, economically, psychologically and physically (Lo, Yeung & Tam, 2020). From the global perspective, there continues to be need for drug abuse prevention, treatment, care and support (Yuri, 2011). According to the World Drug Report of 2020, 269 million people across the world used drugs in 2018, which is 38% more than in 2009, while 39 million people suffer from drug and substance use disorders (UNODC world Drug Report 2020).

In 2019, around 35% of the adolescents in US used drugs, with marijuana being one of the most used drugs among adolescents (Volkow, 2019). In 2017, approximately 4% of America's teenage population aged 10-17 years suffered substance use disorders (Substance Abuse and Mental Health Services Administration, 2019). Therefore, the problem needs to be addressed using multiple interventions especially among adolescents, who seem to be mostly affected and those who progress to addiction seem to be on a downward spiral of hopelessness which sometimes ending in fatalities (Pere & Yatich, 2017). Adolescent drug use is particularly damaging as such use can affect the physical and mental development of young people and can impact their opportunities later in life (Kandel, 2015).

In United Kingdom, there were 14,485 young people in contact with alcohol and drug services between April 2018 and March 2019 (Visser & Routledge, 2019). The number of young people entering treatment for problems with drug abuse in 2017-18 increased by 16% from the previous year (1,815 to 2,112) and almost doubled since 2013-14. The UK has also

the joint highest number of young cocaine users, alongside Spain (United Nations Office on Drugs and Crime, 2019).

Around 1 in 20 Australians has an addiction or substance abuse problem (Australian Institute of Health and Welfare, 2016). Around 13% of Australians aged 14 and over smoke every day, and smoking causes almost 8% of the burden of disease in Australia (Australian Institute of Health and Welfare, 2015). Cannabis was the most commonly used illicit substance with 16% of students aged 12 to 17 ever using cannabis (Australian Institute of Health and Welfare, 2020).

In Brazil, the prevalence of illicit drug use among adolescents and young people is high. Approximately 200,000 young Brazilians were reported to be using intranasal cocaine in 2018 (UNODC World Drug Report, 2019). In Brazil, the government through the ministry of education has advanced the participation of persons with addiction in religious groups. The church has been the first treatment place to be sought by young people with addiction.

Adolescents who are abusing drugs have been associated with destruction of school property, soaring health care costs and poor academic performance (Yuri, 2011). Drug and substance abuse in schools range from alcohol use to glue-sniffing, smoking cigarettes and bang, consumption of alcohol, ecstasy use and use of hard-core heroin and cocaine (NACADA, 2014). Most governments and some non-governmental organizations are committed to reduction of use and also mitigate the effects of this global menace particularly in schools. Key among the stakeholders in this venture are professional counsellors, chaplains attached to secondary schools, teacher counsellors, and other helping professions. According to Nwakuna (2016), for a maturing adolescent in the post-primary school to achieve his or her full potential, every level of the developmental self needs attention. The spiritual and religious dimensions cannot be neglected or sidelined. Hence, school chaplains have a unique pastoral role to play.

Chaplaincy programs in learning institutions has a history that dates back to ancient days (Waweru & Otieno, 2018). According to Parker et al. (2017), models of chaplaincy practice include pastoral care, which is characterised by ministry to members of staff, students and the local community; a peer support model, where chaplains serve as role models and focus on

relationship building that yields meaningful interactions; an educational model, where the focus of chaplains is in religious teaching; a liturgical model, which entails the discharge of ceremonial functions such as conducting church services, bible studies and worship programs; and a community development model whereby programs are geared towards outreaches to the local community.

In the United Kingdom, most chaplains run programs or activities in which they work with small groups of students. These may include groups related to handling grief, substance abuse and building self-esteem of the students. This necessitates some sort of interesting and engaging activities in order to provide a relaxed atmosphere to get the students especially boys talk about the issues troubling them (Myres, 2014). Ballinger (2015) observes that a clergy is better placed to help the congregation whenever they are in dilemma through guidance and counselling. This is achieved by preaching and teaching content that educates, inspires and develops students' character.

Research in Australia has revealed that such services in schools are indispensable with majority in favour not only of a school chaplain but also of continuation of government-funding for that position (Hughes & Sims, 2018). The Australian government is investing \$247 million over four years (2019-2022) to renew the National School Chaplaincy Program (NSCP). The NSCP supports the wellbeing of the students and school communities through the provision of pastoral care services and strategies delivered by chaplains (Australian Government Department of Education, Skills and Employment, 2019).

The role of chaplaincy in the fight against drug abuse in United States and other developed Countries has been defined for decades (Hughes & Sims, 2018). The educational background required in chaplaincy in U.S varies across the providers. In states like California and Arizona, all chaplains are required to have a degree in education, theology or counselling. In all states, chaplains are required to do an induction course and attend regular professional development courses on drug and substance abuse. The states also encourage chaplains to undergo refresher training in counselling, pastoral care and working with children or young people (Wango, 2010).

Studies conducted in Australia have indicated that in mitigating drug abuse, spiritual and religious leaders in schools need to be involved in the interventions and resilience building (Best & Kahn, 2011; Hughes & Sims, 2009). In England, spirituality has been accepted as an important factor influencing the decrease of substance abuse severity and maintenance of recovery (Shamsalinia, 2014). The activities of a chaplain seek to promote positive wellbeing and ensure students are referred appropriately to others where therapeutic intervention is needed. Programs such as role modelling, mentorship, educational, social, emotional and spiritual support are hallmarks of their work.

In India, the local churches through the chaplaincy have also been playing a fundamental role in curbing the growing drug problem in the country (Pauline & Elliot, 2015). The Diocese of Miao, in the Indian state of Arunachal Pradesh, developed a strategy to fight drug abuse among young people. To achieve this goal, local institutions' chaplains came up with strategies of getting students to follow students on the serious impact of drug use in their lives and the country's future.

Since the early nineteen eighties, Africa has been experiencing an escalating problem with drug abuse and trafficking (Anitha et al., 2016). According to the African Union Ministerial Conference on Drug Control in Africa report (2004), at least 16 countries in Africa have reported abuse of drug, with prevalence rates ranging from 0.01% to 0.8% for the population aged 15 years and above. Concurrently, the age of those initiated to drug abuse is diminishing with large numbers of school and out of school youth consuming drugs (Fraenkel, 2014). In Nigeria, Adelekan et al. (2001) revealed that many institutions have started using religious-oriented approach on treatment of drug-dependent persons especially at adolescence stage. These strategies are either Christian or Islamic: an exclusively Christian approach offers Christian practices and pastoral care; Islamic healing centres offer intensive prayers, and drinking of water washed out from Quran writings. The purpose of this treatment is to enable the adolescent users to stop drug abuse and enable them to recover from the physical effects associated with discontinuance of the drugs. Statistics reported by UNODC (2018) indicated that 1 in 7 persons aged 16-64 years had used a drug (other than tobacco and alcohol) in the past year.

In South Africa, the use of cannabis and cocaine is twice the global average and second to none in Africa (UN, 2014). The same report indicated that age of drug dependency in South Africa is 12 years and decreasing. The main role of chaplaincy in South Africa is using a variety of healing methods such as counselling adolescents using sound Biblical and theological teachings (Mabe, 2020).

East African region has become the fall back for drug dealers following increased control of traditional routes through the Netherlands and Spain. Grim and Grim (2019) found out that youths, between 50% to 60% drunk alcohol regularly in East Africa. All countries including Kenya are vulnerable. Kenya is recognized as an important transit point for the southern African market. Mombasa port and the Jomo Kenyatta International Airport are alleged key entry points (Mwai, 2016).

From a historical point of view, Kisaka (2019) opines that by the year 1979, substance abuse among the youth in and out of Kenyan schools was uncommon and there was no need for intervention. However, fast forward to present-day Kenya, substance abuse has not only become a menace, it is now a major public health issue (Cheloti et al., 2018). This is reflected in the establishment of the National Authority for Campaign against Alcohol and Drug Abuse (NACADA). Research done by Waweru and Otieno (2018) revealed major challenges that inhibit chaplains' work in their attempts to socially and spiritually develop students in Kenyan Secondary schools. The study revealed that there is no instituted body at the sub-county level mandated to supervise, guide or tackle issues related to chaplaincy.

NACADA (2017) showed an increased trend in substance abuse in Nairobi region which includes the neighbouring Kiambu County (NACADA, 2017). NACADA (2010) reported that schools had turned out to be centres for drug trafficking and consumption, with school pupils being the target of recruitment (NACADA, 2019). An estimated 50% of substance abusers have been found to be in the age bracket of 10 to 19 years (NACADA, 2017). Kiambu County ranks amongst the top counties in Kenya which hosts the highest number of people who use drugs (PWUDs) specifically heroine (Medecins Sans Frontieres, 2020). The most affected sub-counties in Kiambu County are; Kiambaa, Juja, Thika, Kikuyu and Gatundu (Wambugu et al., 2019).

According to NACADA, in 2018 at least 13.6 percent of Kenya's adolescents aged 15-17 years were current users of alcohol. The usage of other drugs and substances of abuse stood at 9.1% tobacco, 4.2% khat /miraa, 1.0% bhang /marijuana, 0.1% hashish and 0.1% heroin (NACADA, 2018). Further, a 2018 survey involving a national sample of 3,908 secondary school students showed that the age of 13 to 15 years was the most critical age of being at risk of initiating drug and substance abuse (NACADA, 2018). Consequently, NACADA developed a national school and drug abuse policy which seeks to promote interventions with a focus on reducing the demand for, suppressing the supply of and reducing the harm of drug and substance abuse (NACADA, 2018).

The Government of Kenya, through the Ministry of Education, has proposed the establishment of chaplaincy services in secondary and tertiary institutions. The chaplain will head and provide oversight of religious programs in the institutions. Some of the roles of the chaplains includes but not limited to: providing teaching service, spiritual care to learners, teaching of Holy Scriptures, provision of spiritual counselling and guidance, among others. The Government has proposed this program based on the rampant incidences of burning schools, violence and destruction of properties, youth radicalization and drug abuse among others (Oduor, 2021).

Studies indicate that 27.7% of students in learning institutions and 77.1% of non-student's youth in Kenya are abusers of drugs and substances (NACADA, 2018). Reports also indicate that there have been many interventions for substance abuse in schools such as counselling, role modelling and chaplaincy. Many schools in Kenya have chaplaincy programmes in place. However, despite these myriad of interventions, there has been a steady increase in drugs and substance abuse. This therefore raises the question on the efficacy of the interventions given, and particularly whether chaplaincy had been effective in the fight against substance abuse in Kenyan secondary schools.

Many secondary schools in Kenya have chaplains who give pastoral or spiritual guidance meant to shape the behaviour of students to become better members of the society (Minishi, 2017). Researchers have suggested a number of preventive measures and have supported the importance and the role of chaplaincy in developing resilience and curbing the drug menace among high schoolers (Myres, 2014, Parker et al., 2017).

According to Wambugu et al. (2019), chaplaincy services are critical to the realisation of school outcomes yet there is limited emphasis on its development in educational institutions in Kenya. However, despite the government contribution in establishing the Chaplaincy in schools, the focus of educational institutions has been largely directed towards academic performance with little attention given to school chaplaincy services which provide a critical pathway to student holistic development. There is a scarcity of literature showing the role of Chaplaincy in prevention of substance abuse among adolescents in schools.

1.2 Statement of the Problem

Chaplaincy programs are started in schools as a support service to achieve various school outcomes including the mitigation of drug abuse in schools through among others, spiritual development and advice that helps students inculcate positive habits and avoid risky behaviours. However, the extent to which chaplaincy programs contribute to the prevention of drug abuse is unknown as empirical support for the effectiveness of chaplaincy programs and the challenges experienced in implementing such programs are sparse. A study conducted by Waweru and Otieno (2018) revealed that students did not recognize the relevance of school chaplaincy programmes in the fight against substance abuse.

Kiambi (2018) studied factors influencing drugs and substance abuse among public secondary school students in Kiambu County. However, he did not explore the role of chaplaincy in the problem of substance abuse in the County. Although there has been research attention accorded to the problem of substance abuse in Kiambu County, limited knowledge exists on the contribution of chaplaincy in the fight against it. There is therefore a dearth of literature reporting on the role of chaplaincy in the developing economies and few researches have been carried out in Kenya. The present study contributed to bridging the knowledge gap by investigating the effectiveness of chaplaincy programs in drug abuse prevention among secondary school students in Kiambu County.

1.3 Purpose of the study

The purpose of this study was to determine the effectiveness of chaplaincy programs in drug abuse prevention among secondary school students in Kiambu County.

1.4 Objectives of the Study

The study was guided by the following objectives:

- i. To determine the programmes put in place by chaplains in drug abuse prevention among secondary school students in Kiambu County.
- ii. To compare students undergoing chaplaincy programmes with those without in drug abuse prevention in Kiambu County.
- iii. To establish stakeholder perception on the effectiveness of chaplaincy programs in drug abuse prevention among secondary school students in Kiambu County.
- iv. To investigate the challenges faced by chaplaincy in drug abuse prevention among secondary school students in Kiambu County.

1.5 Research Question

This study sought to answer the following research questions;

- i. Which are the programmes put in place by chaplains in drug abuse prevention among secondary school students in Kiambu County?
- ii. How are the students undergoing chaplaincy programmes as compared to those without in drug abuse prevention in Kiambu County?
- iii. What is the stakeholder perception on the effectiveness of chaplaincy programs in drug abuse prevention among secondary school students in Kiambu County?
- iv. What are the challenges faced by chaplaincy in drug abuse prevention among secondary school students in Kiambu County?

1.6 Justification of the Study

Over the years, campaign against drug and substance abuse in Kenya has been characterized by curative measures such as rehabilitation facilities and services, which have been sub-optimal at best. Preventive measures such as chaplaincy programs in schools are intended to go a long way in curbing the menace through influencing adolescents away from involvement in drug or substance use in the first place. Knowledge of the effectiveness of chaplaincy programs and the challenges towards implementation is necessary to effect improvements of such programs. However, contextually relevant knowledge production on the extent to which such efforts contribute to the fight against drug and substance abuse is

sparse. This necessitated the need to investigate the effectiveness of chaplaincy programs in mitigating alcohol and drug abuse in the County.

1.7 Significance of the Study

The results are potentially useful for informing the development of a drug addiction specialist treatments program. It is hoped that such initiatives would result in the systematic elimination of drug addiction among students in schools. The findings of this study can aid in evaluating whether strategies laid in curbing the drug substance abuse menace have the potential to help the students and learning institutions in resolving problems among adolescents in secondary schools, to develop a broader program to address the issue in schools.

The outcomes of this research might help to improve the country's national drug addiction prevention education. Teachers, chaplains, schools, and training institutions are likely to find this research a valuable resource for developing more relevant drug misuse prevention education programs. Similarly, when arranging and financing co-curricular events focused at drug addiction education, curriculum planners are likely to draw on the results of the research. The outcomes of the research are likely to make a significant addition to drug addiction theory and tools in Kenya. Students might then devote their attention to schoolwork and, as a result, greatly enhance their grades. The findings of the study can benefit the further researchers with empirical data and new knowledge to inform the avenues for further extension of knowledge.

1.8 Scope of the Study

The study was conducted among chaplains, students, teachers and the school head teachers in sampled schools in Kiambu County. Drugs investigated in this study included alcohol, tobacco, bhang (marijuana), and miraa (khat). A sample of 3,980 students was used in this study and was picked randomly from secondary schools in Kiambu County. The study focused on four specific objectives and the research was carried out in three months.

1.9 Assumptions of the Study

The study assumed that perceptions of the effectiveness of chaplaincy programs in the prevention of alcohol and drug abuse differed from school to school. The study also assumed that church-going students shared common religious values that act as protective factors from exposure to drug and alcohol abuse. The study further assumed that the responses that were obtained were an accurate picture of the state of affairs concerning alcohol and drug abuse in the schools and that the research participants would cooperate in offering information.

CHAPTER TWO

2.0 LITERATURE REVIEW AND THEORETICAL/ CONCEPTUAL FRAMEWORK

2.1 Introduction

This chapter reviews related theoretical and empirical literature. The chapter is categorised into three parts. The first segment reviews literature on chaplaincy programs in relation to substance abuse covering themes such as chaplaincy programmes put in place by chaplains in mitigating against drugs and substance abuse, a comparison of students undergoing chaplaincy programmes with those without in drug abuse prevention, stakeholder perception of the effectiveness of chaplaincy programs, and the challenges faced by chaplaincy in the fight against substance abuse. This is followed by the theoretical and conceptual framework.

2.2 Review of Related Literature

2.2.1 Chaplaincy Programmes and Drug Abuse Prevention

There has been a great interest in the use of chaplaincy in many institutions. Chaplains have worked in health centres, schools, and the military in Europe since the Middle Ages. Chaplains have always worked in places where extremely stressful circumstances were likely to occur. When under duress or confronted with a catastrophe, people often turn to their faith for solace. As a ministry to human services Chaplaincy focuses on the pastoral nurturing and spiritual development of a school community and is a critical component of an educational institution's entire pastoral care program. Many schools have joined the list of institutions that use or hire chaplains to offer a more complete pastoral care package for their students.

Pickford (2011) explored the role and relevancy of a school chaplain in Kwa-Zulu Natal. Results revealed that the responsibility of the overall spiritual development of the school community rested with the chaplain. Chaplains serve as friends, mentors, and good role models for thousands of young people, according to the report. Chaplains provide religious and spiritual support to students, staff, and parents while they still model faith stands or beliefs. Chaplains avoid implying that one religion, denomination, or set of beliefs is better or favorable to another. The study is significant in the sense that it offers an explicit characterization of the functions of a school chaplain. However, the study did not distinguish

which particular chaplaincy programs were in place in the schools and what their effect was as far as the fight against substance abuse is concerned.

McGee (2017) investigated the uniqueness of chaplaincy within the context of school support services, finding that one of the chaplain's most important roles in Australian learning institutions is to provide pastoral care to all members of the school community. The findings revealed that pastoral care in school chaplaincy strives to address the many spiritual and emotional problems that students, staff, and families in the school community have. It also aims to meet a person's current needs while taking into account their particular circumstances, meaning frameworks, and spiritual expression. Chaplains are required to give guidance, comfort, and support to learners and employees, regardless of their religious views, in accordance with this agreement. The study is useful in advancing knowledge on chaplaincy within schools. However, the outcomes in terms of preventing alcohol and drug abuse were not explored.

Fraser (2011) investigated the role of the pastoral heart and critical mind in the formation of chaplaincy. He said that in the past, chaplains in UK schools were largely responsible for religious activities; but, as people grow less religious and more interested in spirituality, the job of chaplains is evolving, and chaplains are becoming pastoral practitioners. He maintained that chaplains' unique duty in the contemporary world is to give pastoral care to the school community and to serve as a connection between students' physical, psychological, and spiritual well-being. Chaplaincy becomes a part of the school's fabric in this manner, fostering and creating healthy connections, introducing proactive activities, and inviting the broader community to participate in the school's life. All of these factors contribute to young people's resilience, and the chaplaincy gives a great deal of support to the school community. This is an important addition to the discourse on the contribution of chaplaincy to school outcomes. However, the effectiveness of chaplaincy programs in mitigating substance abuse in secondary schools was not analyzed.

According to Silver (2005), educational institutions in a nation should form an ecumenical association to promote interreligious interaction. They cite the National Ecumenical Agency in England, which brings together Christians, Muslims, Hindus, and non-believers. These

organisations not only promote mutual tolerance but also ecumenism, which is vital for a country's social and spiritual cohesion. Furthermore, Pohlmann and Russell (2005) concur with Silver (2005) that interdenominational entities like the Australian Local Chaplaincy Committee play a vital role in monitoring chaplain training, financing, and employment in Australian schools. These safeguards are in place to guarantee that the spiritual and emotional needs of children are fulfilled professionally since adolescence is a delicate period that requires careful management and monitoring (Ajidahum, 2018).

In their study on the benefits of school chaplaincy on the fight against drug abuse in government schools in Australia, Hughes, and Sims (2009), note that Chaplains may be regarded as promoting young people's spiritual health by encouraging them to view themselves as persons with value and dignity, as well as assisting them in finding their way in life and relating respectfully and constructively to others. They explicitly encourage students engaging in drug use to think about the issues of meaning and direction in life. The researchers gathered data from a Christian population and gathered data from Christian chaplains across 1626 primary and secondary schools. It is importance to the present study is because of ease of comparison of research findings since this study will be limited in scope to Christian chaplaincy. However, the study's representativeness is questionable because of the collection of data from school chaplains only.

In Kenya, Wambugu et al. (2019) studied chaplaincy services in relation to students' holistic development. The study was based on selected secondary schools sponsored by the Anglican Church of Kenya in the Diocese of Mount Kenya Central. Results showed that chaplaincy services were positively perceived by the school community as contributing effectively to various school outcomes such as discipline, academic performance and attitude towards life. However, the study acknowledged the enduring challenge of drug and substance abuse, hence raising concerns about the role of school chaplaincy in mitigating learner's substance abuse.

2.2.2 Comparison between students undergoing Chaplaincy with those without

Regardless of their religious affiliation or religious views, chaplains and pastoral care specialists give broad guidance to learners and employees. According to research done in the United States by Wood (2004), students thought chaplaincy services were the most successful in supporting people with challenges and making the school a better place. The chaplaincy program was also shown to be beneficial in giving students someone to speak to, encouraging them to do the right thing, assisting students who are lonely or have drug addiction issues, and making them feel good about themselves, according to the research. This is informative to the present study as it suggests that chaplains help students navigate their way out of substance addiction. However, the finding projects chaplaincy as playing a curative, rather than a preventive role. The study was also conducted in the western world, and thus, the perspectives of chaplaincy are potentially influenced by western ideals and thinking.

According to Pere and Yatich's (2017) study in Nova Scotia, Canada, the chaplaincy program has benefits for the entire school community when compared to other programs because the chaplain role has a strong community identity that allows them to engage effectively with, and provide services to, the wider school community. According to the report, chaplains have become an important element of a school's student wellness framework, frequently working in collaboration with guidance counsellors, social workers, and others to support a variety of wellbeing requirements in a school community. Counsellors, psychologists, and other well-being professionals must frequently concentrate their efforts where issues have been identified, while chaplains are available to provide a supplementary support function. This frames chaplains as serving a supplementary, rather than the main function in the prevention of alcohol and drug addiction. However, it is not clear whether similar results can be obtained in the Kenyan context, thus necessitating the present study.

According to Yuri's (2011) research in Nova Scotia, the chaplaincy program fosters and deepens the relationships between family and school, as well as access to community initiatives. According to the report, parents find it difficult to speak freely with administrators and school officials; the chaplain is someone with whom they feel at ease. Students were asked to explain the benefits of having chaplain/chaplaincy services at their school in a

research conducted by Shamsalinia (2014). The program gives an approachable figure for students to speak to/confide in, someone who provides aid and support with challenges, and direction to students to help them comprehend or figure things out, according to students. Others said the program helped them feel more confident in their beliefs and gave them someone they could speak to who wasn't a teacher or parent. These findings suggest that chaplains offer a secure space for members of the community to discuss their struggles with drug misuse.

Myers (2014) conducted a study at Seventh-day Adventist schools in the United States and discovered that chaplains had a substantial influence on students' spiritual life, altering their perception of God, spiritual development, and faith. With the addition of school chaplains, Christian mentorship has become more purposeful, with the potential to have a greater impact on students' lives. However, a rise in chaplains seems to lack a significant effect on the school atmosphere. The whole unfavourable shift in the school environment, on the other hand, might be attributed to social pressures or any of the changes made through time, such as the impact of expansion resulting in a more diverse student population. The study however did not demonstrate the relationship, if any, between school chaplaincy and prevention of alcohol and drug abuse, hence presenting a knowledge gap.

Younger (2018) explains the chaplain guiding function in Scotland as a component of assisting perplexed people in making confident choices between alternative thinking and action routes. He points out that this function is required when such decisions are seen as having an impact on the current and future status of the social whole. Students in their school and home environments may face contextual challenges while making life choices. While they may lack the freedom to make life decisions as their classmates do, the majority of teenagers also exhibit moral and spiritual relativism. Most people are exposed to drug and substance addiction, early sex, cybercrime, gangster training, and many other things throughout their adolescent years. This necessitates strict directing in their decision-making processes, with pastoral carers instilling principles in them that help kids be robust throughout life. This is informative in that it situates school chaplaincy at the centre of drug and substance abuse prevention.

A study conducted in Kenya by Kipkertich (2021) focused on how chaplaincy services affected improvement of student discipline in public secondary schools in Eldama Ravine Sub-County in Baringo. In the study, alcohol and drug abuse were identified as part of the indiscipline cases the schools were dealing with. Data was collected using questionnaires and interview guides which were administered to principals, counsellors and chaplains of 14 secondary schools in the sub-county. Results showed that there was limited attention accorded to the relevance of chaplaincy in secondary schools. This raises questions about the perceived effectiveness of school chaplaincy in the prevention of alcohol and drug abuse among adolescents. However, the exclusion of students from the sample made the study less representative.

2.2.3 Stakeholder Perception on the Effectiveness of Chaplaincy Programs in Drug Abuse Prevention

According to numerous researches, school chaplains encounter numerous obstacles at their workstations that obstruct their ability to achieve their defined goals based on stakeholder perception. According to a study performed by Braskamp (2007) in the United States, most secondary schools lack a policy guideline on chaplaincy, indicating that there is no legislative framework in place to guarantee that excellent services are provided to the school community. In addition, chaplains volunteer leading Sunday worship in schools. This time frame is insufficient for meaningful connection with students and instructors, thus it serves just as a guide to the bare minimum of interaction between students and their chaplains.

Pickford (2011) discovered that there are no well-structured initiatives to assist chaplains in doing their roles efficiently at a girls' boarding school in Kwa-Zulu Natal, South Africa. According to the report, the local church priest, who also acts as the school chaplain, attends church liturgy at the school just once a week. This reduces chaplains' interaction time with students, hence reducing the quality of spiritual help and counselling. Additionally, chaplains have been accused of utilizing prayer books during worship that are written in antiquated language and place a greater emphasis on church traditions and rituals than on student issues.

Pickford's study also discovered that most secondary school worship sessions are still unfamiliar with new technologies, such as the use of contemporary music, multimedia, and a data projector with a power point presentation for dynamic lectures. As a result, church services are lengthy and dull, and so irrelevant to the lives of students.

Intervention programs addressing alcohol and drug misuse are implemented in Kenya by several sections of society, each of which has its own set of obstacles. According to Ondieki (2017), initiatives in Kenya to combat drug and substance addiction in schools are well-known. Syllabi, themed drama and music, advice and counseling, and school policies all memorialize them. According to Kariuki's (2013) research on drug and substance misuse in Nairobi public secondary schools, Faith-Based Organizations' techniques are vast, long-term, and sometimes indirect. They begin as early as the morning before school. The simple mention of drugs and substance addiction is sometimes excluded from the teaching of morals, values, standards, and good attitudes. Following up on the learners is almost hard in such faith-based programs since they are so casual and readily disturbed. The schools that accept the youngsters into a formal curriculum are unaware of these tactics. As a result, such programs' continuity is affected.

Minishi's (2017) research done in Eldoret town in Kenya revealed that the transition of learners from one level of education to the other does not provide level administrators with a forum to share critical information on the learner's drugs and substance abuse status. School leaving certificates are the only documents that describe learner characteristics to the next receiving school; they are however too limited and public hence cannot carry sensitive information such as students' drugs and substance abuse status. In Kathonzwani District of Makueni County, research has shown that this leads to transfer of drugs and substance abuse cases from one level of education to another, further complicating the prevention process (Muoti, 2014).

Mwenesi (2013) undertook a fast evaluation of drug misuse in Kenya and found that local communities, via the National Government Administration Department, also played a preventative role in reducing drug and substance usage. Their role, on the other hand, is more

discordant and oriented toward adult abusers and providers. There has been no documented concerted attempt to reduce activities that foster kid alcoholism, such as nightclubs, death vigils in certain areas, and child involvement in the alcohol and drug manufacturing process. NACADA has done a lot in Kenya to prevent drug and substance misuse, but it does not have control over tactics employed in schools and by faith-based organizations. This search for a unique solution to a widespread issue is a huge setback in the battle against drugs and substance misuse. It's an instance of battling a shared opponent while the right hand is blind to the left hand's tactics.

2.2.4 Challenges Faced by Chaplains in Drug Abuse Prevention

A lot of preventative steps are required to combat the vice of drug and substance misuse. According to Escando and Galvez (2015), having tight family connections, giving prompt responsiveness to an emotionally suffering teenager, engagement in religious activities are all important when talking with teenagers who take drugs. To combat drug trafficking, Melgosa (2018) believes that law enforcement, particularly by the anti-narcotics section, should be present. When done before the start of drug misuse, early intervention is most effective. Advertisements for alcohol and cigarettes in the media should be prohibited, and those who break the law should be prosecuted. This may be done by penalties, imprisonment, or the revocation of their licenses, as well as the training of effective people, particularly instructors. In-service training and monitoring should be provided by schools as well (Melgosa, 2018).

Guidance and counselling programs are vital in Nigerian schools, according to Ajidahum (2018), in order to assist kids to develop into responsible adults. However, these programmes have been lacking in most of the Nigerian schools. Students should get counseling on scholastic, career, social ethics, and personal issues via these programs. Peer-driven programs, led by role model learners, should be implemented. School-based programs should be part of a broader community-wide preventive strategy that includes parents, peers, role models, the media, law enforcement, and youth-serving organizations. Some narcotics ought to be outlawed. Because certain pharmaceuticals, such as preventative and curative medicines, are not hazardous, prohibiting them would be damaging to people's health. People

should be made aware of the dangers of drinking and taking drugs. This is informative as it suggests that a policy on alcohol and drug use and consumption can go a long way in preventing abuse.

According to research conducted in Kenya by Cheloti (2013), government organizations, sports and leisure groups, parents, teacher counsellors, and the law must all collaborate to combat drug misuse. According to this research, the major challenge in fight against drug abuse includes issues relating to prosecution of drug dealers, educating students about the hazards of drugs and substance misuse, integrating the community and the media in the campaign, and identifying and removing sources and routes of supply. The report also recommended that guidance and counselling be strengthened, as well as tightening and increasing supervision and inspection in schools.

Ndetei et al. (2009) investigated the relationship between drug misuse and students' socio-demographic variables in 17 Nairobi public secondary schools. The data revealed that alcohol and cigarettes were widely misused, with abuse beginning as early as the age of 11 years old. In addition, community participation and parental supervision were lacking in the fight against drugs and substance abuse which formed a huge challenge. The study is informative as it underscores the place of community involvement, whereby school chaplaincy plays a key role in the prevention of substance abuse in the community.

According to NACADA (2017), coming up with the programs in trying to curb drug abuse is not enough, they should be put be in practice by giving direction and allocating sufficient resources to allow the programmes to run. Supervision and motivation should be part of the essential points to note. Nationally the government banned smoking in public places. Smoking sports have been put in place as a matter of discipline and protecting the general public from inhaling the smoke which is equally hazardous to heat. The curiosity of the youth imitating the smokers is to some extent curbed so it is to banning of colourful advertisements of abuse on mass media or billboards. This signals the importance of policy at the national level in the prevention of substance abuse. However, the place of chaplaincy in the school policy and its contribution to the prevention of alcohol and abuse of drugs in Kenyan secondary schools has not been investigated.

The Ministry of Education (MOE) has included a segment on drugs and substance abuse into the current school educational programs in social studies, at the primary level and in Religious training at secondary school level (Ndetei et al., 2009). It is assumed and so that good morals if taught and internalized it may reduce incidences of drug abuse. Teachers gain more techniques they practice and apply the knowledge in guidance and counselling. The administration through MOE has underlined the provision of the guidance and counselling service in secondary schools that face the students. This is in accordance with proposal of the Ominde Report (1964) and the Gachathi Report (1976). The effectiveness of these measures need to be supported by research evidence, which is limited especially with respect to the prevention of alcohol and drug abuse in secondary schools in Kiambu County.

2.2.6 Summary and Knowledge Gap

The preceding empirical literature has shown that if Christian pastoral care and counseling programs in secondary schools are given the proper attention, they can have a significant positive impact on learners. Students will demonstrate moral uprightness, resilience, emotional competence, spiritual preparedness, social competence, problem-solving abilities, and self-autonomy in this scenario, resulting in holistic development. This will result in general social equilibrium. However, research on school chaplaincy has shown significant inadequacies. For example, Pohlmann and Russell (2005) investigated chaplaincy programs in Queensland State Schools, which are mostly financed by the federal government's National School Chaplaincy Program (NSCP). Sponsoring churches administer school chaplaincies in Kenya with no government funding, therefore the situation is not similar to Pohlmann's sample. Pickford's (2011) research focused on a South African girls' boarding school in Kwa Zulu Natal. Because of Kenya's Day Secondary Education Program, the majority of secondary schools in many regions of the nation, including Kiambu County, are mixed-day rural schools, which may provide findings that vary from those found in Pickford's research.

Chaplains in Kenyan mixed-day schools may meet major student concerns that they would not see in a multi-racial South African girls' boarding school. Concerns relating to drug and

substance abuse in secondary schools, and if school-based solutions like teaching Christian Religious Education are helping to alleviate the issue, are raised by Ndeti et al (2009) research. In all the studies, the nexus between the chaplaincy programs and mitigation against substance abuse is not clear. The research therefore sought to fill the research gap by evaluating the efficacy of chaplaincy programs in drug abuse prevention among church-going adolescents in secondary schools in Kiambu County.

2.3 Theoretical Framework

This study was anchored on the Chaplain's Model of Spiritual Care and underpinned by Modified Social Stress Model.

2.3.1 Chaplain's Model of Spiritual Care

In his single-author textbook/guide for chaplains in training, Wolfelt (2005) established the Chaplain's Model of Spiritual Care. Spiritual care, according to this view, contributes to good company culture. Professional chaplains, who work across disciplinary lines, are essential parts of healthcare teams, caring for members who are stressed out by patient care. Chaplains not only assist employees in coping but also enable them to see the significance and importance of their job in fresh ways. Chaplains, according to Wolfelt (2005), provide spiritual care to anybody in need and have received particular training in mobilizing spiritual resources to help patients cope more successfully. They keep patients' information private and create a welcoming environment in which they may express their concerns. They have to answer to their religious group, the organization that certifies them as chaplains, and the place where they work on a professional level.

A chaplain (1) actively listens to emotional pain and challenges in a patient's narrative; (2) becomes aware of how the patient's tale is generating emotional memories inside; (3) remains mindfully aware but does not suffer from them are the stages in this style of care; (4) avoiding cognitive calculations or judgments about the patient's behavior or life choices, and (5); refocusing on empathizing with the patient's pain/ struggles through verbal and nonverbal communication, enabling the patient's sharing of unpleasant emotions/stories,

which enhances intrapersonal awareness; (7) while resisting the impulse to hurry the patient out of their pain.

Consequently, this model of "Listening Presence" is similar to the Mindfulness-Based Intervention in that it incorporates a transpersonal/transcendental kind of mindfulness in the context of a pair connection, such as a chaplain-student contact, as its primary elements. Mindfulness is a meditation technique of being aware of one's thoughts and emotions in the present moment while being non-judgmental, compassionate, and purposeful. Because of its good benefits on well-being, it has been progressively included in established cognitive and behavioral treatments in recent decades. Typically, mindfulness-based therapies begin with therapist-led meditation sessions and move to patient practice on their own.

Individuals will develop more positive perspectives on and responses to their upsetting internal experiences, since this model assists them in disengaging from these sensations, recognizing that they are not their ideas, and seeing their thoughts as mental occurrences rather than realities. As a consequence, people will develop more constructive perspectives on and responses to their stressful internal experiences and will recognize that good change is possible. The theory therefore helped define the constructs used in this study. It also helped in creating meaning for the concepts used in understanding addiction and the beliefs associated with it. Of importance was the understanding the addicts view their internal experiences, such as thoughts and emotions, as facts that are a part of their essence. Understanding the will, the Chaplain's Model of Spiritual Care theory therefore guided in attaining the objectives of this study.

2.3.2 Modified Social Stress Model

The study employed the Modified Social Stress Model (MSSM) as the basic theory for Chaplain's Model of Spiritual Care. Rodes and Jason (1990) established the model, which was later updated by the World Health Organization on Substance Abuse (WHO/PSA) to incorporate the impacts of drugs or substances, as well as other environmental, social, and cultural factors. According to research, two components must be considered to prevent drug use and abuse: variables that raise the likelihood of developing the issue must be recognized,

and measures to lessen the influence of these factors must be established. Risk factors, according to the idea, are variables that induce drug misuse. Protective variables are factors that make persons less inclined to misuse drugs. Increasing protective factors while minimizing risk factors is the key to good health and happy families.

According to this concept, if a person's life has several risk factors, that person is more likely to begin, escalate, and maintain using drugs, potentially leading to drug addiction. Drug availability and pricing, media advertising, sponsorship, and promotion, and cultural value associated to different substances are all identified as risk variables in the model. There's also the personal experience gained through drug usage, which may be pleasant or harmful. Positively affecting drugs are more probable to be abused. The model also demonstrates that the more protective characteristics a person has, the less likely they are to get engaged with drugs. Attachments to individuals such as family members, friends, and institutions such as religion and school have been found as protective factors. Skills, which relate to physical and performance talents that help individuals thrive in life and decrease drug consumption, are also important.

This model's dual evaluation of risk and protective factors helps understand the drug problem. These factors impact drug abuse risk. The framework may be used to construct drug addiction prevention or treatment initiatives. While it concentrates on reducing risks and increasing protective variables. It's not clear why some kids use drugs and others don't, according to Rodes and Jason. The literature review reveals that there may be additional factors contributing to the present situation in families, schools, and communities.

The presence of risk and protective factors is context dependent and the proportions of their contribution depend on intensity in given situations. Therefore, the actual state of affairs needed exploration for factors unique to Kiambu County, where the investigation was carried out. This model therefore guided the study by way of examining the effectiveness of chaplaincy programs in drug abuse prevention among students in secondary schools in Kiambu County. The aim was to make recommendations for improvement and propose intervention measures to address the problem.

2.4 Conceptual Framework

The link between the research variables is shown in the conceptual framework. The dependent variable was substance abuse prevention in secondary schools which was measured in terms of discipline problems, crime reduction, addiction, and decreased academic performance. The independent variables included chaplaincy programmes, comparison, stakeholder's perception and chaplaincy challenges. The study was intervened by self-efficacy which was measured in terms of parenting, peer support and rehabilitation.

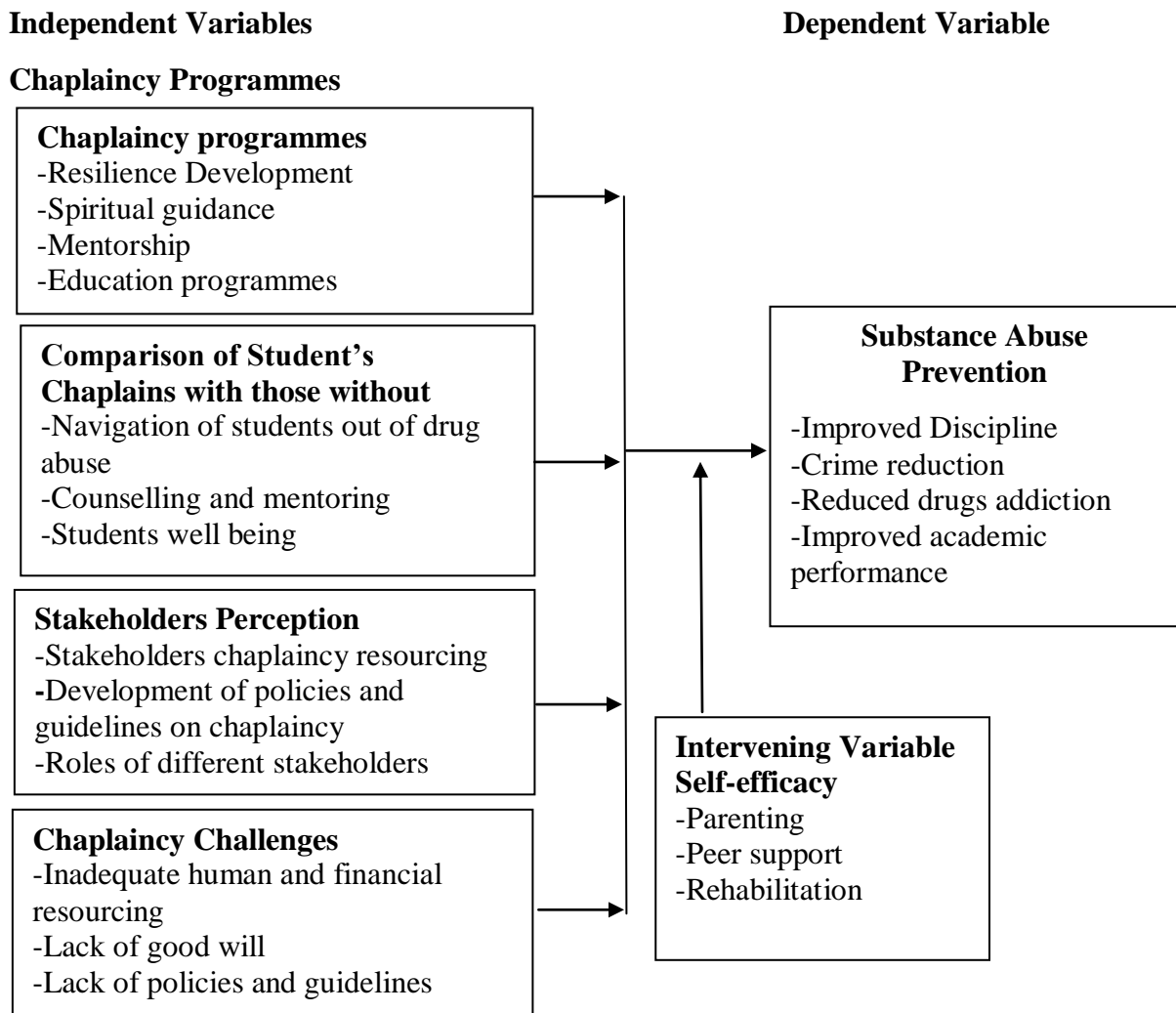


Figure 1: Conceptual Framework
 Source: Researcher, (2022)

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

This section outlines the research approach that was utilized to conduct the study. The research design, target population, sampling approach, data collecting tools, and data analysis methodologies were reviewed, as well as the sources and methods of data collection and analysis.

3.1 Research Design

The study adopted a causal comparative research design. The design was selected since the study sought to analyze effectiveness of chaplaincy programs in drug abuse prevention among students in secondary schools in Kiambu County (Mertens, 2010).

3.2 Target Population

The target population constituted both male and female students from the designated secondary schools. The reason for choosing Kiambu County was because it had been identified as drug hotspot by NACADA (Wambugu et al., 2019). The researcher further established that 28 schools in the County had chaplaincy department. Since this study was a comparative study, the target population was formed by 28 schools with chaplains and 28 schools that did not have chaplains. Hence, the target population was 56 schools with a population of 39,800 students.

3.3 Sample Size and Sampling Procedure

A sample size of 3,980 representing 10 percent of the population size was used. The study applied stratified random sampling technique. This involved dividing the target population into different subgroups, or strata, and selecting participants from each stratum. The aim was to compare different subgroups within the target population. Accordingly, the criteria for stratification was school category (schools with chaplaincy and those without). In order to achieve the aims of this study, the study controlled for extraneous variables that may affect the outcome being studied by pairing schools in each category according to the type of school, namely: national, Extra County, county, and sub-county. The criteria for matching

used was gender and population size. This way, the researcher ensured that the only difference between the two groups is school chaplaincy. This design helped to increase the internal validity of the study, as the matched sample design helps to ensure that any differences in the outcome are due to school chaplaincy, and not due to other factors.

3.4 Research Instruments

The researcher used both qualitative and quantitative methodologies. A questionnaire containing both closed-ended and opened-ended questions was used in this study. A FICA tool was also utilised to assess the utilisation of chaplaincy programmes by students. Qualitative data was collected by conducting key informant interviews. The key informants comprised the 28 chaplains, 28 school principals from all the schools involved. The principals, chaplains and the students represented their respective schools. The researcher also interviewed the County Director of Education.

3.5 Data Collection Procedure

Permissions, approvals and clearances were sought from the appropriate authorities, including Kenyatta University and the National Commission for Science, Technology and Innovation (NACOSTI). The school's principals were also informed of the survey and gave their consent on the same. After obtaining permission to collect data, the researcher distributed questionnaires to students at the schools and collected completed surveys. The selected students were issued with a questionnaire and given 30 minutes to fill it. The researcher scheduled interviews with the school principal's chaplain and teachers. This was done by enquiring their telephone numbers from the school administration and booking an appointment with each of them.

3.6 Pilot Testing

It is important that the research instruments are pilot tested as a way of fine tuning them to collect the data they purport to collect (Doody & Doody, 2015). This is critical because it allows the instrument's reliability and validity to be established (Mugenda & Mugenda, 2003). Prior to the actual data gathering, the questionnaires and interview schedules were pretested with an identical sample and data. The piloting was done in four schools and these

schools were not included in the final data collection. The research tools were piloted on 398 students representing 10 percent of the total sample. According to Mugenda and Mugenda (2003) a sample of at least 10% is adequate for pilot testing. In order to enhance the instruments, the elements in the study instrument that elicited ambiguous replies were deleted.

3.6.1 Validity

A thorough literature review as well as consultations and discussions with experts in the line of study was done to establish content validity. This led to the careful development of indicators and measurements based on extant literature in order to attain construct validity. Content validity was ensured by covering every aspect and dimension of the variables in the items. Additionally, the researcher sought assistance from research professionals to aid in enhancing the instrument's validity. This was further supported through the pilot study that made it clear whether participants understood the questionnaire items and whether the items measured what they intended to measure.

3.6.2 Reliability

Instrument reliability was determined using the split-half method which entailed correlating two split halves of a test. To this aim, the researcher calculated the instrument's Cronbach alpha score, which were utilized to retrieve the main data.

Table 3.1: Reliability Analysis

Variable	Cronbach's Alpha	Items
Chaplaincy Programmes	0.786	6
Comparison of Student's Chaplains with those without	0.791	6
Stakeholders Perception	0.798	7

Cronbach's alpha is a value between 0 and 1. Scores of 0–0.6 indicate a lack of internal consistency and reliability, while scores of 0.7 and above indicate a high degree of internal

consistency and dependability (Tavakol & Dennick, 2011). All variables as per the pilot results had surpassed the 0.7 threshold therefore deemed reliable for collecting the study's primary data.

3.7 Data Analysis

The data from the surveys was edited, coded, and placed into a computer for analysis using a social science statistical tool (SPSS version 25). Descriptive analytical procedures such as percentages, measurements of central tendency like means, measures of dispersion like variances and standard deviation were acquired. The findings were presented in tables, graphs, and charts to improve clarity. Content analysis was used to analyze qualitative data, which was presented in different themes including direct verbatim and reported statements. Qualitative and quantitative data was linked through presentations of verbatim backing the quantitative data output.

3.8 Ethical Considerations

The researcher assured participants their privacy; maintain confidentiality and assured them of informed consent. For this study, it was guided by tenets of ethical behaviour that incorporates anonymity, confidentiality, disclosure, analysis and reporting. All the respondents were briefed on the purpose of the study and consent was sought before data collection. Considerations of confidentiality, anonymity and privacy was contained within the consent form dispatched to every respondent. Participation in this study was entirely voluntary and respondents were granted the withdrawal right any time before and during data collection. Withdrawal was sought through communication and researcher and returning back the research instrument. Throughout the research process, all steps necessary were taken to ensure that personal biases or preconceptions did not influence the conduct or findings of the research.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 Introduction

This section contains data analysis and presentation on the effectiveness of chaplaincy programs in drug abuse prevention among students in secondary schools in Kiambu County. The respondents included students from form two to form four in the 289 public secondary schools in Kiambu County. Further, Key in-depth interviews were conducted on the head teachers and, County Education Director and chaplains in the said schools.

4.2 Response Rate

The respondents sampled for the study were students, chaplains, County Education Director, and head teachers. The response rate for the study is shown in Table 4.2.

Table 4.2 Response Rate

Targeted Participants	Instruments Given Out	Instruments Received	Response Rate
Students	3980	3,009	75.6%
Chaplains	28	28	100%
Head Teachers	28	28	100%
County Education Director	1	1	100%
Total	4037	3,066	75.9%

As shown in Table 4.2, the study achieved a response rate of 75.9%. Student response rate was at 75.6%, chaplains, County Education Director and head teachers were at 100%, each, respectively. To achieve the above response rate, the researcher explained the purpose of the study which made it easier for the targeted respondents to participate. Nulty (2008) asserts that a response rate of 60% is sufficient for any academic research; hence a response of 75.9 was adequate for this study.

Table 4.3 Students Response Rate

Schools	With a Chaplain		Without a Chaplain		Total
	Boys	Girls	Boys	Girls	
National Schools	67	122	120	94	403
Extra County	212	372	154	265	1003
County	201	214	209	243	867
Sub County	117	156	265	198	736
Total	597	864	748	800	3009

Table 4.3 gives a breakdown on the students’ responses based on school ranking and gender. National Schools had a total of 403 participants, Extra County had 1003, County Schools had 867 while Sub County schools 736 participants.

4.3 Demographic Information

This section analyzes the student’s demographics information who were the primary respondents to this study. This entails analysis on gender and the respondent’s year of the study. The demographic information helped this study in identifying whether the respondents had the characteristic required to provide the information required by the study.

4.3.1 Respondents Gender

The study wanted to establish the respondents’ gender. Gender analysis helped in understanding the education trend in Kenya especially on students’ enrolments in secondary schools. The findings are presented as follows;

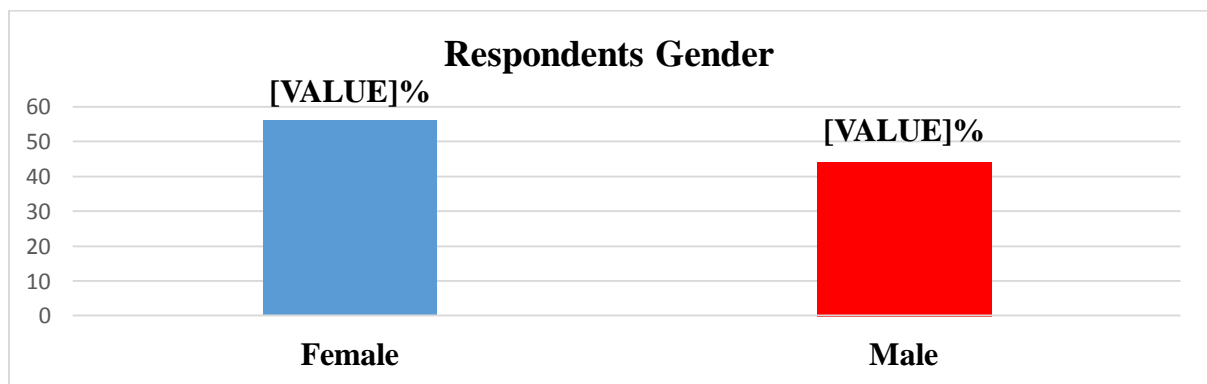


Figure 4.2 Respondents Gender

From the study, majority of the participants were female (56%) while 44% were males. During the study, the researcher established that the males were more reluctant to respond to the questionnaires as compared to females. This is because the male specific response rate

reduced in all schools especially at the County and Sub county levels as compared to the female student response. As revealed by Younger (2018), male students usually shun from participating in researches relating to drugs and substance abuse since they feel it's more of an interrogation towards their drug usage which could lead to victimization. However, the assertions by Young (2018) do not necessarily mean that only the male gender abuse drugs and this is an area where more research is needed to ascertain the composition of gender variable in use and misuse of drugs in secondary schools.

4.3.2 Respondents Year of Study

Respondents' year of study was also investigated in this study. This was to help the researcher to be clear of any biases and avoid generalization of the findings to the whole secondary school population. The findings are presented as follows;

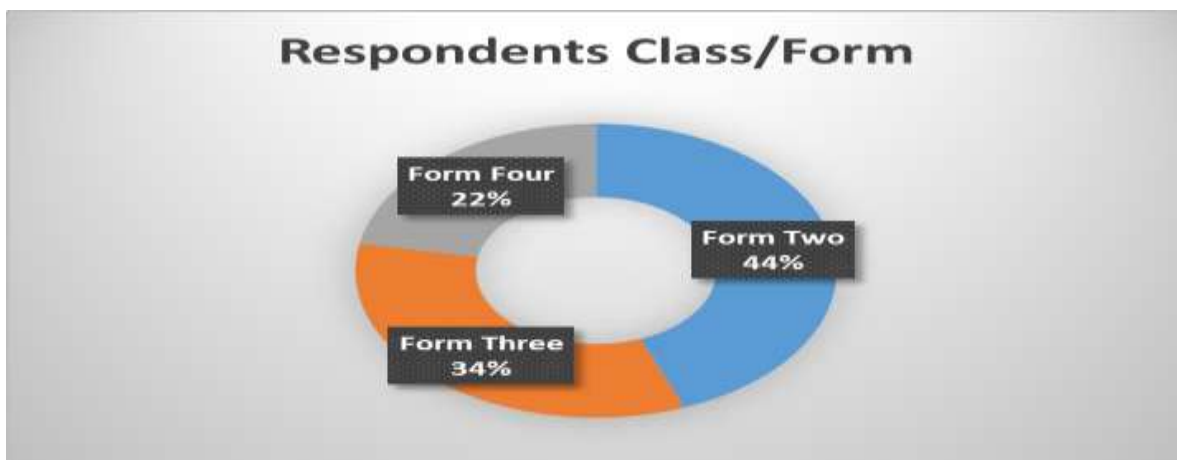


Figure 4.3 Respondents Year of study

Majority of the participants in the study were in form two (44%), followed by 34% in form three and 22% in form two. Notably, the few student respondents in form four was a result of preparing for the Kenya Certificate of Secondary Education hence were busy revising and hardly found time to fill the questionnaires.

4.3.3 Respondents abuse of Drug

The study wanted to establish whether the respondents had ever abused any drug in their life time. This was important because it helped establish the prevalence rate of drugs and substance abuse in the study area. The findings are presented as follows;

4.3.4 Drug Usage in School

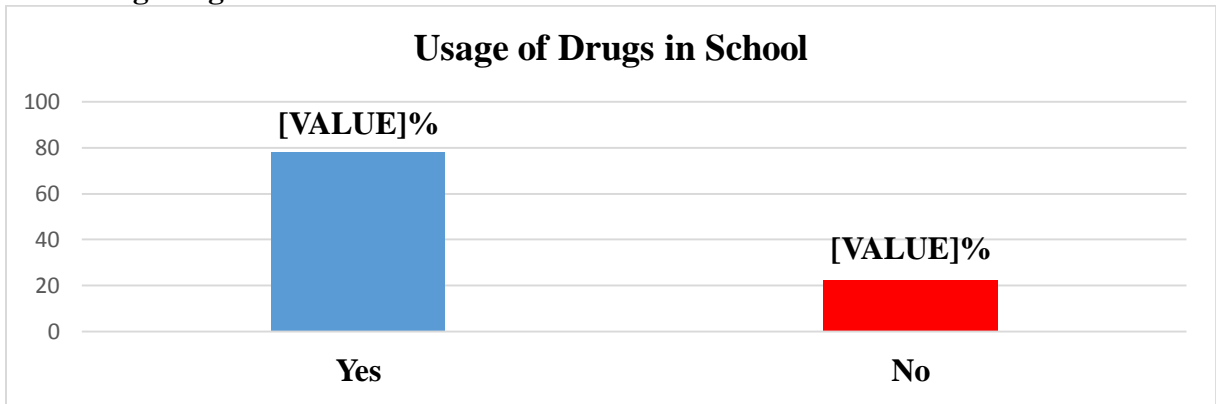


Figure 4.4 Drug Usage in School

From the Figure 4.4, it was revealed that drug usage in secondary schools is a major challenge as 78% of the respondents indicated to know of students using drugs in the school. Only 22% indicated to have no knowledge of drug use in the school. This a clear indication that drug and substance abuse in secondary schools in Kenya is a huge challenge that requires immediate attention from all stakeholders. According to Ondieki (2017), the present situation could be ascribed to the way that Kenya has turned into a continuously noteworthy travel point for drugs bound for different landmasses, for example, Europe and North America. Likewise, use of the drugs, for example, liquor, marijuana and tobacco is culturally, socially and legitimately satisfactory in Kenya and these drugs are privately delivered. Such factors have aggravated the issue of Substance abuse and reliance among the young children including the students.

From the Key informant interviews, one of the head teacher noted that thus; “At this era, drugs can be accessed by people of all ages. Further, the media have been giving the notion that it’s cool to take drugs among the youths especially the usage of bang, miraa and alcohol.” The study also established that ease of access and peer pressure had played a significant role in the drug menace that the Secondary schools were facing. This is in line with a study done by Okombe and Ondiek (2017) on patterns of deviant behavior in Nigeria which highlighted that drug abuse among teenagers has been on the rise in the recent years as a result of the advent of internet usage and mass media. The authors argued that drug users have created groups in social media networks that show partaking in drug abuse as a ‘cool’ thing among teenagers hence increasing uptake of drugs. The findings are also in line with

those of Gikonyo (2018) that revealed that that people who smoke are portrayed as being either great sportsmen or socially successful, wealthy or important and this has led to smoking tendencies by many students especially at secondary school level.

One of the chaplains interviewed in this study noted the following as presented in the following verbatim; “One of the major reason for the rise in drug use is dysfunctional family unit where students get into stress when the family is not emotionally stable and end up finding solace in drugs.” According to Hundleby and Mercer (2017) the absence of parental affection in terms of parental concern, involvement and modeling are key factors that play a significant role in the family’s influence on an individual’s propensity to abuse drugs. Vicary and Lerner (2018) contend that a variety of parenting deficiencies while raising children contribute to adolescent drug abuse. For instance, conflict between parents and kids, inconsistent discipline, restrictive discipline and maternal rejection are connected to drug and substance abuse. As a solution for this conundrum, Vicary and Lerner (2017) proposed that to curtail drug problems in children, parents would need to be creative in the way they set limits to prevent conflicts, and also ensure there is consistency to the way they discipline their children.

4.3.5 Drug usage Frequency

The study wanted to establish how frequently the students abused the following drugs in their school. The findings are presented as follows;

Table 4.4 Drugs Used by Students

Drugs	Very Frequent	Fairly Frequent	Not Used
Alcohol (beer)	78%	13%	9%
Tobacco	65%	23%	12%
Opium	3%	12%	85%
Heroin	5%	15%	80%
Bhang	90%	5%	5%
Glue	3%	80%	17%
Cocaine	4%	21%	75%
Miraa(Khat)	76%	22%	2%
Kuber	65%	23%	12%

From the findings, the most abused drugs in secondary schools in Kiambu County are Bang (90%), alcohol (78%), Miraa (76%), Tobacco and Kuber (65%). The study also established that the least consumed drugs included Heroine (5%), Cocaine (4%) and finally Glue and Opium (3%). The study therefore established bhang, alcohol, tobacco and Kuber were the most abused drugs and this could be highly associated to their accessibility and affordability. Students have no earning rather their pocket money therefore can only afford bang, miraa and cheap liquor.

These findings go in line with those of NACADA (2018) that established that Bang was the major substance of abuse by students followed by alcohol, Miraa khat and tobacco. According to Eze, (2018), although alcohol use has been part of human societies throughout history, its prevalence has increased among the youth particularly secondary school students. Whereas alcohol and tobacco are legally and socially approved in the society, they serve as a ‘gateway’ to use of other substances as young people begin experimenting with them (Eze, 2018).

4.3.6 Drug Access by Students at School

The study wanted to establish how students got access to drugs and substances at school. The findings are presented as follows;

Table 4.5 Students access to Drugs

Students Access to Drugs	Frequency	Percentage
Getting away from school to buy	1550	51
Relatives or friend’s visits	240	8
Buying on the other side of the fence	1070	36
By way of school personnel	149	5
Total	3009	100

As shown in the Table 4.5, most of the student’s accessed drugs by getting away from school to buy (51%) while 36% accessed them through peddler’s who sold them from the fence side of the school. Further 8% of the participants got them from friends and relatives while only 5% got them by way of school personnel. This is an indication that most students access drugs from known sources within their environment. This could be through roaming peddlers on strategic points where students could go purchase the drugs and get back to school

without being noticed. The findings also indicated that the school's management paid little attention on checking what the students came back with in case they were out of school vicinity. The findings are in line with those of Shamsalinea (2014) who revealed of an elaborate chain of criminals sometimes works in cahoots with crooked support staff who smuggle the stuff in rolls of toilet paper, sugar, tins of cocoa and other unsuspecting items.

One of the chaplains noted the following as presented in the following verbatim;

“Most of our surrounding environment is so allowing. Drugs are easily available to people of all ages. Further, there is general moral decadence since parents have absconded their responsibility of proper upbringing of their children. There is also poor role modelling from both teachers and parents”.

These findings concur with those of Yatich (2017) who revealed that students usually have contact with people who secretly supplies them with substances at particular points especially over weekends. The author also revealed that some learner's lie to their teachers that they suffer from chronic conditions that require them to see a specialist every now and then, only to use sick leaves to replenish their depleted narcotics stock.

4.4. Programmes Put in Place by Chaplains in Drug Abuse Prevention

The first objective was to establish the programmes put in place by chaplains in drug abuse prevention. The objective was supported by studies which agreed that chaplains play a significant role of spiritual development of students in school and reduces chances of drugs and substance abuse. Chaplains provide religious and spiritual support to students, staff, and parents while they still model faith stands or beliefs (Fraser, 2011; McGee, 2017 & Pickford, 2011). This objective was assessed by use of questions that showed (1) whether students consulted the chaplain; (2) identifying the chaplaincy programs in the schools; (3) areas in which chaplaincy helped them. The findings are presented as follows;

4.4.1 Seeking Guidance from the School Chaplain

Guidance is one of the major roles of chaplains in secondary schools. Seeking or not seeking guidance could have different results to students. To ascertain this, the study sought to establish whether student respondents had ever sought any form of guidance from the school chaplain. Table 4.6 presents the results.

Table 4.6 Seeking Guidance from the School Chaplain

Seeking guidance from the school chaplain	Frequency	Percentage
Yes	1,040	35
No	1,969	65
Total	3,009	100

As shown in the Table 4.6 above, majority of the students had never sought guidance from the school chaplain (65%). These finding indicate that very few students considered seeking guidance from the school chaplain which could be a result of lack of well laid mode of engagement between the students and the chaplains. As established from the study, most of the schools did not have a school chaplain. As established from the Education County Director, out of the 289 schools in Kiambu County, only 21 that had a permanent chaplain in the school.

4.4.2 Chaplaincy Programmes to Students

Chaplaincy comes with a number of programmes for students. This section sought to assess the most utilised programmes by the respondents for personal development.

Table 4.7 Programmes

Programmes	Percentage
Life skills programmes	46%
Spiritual guidance	76%
Mentorship	54%
Education programmes	34%

As indicated above, most of the students went for spiritual guidance (76%), 54% went for mentorship, 46% for life skills programmes while 34% went for education programmes. The finding indicates that the most sought programme was spiritual guidance and the least sought was education programmes. This could be associated with the notion that chaplains are purely for spiritual guidance and therefore students see no need of consulting them on matters pertaining to their education.

Part of the reason why students were comfortable with approaching the chaplain was that chaplains were not seen as part of the authority system. One head teacher mentioned that having a chaplain gave the students a certain measure of control in their own welfare. Students could seek assistance when and as they needed it and felt comfortable doing so. The findings reflect the literature of Luna (2018), who points out that chaplains have assisted in developing and maintaining peer spiritual guidance, peer counseling, and in supervising school activities.

The head teachers noted that most of the chaplaincy programmes are achieved through preaching, educating and praying during church service that is mostly conducted on Sundays. Such chaplaincy activities are reinforced by inviting different evangelical teams to hold Christian rallies at least every term in most cases. It was also reported by majority of school chaplains that these actions were quite helpful in strengthening spiritual realm of students apart from exorcising demon spirits from possessed students. Besides, this period is relatively helpful to students because they relax from vigorous school activities and boredom of normal church routine.

4.4.3 Areas in which Chaplaincy Services Helped

The study sought to establish how chaplaincy services helped in the following selected areas of a student's life such as, improvement in grades, drop in truancy school and bullying, reduction in theft cases, improved interest in studying, improved interest in extra curriculum activities and good relationship with other students. The findings are presented as follows;

Table 4.8 Areas in which Chaplaincy Services Helped

Areas	Mean	Standard Deviation
Improvement in grades	3.67	0.54
Drop in truancy School and bullying	3.54	0.66
Reduction in theft cases	3.62	0.42
Improved interest in studying	3.88	0.67
Improved interest in extra curriculum activities	3.42	0.52
Good relationship with other students	3.71	0.37

From the study, chaplaincy services helped students improve interest in studying (M=3.88), good relationship with other students (M=3.71), improvement in grades (M=3.67), reduction

in theft cases (M=3.62), drop in truancy School and bullying (M=3.54) and improved interest in extra curriculum activities (M=3.42). The findings were an indication that most schools registered good student's relations and improved grades as a result of the activities of the chaplaincy department. However, chaplaincy department seemed to have no influence on students undertaking extra curriculum activities.

The head teachers noted that students whom had chaplaincy department performed better than those without. From the key informant interviews, the head teachers noted that chaplaincy department came with more experienced personnel who easily understood the students undergoing psychological challenges and easily managed the situations. Further, chaplaincy department brought huge boost to the school's guidance and counselling department forming a very strong pillar in managing student's issues. The findings concur with Harper and Ibrahim (2019) who argues that chaplains play an important role in schools by providing support and counseling for children identified as at risk.

The study also noted that the chaplaincy department played a huge role in sensitizing the students on the effects of drugs consumption. Further, school chaplains kept sensitizing the students on the evils associated with drug use through Christian Union and Catholic Association. Further, most of the schools had also put sign boards to sensitize on the same and printed articles on effects of abusing drugs. In conclusion the chaplains have a big role in sensitization, guidance and counselling not only of the students but also of teachers and community members.

In conclusion, the above findings are in support of the social learning theory of Albert Bandura (1977) who focused on the learning, which occurs within a social context. In reality, people learn from one another, by including such concepts as observational learning, imitation, and modeling. In educational settings, the chaplains are some of the role models to the students in their educational development. Education ultimately aims at the integral development of the students. Education means the physical, mental and spiritual development of the students Chaplains as spiritual leaders are able to demonstrate the personal values of integrity, honesty and humility through leadership practices such as respecting others' values, treating others fairly, expressing care and concern, listening

responsively and appreciating the contributions of others. This will help the students to develop a good character. Furthermore, the chaplains offer such services that shape and develop the students' morals through spiritual nourishments, career guidance, character development, and counseling. This in turn help the students to live a good life with good behaviors, having self-esteem and good attitudes in the society they are in which are the core concepts of discipline.

4.5 A Comparison between Students Undergoing Chaplaincy Programmes with those Without

The second objective was to carry comparison on students undergoing chaplaincy programmes with those without. The objective in strengthened by a number of studies that established that chaplaincy programmes gave an approachable figure for students to speak to/confide in. Further, students with chaplaincy department rarely fell into substance abuse practice (Myers, 2014 & Yuri's, 2011). This section therefore presents a comparison of schools with chaplains and those without chaplains.

4.5.1 Permanent Chaplaincy and Substance Abuse Analysis

The study sought to analyze how availability or lack of chaplaincy department impacted on student's substance abuse. This was important because it formed the backbone of this research which sought to establish how the chaplaincy department impacted the fight against drugs and substance abuse. To carry this analysis, a purposive analysis was carried out on 28 schools with a permanent chaplain and 28 schools without. In other areas, the study has indicated only 21 schools had permanent chaplains. The reason why 28 schools were picked is because there was a case of 7 schools sharing one chaplain and therefore totaling the number of schools with a permanent chaplain to 28.

Table 4.9 Permanent Chaplaincy and Substance Use Analysis

Schools	Number of schools		Students involved in drugs in 2021 and 2022	
	With chaplain	Without chaplain	With chaplain	Without chaplain
National Schools	3	1	7	2
Extra County	6	7	22	97

County	8	10	15	55
Sub County	11	10	41	213
Total	28	28	85	367

As shown in Table 4.9, schools without a permanent chaplain reported huge numbers of students involved in drugs for the year 2021 and year 2022. At national schools, there were 7 cases for those with a chaplain and 2 cases for those without. At extra county schools, there were 22 cases for those with a chaplain and 97 cases for those without. At county schools there were 15 cases for those with a chaplain and 55 cases for those without. At sub county schools there were 41 cases for those with a chaplain and 213 cases for those without. These findings indicate that public secondary schools without a chaplain reported huge cases of drugs and substance abuse as compared to those with a chaplain. Another notable finding is that the low ranking schools especially the day schools reported huge cases. The findings agree with those of Kombo (1997) who concluded that experimentation with common drugs was more frequently reported by Kenyan youths who attended day schools rather than boarding schools.

From the key informant interviews, the researcher found out that, the mode of chaplaincy adopted by each secondary school mirror the doctrine of the sponsor church which is not tailor-made to suit various needs of students. This is an indication that chaplaincy services are probably ritualistic events which negate the essence of such services that ideally should aim at character formation.

As evidenced by the responses obtained from respondents, chaplaincy maybe doing little to meet students' personal needs as affirmed by one of the principals who said:

“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”

A view that was also reinstated by a parish priest of a Catholic Church who is a chaplain 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.

Findings from the key informant interviews, it's clear that most schools do not have a clear guideline of the chaplaincy department despite its immense importance to the secondary schools. The above statements show lack of a clear policy guideline on chaplaincy in secondary schools which reiterates the finding by Pickford (2018) that many members of the clergy are the same people doubling up as chaplains in most secondary schools in South Africa, a situation replicated in Kiambu County. Hence, it is crucial for educational stakeholders to develop a universally accepted chaplaincy model that effectively address care of students in Kenyan secondary schools.

4.5.3 Comparison between Students Undergoing Chaplaincy Programmes with Those Without

Respondents were asked to indicate the extent to which they agreed or disagreed with the statements on the comparison between students undergoing chaplaincy programmes with those without by the use. This was important because it helped the research in establishing the role of chaplaincy in the life of the students and in the fight against drugs and substance abuse.

Table 4.90 Comparison between Students Undergoing Chaplaincy Programmes with Those Without

Statement	Mean	Std Dev
Students who utilizes chaplaincy services easily navigations out of drug abuse	3.71	0.45
Students without chaplains fails to have a counsellor and mentor in their education secondary school life	3.98	0.31
Availability of a chaplain enhances the wellbeing of students and this is not the case with those without a chaplain	3.86	0.27
Chaplains give all students and staff with general personal guidance, comfort, and support, which is lacking in schools without chaplains	4.12	0.19

Chaplains provide a safe environment where the community can talk about their troubles in their battle with substance abuse	4.16	0.12
When school chaplains were introduced, it boosted the intentionality of Christian mentorship and, as a result, the possibility for a greater effect on students' lives, which was lacking in schools without chaplains	3.82	0.65

Respondents agreed that chaplaincy provided a safe environment where the community can talk about their troubles in their battle with substance abuse which lacks in schools without chaplains as shown by a mean of 4.16. Respondents further agreed that chaplains give all students and staff with general personal guidance, comfort, and support, which is lacking in schools without chaplains as shown by a mean of 4.12. These findings agree with those of Snowden (2021) who revealed that chaplaincy provides a constant presence and ongoing care for all those within the school community. In this way, chaplaincy becomes part of the fabric of the school, promoting and building positive relationships, implementing proactive programs and encouraging the wider community to be involved in the life of the school.

Respondents also agreed that students without chaplains fails to have a counsellor and mentor in their education secondary school life as represented by a mean of 3.98. Further, availability of a chaplain enhances the wellbeing of students and this is not the case with those without a chaplain as shown by a mean of 3.86. The findings concur with Harper and Ibrahim (2019) who argued that that chaplains play an important role in schools by providing support and counselling for children identified as at risk. Chaplains also helped parents improve their role of rearing the children, recognizing signs of distress and substance abuse.

Respondents also agreed that when school chaplains were introduced, it boosted the intentionality of Christian mentorship and, as a result, the possibility for a greater effect on students' lives, which was lacking in schools without chaplains as shown by a mean of 3.82. Finally, students who utilized chaplaincy services easily navigates out of drug abuse as shown by a mean of 3.71. The findings therefore revealed that chaplaincy services provide students with support, which have a religious and spiritual component. The findings are in line with those of Dare (2018) who argued that school chaplains provide an important service as friends, mentors and positive role models for thousands of young people.

4.6 Stakeholder Perception on the Effectiveness of Chaplaincy Programs

The third objective was to analyse the stakeholder perception on the effectiveness of chaplaincy programs. Literature in this area argued that stakeholders play a significant role in the fight against drug abuse. However, they normally have different perceptions when it comes to chaplaincy and its roles in the fight against drugs and substance abuse (Braskamp, 2007; Mwenesi, 2013 & Ondieki, 2017).

From the qualitative information, most of the head teachers affirmed that the chaplaincy helped students with problems and provided an opportunity for students to talk about the things that worried them. Another theme was the fact that the chaplains were 'neutral'. They were not there to judge. This reflects the fact that the chaplain is not seen as simply another member of the school staff. Chaplains do not have a punitive or disciplinary role.

The head teachers often mentioned that they valued the chaplain's good sense. In a direct quotation, one of the head teachers stated the following;

“Most chaplains came with considerable life experience. They were able to explain simply to students the consequences of certain actions. They could give simple clues about behaving appropriately in relating to others. Through modelling and mentoring, listening and advising, they were able to assist students to behave more appropriately and more responsibly. Their approach was often more about guiding students towards the right answers by, for example, by asking them questions for which the students themselves were able to come up with answers”.

The study wanted to establish the specific roles the school chaplain played in the fight against drug use. From the in-depth interviews, the roles played by the chaplains included offering guidance and counseling, taking the initiatives of introducing rehabilitation centers to those who were seriously affected, offering mentorship programs in the schools and creating awareness on the effects of drug abuse. Further, the study established that Chaplaincy desks act as a medium of communication giving alerts to administration. One of the chaplains mentioned the following roles as stated in the following verbatim;

“I use my counseling skills to guide and counsel them. I teach them on the dangers and negative effects of drug abuse. I advocate for behaviour

change through instilling moral values. I teach them the Word of God and also pray for and with them. I Train them on life skills through creating self-awareness and raising their self-esteem”.

The study findings therefore revealed that all stakeholders appreciated that work done by chaplains in a school setup. It is also clear that trained chaplains performed their jobs more effectively and better results would be achieved is there is a harmonized guideline of chaplain’s role and all what it entails to be a chaplain.

The findings reflect the literature of Aldridge (2016) who noted that as spiritual experts, chaplains have responsibility for teaching about bad morals such as substance abuse, spiritual care for people, multi-faith issues and ethical issues. Chaplains may actually teach the programs or may act as a resource to empower others to do so. Chaplains are in the unique position of being able to understand this and aid the person’s faith journey.

The most effective programmes included guidance and counseling, talks and seminars, preaching, training and discipleship. This implies that the chaplain deals with a lot of responsibility in terms of giving spiritual nourishment. In which the chaplain ensures that there is care given to the students in terms of listening, hearing, reflecting back and encouraging spiritual growth among the students. This shapes students behaviours and way of doing things. The findings support the literature of Hughes (2019), who notes that Chaplains may be described as supporting the spiritual health of young people as they encourage them to see themselves as individuals of worth and dignity, as they help them to find direction in life and relate respectfully and positively to others. They explicitly encourage students to think about the issues of meaning and direction in life.

Students were requested to rate the following statements using the test tool (FICA). The tool was utilised to assess how the students were fairing in fight against drug addiction from the utilization of chaplaincy programmes.

Table 4.101 Stakeholder Perception using the test tool (FICA)

	Mean	Standard Deviation
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With the use of chaplaincy programmes at School I have regained my confidence in life and slowly leaving the drugs life	3.86	0.58
Chaplaincy programmes have given me a stronger resolve to live a drugs free life	3.77	0.61
We can overcome drug use as students by adopting a spiritual way of life	3.94	0.39
I no longer miss consuming drugs	3.76	0.54
I feel terribly hurt when I see a young person abusing drugs bearing in mind what I have gone through to reform	4.07	0.18
I am disappointed whenever the school management frustrates the chaplaincy	4.01	0.32

From the statement above, respondents indicated that they felt terribly hurt when they saw a young person abusing drugs bearing in mind what they had gone through to reform as shown by a mean of 4.07. They also stated that they felt disappointed whenever the school management frustrated the chaplaincy as shown by a mean of 4.01. Respondents further agreed that they could overcome drug use as students by adopting a spiritual way of life by a mean of 3.94. Respondents also agreed that with the use of chaplaincy programmes at School, they had regained their confidence in life and slowly leaving the drugs life by a mean of 3.86. This finding are a likely indication that chaplaincy programmes have a huge impact on personality development of students especially those who have previously abused drugs. Chaplaincy brings a strong resolve of leaving the wicked ways and adopting a new way of life. The findings concur with Capps (2017) who points out that people find something distinct and important about sharing their deepest thoughts with an authorized minister of religion whatever their church. Someone with time and skills to listen confidentially and able to help them make sense of life.

4.7 Challenges Faced by Chaplaincy in Drug Abuse Prevention

The last objective was to investigate the challenges faced by chaplaincy in drug abuse prevention. The first challenge was to assess the support given to the chaplaincy department. According to a study performed by Braskamp (2007), most secondary schools lack a policy

guideline on chaplaincy, indicating that there is no legislative framework in place to guarantee that excellent services are provided to the school community. According to numerous researches, school chaplains encounter numerous obstacles at their workstations that obstruct their ability to achieve their defined goals based on stakeholder perception (Ajidahum, 2018; Cheloti, 2013 & Melgosa, 2018).

4.7.1 Support given to the Chaplaincy Department

Respondents were asked to rate the school management in terms of support given to the chaplaincy department in fight against drug abuse. This was important because the research would identify the areas that minimal support was given while its benefits to the students would be immense.

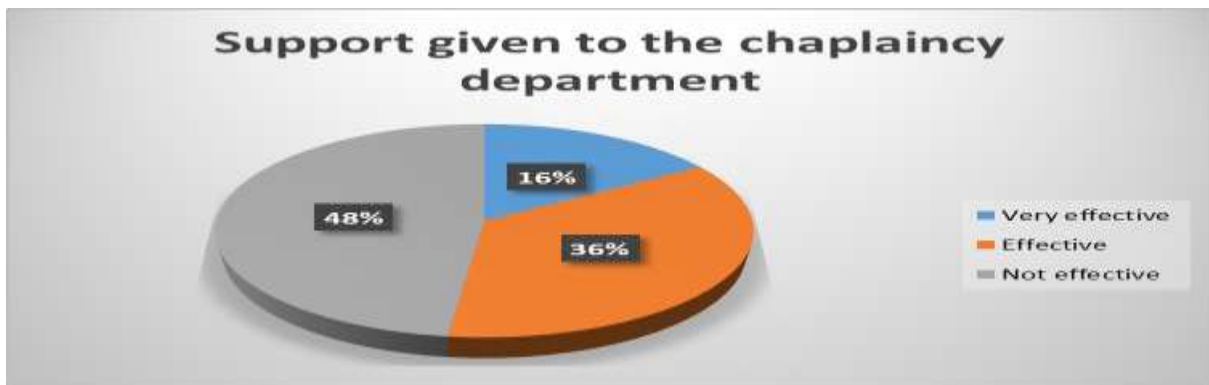


Figure 4.5 Support given to the Chaplaincy Department

As shown in the figure above, respondents indicated that the support given was not effective (48%), 36% of the respondents indicated effective while 16% indicated very effective. These findings are a likely indication that failure to have chaplaincy departments in most of the secondary schools was as result of inadequate support both in human resource and finances.

One of the head teacher noted the following in a verbatim;

“I think that chaplains are not properly remunerated for the brilliant work that they do in schools. I would like to see the government or private business properly fund school chaplains so that we can retain these great services. I would like a chaplain fulltime in my school and feel that they service would be fully utilized with the increase in time. Our chaplain is invaluable to school operations and the health and wellbeing of all members of the school community”

4.7.2 Ministry of Education Support on the Chaplaincy Department

Respondents were further asked whether the Ministry of Education fully supported the chaplaincy department in their school in drug abuse fight.

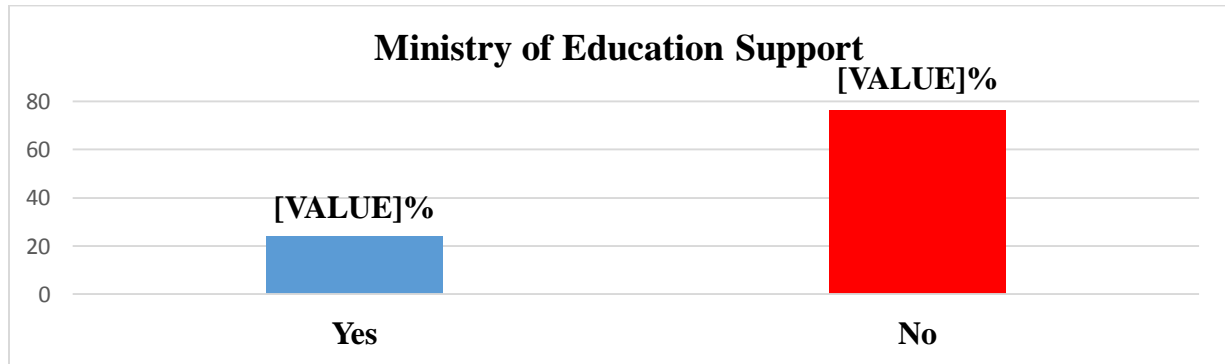


Figure 4.6 Ministry of Education Support

From the findings, respondents stated that the ministry of education did not support the chaplaincy department adequately (76%). The chaplains stated that the funding needs to be increased to help attract even better people to the role of a Chaplain. In the course of this research many head teachers mentioned the advantage of having someone who was unaligned in terms of not being part of the school staff. Payment by the chaplaincy provider or by the sponsoring institution was often seen as contributing to that unaligned status.

4.7.3 Stakeholders View on Chaplaincy Challenges

The study also wanted to assess the stakeholders view on the challenges facing chaplaincy department. This was important for this study because it would identify the areas which stakeholders would pinpoint and come up with solutions to the said challenges. The findings are as shown in table 4.13 below.

Table 4.112 Stakeholders View Chaplaincy Challenges

Statement	Mean	Std Dev
The chaplaincy department is well funded in terms of finances and human resource	2.89	0.54
Stakeholders are fully involved in the development of the guidelines and policies for chaplaincy	3.22	0.71
Availability of a chaplain enhances the wellbeing of students and this is not the case with those without a chaplain	4.08	0.15

All stakeholders know their roles in the support of the chaplaincy department in our school	3.25	0.83
Parent, teachers and school management support the chaplain in all the way possible in drug abuse fight	3.86	0.23
The ministry of education and the school management have made a provision adequate to sustain the chaplaincy department in drug abuse fight	2.61	0.41

From Table 4.12, respondents agreed that availability of a chaplain enhances the wellbeing of students and this is not the case with those without a chaplain as shown by mean of 4.08. The findings imply that the wellbeing of students to a larger extent relied on spiritual support provided by the chaplains. This is the essence of pastoral care as emphasized by Ballinger (2018) who observes that a clergy is better placed to help the congregation whenever they are in dilemma through guidance and counselling. These sentiments show that school chaplains play the role which is complimentary to that of the teacher counsellors. However, the role of chaplains goes beyond counselling by helping students struggling spiritually in order to realize God's intervention in their lives as they undergo such problems.

They further agreed that parent, teachers and school management support the chaplain in all the way possible in drug abuse fight as shown by a mean of 3.86. Respondents disagreed that the chaplaincy department is well funded in terms of finances and human resource as shown by a mean of 2.89. The respondents also disagreed that the Ministry of Education and the school management had made a provision adequate to sustain the chaplaincy department in drug abuse fight as shown by a mean of 2.61. The findings imply that chaplaincy faced huge challenges especially in financing its operations. Similarly, this study reinstated the findings by James and Forwards (2018) that little effort has been put by educational stake-holders in many countries to improve chaplaincy services since independence. This is an indication that chaplaincy programmes are not prioritized in many secondary schools. Therefore, many students are not helped to explore their spiritual and moral values within the framework of chaplaincy.

In conclusion, nearly all school-chaplains stated the major challenge faced was lack of adequate facilities and well-structured programmes that can support chaplaincy programmes in full. They further blame this scenario to hands off approach employed by school

administrators and church officials because they do not provide any financial support or give token of appreciation to school chaplains hence they are not motivated. They further reported that they were only left to depend on church offerings given by students to finance most of their activities in schools which was inadequate.

Furthermore, chaplains reported that they conduct individual counselling to students in teacher's offices that made students to shy away due to lack of privacy. Similarly, chaplaincy activities were not included in the school routine that made it difficult to plan and carry out chaplaincy programmes in a structured manner. Similarly, it was reported that school-chaplains mostly worked single handedly and they were rarely helped by other persons from the church. For this reason, therefore, they depend almost entirely on students to organize and execute most of their church activities.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusions and recommendations. The study was guided by four specific objectives. These were: to determine the programmes put in place by chaplains in drug abuse prevention among secondary school students in Kiambu County; to compare students undergoing chaplaincy programmes with those without in drug abuse prevention in Kiambu County; to establish stakeholder perception on the effectiveness of chaplaincy programs in drug abuse prevention among secondary school students in Kiambu County, and; to investigate the challenges faced by chaplaincy in drug abuse prevention among secondary school students in Kiambu County.

5.2 Summary of the Findings

From the findings, it was revealed that drug abuse in secondary schools in Kiambu County is a major challenge as 78% of the respondents indicated awareness of students using drugs in the school. The most abused drugs in secondary schools in Kiambu County was Bang (90%), alcohol, Miraa, Tobacco and Kuber. These findings are in line with those of NACADA (2018) that established that bhang was the major substance of abuse by students followed by alcohol, Miraa khat and tobacco. The rampant abuse of these drugs can be highly associated to accessibility and affordability.

5.2.1 Programmes put in Place by Chaplains in Drug Abuse Prevention

The first objective was to determine the programmes put in place by chaplains in drug abuse prevention among secondary school students in Kiambu County. As established from the study, most of the schools did not have a school chaplain. As established from the Education County Director, out of the 389 schools in Kiambu County, only 28 that had a permanent chaplain in the school.

The study noted that most of the chaplaincy programmes were achieved through preaching, educating and praying during church service that was mostly conducted on Sundays. Such chaplaincy activities were reinforced by inviting different evangelical teams to hold Christian

rallies at least every term in most cases. It was also reported by majority of school chaplains that these actions were quite helpful in strengthening spiritual realm of students apart from exorcising demon spirits from possessed students.

The research revealed that students whom had a chaplaincy department performed better than those without. Chaplaincy department came with more experienced personnel who easily understood the students undergoing psychological challenges and easily managed the situations. Further, chaplaincy department brought huge boost to the school's guidance and counselling department forming a very strong pillar in managing student's issues. The findings concur with Harper and Ibrahim (2019) who argues that that chaplains an important role in schools by providing support and counseling for children identified as at risk.

The study also noted that the chaplaincy department played a huge role in sensitizing the students on the effects of drugs consumption. Further, school chaplains kept sensitizing the on the evils associated with drug use through Christian Union and Catholic Association. Further, most of the schools had also put a sign board to sensitize on the same and printed articles on abuse of drugs. In conclusion the chaplains have a big role not only of the students but also of teachers and community members.

5.2.2 A Comparison between Students Undergoing Chaplaincy Programmes with those Without

The second objective of the study was to compare students undergoing chaplaincy programmes with those without with respect to drug and substance abuse. Schools without a permanent chaplain reported huge numbers of students either on suspension or who opted to leave the schools on drug abuse grounds. Further cases referred for psycho-social treatment were also huge at schools without a permanent chaplain. Another notable finding is that the low ranking schools especially the day schools reported huge cases. The findings agree with those of Kombo (1997) who concluded that experimentation with common drugs was more frequently reported by Kenyan youth were attended day schools rather than boarding schools.

The research also revealed that chaplains provided a safe environment where the community can talk about their troubles in their battle with substance abuse which lacks in schools without chaplains. Further chaplains give all students and staff with general personal guidance, comfort, and support, which is lacking in schools without chaplains. These findings agree with those of Snowden (2021) who revealed that chaplaincy provides a constant presence and ongoing care for all those within the school community. In this way, chaplaincy becomes part of the fabric of the school, promoting and building positive relationships, implementing proactive programs and encouraging the wider community to be involved in the life of the school.

The study also established that mode of chaplaincy adopted by each secondary school mirrored the doctrine of the sponsor church which was not tailor-made to suit various needs of students. This was an indication that chaplaincy services were probably ritualistic events which negated the essence of such services that ideally should aim at character formation.

5.2.3 Stakeholder Perception on the Effectiveness of Chaplaincy Programs

The third objective was to analyse the stakeholder perception on the effectiveness of chaplaincy programs. From the data analysis, it was affirmed that the chaplain helped students with problems and provided an opportunity for students to talk about the things that worried them. Another theme was the fact that the chaplains were 'neutral'. They reported to be non-judgmental to the students. This reflects the fact that the chaplain was not seen as simply another member of the school staff. Chaplains do not have a punitive or disciplinary role. The findings reflect the literature of Aldridge (2016) who noted that as spiritual experts, chaplains have responsibility for teaching about bad morals such as substance abuse, spiritual care for people, multi-faith issues and ethical issues. Chaplains may actually teach the programs or may act as a resource to empower others to do so. Chaplains are in the unique position of being able to understand this and aid the person's faith journey.

As per the stakeholders, the most effective programmes included guidance and counseling, talks and seminars, preaching, training and discipleship. This implied that the chaplain dealt with a lot of responsibility in terms of giving spiritual nourishment. In which the chaplain ensured that there is care given to the students in terms of listening, hearing, reflecting back

and encouraging spiritual growth among the students. This shaped students behaviours and way of doing things. The findings support the literature of Hughes (2019), who notes that Chaplains may be described as supporting the spiritual health of young people as they encourage them to see themselves as individuals of worth and dignity, as they help them to find direction in life and relate respectfully and positively to others. They explicitly encourage students to think about the issues of meaning and direction in life.

5.2.4 Challenges Faced by Chaplaincy in Drug Abuse Prevention

The last objective was to investigate the challenges faced by chaplaincy in drug abuse prevention. Nearly all school-chaplains stated the major challenge faced was lack of adequate facilities and well-structured programmes that can support chaplaincy programmes in full. They further blame this scenario to hands off approach employed by school administrators and church officials because they do not provide any financial support or give token of appreciation to school chaplains hence they are not motivated. They further reported that they were only left to depend on church offerings given by students to finance most of their activities in schools which was inadequate.

Furthermore, chaplains reported that they carry individual counselling to students in teacher's offices that made students to shy away due to lack of privacy. Similarly, chaplaincy activities were not included in the school routine that made it difficult to plan and carry out chaplaincy programmes in a structured manner. Similarly, it was reported that school-chaplains mostly worked single handedly and they were rarely helped by other persons from the church. For this reason, therefore, they depend almost entirely on students to organize and execute most of their church activities.

5.3 Conclusion

From the 452 confirmed drugs related cases out of a population of 3009 students, a prevalence rate of 15% of drug and substance abuse was established. This implies that substance use rates, in general, increase with age and transition through the education system. This has major policy implications, including the need to focus substance use interventions on younger age-groups such as primary and high school students. Preventing early substance

related problems will reduce the risk of these problems in later adulthood when the magnitude of life stresses is greater.

The study also concludes that there is no policy framework from the Ministry of Education to guide, train, recruit and supervise school's chaplains. Hence, chaplains are left to rely on their own judgment, doctrine and traditions of the sponsor churches to carry out their responsibilities. This is happening because personnel working in the guidance and counselling are not professionally trained and therefore it hard to deal with numerous complex cases of students' problems. Besides, chaplaincy sessions are not well programmed thus limiting the capacity of chaplains to carry out their activities in a more structured manner.

5.4 Recommendations

The study therefore makes the following recommendations;

- i. Churches in conjunction with the Ministry of Education need to develop universally accepted chaplaincy framework to guide chaplains in their work. This inclusive approach will greatly help all students regardless of their religious faith.
- ii. The government should employ full-time school chaplains who then can familiarize with school environment and students. This can increase interaction of students and school chaplains which will help minimize negative attitude towards chaplains.
- iii. School chaplains need to develop home-based follow up programmes for students with serious social and spiritual struggles in order to find the root course of their problems.
- iv. There is need for the Ministry of Education to consider funding chaplaincy programmes in all secondary schools so that school-chaplains can have enough resources to carry out their work more effectively.

5.5 Suggestions for Further Research

Due to various limitations that were beyond the scope of this study, the researcher therefore suggests that further studies to be carried out to establish how chaplaincy programmes are carried in schools sponsored by other religious groups like Islam and Hindu because the

findings of this study are only generalizable to Christian schools. It would be important to know how the variables of the study relate to other religions. Further, a study could be carried out to investigate how students are involved in church activities in their home churches. It would also be important to investigate further other intervening variables such as home environment in mitigating substance abuse. However, this study has demonstrated great strength in elucidating the effectiveness of chaplaincy in mitigating substance abuse and other studies replicating it would contribute to the uninvestigated area of study.

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APPENDICES

Appendix I: Introductory Letter

Dear respondent:

I am Simon Murigi, a finalist student of Kenyatta University. I am on fieldwork to gather data for my research study titled: EFFECTIVENESS OF CHAPLAINCY PROGRAMS IN DRUG ABUSE PREVENTION AMONG CHURCH-GOING ADOLESCENTS IN SECONDARY SCHOOLS IN KIAMBU COUNTY.

Your well-informed input will be greatly appreciated. Please rest assured that your replies will be treated with the greatest care and discretion, and that they will only be used for the academic purpose for which they were intended.

Yours Sincerely



Simon Murigi

Appendix II: Consent Form for Participants

Dear sir/madam

Re: Request to participate in a research study

I am a student at Kenyatta University undertaking a master’s degree in Counselling Psychology. I am carrying out a research on effectiveness of chaplaincy programs in drug abuse prevention among students in secondary schools in Kiambu County.

Benefits and risks

You have been chosen to participate in this study. Your role will only involve completing a questionnaire that has set of questions that relate to your knowledge on the subject matter. There will be no risk in being part of this study because it’s purely academic.

Data generated from this study will be a part of future reference and for the purposes of policy making in Education and other stakeholders.

Finances

Please note that there will be no monetary compensation given to you for taking part in this study. Your participation is completely voluntary.

Treatment

This is an academic study and therefore respondents should not expect any form of treatment

Confidentiality

The research is only for academic reasons, and all information you contribute will be kept completely private. You are free to leave this study at any time without incurring any penalties.

Your genuine response is a valuable input for the quality and success of this study. I am grateful for finding time to fill this questionnaire.

If you have any question you can contact me via 0723930949.

This is to certify that I have read and understood the terms of engagement of this assignment

Signature.....

Appendix III: Questionnaire for the Students

Please respond honestly to the following questions by ticking the appropriate boxes.

1. Gender? Male () Female ()
2. Class (Form)? -----
3. Have you ever abused any drug in your life time? a) Yes () b) No ()
5. If your answer above is NO, are there students who use drugs in your school?
a) Yes () b) No ()
6. How frequently do students abuse the following drugs in your school.

Drugs	Very frequent	Frequent	Fairly frequent	Not used
Alcohol (beer)				
Tobacco				
Opium				
Heroin				
Bhang				
Glue				
Cocaine				
Miraa(Khat)				
Kuber				

7. How do students get access to drugs and substances at school?
a) Getting away from school to buy ()
b) Relatives or friends visits ()
c) Buying on the other side of the fence ()
d) By way of school personnel ()
8. Describe the flow of drugs into the school?
a) Very regular ()
b) Regular ()
c) Irregular ()
d) Very irregular ()

PROGRAMMES PUT IN PLACE BY CHAPLAINS IN DRUG ABUSE PREVENTION

9. Have you ever sought any form of guidance from the school chaplain? Yes () No ()

10. Among the following programmes, which did you go for? You can pick more than one

Drugs	Yes
Life skills programmes	
Spiritual guidance	
Mentorship	
Education programmes	

11. In your own assessment, how effective was the school chaplain in solving your underlying issues?

- a) Very effective ()
- b) Effective ()
- c) Not effective ()

12. Which roles do the school chaplain play in the fight against drug use? Kindly elaborate

.....

13. How effective is the chaplain on the said roles?

- a) Very effective ()
- b) Effective ()
- c) Not effective ()

14. Do the chaplain offer the following to students using drugs? You can pick more than one.

- Counselling ()
- Spiritual Guidance ()
- Role Modelling ()
- Rehabilitation ()

15. What do you believe should be done to make chaplaincy more effective in your school?

.....

16. Using the following test tool (FICA), kindly indicate your level of agreement with the following statements

	Completely true	Mostly true	Somewhat true/false	Mostly false	Completely false
With the use of chaplaincy programmes at School I have regained my confidence in life and slowly leaving the drugs life					
Chaplaincy programmes have given me a stronger resolve to live a drugs free life					
We can overcome drug use as students by adopting a spiritual way of life					
I no longer miss consuming drugs					
I feel terribly hurt when I see a young person abusing drugs bearing in mind what I have gone through to reform					
I am disappointed whenever the school management frustrates the chaplaincy					

A COMPARISON ON STUDENTS UNDERGOING CHAPLAINCY PROGRAMMES WITH THOSE WITHOUT

17. Is there a chaplain in your school?

Yes () No ()

18. If no, do you have an active guidance and counselling department?

Yes () No ()

19. In your opinion, do you think there is a difference between those schools with a chaplain and those without? Kindly elaborate your answer

.....

20. For the sections that follow, please indicate the extent to which you agree or disagree with the statements on the comparison between students undergoing chaplaincy programmes with those without by the use of a scale; 1- Strongly Disagree; 2- Disagree; 3- Neutral; 4- Agree; 5 – Strongly Agree.

	Statement	1	2	3	4	5
1	Students who utilizes chaplaincy services easily navigations out of drug abuse					
2	Students without chaplains fails to have a counsellor and mentor in their education secondary school life					
3	Availability of a chaplain enhances the wellbeing of students and this is not the case with those without a chaplain					
4	Chaplains give all students and staff with general personal guidance, comfort, and support, which is lacking in schools without chaplains					
5	Chaplains provide a safe environment where the community can talk about their troubles in their battle with substance abuse which lacks in schools without chaplains					
6	When school chaplains were introduced, it boosted the intentionality of Christian mentorship and, as a result, the possibility for a greater effect on students' lives, which was lacking in schools without chaplains					

STAKEHOLDER PERCEPTION ON THE EFFECTIVENESS OF CHAPLAINCY PROGRAMS

21. Kindly rate the school management in terms of support given to the chaplaincy department in fight against drug abuse?

- a) Very effective ()
- b) Effective ()
- c) Not effective ()

22. Do you think the Ministry of Education fully supports the chaplaincy department in your school in drug abuse fight?

Yes () No ()

	Statement	1	2	3	4	5
1	The chaplaincy department is well funded in terms of finances and human resource					
2	Stakeholders are fully involved in the development of the guidelines and policies for chaplaincy					
3	Availability of a chaplain enhances the wellbeing of students and this is not the case with those without a chaplain					
4	All stakeholders know their roles in the support of the chaplaincy department in our school					
5	Parent, teachers and school management support the chaplain in all the way possible in drug abuse fight					
6	The ministry of education and the school management have made a provision adequate to sustain the chaplaincy department in drug abuse fight					

23. What else do you think the stakeholders should do to enhance performance of the chaplaincy department?

.....
.....
.....

CHALLENGES FACED BY CHAPLAINCY IN DRUG ABUSE PREVENTION

24. What policies has your school put in place to keep learners from abusing drugs?

.....
.....

25. Do you think the chaplaincy department has played a role in reducing drug abuse?

.....
.....

26. Describe some of the most successful approaches to prevent learners from abusing drugs and substances.

.....
.....

27.To what extent has the chaplaincy services helped in the following areas?

	To a greater extent	Greater extent	Moderately	Not at all
Improvement in grades				
Drop in truancy School and bullying				
Reduction in theft cases				
High concentration span				
Improved interest in studying				
Improved interest in extra curriculum activities				
Good relationship with other students				

28.Kindly indicate some of the challenges faced by chaplains in fight against drug abuse

.....

Appendix IV: Interview Schedule for Head Teachers

1. a) Have you ever dealt with substance misuse issues in the school setting?

.....
.....
.....

b) If yes, is it on the rise?

c) If it's on the rise, why?

.....
.....
.....

2. a) Are you familiar with the most widely misused drugs among your learners?

b) If yes, name them

.....
.....
.....

3. How do you spot learners who seem to be abusing drugs?

.....
.....
.....

4. a) Is the school taking any steps to address the issue of drug abuse? Kindly elaborate

.....
.....
.....

5. How has the school chaplain helped in fighting the drug menace?

.....
.....
.....

6. Do you think the spiritual guidance by chaplains is an effective way of fighting drug abuse?

.....
.....
.....

7. What difficulties do you have in your school when learners abuse drugs?

.....
.....
.....

Appendix V: Interview for the Chaplains

1. Have you had any experience in dealing with drug problems in your School?

.....
.....

2. If there is a drug problem in your school, is it increasing?

.....
.....

3. If increasing, why?

.....
.....

4., What are the reasons behind drug abuse by learners in the school?

.....
.....

5. What roles do you play as a chaplain in fighting drug use?

.....
.....

6. Do the students take your advice seriously?

.....
.....

7. Do you get adequate support from the school as you carry your chaplaincy duties?

.....
.....

8. As the chaplain, what are the steps taken to curb the drug abuse issue in the school?

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.....

9. Which among the steps effectively improve academic performance?

.....
.....

10. What should the Ministry of Education and the church do to reduce drug abuse in schools?

.....
.....

Appendix VI: Interview for the County Director

1. Kindy give us the number of schools that have a chaplaincy programmes in your county?

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.....

2. What are the academic qualifications of the chaplains in the said schools?

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.....

3. Do you have a policy guidance on the role of chaplaincy in schools?

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.....

4. What is the County position in responding to issues on chaplaincy in fight against drug abuse?

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.....

5. What is the effectiveness level of chaplaincy in fight against drug abuse?

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.....

6. What is your view on chaplaincy in fight against drug abuse?

.....
.....

Appendix VII: Research Permit

REPUBLIC OF KENYA
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

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This is to Certify that Mr. Njaaga Simon Murigi of Kenyatta University, has been licensed to conduct research in Kiambu on the topic: EFFECTIVENESS OF CHAPLAINCY PROGRAMS IN DRUG ABUSE PREVENTION AMONG SECONDARY SCHOOLS STUDENTS IN KIAMBU COUNTY for the period ending : 17/June/2023.

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Appendix VIII: Kiambu County Map

