

The effect of pastoral care and mentorship programmes on psychosocial adjustment and academic performance of students in public secondary schools in Kakamega County, Kenya

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ABSTRACT

Schools that are founded on Christian principles have chaplaincy services that are meant to mold students to develop as whole person physically, morally, spiritually, and mentally. Despite the fact that there are chaplaincy services in secondary schools in Kakamega County, indiscipline continues to affect many schools and hence, becoming a deterrent to effective learning. Therefore, the aim of this study was to examine the effect of pastoral care and mentorship programs on the psychosocial adjustment and academic performance of students in public secondary schools in Kakamega County. The study was based on Structural Functionalism and Social Disintegration theories developed by Emile Durkheim that gave insight to the contributing factors for delinquency among students. Saturated sampling was used to select the two National secondary schools in Kakamega County, the County Quality Assurance and Standards Officer. Stratified random sampling was used to classify schools into Boys/ Girls, Boarding/ Day schools, mixed Day/ mixed boarding schools and mixed day schools. Purposive sampling was used to select the samples with the required information. Proportionate sampling was employed to select a sample size within the samples that would reflect the numerical strength of the samples selected and finally simple random sampling technique was used to accord each member a chance of being selected and each choice would be independent of any other choice. The target population for the study was 2888 teachers and 425 students. The study used Yamane method to arrive at a sample size of 395 teachers and 365 students. Correspondingly, pilot study was carried out and feedback obtained was used to correct research instruments that were afterwards used to collect data in the field. Data was collected through two validated questionnaires for teachers and students. Descriptive and inferential analysis was utilized to analyze data both qualitatively and quantitatively. The findings revealed that pastoral care programmes develop sense of focus in life and set targets. The results further show that large proportion of the respondents 206 (57%) agreed that pastoral care programmes and mentorship build confidence, hope, faith and self-esteem in students. The findings of inferential statistics indicated that pastoral care and mentorship programme had a substantial impact on Psychosocial and Academic performance observed in public secondary schools in Kakamega County (t-statistic=15.072, p-value = 0.001 < 0.05) there was no statistically significant effect of Pastoral care and mentorship programme on student psychosocial adjustment and academic performance in public secondary schools in Kakamega County. The study concluded that, the county should embrace continuous evaluation and improvement of counseling and chaplaincy programs to meet the needs of students in. The study recommends that there is a need to assess and revise the existing spiritual and moral counseling programs to ensure they effectively promote psychosocial adjustment among students. This can be done by incorporating evidence-based strategies and techniques that have been shown to have a positive impact on students' well-being and academics.

Key words: Academic, Chaplaincy, Pastoral, School, Spiritual, Students

I. INTRODUCTION

It is evident from historical perspective that chaplaincy has its true origin embedded in early Christian monasteries as recorded by Kruschwitz (2010). He attributes this to early Church Fathers such as St. Martins, St. Antony, St. Benedict of Nursia and St. Pacomius among others. He records that monks' ascetic life was distinguished by acts of renunciation and self-denial that was seen as a means of attaining spiritual purity. For instance, he reports that through prayer and fasting, St. Antony managed to resist seductive scheme of demons to revert back to sinful lavish lifestyle of the city. Kruschwitz (2010) continues to recounts that afterwards people began trooping to monasteries to seek spiritual help owing to simplistic and charismatic lifestyle of monks.

Psychosocial adjustment refers to people's capacity to adapt to the environment, which implies that the individual has sufficient mechanisms to feel good, integrate, respond adequately to the demands of the environment, and achieve his or her objectives. Psychosocial adjustment factors involve both psychological and social variables which influence various aspects of student's behaviour and development. Conley *et al* (2013) classified the factors of

psychosocial adjustment such as mental health, depression, self-esteem, self-concept, anxiety, self-confidence, emotion, social support, social adaptation and socio economic status. In essence, both religion and spirituality seek to bring answer and stipulate relevant ideas and practices towards achieving a wholesome development of the social, the mental and physical dimensions of humans.

According to the words of Andresen, “specific religious doctrines are sometimes promoted in order to strengthen individual and institutional agendas” (Andresen, 2001). This scholarly position is true even when analysed in the context of the functions of campus life chaplaincy services. Chaplains that work in a tertiary institution provides counselling and spiritual guidance for students, they provide do not only enrich the religious or spiritual life of students and members of the staff, their spiritual services also translates into the preparation of emotional atmosphere that enhance improved educational performance of students. Education in its proper context involves spiritual, emotional and physical development that learning within the confine of the classroom cannot satisfy in all sense of absoluteness (Waweru & Otieno, 2018). Education is often used as an avenue to obtain a certificate in order to enable those who have it to gain employment and job promotion.

1.1 Statement of the Problem

Education is expected to provide students with opportunities for holistic development. The focus of educational institutions in Kenya has been skewed towards academic achievement with little attention being given to other critical aspects that promote learners’ holistic development. However, more startling reports of boy-girl relationship, pregnancy, general truancy and drugs and substance abuse in Church Sponsored Secondary Schools in Kenya are quite perplexing and disheartening and yet religious institutions provide chaplaincy services expected to compliment teachers’ efforts in producing an all-rounded individual. School chaplaincy programmes are intended to enhance this student holistic development through their emphasis on pastoral care, spiritual inspiration and mentorship (Cadge *et al* 2022). Despite the available chaplaincy programmes in our secondary schools in Kenya and particularly Kakamega county, there has been an increase of religious radicalization, general student indiscipline in secondary schools, uncontrollable drugs and substance abuse amongst youth in schools, early teenage pregnancy among girls that affect their smooth learning process, endless students unrests and arson, and drunkenness (Kagama, *et al* 2019). Therefore, the study was concerned with reasons why students still behave way they do despite the existence of chaplaincy in Church Sponsored Public Secondary Schools. While there is need for chaplaincy programmes to help guide and counsel these learners holistically, there is no clear information if school chaplains are working to help in student psychosocial adjustment and academic performance in secondary schools in Kakamega County, which calls for this study.

1.2 Research Objectives

The objectives of the study were to:

Examine the effect of pastoral care and mentorship programs on the psychosocial adjustment and academic performance of students in public secondary schools in Kakamega County

1.3 Research Hypotheses

H_{01} : There was no statistically significant effect of pastoral care and mentorship programmes on student psychosocial adjustment in public secondary schools in Kakamega County

II. LITERATURE REVIEW

2.1 Theoretical Review

According to Milner (2013), a theory is a working assumption that provides provisional ways of analyzing an occurrence in the society. This study was based within the context of two theoretical models, one viewing a school as organism consisting of departments and one seeking to explain why spiritual and social values of students tend to decline in a society due to breakdown of traditional social support system. Both theories were developed by Emile Durkheim as reported by Elwell and Townend (2000).

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

Social disintegration theory developed by Clifford Shaw and Henry McKay in 1942 was thus used to investigate reasons for the increased social and spiritual problems among students. This is because social and spiritual disorder has been long associated with progressive breakdown of traditional African values. For instance, a radical change introduced

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

2.2 Empirical Review

Feheney (1999) gives a very succinct definition of pastoral care in schools, declaring it as: “the integration of the academic, social, emotional and religious education of our students so that an atmosphere of care obtains in the school community”, and he further asserts that the delivery of pastoral care is built upon ethos, communal life, curriculum, and chaplaincy/counselling services. Caperon (2015) argues that pastoral care, which is a distinctively spiritual activity, is at the heart of an espoused theology of school chaplaincy, and the chaplain's role is defined as “someone whose special concern is not with the subjects of the school curriculum but with the whole spiritual dimension of education”. While Norman (2002) does not define pastoral care in this work, he asserts that the ‘perceptions’ of pastoral care can be “generally described in terms of three stages... these stages of pastoral care can occur simultaneously or in isolation”. According to Norman (2002), the three stages of pastoral care comprise of humanistic, spiritual, and curricular pastoral care. This discussion on ‘the contribution of pastoral care and school chaplaincy’ formed the basis of the next significant contribution to the literature on chaplaincy in Ireland.

The significance of pastoral care in secondary schools affiliated with religious institutions cannot be overstated. Fostering holistic development and well-being among students is of paramount importance, and pastoral initiatives play a pivotal role in achieving this goal. Drawing insights from the research conducted by Rhodes (2005), Pastoral care is a crucial aspect of secondary education in religious schools, as it encompasses the holistic development of students by providing social, emotional, and spiritual support. Rhodes (2005) emphasize the significance of pastoral care initiatives in creating a nurturing and inclusive environment for students within religious secondary schools. It may be argued by some researchers that the focus should solely be on academic excellence in these institutions, as religious education alone should suffice for students' spiritual growth. By addressing the social and emotional needs of students, religious secondary schools can establish an environment that is conducive to effective learning. Moreover, pastoral care initiatives align with the religious values upheld by these schools, thus reinforcing the overall educational experience. In summary, pastoral care initiatives play an integral role in religious secondary schools, contributing to the overall development and well-being of students. The research by Rhodes (2005) provides valuable insights into the significance of these initiatives, highlighting their positive impact on student welfare and academic performance. The implementation of pastoral care programs serves as a crucial foundation for understanding the subsequent definition and importance of pastoral initiatives.

Yapp (2003) identifies chaplaincy as a vital component that can re-awaken students' spiritual and moral consciousness which are critical in their holistic development. Similar views are held by Arego et al. (2014) who assert that chaplains can contribute to the provision of holistic education that promotes students harmonious growth and development which prepares them to be responsible members of the society.

According to Caperon (2015), one of the distinctive spiritual activities which is central to the theology of school chaplaincy is pastoral care. Donkor and Kyeremeh (2022) have elaborated on this by defining pastoral care as the integration of academic, social, emotional, and religious education to foster an atmosphere of care within the school community, which is built upon the ethos, communal life, curriculum, and chaplaincy services of the school.

Studies by Kageema *et al.* (2019) on effectiveness of pastoral care in Holistic development of secondary school students in Nyeri county Kenya” revealed that pastoral care as a subject of school chaplaincy programmes has suffered setbacks because secondary schools that are under the Management of County Education Board (CEB) have no defined formal religious sponsors hence they rely on the Christian ministries provided by religious groups such as Kenya Student Christian Fellowship (KSCE) and the volunteering neighbouring churches. This is seen to create inconsistency of pastoral care provision to students.

III. METHODOLOGY

The study adopted the descriptive survey research design. The design enhanced an in-depth analysis of the effect of pastoral care and mentorship programmes on student psychosocial adjustment in public secondary schools in Kakamega County. The study's target population was 425 principals, 425 chaplains and 101,680 students, 1 county quality assurance and standards officer (CQASO) and 288 teachers. In determining the study sample, the researcher was guided by Yamane's formula (Yamane, 1967). On the basis of the formula, the researcher arrived at a sample size of 62 principals, 62 chaplains, 383 students and 424 teachers. The researcher employed simple random sampling technique to identify the schools to take part in the study. In this process, the name of each school was written on a piece of paper which was folded and put into a container. Then 62 papers were picked from the container, one at a time. These papers gave the names of the schools to be included in the study. Data collection tools involved the use of two validated questionnaires, one for teachers, a second one for students. The researcher incorporated triangulation in the data collection process in order to enhance verification and validation of the collected data. Triangulation is the use of multiple data collection techniques. This multi-faceted approach of data collection gave the researcher an opportunity to corroborate the collected data thus improving on the reliability of the study findings. The data collection instruments were subjected to a validation process. This process included seeking expert opinions from the study supervisors on the appropriateness of items included in the questionnaires. Feedback given by these experts helped in the improvement of the data collection instruments. A pilot study was conducted 4 secondary schools in the study locale but these schools were excluded in the main study. Cronbach's alpha was used to analyze the reliability measures of the study instruments. Students' questionnaire had a reliability value of 0.878 while teachers' questionnaire had a value of 0.833 showing that these instruments were reliable as indicated by Orodho (2005). To avoid plagiarism, all sources cited in the study were acknowledged.

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

IV. FINDINGS & DISCUSSION

4.1 Demographic Characteristics of Teachers

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

The highest level of education influences the rate of learning and application of new ideas and knowledge, and such individuals with different levels of education may hold different views about pastoral care and mentorship programmes. The findings showed that majority of the respondents at 79% had a bachelor's degree. The variability in the level of education is a significant factor for analysis as regards the pastoral care and mentorship programmes and finally the findings showed that 50% of the teachers who participated in the study had 5-9 years' experience in teaching. The variability in the experience gives a reasonable factor for consideration for analysis on the respondent's perception on pastoral care and mentorship programmes.

Table 1
Demographic Characteristics of Teachers

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

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

However, the gender balance observed in students could also be interpreted as an indication of the successful implementation of gender mainstreaming initiatives. The ages of the respondents were grouped in intervals, and the above figure summarizes its data. Majority of the respondents 194 (53%) falls in age group of 17-19 years, followed by 135 (37%) in interval of 14-16 years and only 36 (10%) are over 20 years. In addition, findings on the age of respondents' shows that there was age diversity presentation in the students fraternity. Hence the data collected included the opinions of all age categories. Furthermore, the above figure illustrates that majority of the students 133 (36%) were form 4 students, 177 (32.1%) were form 3 and 115 (31.5%) were form 2. The results shows an equal distribution from all the classes participating in the study. Lastly, Table 2, shows that majority of the respondents 191 (52%) were ordinary students with no administrative duties, 90 (25%) were peer counselors and 84 (23%) were students council chairpersons.

Table 2
Demographic Characteristics of Students

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

The researcher sought from teachers to determine the effects of pastoral care programme and mentorship on psychosocial adjustment. The respondents were required to rate their opinions against five statements on a five point Likert scale (SA- Strongly Agree, A- Agree, UN- undecided, D- Disagree, SD- Strongly Disagree). The ratings were analyzed as frequencies, mean, standard deviation (Std), the composite mean and composite standard deviation. The results were presented in Table 3.

Table 3*Likert on Effects of Pastoral Care Programmes and Mentorship on Psychosocial Adjustment*

Effects	SA	A	UD	D	DA	Mean	Std
Develop sense of focus in life and set targets.	164 41.5%	178 45.1%	-	53 13.4%	-	1.72	0.700
Build confidence, hope, faith and self-esteem.	123 31.1%	171 43.3%	25 6.3%	53 13.4%	23 5.8%	2.73	1.201
Relieve students from anxiety and depression.	93 23.5%	161 40.8%	11 2.8%	68 17.2%	62 15.7%	2.80	1.387
Students overcome and cope with trauma due to loss grief/disease.	96 24.3%	176 44.6%	18 4.6%	86 21.8%	19 4.8%	2.46	1.209
Students overcome anxiety, depression.	105 26.6%	172 43.5%	20 5%	98 24.8%	-	2.31	1.156
Help students to develop self-esteem, and problem-solving skills.	93 23.5%	169 42.8%	9 2.3%	48 12.2%	76 19.2%	2.95	1.386
Help students to be disciplined and be well believed.	83 21%	203 51.4%	14 3.5%	28 7.1%	67 17%	2.64	1.406
Composite Mean and Standard Deviation						2.52	1.206

On whether of pastoral care programmes develop sense of focus in life and set targets, majority of the respondents 342 (86.6%) were in total agreement with the statement 53 (13%) remained undecided and no respondents disagreed. The mean score was 1.72 which was below composite mean of 2.52 indicating a negative influence on composite mean. The standard deviation was 0.70 which was also below the composite standard deviation of 1.206 indicating smaller spread in response to the item than the variable. This implies that majority of the respondents agreed that pastoral care programmes develop sense of focus in life and set targets. These results concur with the results of Crisp and Cruz (2009) who argued that pastoral care and mentorship programmes play a pivotal role in the holistic development of students by addressing their emotional, social, spiritual, and academic needs. In educational institutions, particularly in secondary schools and higher learning environments, these programmes are increasingly recognized as essential in supporting student well-being and promoting academic success (Crisp & Cruz, 2009).

The results further show that large proportion of the respondents 294 (64.3%) agreed that pastoral care programmes and mentorship build confidence, hope, faith and self-esteem in students 25 (6.3%) remained undecided and 76 (19.2%) disagreed. The mean score was 2.73 which was above composite mean of 2.52 indicating a positive influence on composite mean. The standard deviation was 1.201 which is below to the composite standard deviation of 1.206 indicating a negative spread to both item and the variable. This implies that majority of the respondents agreed that pastoral care programmes and mentorship build confidence, hope, faith and self-esteem in students. The findings reflect the literature of Fraser (2010), who points out that chaplains have assisted in developing and maintaining peer spiritual guidance, peer counselling, and in supervising school activities. He also argues that chaplains play an important role in schools by providing support and counselling for children identified as at risk. 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. (Principal 4)

The respondents were required to rate their opinions on whether pastoral care programmes and mentorship relieve students from anxiety and depression, the analysis show that majority of respondents 254 (64.3%) agreed with the statement, 11 (2.8%) remained undecided while 130 (32.9%) of respondents disagreed. The mean score was 2.80 which was above composite mean of 2.52 indicating a positive influence on composite mean. The standard deviation was 1.387 which was above the composite standard deviation of 1.206 indicating a wider spread in response to item than the variable. This implies that majority of the respondents agreed that whether pastoral care programmes and mentorship relieve students from anxiety and depression. These results are in line with the results of (McLaughlin, 2005)

who argued that pastoral care programmes offer emotional guidance through counseling and spiritual support. They help students navigate personal and family challenges, grief, trauma, or identity crises, contributing to improved emotional resilience and mental health. These programmes also cultivate a nurturing environment where students feel valued and included, thus reducing behavioral issues and absenteeism.

The results further show that majority of respondents 272(68.9%) agreed that pastoral care programmes and mentorship helps students overcome and cope with trauma due to loss grief/disease, 18 (4.6%) remained undecided and 105 (26.4%) disagreed. The mean score was 2.46 which was below the composite mean of 2.52 indicating a negative influence on composite mean. The standard deviation was 1.209 which was above the composite standard deviation of 1.206 indicating a wider spread in response to item than the variable. This implies that majority of respondents agreed with the statement of assertion. The results are in line with (DuBois *et al* 2011) findings who argued that students who receive emotional and moral support are more likely to be focused, motivated, and committed to their studies. Mentorship offers academic guidance in areas such as study habits and time management, and mentors can help students identify strengths and build personalized strategies. Furthermore, the analysis shows that pastoral care programmes and mentorship plays a vital role of overcoming anxiety, depression amongst students with a large proportion of respondents 277 (70.1%) in agreement, 20 (5%) being neutral and 98 (24.8%) disagreed.

The mean score was 2.31 which was below the composite mean of 2.52 indicating a negative influence on composite mean. The standard deviation was 1.156 which was above the composite standard deviation of 1.206 indicating a wider spread in response to item than the variable. This implies that majority of respondents agreed with the statement of assertion. By integrating spiritual and ethical guidance, pastoral care fosters positive values such as empathy, integrity, and respect. Mentorship provides students with role models who exemplify emotional maturity and offer support in navigating peer pressure and setting life goals (Rhodes, 2005).

The respondents were also required to rate their opinion on whether pastoral care programmes and mentorship help students to develop self-esteem, and problem-solving skills. The analysis shows that majority 262 (66.3%) agreed, 9 (2.3%) remained undecided while 124 (31.4%) disagreed with above statement. The mean score was 2.95 which was above composite mean of 2.52 indicating a positive influence on composite mean. The standard deviation was 1.386 which was above the composite standard deviation of 1.206 indicating a wider spread in response to item than the variable. This implies that majority of respondents agreed that pastoral care programmes and mentorship help students to develop self-esteem, and problem-solving skills. Pastoral care and mentorship contribute simultaneously to psychosocial adjustment and academic achievement. A student who gains emotional stability through pastoral support is better equipped to handle academic stress. Likewise, a mentee who has a clear academic path is more likely to thrive both emotionally and academically (Fraser, 2010).

Lastly, the analysis shows that majority of the respondents 286 (72.4%) agreed that pastoral care programmes and mentorship help students to be disciplined and be well believed 14 (3.5%) remained neutral while 95 (17%) disagreed. The mean score was 2.64 which was above composite mean of 2.52 indicating a positive influence on composite mean. The standard deviation was 1.406 which was above the composite standard deviation of 1.206 indicating a wider spread in response to item than the variable. This implies that majority of respondents agreed that pastoral care programmes and mentorship help to be disciplined and be well believed. Students involved in these programmes are less likely to engage in risky behaviors like substance abuse or truancy, which can harm academic outcomes. Moreover, these programmes are associated with higher school retention and graduation rates (Karcher, 2005).

4.1.1 Psychosocial Adjustment Effects

The researcher sought to determine the Psychosocial Adjustment effects. The respondents were required to rate their opinions against yes or no answer. The results were presented in Table 4.

Table 4*Psychosocial Adjustment Effects*

Psychosocial Adjustment	Yes	No
Chaplains provide counselling and emotional support, helping students cope with stress, anxiety, and other emotional challenges that can hinder academic performance.	357 90.4%	38 9.6%
For students who value their spiritual life, chaplains can offer guidance that aligns with their beliefs, providing a sense of purpose and motivation which can translate into better academic focus and discipline.	363 91.9%	32 8.1%
In times of personal crisis, chaplains can offer immediate support, helping students navigate difficult times without their academic performance suffering.	346 87.6%	49 12.4%
Chaplaincy programs often emphasize the development of strong moral and ethical values, which can foster a sense of responsibility and integrity in academic pursuits.	342 86.6%	53 13.4%
By fostering a sense of community and belonging, chaplaincy programs can create a supportive environment where students feel more connected and engaged, leading to improved academic outcomes.	338 85.6%	57 14.4%
Chaplains can mediate conflicts among students or between students and faculty, ensuring that these issues do not disrupt the academic environment.	324 82%	71 18%
Regular encouragement and motivational support from chaplains can inspire students to set and achieve higher academic goals.	365 92.4%	30 7.6%

The researcher also sought to find out effects of psychosocial adjustment, and analysis show that 357 (90.4%) of the respondents agreed that chaplains provide counselling and emotional support, helping students cope with stress, anxiety, and other emotional challenges that can hinder academic performance while 38(9.6%) disagreed. A significant portion of the respondents 363 (91.9%) agreed that for students who value their spiritual life, chaplains can offer guidance that aligns with their beliefs, providing a sense of purpose and motivation which can translate into better academic focus and discipline, while 32 (8.1%) declined. On whether in times of personal crisis, chaplains can offer immediate support, helping students navigate difficult times without their academic performance suffering, majority of the respondents 346 (87.6%) indicating a strong agreement with the statement while 49(12.4%) of the total respondents disagreed with the assertion. These results are in line with results from Roffey (2012) who argued that pastoral care plays a critical role in fostering psychosocial adjustment among students by addressing their emotional, spiritual, and social well-being. In educational settings, particularly where learners face a variety of personal and academic challenges, pastoral care acts as a supportive framework that enables them to adapt positively to their environment. Pastoral care interventions—such as counseling, spiritual support, and moral guidance—help students navigate difficult emotions arising from family issues, academic pressure, bereavement, trauma, or identity crises. Through regular interaction with caring adults such as chaplains, counselors, and pastoral staff, students are given safe spaces to express themselves. This support contributes to emotional regulation, reduced anxiety, and improved mental health (Roffey, 2012).

The results show a predominant response of 342(86.6%) reflecting a consensus among the participants that chaplaincy programs often emphasize the development of strong moral and ethical values, which can foster a sense of responsibility and integrity in academic pursuits while 53 (13.4%) of the same respondents disagreed. A large proportion of respondents 338 (85.6%) agreed that by fostering a sense of community and belonging, chaplaincy programs can create a supportive environment where students feel more connected and engaged, leading to improved academic outcomes while (14.4%) disagreed. On whether chaplains can mediate conflicts among students or between students and faculty, ensuring that these issues do not disrupt the academic environment the results show that 324 (82%) of the respondents agreed to the proposition while a minority 71 (18%) declined on the same statement. The analysis reveals that 365 (92.4%) of the responses rated regular encouragement and motivational support from chaplains can inspire students to set and achieve higher academic goals, with the remaining 30 (7.6%) being in disagreement with the statement.

One of the principal in a boys affected by school unrest commented on psychosocial adjustment that:

“In my honest opinion, there is need to improve programmes concerning students' psychosocial adjustment in this school because they are the consumers of knowledge. This is because they do not appear to know much about these programmes”. (Principal 2)

Pastoral care also enhances social adjustment by fostering positive peer interactions and conflict resolution. Programmes that teach empathy, respect, and communication skills improve students' ability to form healthy relationships. When students feel accepted and included, they are less likely to experience loneliness, bullying, or social isolation (Best, 2002). Furthermore, pastoral care promotes inclusivity by addressing issues related to diversity, discrimination, and cultural sensitivity, creating a safe and welcoming school climate. Adolescents and young adults undergo significant identity development. Pastoral care contributes positively to this process by instilling values, promoting self-reflection, and reinforcing a sense of purpose. Spiritual support can help students make meaning out of their experiences and develop a moral compass (Ecclestone & Hayes, 2009).

4.1.2 Academic Performance

The researcher sought to determine the academic performance. The respondents were required to rate their opinions against yes or no answer. The results were presented in Table 5

Table 5

Academic Performance

Academic Performance	Yes	No
Chaplains provide counselling and emotional support, helping students manage stress and anxiety, which can hinder academic performance.	365 92.4%	30 7.6%
Addressing mental health issues such depression and anxiety through counselling can lead to better focus and academic engagement.	329 83.3%	66 16.7%
For students who value spirituality, chaplaincy programs can help them find a sense of purpose and motivation, leading to increased academic drive.	342 86.6%	53 13.4%
Promoting values such as integrity, responsibility, and perseverance can positively influence students' approach to their studies.	370 93.7%	25 6.3%
Chaplaincy programs often include workshops on time management, study skills, and goal setting, which are directly beneficial to academic performance.	324 82%	71 18%
Chaplain-led groups and activities can create peer support networks that encourage academic collaboration and mutual help.	345 87.3%	50 12.7%
Chaplaincy programs foster a sense of community and belonging, which can enhance students' engagement and participation in academic activities.	357 90.4%	38 9.6%
Chaplains mediate conflicts between students or between students and faculty, ensuring that these issues do not disrupt academic progress.	345 87.3%	50 12.7%
Chaplains provide immediate support during personal crises, helping students maintain academic continuity during difficult times.	363 91.9%	32 8.1%

The research also sought to determine how academic performance id affected by chaplaincy services. The data analysis indicates that a large proportion 365 (92.4%) of the respondents agreed that chaplains provide counselling and emotional support, helping students manage stress and anxiety, which can hinder academic performance while 30 (7.6%) of the same respondents declined. Furthermore, the results show that addressing mental health issues such depression and anxiety through counselling can lead to better focus and academic engagement with 329 (83.3%) of the respondents agreement to the assertion while 66 (16.7%) disagreed on the same. On whether for students who value spirituality, chaplaincy programs can help them find a sense of purpose and motivation, leading to increased academic drive, majority of the respondents 342 (86.6%) indicating a strong agreement with the statement while 53 (13.4%) of the total respondents disagreed with the assertion.

The results shows that 370 (93.7%) were in favour of the proposition promoting values such as integrity, responsibility, and perseverance can positively influence students' approach to their studies while 25(6.3%) were of the contrary opinion. The results show a predominant response of 324 (82%) reflecting a consensus among the participants that Chaplaincy programs often include workshops on time management, study skills, and goal setting, which are directly beneficial to academic performance while 71 (18%) of the same respondents disagreed.

The analysis reveals that 345 (87.3%) of the responses rated chaplain-led groups and activities can create peer support networks that encourage academic collaboration and mutual help, with the remaining 50 (12.7%) being in disagreement with the statement. The data analysis indicates that a large proportion 357 (90.4%) of the respondents agreed that Chaplaincy programs foster a sense of community and belonging, which can enhance students' engagement and participation in academic activities, while 38 (9.6%) of the same respondents declined. These findings agree with the findings of Norman (2002) that learning institutions in England brought together students from different religious faith Therefore, it is undoubtedly important for schools to promote religious unity by jointly carrying out common activities that help to promote the spirit of ecumenism.

On whether chaplains mediate conflicts between students or between students and faculty, ensuring that these issues do not disrupt academic progress, the analysis reveal that 345 (87.3%) of the responses were in favour of the proposition while the minor responses 50 (12.7%) disagreed on the same. Lastly, the analysis indicated that large proportion of respondents 363 (91.9%) agreed that chaplains provide immediate support during personal crises, helping students maintain academic continuity during difficult times while 32 (8.1%) declined on the statement, indicating that majority of the respondents agreed to the statement.

One of the chaplains in a Friends church school reported that,

“The invited guests normally talk about general topics such as issues of boy girl relationships, spiritual issues, career, studies and general conduct of students”. (Chaplain 1)

The researcher sought to determine from students the effects of pastoral care programme and mentorship on psychosocial adjustment. The respondents were required to rate their opinions against five statements on a five point Likert scale (SA- Strongly Agree, A- Agree, UN- undecided, D- Disagree, SD- Strongly Disagree). The ratings were analyzed as frequencies, mean, standard deviation (Std), the composite mean and composite standard deviation. The results were presented in Table 6.

Table 6*Likert on Effects of Pastoral Care Programmes and Mentorship on Psychosocial Adjustment*

EFFECTS	SA	A	UD	D	DA	Mean	Std
Develop sense of focus in life and set targets.	151 41%	167 46%	47 13%	0 0%	0 0%	1.72	0.69
Build confidence, hope, faith and self-esteem.	47 13%	159 44%	25 7%	111 30%	23 6%	2.74	1.20
Relieve students from anxiety and depression.	65 18%	154 42%	11 3%	79 22%	56 15%	2.75	1.38
Students overcome and cope with trauma due to loss grief/disease.	80 22%	163 45%	18 5%	85 23%	19 5%	2.45	1.21
Students overcome anxiety, depression.	105 29%	157 43%	14 4%	89 24%	0 0%	2.25	1.13
Help students to develop self-esteem, and problem-solving skills.	45 12%	162 44%	9 3%	79 22%	70 19%	2.91	1.39
Help students to be disciplined and be well believed.	65 18%	189 52%	14 4%	23 6%	74 20%	2.59	1.40
Composite Mean and Standard Deviation						2.49	1.20

On whether of pastoral care programmes develop sense of focus in life and set targets, majority of the respondents 318 (87%) were in total agreement with the statement 47 (13%) remained undecided and no respondents disagreed. The mean score was 1.72 which was below composite mean of 2.49 indicating a negative influence on composite mean. The standard deviation was 0.69 which was also below the composite standard deviation of 1.20 indicating smaller spread in response to the item than the variable. This implies that majority of the respondents agreed that pastoral care programmes develop sense of focus in life and set targets.

These study are in line with the study by Ecclestone and Hayes (2009) who argued that pastoral care also enhances social adjustment by fostering positive peer interactions and conflict resolution. Programmes that teach empathy, respect, and communication skills improve students' ability to form healthy relationships. When students feel accepted and included, they are less likely to experience loneliness, bullying, or social isolation (Best, 2002). Furthermore, pastoral care promotes inclusivity by addressing issues related to diversity, discrimination, and cultural sensitivity, creating a safe and welcoming school climate. Adolescents and young adults undergo significant identity development. Pastoral care contributes positively to this process by instilling values, promoting self-reflection, and reinforcing a sense of purpose. Spiritual support can help students make meaning out of their experiences and develop a moral compass (Ecclestone & Hayes, 2009).

The results further show that large proportion of the respondents 206 (57%) agreed that pastoral care programmes and mentorship build confidence, hope, faith and self-esteem in students 25 (7%) remained undecided and 134 (36%) disagreed. The mean score was 2.74 which was above composite mean of 2.49 indicating a positive influence on composite mean. The standard deviation was 1.20 which equal to the composite standard deviation of 1.20 indicating a normal spread to both item and the variable. This implies that majority of the respondents agreed that pastoral care programmes and mentorship build confidence, hope, faith and self-esteem in students. The respondents were required to rate their opinions on whether pastoral care programmes and mentorship relieve students from anxiety and depression, the analysis show that majority of respondents 219 (60%) agreed with the statement, 11 (3%) remained undecided while 135 (37%) of respondents disagreed. The mean score was 2.75 which was above composite mean of 2.49 indicating a positive influence on composite mean. The standard deviation was 1.38 which was above the composite standard deviation of 1.20 indicating a wider spread in response to item than the variable. This implies that majority of the respondents agreed that whether pastoral care programmes and mentorship relieve students from anxiety and depression.

The results are in line with DuBois *et al* (2011) findings who argued that students who receive emotional and moral support are more likely to be focused, motivated, and committed to their studies. Mentorship offers academic guidance in areas such as study habits and time management, and mentors can help students identify strengths and build personalized strategies.

The results further show that majority of respondents 243(67%) agreed that pastoral care programmes and mentorship helps students overcome and cope with trauma due to loss grief/disease, 18 (5%) remained undecided and 104 (28%) disagreed. The mean score was 2.45 which was below the composite mean of 2.49 indicating a negative

influence on composite mean. The standard deviation was 1.21 which was above the composite standard deviation of 1.20 indicating a wider spread in response to item than the variable. This implies that majority of respondents agreed with the statement of assertion. Furthermore, the analysis shows that pastoral care programmes and mentorship plays a vital role of overcoming anxiety, depression amongst students with a large proportion of respondents 262 (72%) in agreement, 14 (4%) being neutral and 89 (24%) disagreed. The mean score was 2.25 which was below the composite mean of 2.49 indicating a negative influence on composite mean. The standard deviation was 1.13 which was above the composite standard deviation of 1.20 indicating a wider spread in response to item than the variable. This implies that majority of respondents agreed with the statement of assertion. These results are in line with the results of (McLaughlin, 2005) who argued that pastoral care programmes offer emotional guidance through counseling and spiritual support. They help students navigate personal and family challenges, grief, trauma, or identity crises, contributing to improved emotional resilience and mental health. These programmes also cultivate a nurturing environment where students feel valued and included, thus reducing behavioral issues and absenteeism.

The respondents were also required to rate their opinion on whether pastoral care programmes and mentorship help students to develop self-esteem, and problem-solving skills. The analysis shows that majority 207 (56%) agreed, 9 (3%) remained undecided while 149 (41%) disagreed with above statement. The mean score was 2.91 which was above composite mean of 2.49 indicating a positive influence on composite mean. The standard deviation was 1.39 which was above the composite standard deviation of 1.20 indicating a wider spread in response to item than the variable. This implies that majority of respondents agreed that pastoral care programmes and mentorship help students to develop self-esteem, and problem-solving skills. Lastly, the analysis shows that majority of the respondents 254 (70%) agreed that pastoral care programmes and mentorship help students to be disciplined and be well believed 14 (4%) remained neutral while 97 (26%) disagreed. The mean score was 2.59 which was above composite mean of 2.49 indicating a positive influence on composite mean. The standard deviation was 1.40 which was above the composite standard deviation of 1.20 indicating a wider spread in response to item than the variable. This implies that majority of respondents agreed that pastoral care programmes and mentorship help to be disciplined and be well believed. Students involved in these programmes are less likely to engage in risky behaviors like substance abuse or truancy, which can harm academic outcomes. Moreover, these programmes are associated with higher school retention and graduation rates (Karcher, 2005).

The researcher sought to determine the Psychosocial Adjustment effects. The respondents were required to rate their opinions against yes or no answer. The results were presented in Table 7.

Table 7

Psychosocial Adjustment Effects

Psychosocial Adjustment	Yes	No
Chaplains provide counselling and emotional support, helping students cope with stress, anxiety, and other emotional challenges that can hinder academic performance.	335 92%	30 8%
For students who value their spiritual life, chaplains can offer guidance that aligns with their beliefs, providing a sense of purpose and motivation which can translate into better academic focus and discipline.	343 94%	22 6%
In times of personal crisis, chaplains can offer immediate support, helping students navigate difficult times without their academic performance suffering.	323 89%	42 11%
Chaplaincy programs often emphasize the development of strong moral and ethical values, which can foster a sense of responsibility and integrity in academic pursuits.	315 86%	50 14%
By fostering a sense of community and belonging, chaplaincy programs can create a supportive environment where students feel more connected and engaged, leading to improved academic outcomes.	311 85%	54 15%
Chaplains can mediate conflicts among students or between students and faculty, ensuring that these issues do not disrupt the academic environment.	296 81%	69 19%
Regular encouragement and motivational support from chaplains can inspire students to set and achieve higher academic goals.	342 94%	23 6%

The researcher also sought to find out effects of psychosocial adjustment, and analysis show that 335 (92%) of the respondents agreed that chaplains provide counselling and emotional support, helping students cope with stress, anxiety, and other emotional challenges that can hinder academic performance while 30 (8%) disagreed. A significant portion of the respondents 343 (94%) agreed that for students who value their spiritual life, chaplains can offer guidance that aligns with their beliefs, providing a sense of purpose and motivation which can translate into better academic focus and discipline, while 22 (6%) declined. On whether in times of personal crisis, chaplains can offer immediate support, helping students navigate difficult times without their academic performance suffering, majority of the respondents 323 (89%) indicating a strong agreement with the statement while 42 (11%) of the total respondents disagreed with the assertion.

The results show a predominant response of 315 (86%) reflecting a consensus among the participants that chaplaincy programs often emphasize the development of strong moral and ethical values, which can foster a sense of responsibility and integrity in academic pursuits while 50 (14%) of the same respondents disagreed. A large proportion of respondents 311 (85%) agreed that by fostering a sense of community and belonging, chaplaincy programs can create a supportive environment where students feel more connected and engaged, leading to improved academic outcomes while 54 (15%) disagreed. On whether chaplains can mediate conflicts among students or between students and faculty, ensuring that these issues do not disrupt the academic environment the results show that 296 (81%) of the respondents agreed to the proposition while a minority 69 (19%) declined on the same statement. The analysis reveals that 342 (94%) of the responses rated regular encouragement and motivational support from chaplains can inspire students to set and achieve higher academic goals, with the remaining 23 (6%) being in disagreement with the statement. These outcomes align with Donkor and Kyeremeh (2022) who elaborated on this by defining pastoral care as the integration of academic, social, emotional, and religious education to foster an atmosphere of care within the school community, which is built upon the ethos, communal life, curriculum, and chaplaincy services of the school.

4.1.3 Academic Performance

The researcher sought to determine the academic performance. The respondents were required to rate their opinions against yes or no answer. The results were presented in Table 8.

Table 8

Academic Performance

Academic Performance	Yes	No
Chaplains provide counselling and emotional support, helping students manage stress and anxiety, which can hinder academic performance.	337 92%	28 8%
Addressing mental health issues such depression and anxiety through counselling can lead to better focus and academic engagement.	346 95%	19 5%
For students who value spirituality, chaplaincy programs can help them find a sense of purpose and motivation, leading to increased academic drive.	324 89%	41 11%
Promoting values such as integrity, responsibility, and perseverance can positively influence students' approach to their studies.	317 87%	48 13%
Chaplaincy programs often include workshops on time management, study skills, and goal setting, which are directly beneficial to academic performance.	314 86%	51 14%
Chaplain-led groups and activities can create peer support networks that encourage academic collaboration and mutual help.	299 82%	66 18%
Chaplaincy programs foster a sense of community and belonging, which can enhance students' engagement and participation in academic activities.	338 93%	27 7%
Chaplains mediate conflicts between students or between students and faculty, ensuring that these issues do not disrupt academic progress.	343 94%	22 6%
Chaplains provide immediate support during personal crises, helping students maintain academic continuity during difficult times.	322 88%	43 12%

The research also sought to determine how academic performance is affected by chaplaincy services. The data analysis indicates that a large proportion 337 (92%) of the respondents agreed that chaplains provide counselling and emotional support, helping students manage stress and anxiety, which can hinder academic performance while 28 (8%) of the same respondents declined. Furthermore, the results show that addressing mental health issues such depression and anxiety through counselling can lead to better focus and academic engagement with 346 (95%) of the respondents agreement to the assertion while 19 (5%) disagreed on the same. On whether for students who value spirituality, chaplaincy programs can help them find a sense of purpose and motivation, leading to increased academic drive, majority of the respondents 324 (89%) indicating a strong agreement with the statement while 41 (11%) of the total respondents disagreed with the assertion. A minority of the responses were 48 (13%) indicating that most respondents 317 (87%) were in favour of the proposition promoting values such as integrity, responsibility, and perseverance can positively influence students' approach to their studies.

Academic performance remains one of the most crucial indicators of success in educational institutions. While cognitive abilities and instructional quality are essential factors, the role of pastoral care in enhancing academic achievement is increasingly gaining recognition. Pastoral care refers to the support structures within educational environments that focus on students' emotional, social, and spiritual needs. This holistic approach contributes directly and indirectly to improved academic outcomes. For instance, (Roffey, 2012) argues that pastoral care provides emotional and psychological support that helps students manage stress, anxiety, and personal challenges. Through counselling services, mentorship, and spiritual guidance, students gain emotional stability and self-awareness. Emotional well-being

is positively correlated with better concentration, memory retention, and classroom engagement—all of which contribute to academic success.

The results show a predominant response of 314 (86%) reflecting a consensus among the participants that Chaplaincy programs often include workshops on time management, study skills, and goal setting, which are directly beneficial to academic performance. while 51 (14%) of the same respondents disagreed. The analysis reveals that 299 (82%) of the responses rated chaplain-led groups and activities can create peer support networks that encourage academic collaboration and mutual help, with the remaining 66 (18%) being in disagreement with the statement. The data analysis indicates that a large proportion 338 (92%) of the respondents agreed that Chaplaincy programs foster a sense of community and belonging, which can enhance students' engagement and participation in academic activities, while 27 (8%) of the same respondents declined. On whether chaplains mediate conflicts between students or between students and faculty, ensuring that these issues do not disrupt academic progress, the analysis reveal that 343 (94%) of the responses were in favour of the proposition while the minor responses 22 (6%) disagreed on the same. Lastly, the analysis indicated that large proportion of respondents 322 (88%) agreed that chaplains provide immediate support during personal crises, helping students maintain academic continuity during difficult times while 43 (12%) declined on the statement, indicating that majority of the respondents agreed to the statement. This study concurs with the study by (Ecclestone & Hayes, 2009), they argued that pastoral care promotes the development of life skills such as time management, discipline, empathy, and responsibility. These skills contribute to academic self-efficacy—the belief in one's capacity to succeed in academic tasks. Students who perceive themselves as competent and supported tend to perform better academically and recover more effectively from setbacks (Ecclestone & Hayes, 2009).

Using teachers' questionnaire, the study sought to establish the effect of pastoral care and mentorship programme on student psychosocial adjustment and academic performance in public secondary schools in Kakamega County. Linear regression test was employed to determine this. The study utilized the following null hypothesis which was tested at 0.05 level of significance. The results are shown in Table 9;

Table 9
Regression Coefficients

Regression Coefficients

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.630 ^a	.396	.395	4.345

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4872.585	1	4872.585	258.071	.000 ^b
	Residual	7420.149	393	18.881		
	Total	12292.734	394			

Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.976	.574		12.148	.000
	Pastoral care and mentorship programme	.633	.039	.630	16.065	.000

a. Dependent Variable: Psychosocial and Academic performance effect

The results in Table 9 shows that the R-squared value is 0.396. The results of this study indicate that Pastoral care and mentorship programme was responsible for 38.5% of the variability in Psychosocial and Academic performance observed in public secondary schools in Kakamega County. The remaining 60.4% can be attributed to other factors that were not explicitly addressed in the study, which focused on examining the relationship between Pastoral care and mentorship programme and Psychosocial and Academic performance. The findings also indicate that the independent variable, Pastoral care and mentorship programme has a substantial predictive effect on Psychosocial and Academic performance observed in public secondary schools in Kakamega County. This conclusion is drawn from the analysis of variance (ANOVA) test conducted at a significance level of 0.05 ($p=0.001 < 0.05$). The significance value of 0.001 is below the preset significance limit of 0.05, providing support for this assertion. The results of the study indicated that Pastoral care and mentorship programme had a substantial impact on Psychosocial and Academic performance observed in public secondary schools in Kakamega County (t -statistic=16.065, p -value = $0.001 < 0.05$). Hence, the null hypothesis was rejected at a 5% level of significance there was no statistically significant effect of Pastoral care and mentorship programme on student psychosocial adjustment and academic performance in public secondary schools in Kakamega County.

Therefore, an increase of one unit in Pastoral care and mentorship programme was associated with a 0.633 increase in psychosocial adjustment and academic performance. As a result, the null hypothesis is refuted that Pastoral care and mentorship programme has no significant effect on psychosocial adjustment and academic performance

observed in public secondary schools in Kakamega County. Otieno (2018) further established that the manner in which chaplaincy activities are carried out is inadequate to necessitate intended behaviour change among students. This is because majority of chaplains majorly visit their work stations once a week purposely to conduct church service.

Consequently, these services are carried out according to the doctrines and customs of the sponsor church that is viewed by some students as a deliberate attempt to indoctrinate them against their own volition. Various scholars and educational policy makers have advanced the view that strong chaplaincy services in schools can complement teachers' efforts in the intellectual, spiritual and emotional development of learners (Pickford, 2010). For instance, Yapp (2003) identifies chaplaincy as a vital component that can re-awaken students' spiritual and moral consciousness which are critical in their holistic development. Similar views are held by Arego et al, (2014) who assert that chaplains can contribute to the provision of holistic education that promotes students' harmonious growth and development which prepares them to be responsible members of the society.

Thus the model equation is

$$Y = 6.976 + 0.633X$$

Where

Y- Psychosocial adjustment and academic performance

X- Pastoral care and mentorship programme.

Using student's data, the study sought to establish the effect of pastoral care and mentorship programme on student psychosocial adjustment and academic performance in public secondary schools in Kakamega County. Linear regression test was employed to determine this. The study utilized the following null hypothesis which was tested at 0.05 level of significance. The results are shown in Table 10.

Table 10

Regression Analysis

Regression Analysis

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.620 ^a	.385	.383	4.438		
ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4473.822	1	4473.822	227.165	.000 ^b
	Residual	7148.984	363	19.694		
	Total	11622.805	364			
Regression Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.641	.611		10.861	.000
	Pastoral care and mentorship programme	.659	.044	.620	15.072	.000

a. Dependent Variable: Psychosocial and Academic performance

Results in Table 10 shows that the R-squared value is 0.385. The results of this study indicate that Pastoral care and mentorship programme was responsible for 38.5% of the variability in Psychosocial and Academic performance observed in public secondary schools in Kakamega County. The remaining 61.5% can be attributed to other factors that were not explicitly addressed in the study, which focused on examining the relationship between Pastoral care and mentorship programme and Psychosocial and Academic performance.

The findings displayed in Table 4.22b indicate that the independent variable, Pastoral care and mentorship programme has a substantial predictive effect on Psychosocial and Academic performance observed in public secondary schools in Kakamega County. This conclusion is drawn from the analysis of variance (ANOVA) test conducted at a significance level of 0.05 ($p=0.001 < 0.05$). The significance value of 0.001 is below the preset significance limit of 0.05, providing support for this assertion. The findings also indicates that Pastoral care and mentorship programme had a substantial impact on Psychosocial and Academic performance observed in public secondary schools in Kakamega County (t -statistic=15.072, p -value = $0.001 < 0.05$). Hence, the null hypothesis was rejected at a 5% level of significance there was no statistically significant effect of Pastoral care and mentorship programme on student psychosocial adjustment and academic performance in public secondary schools in Kakamega County. Therefore, an increase of one unit in Pastoral care and mentorship programme was associated with a 0.659 increase in psychosocial adjustment and academic performance. As a result, the null hypothesis is refuted that Pastoral care and mentorship programme has no significant effect on psychosocial adjustment and academic performance observed in public secondary schools in Kakamega County.

This finding contradicted the findings of Donkor and Kyeremeh (2022) who report that school-chaplains incorporated all religious faiths; Christians, Muslims, Hindus and other non-religious persons in planning and carrying out religious activities that helped to inculcate the sense of togetherness and Spiritual and moral counselling programme in schools. In addition, most students viewed the school chaplain as a person who helped them to explore their problems and accompany those who were feeling rejected because of social and spiritual differences they have at home. This is the essence of pastoral care as emphasized by Cooper (2012) 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.

$$Y = 6.641 + 0.659X$$

Where

Y- Psychosocial adjustment and academic performance

X- Pastoral care and mentorship programme

V. CONCLUSION & RECOMMENDATIONS

5.1 Conclusion

In conclusion, the findings showed that a significant number of students had positive perceptions of pastoral care and mentorship, with 60.2% strongly agreeing and 35.0% agreeing that it helps develop a sense of focus in life. Additionally, high percentages of students agreed that these programs build confidence, hope, faith, self-esteem, and help relieve anxiety and depression. However, similar to spiritual and moral counseling, the correlation and regression analyses did not demonstrate a significant effect of pastoral care and mentorship on psychosocial adjustment. While students value the benefits of these programs, their direct impact on psychosocial adjustment may be limited. The study recommended the need to assess and revise the existing spiritual and moral counseling programs to ensure they effectively promote psychosocial adjustment among students. This can be done by incorporating evidence-based strategies and techniques that have been shown to have a positive impact on students' well-being.

5.2 Recommendations

Based on the results and objectives of the study, the following recommendations can be made implementing comprehensive and structured pastoral care and mentorship programs that address the specific needs of students and provide them with the necessary support to navigate challenges and develop positive psychosocial outcomes and promoting collaboration and partnership between schools, communities, and relevant stakeholders to ensure adequate resources and funding for pastoral care and mentorship programs.

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