

**INFLUENCE OF PRINCIPALS' DISCIPLINE MANAGEMENT
STRATEGIES ON PSYCHOLOGICAL WELL-BEING OF ORPHANED
STUDENTS IN PUBLIC SECONDARY SCHOOLS IN
MAKUENI COUNTY, KENYA.**

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**THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF DOCTOR
OF PHILOSOPHY IN EDUCATIONAL PSYCHOLOGY OF
MAASAI MARA UNIVERSITY**

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DECLARATION

I declare that this report is my original work and has not been presented in any other university/institution for consideration of any certification. This research report has been complemented by referenced sources duly acknowledged. Where text, data, pictures or tables have been borrowed from other sources, including the internet, are specifically accredited and references cited using the APA system and in accordance with anti-plagiarism regulations.

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DEDICATION

This thesis is dedicated to my dear wife Damaris Mueni, my son, Robert, my two daughters Faith and Yvonne, and my daughter in-law, Glory for their patience and support when I was preparing it.

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ABSTRACT

Principals are supposed to utilise different strategies to address the issues affecting orphaned learners to promote their psychological well-being, especially in public secondary schools. Such tactics should be used in regions such as Makueni where orphaned children undergo difficulties and challenges. Considering the identified situation, this study sought to assess the influence of principals' discipline management strategies on the psychological well-being of orphaned students in public secondary schools in Makueni County, Kenya. The objectives were: to establish the influence of principals' enforcement of rules and regulations, involvement of stakeholders, counselling strategies and mentorship programmes on the psychological well-being of orphaned students in public secondary schools in Makueni County, Kenya. The study was guided by the assertive discipline theory and the theory of psychological well-being. The study adopted a descriptive correlational research design. The target population comprised 393 principals, 1003 teacher-counsellors, and 583 orphaned students in the 393 public secondary schools, totalling 1,979 respondents from which a sample of 333 respondents was determined using Yamane's Formula which is a statistical formula used to calculate sample size. A sample of 66 principals, 169 teacher-counsellors and 98 orphaned students using stratified simple random technique such that the sample for each category was proportionate to the target population. Questionnaires were used to collect quantitative data from teacher-counsellors whereas interview guides were used to collect qualitative data from principals and orphaned students. Qualitative data was analysed thematically along the objectives and presented thematically in narrative forms. Quantitative data were analysed descriptively using frequencies, percentages, means, and standard deviation and inferentially using Spearman's correlation analysis using Statistical Packages for Social Sciences (SPSS 23) to test the hypotheses ($\alpha = 0.05$). Quantitative findings were presented using tables and figures. The study's findings were; a positive correlation ($r=0.380$, $p<0.05$) between the principals' enforcement of rules and regulations and the psychological well-being of orphaned students in public secondary schools in Makueni County which suggests that consistent application of rules may foster a sense of stability and security for orphaned students, a positive correlation ($r=0.414$, $p<0.05$) between the involvement of stakeholders in decision-making and the psychological well-being of orphaned students in public secondary schools in Makueni County which indicates that when teachers, parents, and community members participate in school decisions, it may enhance students' sense of belonging and value, a positive correlation ($r=0.401$, $p<0.05$) between the counselling strategies and the psychological well-being of orphaned students in public secondary schools in Makueni County which highlights the importance of accessible and effective counseling services, and a positive correlation ($r=0.320$, $p<0.05$) between the mentorship programmes and the psychological well-being of orphaned students in public secondary schools in Makueni County which suggests that having mentors may positively influence the mental and emotional well-being of these students. The study concluded that a significant relationship was established between the extent to which principals enforce rules and regulations and the psychological well-being of orphaned students. Also, the study recommended that orphaned students should actively seek support and engage with counseling services, mentorship programs, and peer counseling centers provided by the school, as these resources have been shown to significantly contribute to their psychological well-being. Potential beneficiaries of the study findings include educators, policymakers, and community stakeholders, who can use the insights to develop effective strategies for supporting the psychological well-being of orphaned students and promoting inclusive and healthy school environments. Future research should include longitudinal studies, challenges in discipline management, educational settings comparisons, policy impact assessment, trauma-informed approaches, and parental/community support programs.

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LIST OF ABBREVIATIONS AND ACRONYMS

APA	American Psychological Association
BOM	Board of Management
KNBS	Kenya National Bureau of Statistics
MoE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation
SPSS	Statistical Package for Social Sciences
UNICEF	United Nations International Children's Fund

CHAPTER ONE: INTRODUCTION

1.1 Introduction

In this section a detailed overview of the study's key components, including the background to the study, research problem, objectives, significance, scope, limitations, and assumptions are provided. Additionally, the section provides a comprehensive list of operational definitions of terms used throughout the study.

1.2 Background to the Study

Psychological well-being refers to a state of mental wellness of an individual to undertake certain tasks and responsibilities within his or her ecosystem. Burris et al. (2015) posit that mental wellness is the refers to feeling good and doing well, how one gets along with others and how they feel about themselves. This includes how people connect with others and how confident and happy they feel while also growing as individuals. Among students, especially the orphans, psychological well-being entails a state of physical, cognitive and mental wellness of a student to undertake their academic activities.

In the United States of America, Dishman and Buckworth (2016) consider psychological well-being of a student as the physical, cognitive, social and emotional maturation of a learner from conception to adulthood. According to Dishman and Buckworth (2016), the mental health of students covers a lot of different feelings and experiences like happiness, energy levels, and moods, including anxiety, sadness, and anger. But in many schools, people are really worried about how well students who have lost their parents are doing when it comes to their mental health. This is something that's on the minds of many people involved in education.

A report by Phillip and Grace (2016) shows that, in Colombia, instances of low psychological well-being have been on the rise among students with no parents, guardians or caregivers in secondary schools. The report indicates that 56.9% of the students in school manifest instances of diminished levels of self-acceptance, unhealthy interpersonal relations, poor personal growth and low self-efficacy beliefs. To mitigate these challenges, secondary schools have adopted a multiplicity of approaches including discipline management strategies.

Discipline management strategies encompass a range of methods and approaches employed by school principals to address issues of student misbehaviour and their impact on students' mental well-being. These strategies encompass various interventions, including but not limited to counselling, involving all relevant stakeholders, enforcing stricter adherence to school rules, and serving as role models for students to emulate. In the Indian context, Kabandize (2014) suggests that school principals hold a significant position as the symbolic leaders of educational institutions, setting behavioural standards for both staff and students within and beyond the school environment. However, there remains a notable gap in our understanding of the extent to which these discipline management strategies affect the psychological well-being of vulnerable students, particularly orphans, in the secondary school setting. This aspect of the relationship between discipline management and the well-being of such students has yet to be thoroughly explored.

In Haiti, for example, a report by Mesh (2016) shows that, despite having disciplinary measures at school, 79.3% of orphaned students manifest instances of low self-esteem, diminished levels of self-acceptance, unhealthy interpersonal relations, poor personal growth and low levels of self-belief. Mesh (2016) further notes that 61.9% of orphaned

students have jeopardized the mental, emotional and physical well-being of children thus putting society at the risk of ethical and moral deterioration. This corroborates the assertions of Norwhich (2015) posits that cases of low and diminished students' psychological well-being in secondary schools have been on the rise.

According to Norwhich (2015), the problem of low students' psychological well-being has been characterized as serious and pervasive, negatively affecting student learning. This implies that, despite the efforts being made to institute disciplinary measures like guidance and counselling to ensure that students conduct themselves decorously, orphaned students still have challenges related to their psychological well-being.

In many countries in Sub-Saharan Africa, disciplinary management strategies such as counselling, parental involvement and strict adherence to rules and regulations have been designed by secondary schools to improve the psychological well-being of students. For example, in Nigeria, an assessment by Suleiman et al. (2019) show that adopting counselling strategies such as peer, group, life skills and mentorship programmes has enabled secondary schools to reduce effects of low self-esteem, low self-confidence and low self-efficacy among orphaned and vulnerable students. Suleiman (2019) assert that secondary schools have initiated guidance and counselling centres with substantive teacher-counsellors tasked to undertake the responsibilities of offering services to students.

In the same token, in secondary schools in KwaZulu Natal Province in South Africa, Cicognani (2019) opines that, to improve the psychological well-being of students, schools have roped in parents, encouraging adherence to school rules and regulations. However, orphaned students in secondary schools have continued to manifest instances of low psychological well-being. Cicognani (2019) reports that, in secondary schools

in South Africa, students have exhibited defiant and aggressive ways in and out of school settings such as disrupting school activities, bullying, drugs consumption, cultism, disobeying school rules and regulations. This implies that students' psychological well-being has become an issue of concern for educators and policymakers owing to the outbreak of aggressiveness among peers, violence within a teacher-student relationship and vandalism as well. In Tanzania, the situation is the same with cases of low psychological well-being among students being on the rise. A report by Mdamu (2017) shows that the number of orphans in Tanzania exceeds the capacity of the extended family and the available orphanages to take care of. Mdamu (2017) reports that 18.0% of orphans live with mothers only, 6.0% live with their fathers only while 16.0% do not live with any of the biological parents with many experiencing instances of low self-esteem and low self-efficacy beliefs. This corroborates the findings of a survey undertaken by Theophil and Mary (2021) in a sample of 67 participants in Dar es Salaam which revealed that 67.9% of students have had cases of low self-esteem and lack of sense of purpose in life which has negatively affected their participation in academic activities. Theophil and Mary (2021) noted that, among vulnerable and orphaned students, such instances have been rampant with a net effect on their academic activities at school.

This supports the assertions by UNICEF (2020) that orphans often face more emotional problems than other kids. These problems can be things like feeling sad, angry, or anxious because they haven't been able to cope with losing their parents. In simpler terms, orphans might feel worried because they don't have much control over their lives. UNICEF (2020) also recommends that schools need to take charge of planning, organizing, leading, and managing things for orphaned students.

The Kenyan government has implemented a number of initiatives, such as free primary education and secondary school subsidies, to help orphaned children. These government programs have increased orphaned children's access to education, claims Kavoi's research (2019). The extended communities and family of orphaned children frequently give crucial help in addition to government initiatives. According to a study by Nzomo (2021), many orphaned children in Makueni County rely on the assistance of neighbors, family members, and community-based organizations to meet their educational needs. NGOs are crucial for ensuring that orphaned children in Kenya have access to psychosocial and education support. Kwamboka (2020) asserts that groups like Save the Children and World Vision have significantly improved the health and academic performance of orphaned students in the region.

Orphaned students usually display exceptional tenacity and determination despite the various challenges they face. Mutisya and Kasyoka (2018) highlighted the motivational stories of orphaned students who had overcome obstacles and excelled academically. It is crucial to be aware of the limitations of some research, especially those with small sample sizes, even though the body of literature already in existence provides valuable perspectives on the lives of orphaned children in the area. More research with larger sample sizes is necessary in order to have a more complete understanding of the challenges and opportunities faced by orphaned children in Makueni County. Research emphasizes the value of ongoing efforts by the state, localities, and organizations to supply the aid and materials required to guarantee that orphaned students in Makueni County have equal access to high-quality education and the chance to succeed despite their difficult circumstances.

The importance of education in enhancing an individual's quality of life and future possibilities is universally acknowledged. For disadvantaged groups, such as orphaned

pupils, access to and effective completion of school can be difficult. Orphaned kids in Makueni, Kenya, as well as many other areas, confront particular educational goals and challenges (Macharia, 2020). In order to shed light on the variables influencing orphaned students' pursuit of education, this literature review examines the empirical research that have already been conducted on their educational goals and obstacles in Makueni.

Many orphaned students want to use school to raise their socioeconomic standing. For their future, it is crucial to support these objectives. Orphaned students in Makueni reported a significant desire to pursue higher education, motivated by the promise of escaping poverty and reaching personal objectives, according to a research by Dulo (2019). Dulo (2019) also found that plenty of these students wanted to work as professionals, including teachers, physicians, and engineers, demonstrating their desire to make a beneficial impact on society. Additionally, Macharia (2020) found that many of the orphaned kids she interviewed in Makueni had goals to give back to their communities. They viewed education as a way to get the information and competencies required to have a significant effect on society. Their goals for education gained depth as a result of this sense of societal obligation. It is crucial to understand that a variety of internal and environmental circumstances may have an impact on the educational goals of orphaned kids (Macharia, 2020). Financial limitations, a lack of role models, and inadequate support networks are a few of the obstacles that may prevent them from achieving their goals.

Kenya is not an exception where students' low psychological well-being in secondary schools has been manifested in serious and pervasive which have negatively affected students' learning (Njoroge & Nyabuto, 2019). In other words, the authors further assert that students' unhealthy psychological well-being manifests itself in a variety of ways

which include vandalism, truancy, smoking, disobedience, intimidation, delinquency, murder, assault, rape, theft and general violence. In Makueni County, cases of low psychological well-being among orphaned students have become commonplace in secondary schools. A study by Muindi et al. (2020) revealed that instances of low psychological well-being have been on the rise among orphaned and vulnerable students in public secondary schools with 66.3% manifesting diminished levels of self-acceptance, 67.4% exhibiting instances of unhealthy interpersonal relations and poor personal growth whereas 61.9% low self-efficacy beliefs. According to Muindi and colleagues (2020), the prevalence of psychological problems, that is, low self-esteem, depression, anger levels and anxiety are all affecting the academic performance of orphaned students in secondary schools is high.

For orphaned pupils in Makueni, a big barrier is a lack of resources. Many orphaned students struggle to pay for essential educational costs including tuition, uniforms, textbooks, and test fees, according to Kioko (2018). The study showed how these financial difficulties frequently cause orphaned kids to drop out of school. The economic difficulties orphaned students in Makueni confront were also the subject of a research by Nzioka (2017), who discovered that they frequently participate in income-generating activities like casual labor to maintain their education. However, the pressure of both going to school and working to provide for their fundamental requirements can be overpowering and could have a bad effect on their academic performance.

The lack of role models might also make it difficult for orphaned children to pursue their educational goals. According to a study by Muthoka (2019), many orphaned kids in Makueni lacked mentors or other people who might support and encourage them in

their academic endeavours. These kids found it difficult to envision their future academic and professional routes due to the lack of role models in their lives. Additionally, orphaned children could find it difficult to understand the processes required to fulfill their academic objectives in the absence of role models. They might not be able to offer guidance on the courses to take and the requirements for the employment they want.

It may be more difficult for orphaned children to excel in school since they typically lack adequate support systems. When Omondi (2020) investigated the resources available to orphaned students in Makueni, she found that many of them lacked access to psychological and emotional care. A person's mental health may be traumatized by losing a parent or guardian, which can cause low motivation and mediocre academic achievement. Omondi (2020) also made the point that orphaned kids typically don't have access to counselling services and mentoring programs which might help them cope with their circumstances and keep their focus on their studies. This lack of support systems may make it more difficult for them to overcome the obstacles they face. The challenges to and desires for school among Makueni's orphaned pupils are also influenced by gender inequality. According to a research by Kamau and Wambua (2018), orphaned girls frequently encounter particular difficulties, such as early marriages and adolescent pregnancies, which might interfere with their ability to attend school. The necessity for specialized interventions to help orphaned female students is further highlighted by these hurdles that are particular to gender.

To mitigate these challenges, secondary schools have initiated several discipline management strategies such as counselling, encouraging stricter adherence to rules and regulations, involving stakeholders and role modelling. However, the problems have persisted as though unabated. Thus, this study seeks to investigate the influence of

discipline management strategies on the psychological well-being of orphaned students in public secondary schools.

1.3 Statement of the Problem

Secondary school principals' discipline management strategies significantly influence students' psychological well-being, yet in Makueni County's public secondary schools, orphaned students frequently exhibit low psychological well-being (Wambua, 2018). These students face various obstacles, primarily economic hardship, hindering their access to education (Muthoka & Kimathi, 2019). The psychological well-being of orphaned students is of particular concern due to the lack of parental support, which exacerbates emotional and social challenges, leading to difficulties in academic performance and social interactions. Access to support services such as counseling and mentoring is limited in Makueni County, further exacerbating orphaned students' academic and emotional challenges. Stigmatization and social exclusion compound these difficulties, contributing to feelings of alienation and low self-esteem among orphaned students. Consequently, many exhibit low self-esteem, confidence, and a sense of purpose in their academic lives.

Statistical evidence shows that over 60% of orphaned students in Makueni County report experiencing low self-esteem and depression, with 55% showing signs of diminished interpersonal relationships and personal growth (Muindi et al., 2020). These statistics highlight the widespread issue of psychological distress among orphaned students in the region. Despite existing research highlighting the plight of orphaned students, there is a gap in understanding how discipline management strategies implemented by schools affect their mental well-being. While these problems are not

unique to Makueni, the rural and economically disadvantaged status of the county makes orphaned students particularly vulnerable to mental health challenges.

Orphaned students face unique and heightened challenges compared to other vulnerable groups, such as those from broken homes. While students from broken homes may still have access to one parent or a guardian, orphaned students lack both parental figures, which significantly impairs their emotional support systems and their ability to navigate daily psychological stressors. Unlike children from broken homes, who may still experience some degree of family stability or economic support, orphans often face complete social isolation and are more likely to live in poverty. These heightened risks make orphaned students more susceptible to psychological issues like depression, low self-esteem, and a diminished sense of belonging. Additionally, the stigma attached to being orphaned in rural areas like Makueni further deepens their isolation, leading to a greater incidence of emotional and behavioral challenges compared to other at-risk students. Therefore, the decision to focus on orphaned students stems from their disproportionately high psychological vulnerabilities and the urgent need to address the specific challenges they face.

1.4 Purpose of the Study

The purpose of the study was to assess the influence of principals' discipline management strategies on the psychological well-being of orphaned students in public secondary schools in Makueni County, Kenya.

1.5 Objectives of the Study

The main objectives of the study are to:

- i. Assess the influence of principals' enforcement of rules and regulations on the psychological well-being of orphaned students in public secondary schools in Makueni County.
- ii. Examine the influence of the principals' involvement of stakeholders in decision-making on the psychological well-being of orphaned students in public secondary schools in Makueni County.
- iii. Establish the influence of principals' counselling strategies on the psychological well-being of orphaned students in public secondary schools in Makueni County.
- iv. Determine the extent to which principals' use of mentorship programmes influences the psychological well-being of orphaned students in public secondary schools in Makueni County.

1.6 Research Hypotheses

The null hypotheses for the study are as follows:

- i. There is no statistically significant influence of principals' enforcement of rules and regulations on the psychological well-being of orphaned students in public secondary schools in Makueni County.
- ii. There is no statistically significant influence of the principals' involvement of stakeholders in decision-making on the psychological well-being of orphaned students in public secondary schools in Makueni County.
- iii. There is no statistically significant influence of the principals' counseling strategies on the psychological well-being of orphaned students in public secondary schools in Makueni County.

- iv. There is no statistically significant influence of the principals' use of mentorship programs on the psychological well-being of orphaned students in public secondary schools in Makueni County.

1.7 Significance of the Study

This study, which focuses on alternative disciplinary methods for enhancing the psychological well-being of orphaned students in secondary schools, may be of great significance to a wide range of stakeholders. The beneficiaries might include school administrators and teachers, orphaned students themselves, policymakers, boards of management, and researchers. The study underscores the importance of creating a school environment that prioritizes the psychological well-being of vulnerable students and offers practical insights and strategies to achieve this goal.

Principals and Boards of Management (BoMs) may benefit by gaining new insights into alternative disciplinary methods that focus on improving the psychological well-being of orphaned students. This knowledge might equip them with effective strategies to create a supportive and nurturing school environment. The study also may help school administrators understand their crucial role in providing a conducive setting for the psychological development and well-being of orphaned students. They might tailor their policies and practices accordingly, recognizing that they play a pivotal role in the lives of these vulnerable students.

On their part, teachers may benefit from the study by learning about alternative disciplinary approaches that are more conducive to the psychological well-being of orphaned students. This knowledge might equip them with effective teaching and classroom management techniques, fostering a positive learning environment. Teachers

may become more sensitive to the emotional needs and challenges faced by orphaned students, allowing for better communication and support within the classroom.

Orphaned and vulnerable students might benefit directly from the study as it promotes the creation of a school environment that prioritizes their psychological needs. This supportive atmosphere may lead to improved emotional well-being and academic success. With a focus on their psychological well-being, these students may have a more positive and enriching learning experience, which might contribute to their overall life satisfaction and future prospects.

The study's findings may inform policymakers and the Ministry of Education about the importance of creating awareness regarding the role of schools in supporting the psychological well-being of orphaned students. This insight might lead to the formulation of policies that emphasize the nurturing and inclusive aspects of education for vulnerable students.

Finally, other researchers and academicians interested in this field may benefit from the study as it provides a valuable source of literature and reference material. It might serve as a foundation for further research and exploration of related topics, contributing to the academic community's knowledge base.

1.8 Scope of the Study

- i. **Focus on Orphaned Students:** This study specifically targets orphaned students in public secondary schools in Makueni County. This focus was chosen to address the unique challenges faced by this vulnerable group, allowing for a more in-depth analysis of the influence of principals' discipline management strategies on their psychological well-being.

- ii. **Selection of Public Secondary Schools:** The study is limited to public secondary schools, thereby excluding private institutions and informal educational settings. This delimitation was necessary to maintain a clear focus on the public education system in Makueni County, where the majority of orphaned students are enrolled.
- iii. **Concentration on Psychological Well-Being:** The research concentrates on the psychological well-being of orphaned students, as opposed to other potential factors affecting their overall well-being, such as economic stability or family dynamics. This focus allows for a targeted investigation into the specific influence of discipline management strategies.
- iv. **Quantitative and Qualitative Approaches:** The study employs a mixed-methods approach, incorporating both quantitative and qualitative data collection techniques. This choice was made to provide a comprehensive understanding of the issue, allowing for both statistical analysis and personal insights from participants.

1.9 Limitations of the Study

The study had the following limitations:

- i. **Applicability of Findings:** The findings are primarily applicable to public secondary schools in Makueni County. Caution should be exercised when generalizing to other educational settings, as variations in circumstances and practices may influence the results. The unique socio-economic and cultural context of Makueni County shapes the experiences of orphaned students, making it essential to understand that findings may not be representative of other regions.

- ii. **Participant Hesitance:** Some participants, particularly school principals, may have been hesitant to provide fully candid information due to concerns about potential repercussions. This hesitance could have impacted the completeness and accuracy of the data collected, potentially leading to underreporting of challenges related to discipline management strategies.

- iii. **Access to Sensitive Documents:** Accessing vital documents, such as records related to students' psychological well-being, was challenging due to sensitivities surrounding the subject. This limitation may have restricted the depth of understanding regarding the psychological issues faced by orphaned students and the effectiveness of implemented strategies.

- iv. **Logistical Challenges:** The geographical terrain of the study area posed logistical challenges, as inadequate road infrastructure made accessing certain schools difficult. However, the use of motorcycles helped mitigate this issue and ensured a representative sample was obtained.

1.10 Assumptions of the Study

The study made the following assumptions:

- i. That public secondary schools have had cases of indiscipline attributed to orphaned students' psychological well-being.
- ii. That principals adopted different discipline management strategies to improve the psychological well-being of orphaned students in their secondary schools.
- iii. That the respondents provided credible information.
- iv. That other potential influencing factors, such as socio-economic conditions, family support, and community resources, were constant across the schools and did not significantly affect the psychological well-being of orphaned students beyond the principals' discipline management strategies.

1.11 Operational Definition of Key Terms

Counselling Strategies: Refer to the systematic approaches and interventions employed by school counsellors or trained personnel within public secondary schools in Makueni County to address the social, emotional, and psychological needs of orphaned students.

Enforcement of Rules and Regulations: The enforcement of rules and regulations entails the consistent application of established norms, policies, and codes of conduct within public secondary schools in Makueni County to maintain order, discipline, and a conducive learning environment.

Involvement of Stakeholders in Decision-Making: Refers to the process by which secondary school principals in Makueni County engage various individuals and groups, including teachers, parents, community members, and students themselves, in collaborative decision-making processes related to school policies, disciplinary matters, and educational initiatives.

Mentorship Programmes: These are structured initiatives implemented within public secondary schools in Makueni County aimed at providing guidance, support, and encouragement to orphaned students by pairing them with experienced individuals who serve as mentors.

Orphaned Students: Refer to individuals attending public secondary schools in Makueni County who have lost one or both parents due to death, abandonment, or other circumstances, and are thus without primary parental care or support.

Principals' Discipline Management Strategies: Discipline management strategies refer to the specific methods and approaches employed by secondary school

principals to maintain order, enforce rules and regulations, and promote positive behaviour among students. This includes but is not limited to the enforcement of school policies.

Psychological Well-Being of Orphaned Students: Pertains to the overall mental health and emotional state of orphaned students attending public secondary schools in Makueni County.

Public Secondary Schools: Refer to educational institutions in Makueni County that are funded and managed by the government, providing secondary level education to students within the county.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This section entails a review of related literature that is covered under themes emanating from the specific objectives of the study. The section also features a summary of the literature review, theoretical framework and the conceptual framework.

2.2 Overview of the Study Variables

2.2.1 School Principals' Management Strategies

School Principals' Management Strategies refer to the various approaches, methods, and initiatives implemented by school principals to effectively manage and guide their learners. These strategies encompass a range of administrative, disciplinary, and supportive measures designed to create a conducive learning environment, promote student well-being, and foster positive academic and social outcomes. The principals should help in the provision of discipline in the schools that may positively or negatively impact the psychological well-being of the learners more so the orphaned children who are different in their emotional issues. Wambua et al. (2024) argue that when leaders in school adhere to proper disseminating of prospectus for their school disciplinary measures, they subsequently create orderliness and reduces stress levels among the learners. About the children who are orphans, such a disciplinary structure would make them feel a bit secure due to the well managed disciplinary system to ensure that any irregularities are kept check. This structured environment benefits their psychological health since episodes of confusion and conflicts with peers that escalate feelings of vulnerability are minimized. Frequent punishments therefore in the educational institutions not only has implication on order maintenance but also on the psychological state of the orphaned learner (Wambua et al., 2024).

Ogutha (2022) revealed that there is a positive correlation between resilience and achievement scores for the orphaned adolescents. Wherever principals incorporate more supportive discipline in the context of interaction with students – through practices like restorative justice or counseling together with traditional punishment – the students may demonstrate enhanced levels of coping. In this resilience, orphaned kids have improved on their academic performance as well as mental health among other boosts from supportive measures to counter trouble shooting stressing punitive methods (Ogutha, 2022). Establishments that build resilience through the proper use of disciplining the child help the orphaned students to lay good groundwork that help them overcome academic challenges as well as other challenges in life.

2.2.2 Psychological Well-being of Orphaned Students

Psychological well-being of orphaned students refers to the overall mental, emotional, and social state of students who have lost one or both of their parents. Orphaned students often face unique challenges and stressors that can impact their psychological health and development. In addition, based on research carried out on children with similar issues such as HIV infected children in African context, the broader importance of school-based support system is shown. Mensi et al. (2023) The present systematic review summarized the current literature reporting on psychological health of HIV seropositive but uninfected school children in Africa and demonstrated how these children are vulnerable to school environment. They are not exactly considered orphaned pupils but they are a group with similar risks and an interest in stability. Mensi et al. (2023) argues that the educational environment needs to be favorable with personalised biobehavioural therapy containing stakeholders like teachers and counselors for shaping the discipline culture. This conclusion is relevant to orphaned children because their benefit is the same as the emergence of supportive and organized

disciplinary structures in educational practices. Altogether, these works stress the identified principals' disciplinary management practice to affect high psychological sensitivity of selected at-risk learner groups and called for synergy of optimism, safety and constructive learning outlook in a balanced strategy.

2.2 Principals' Enforcement of Rules/Regulations and Psychological Well-being of Orphaned Students in Secondary Schools

The study by Mwebaze (2014) examines how child abuse impacts academic performance among primary school students in Kiruhura District, Uganda, linking inadequate protection to higher incidences of abuse. Findings indicate that economic strain, poverty, and insufficient justice mechanisms heighten children's vulnerability to abuse, subsequently affecting their academic success. Although this research highlights how abuse undermines children's welfare and academic performance, it does not explore the specific role of school principals' enforcement of rules and regulations on the psychological well-being of orphaned students. This creates a notable gap in understanding how principals' rule enforcement can impact orphaned students' mental and emotional health, particularly given their heightened vulnerability due to lack of parental care and support. The current study, therefore, seeks to address this gap by focusing on how principals' efforts in rule enforcement can shape the psychological well-being of orphaned secondary school students in public secondary schools within Makueni County, Kenya, ultimately aiming to create a more structured and supportive school environment conducive to their mental health and academic engagement (Mwebaze, 2014).

Principals play a crucial role in upholding and reinforcing rules within schools through a multifaceted approach. They start by clearly communicating the rules and

expectations to students, parents, and teachers, ensuring that everyone is aware of and understands the regulations in place. Principals lead by example, demonstrating their commitment to the rules through consistent adherence. When violations occur, they enforce consequences that are fair and proportionate, fostering a culture of accountability. The work done by principals affects the learners' psychological wellness (Harris & Bennet, 2015). Principals also focus on education, organizing workshops and seminars to explain the rationale behind the rules and the potential consequences of breaking them. They may also implement reward systems to celebrate and encourage positive behaviour, engage parents in supporting rule adherence, and collaborate closely with teachers to ensure consistent enforcement in classrooms.

Furthermore, principals recognise that some rule violations may be symptomatic of underlying issues and provide counselling and support when necessary. Periodic review and adaptation of rules help ensure their ongoing relevance and effectiveness in maintaining a safe and productive school environment. This way, law and order are maintained in the school environments (Lupton & Jones, 2015). Therefore, principals employ a blend of communication, modelling, enforcement, education, rewards, collaboration, support, and ongoing evaluation to reinforce rules within their schools. This comprehensive approach helps create an environment where rules are well-understood, respected, and followed by all members of the school community, contributing to a positive and productive learning environment.

Strict and consistent enforcement of rules and regulations by school principals can lead to a reduction in disciplinary issues and promote a more orderly and safe school environment. Findings by Cardona (2014) indicate that principals should ensure they inform stakeholders about the policies and procedures. Therefore, there is a need for

the community to have detailed information about the rules created by school principals and what is contained in the discipline protocols of the school. Additionally, learners and their guardians should be furnished about what to expect when certain rules are breached. The implementation of regulations should also be made clear because it affects students' emotional development (Durlak et al., 2011). Therefore, it is important that school community understands rules, expectations, and potential disciplinary actions.

The effectiveness of classroom management relies heavily on the collaboration between teachers, students, and school principals. Principals play a crucial role in shaping the overall educational environment, which includes the creation and enforcement of classroom rules and procedures that benefit both teachers and learners, especially orphaned children (Faas et al., 2018). In this context, principals support teachers in the development and implementation of effective classroom rules and procedures. They provide leadership and guidance in establishing a positive and supportive school culture that prioritizes both academic progress and the psychological well-being of students (Desravines et al., 2016; Markholt et al., 2018). Principals can encourage teachers to consider the specific needs of orphaned children when crafting rules and procedures, ensuring that these students receive the necessary support and understanding.

Furthermore, principals are responsible for fostering an environment where teachers feel empowered to address classroom management challenges (Marks & Printy, 2023). They should provide resources, training, and professional development opportunities for teachers to refine their classroom management skills. Principals can also lead by example in enforcing school-wide policies and rules consistently, demonstrating to both teachers and students the importance of a fair and equitable learning environment.

The role of principals in supporting effective classroom management extends to providing leadership, resources, and a conducive school culture that prioritizes the well-being of all learners, including orphaned children (Matsumura et al., 2019). Their involvement in the creation and enforcement of classroom rules and procedures is instrumental in promoting a positive and productive learning environment.

Principals are not just administrators, but they are educational leaders who have a profound impact on the entire school community. Their role in effective classroom management extends far beyond administrative tasks because it encompasses the creation of a nurturing and conducive learning environment (Balyer et al., 2015). One of the critical aspects of their leadership involves the development and enforcement of classroom rules and procedures. Classroom rules serve as the foundation for a well-structured learning environment (Shulman, 2021). Principals collaborate with teachers and staff to formulate rules that not only maintain order but also foster a positive and inclusive atmosphere (Marks & Printy, 2023). In this process, principals consider the unique needs of all students, including orphaned children who may have experienced trauma and loss. By involving teachers and stakeholders, principals ensure that these rules are relevant, fair, and responsive to the diverse challenges students may face.

Moreover, principals consider the developmental stages of their students. For instance, they recognize that the rules and procedures for elementary school students may differ from those for high school students. Principals aim to strike a balance between discipline and empathy, emphasizing that rules are not merely punitive but are designed to support students' growth and well-being (Mpuangnan & Mpuangnan, 2023). Principals play a crucial role in allocating resources to support classroom management effectively. They understand that teachers need tools, training, and support to create a conducive learning environment. Principals ensure that teachers have access to the

necessary resources, such as professional development opportunities, instructional materials, and technology, to enhance their classroom management skills (Ioannidou-Koutselini & Patsalidou, 2014). When it comes to orphaned children or students with unique needs, principals are particularly attentive. They allocate resources for specialized training or counselling services that may be required to address the emotional and psychological well-being of these students (Wiedermann et al., 2023). Principals understand that supporting orphaned children goes beyond the academic realm because it involves providing the necessary emotional support to help them thrive in the school environment.

Principals are instrumental in shaping the school culture (Bipath & Moyo, 2016). They set the tone for how rules and procedures are enforced and how conflicts are resolved. A positive school culture is one where every student feels valued, respected, and safe. Principals prioritize creating such an environment where orphaned children and all students can learn and grow (Reyneke, 2020). To achieve this, principals lead by example. They model respectful behaviour and emphasize empathy and understanding. They encourage open communication between teachers, students, and parents, ensuring that concerns and feedback are addressed promptly and constructively. In such a culture, students are more likely to embrace the established rules and procedures, as they see them as fair and rooted in a caring ethics.

Principals should understand the delicate balance between consistency and flexibility in enforcing classroom rules and procedures. While consistency is vital to creating a fair and predictable learning environment, they also recognize that every student is unique and may require individualized support (Buka & Molepo, 2015). For orphaned children who have experienced significant life challenges, principals work with teachers to provide additional support and accommodations when necessary. This may

include adjustments to rules or procedures to ensure that these students receive the emotional support they need to thrive academically. Effective principals are not static in their approach to classroom management (Franklin & Harrington, 2019). They continuously evaluate the effectiveness of rules and procedures through data analysis, teacher feedback, and student outcomes. This assessment helps them identify areas that may require adjustments.

School principals' leadership encompasses the creation of fair and relevant classroom rules and procedures, the allocation of resources to empower teachers, and the cultivation of a positive school culture. These efforts are not only beneficial to orphaned children but to all learners, fostering an environment where every student can thrive academically and emotionally. Principals are instrumental in ensuring that the school is not just a place of learning, but a place where students feel safe, valued, and inspired to reach their full potential (Sprague et al., 2020; Chepkirui, 2017). When it comes to orphaned children, principals pay special attention to their progress and well-being. They work closely with teachers, counsellors, and support staff to monitor the academic and emotional development of these students. If issues arise, principals are proactive in seeking solutions and making necessary adaptations to rules and procedures to better support these students.

School principals are charged with a critical responsibility in the education sector. Their leadership and decision-making profoundly impact the school's culture and the well-being of students (Grissom et al., 2021). Enforcing rules and regulations is a crucial aspect of their role. When principals take on this responsibility fairly and consistently, it yields a multitude of benefits for the entire school community. For instance, fairness and consistency in rule enforcement are foundational principles of effective school leadership. Therefore, principals who prioritise these principles create a sense of trust

among students, teachers, and parents. Trust is an essential element of any healthy learning environment, as it fosters a feeling of security and predictability (Sugut, 2020). When students understand that rules will be applied consistently, they are more likely to perceive the school as a fair and just place. This perception of fairness reduces anxiety and helps create a positive emotional climate within the school. It assures students that their actions will be judged impartially, regardless of their background, circumstances, or personal attributes.

Another role played by rule setting and enforcement is the facilitation of effective learning. Therefore, through rules, principals influence the overall atmosphere and culture of the school, which, in turn, shapes student behaviour and academic performance. Principals who enforce rules fairly and consistently contribute significantly to the creation of a positive school climate (Prothero, 2020). Additionally, fair rule enforcement ensures that the school is a safe and secure environment where students can focus on learning without fear of discrimination or arbitrary discipline. This sense of safety encourages attendance and engagement in school activities.

Principals should adopt fairness and consistency in rule enforcement. The reason is that such an approach promotes respect for diversity and inclusivity. The implication is that students from various backgrounds and experiences feel valued and included. This way a harmonious school community is created. It is also possible to reduce conflicts because the consistent application of rules creates a more peaceful and conducive atmosphere for learning. The overall implication is that the principals' fair and consistent enforcement of regulations builds positive relationships among students and between learners and teachers (Payne, 2018; Collins, 2023). Students perceive them as trustworthy and approachable, which fosters open communication and problem-solving.

With well-enforced rules and regulations, a positive school climate for academic achievement is created. The reason is that rules guarantee security and students are more likely to excel in their studies when they feel safe, respected, and supported emotionally. Positive discipline also shapes student behaviour (Tatiana et al., 2022). When students know what is expected of them and believe that consequences will be applied equitably, they are more likely to exhibit positive behaviour. It should be noted that fair enforcement of rules and regulations establishes clear expectations. Students understand the boundaries and the consequences of their actions, which helps them make informed choices. Secondly, consistent enforcement holds students accountable for their actions. They learn that their behaviour has consequences, both positive and negative, which encourages responsible decision-making. Thirdly, when there are effective rules that regulate activities within the school, students are more likely to resolve disputes through appropriate channels rather than resorting to disruptive or aggressive behaviour (Eze & Victor, 2022). Therefore, a conflict-resolution framework is created through rules enforcement.

The implementation of rules and regulations by principals is also beneficial to students, especially orphaned learners and those who come from challenging backgrounds. For instance, discipline contributes to the social and emotional growth of children (Gregory & Fergus, 2017; Li et al., 2020). The reason is that when students feel that rules are applied fairly, they develop social and emotional skills such as empathy, self-regulation, and impulse control. They learn to navigate interpersonal relationships effectively. Through rule enforcement, principals are able to role model effectively. The reason is that such administrators set an example for students. Therefore, learners are more likely to emulate the behaviours and values exhibited by principals, leading to improved conduct throughout the school community.

It has also been noted that fair and consistent rule enforcement plays a pivotal role in addressing issues of equity and inclusion in schools. Principals who are attuned to the diverse needs of their students ensure that rules are applied with sensitivity to individual circumstances (Khaleel, 2021). This approach is particularly vital for marginalized or vulnerable student populations, including orphaned children. Therefore, it is essential that principals understand the challenges faced by orphaned children, such as trauma and loss. This way such administrators can adapt rule enforcement to provide additional support and understanding. By doing so, they create an inclusive environment where every student has the opportunity to thrive, regardless of their personal circumstances. The formulation and implementation of rules and regulations fairly and consistently creates a positive school climate and fostering improved student behaviour. Principals' actions not only build trust and fairness but also contribute to a safe, respectful, and inclusive learning environment (Soika, 2020). This approach enhances the emotional well-being of students, supports their academic growth, and promotes positive behaviours that will serve them well in school and throughout their lives. Principals, as educational leaders, have the power to shape the culture of their schools and leave a lasting impact on the lives of their students.

It is also expected that appropriate enforcement of rules and regulations creates a sense of trust and fairness among students. Therefore, principals contribute to a positive school climate and improved student behaviour because they are in charge of rule enforcement. Principals are educational leaders who hold a significant influence over the school's overall climate and the experiences of both students and teachers (Veletić et al., 2023). One of the fundamental aspects of their leadership is the establishment and maintenance of rules and regulations within the school environment. Through regulations, principals are able to create an atmosphere of predictability, consistency,

and integrity within the school. If students feel that rules are consistently applied, they develop trust in the school's administration and a sense of fairness in their interactions with authority figures (Graham, 2022). This trust in the fairness of rule enforcement translates to a more positive school climate and influences student behaviour. Consequently, everyone performs their role and orphaned students benefit from the environment. The reason is that a positive school climate characterised by a sense of safety, respect, inclusivity, and mutual support among all members of the school community is created. Principals should enforce rules fairly and consistently to create such an environment. The school should be a safe and secure space where students can focus on their studies without fear of discrimination or arbitrary discipline. This sense of safety encourages regular attendance and active engagement in school activities.

Rules and regulations promote respect for diversity and inclusivity. When students perceive that rules are applied equitably, they feel valued and respected irrespective of their background or personal characteristics. This fosters a more harmonious and inclusive school community. Also, when students feel safe, respected, and emotionally supported, they are more likely to excel academically, as they can concentrate on their studies without being preoccupied by concerns related to their well-being (Murphy, 2023). Principals should recognise the specific challenges faced by orphaned children, such as trauma and loss. This way, the administrators can adapt rule enforcement to provide additional support and understanding. By doing so, they create an inclusive environment where every student, despite their personal circumstances, has the opportunity to thrive academically and emotionally.

Principals play a crucial role in shaping the educational environment within their schools. One of the key aspects of their leadership involves the establishment and enforcement of rules and regulations (Miador, 2019; Adan et al., 2022). However, a

modern and effective approach to rule-setting and enforcement goes beyond top-down directives. It entails actively involving students in the rule development process and providing them with opportunities to have a voice in decision-making. This student-centered approach has been shown to yield several significant benefits, foremost among them being the enhancement of students' sense of ownership and responsibility, ultimately resulting in improved compliance with the established rules and regulations (Bremner et al., 2022; Ranido, 2023). Engaging students in the process of rule development represents a fundamental shift from traditional authoritarian models of school governance. It recognizes the value of students' perspectives and empowers them to actively participate in shaping the rules that govern their daily lives within the school community. When students are encouraged to be active contributors to the rule-setting process, they are more likely to perceive rules as fair, relevant, and meaningful. This perception forms the basis for a sense of ownership and responsibility regarding compliance with these rules.

Involving students in decision-making regarding rules and regulations fosters a sense of agency and autonomy. Students are no longer passive recipients of rules imposed from above but are instead active partners in shaping the rules that impact their educational experience (Nash & Winstone, 2017; Tong et al., 2023). This sense of agency can have profound effects on students' attitudes toward the rules because they are more likely to see themselves as stakeholders in maintaining a safe and productive learning environment. Consequently, when students feel that their voices matter and that their input is valued, they are more inclined to take ownership of these rules and assume responsibility for adhering to them. The act of participating in rule development and decision-making empowers students to become more conscientious and self-disciplined (Ciranka & van den Bos, 2019). This sense of responsibility extends beyond

mere rule compliance and encompasses a broader ethos of accountability for their actions. When students have a say in shaping the rules, they are more likely to internalize and respect these guidelines, viewing them not as arbitrary impositions but as essential components of a collaborative and supportive educational community.

The inclusion of student input in rule development helps them to gain a deeper understanding of the rationale behind rules and regulations (Gustave, 2018). They are more likely to comprehend the underlying principles and values that govern their school environment (Flynn, 2008). This deeper understanding contributes to a sense of ownership because students can appreciate that the rules are not arbitrary but are designed to uphold the shared values and goals of the school community (Fekadu, 2019). Consequently, students are more likely to internalize these values and actively work towards upholding them, resulting in better compliance with the established rules. Furthermore, student involvement in rule development promotes a culture of mutual respect and trust between students and school authorities (Harmon, 2017). When students feel that their voices are heard and that they have a genuine role in shaping the rules, it strengthens the overall rapport between students and principals. Students are more likely to perceive school authorities as approachable and responsive, which enhances the overall school climate. In such an environment, students are more inclined to willingly comply with the rules because they trust that these rules are the product of collaboration and shared understanding.

It is important to involve students in rule development because it equips them with valuable life skills (Martin, 2021). Participating in discussions, negotiating differences, and making decisions collectively are skills that are not only applicable within the school context but also have lifelong relevance. These skills promote critical thinking, effective communication, and conflict resolution abilities, which are essential for

personal and professional success beyond school. When students are actively engaged in the rule-setting process, they often become advocates for rule adherence among their peers (Tanner, 2013). They take on leadership roles in promoting a culture of responsibility and respect within the school. Students who have had a hand in crafting the rules are more likely to hold themselves and their peers accountable, creating a peer-enforced system of compliance that can be highly effective in maintaining order and a positive school environment.

Principals who actively involve students in the development of rules and regulations and provide opportunities for students to have a voice in decision-making are fostering a culture of ownership, responsibility, and collaboration within their schools (Lummis, 2001). This approach goes beyond traditional top-down rule enforcement and empowers students to become active participants in shaping the rules that govern their educational experience. The benefits are far-reaching, encompassing improved compliance, a deeper understanding of rules, the development of essential life skills, enhanced trust between students and authorities, and the emergence of student leaders who advocate for a culture of responsibility and respect. Principals who actively involve students in the development of rules and regulations and provide opportunities for students to have a voice in decision-making can enhance their sense of ownership and responsibility, leading to better compliance (Geurts et al., 2023). Therefore, the inclusion of students in rule enforcement is a strategy that not only creates a harmonious school environment but also prepares students for active and responsible citizenship in the broader world beyond the classroom.

School principals should emphasise a positive and supportive disciplinary approach, rather than punitive measures (Ntuli, 2012). The reason is that the approach helps such leaders to create a school culture where students feel respected and valued, leading to

improved psychological well-being. The approach also enhances the students' overall educational experiences and outcomes. A positive and supportive disciplinary approach is rooted in the fundamental principle of treating students with dignity and fairness (Schlebusch et al., 2022). When principals adopt this approach, they communicate to students that their worth as individuals is recognized and that their voices are heard. This sense of recognition and respect forms the foundation upon which students' psychological well-being can flourish.

It should be noted that punitive measures such as harsh punishments, suspensions, or expulsions can erode students' sense of self-worth and belonging within the school community (Tlhapi, 2015). Such measures often lead to feelings of alienation and resentment, undermining the psychological well-being of students (Smit & Alston, 2020). Principals who prioritise a more positive and supportive approach understand the critical importance of fostering a sense of respect and value among students. Moreover, a positive disciplinary approach emphasizes constructive methods of resolving conflicts and addressing behavioural issues. Instead of focusing solely on punitive consequences, principals encourage open communication, conflict resolution, and restorative practices. This approach not only addresses immediate behavioural concerns but also equips students with valuable life skills, including effective communication, empathy, and conflict resolution abilities. These skills have a lasting impact on students' psychological well-being, helping them navigate not only the challenges of school but also those of their future lives and careers.

When students perceive that their school community values their well-being and prioritises their personal growth, they are more likely to develop a strong sense of belonging and attachment to the school. This sense of belonging contributes significantly to students' psychological well-being (Au et al., 2023). They feel like an

integral part of the school family, fostering positive emotions and a sense of connectedness that can buffer against stress and adversity (St-Amand et al., 2017). Also, a positive disciplinary approach creates an environment where students feel safe to express their thoughts, concerns, and emotions. They know that their opinions matter and that their voices will be heard. This open and supportive atmosphere not only enhances students' psychological well-being but also promotes their social and emotional development. Students learn to navigate their feelings, seek help when needed, and develop the resilience to cope with challenges, all of which are essential life skills.

Principals should enforce rules and regulations in such a way that their disciplinary approach sets a tone for respectful and healthy relationships within the school community (Showers, 2019). The administrators should model respectful behaviour and create a culture where all members treat one another with dignity. Such modelling has a profound influence on students, who are more likely to emulate these behaviours in their interactions with peers and teachers. As a result, the school becomes a place where respect and positive relationships are the norm, further enhancing students' psychological well-being. A positive disciplinary approach emphasizes prevention and intervention over punishment (Mayworm & Sharkey, 2014). Principals work proactively to identify and address potential issues before they escalate. By providing students with support, guidance, and resources, they help students overcome challenges and make better choices. The approach not only prevents the exacerbation of behavioural problems but also communicates to students that their growth and development are valued. This sense of investment in their well-being contributes significantly to improved psychological well-being.

School principals should strive to adopt positive disciplinary approaches (Macallister, 2018). The reason is that the strategies align with the principles of restorative justice. Instead of focusing solely on punitive consequences, rules that focus on positive discipline seek to repair harm and restore relationships. This approach not only addresses the immediate behavioural issue but also promotes healing and reconciliation. Students who have been involved in conflicts or misconduct have an opportunity to learn from their actions, make amends, and reintegrate into the school community positively. This process not only enhances their psychological well-being but also contributes to a more harmonious and inclusive school culture. The role of principals in emphasising a positive and supportive disciplinary approach is pivotal in creating a school culture where students feel respected, valued, and psychologically supported (Dinsdale, 2017). This approach fosters a sense of belonging, equips students with valuable life skills, promotes open communication, models respectful behaviour, and prioritizes prevention and intervention over punitive measures. Ultimately, it enhances students' psychological well-being, creating a positive and nurturing educational environment where students can thrive academically, emotionally, and socially. Principals who embrace this approach play a vital role in shaping not only the culture of their schools but also the futures of the students they serve.

Disproportionate enforcement of rules and regulations, such as suspensions and expulsions, can have a negative impact on marginalized and minority students. Principals need to be aware of these disparities and work to address them to ensure equity in discipline practices (Cowan et al., 2013). Therefore, school principals should create culturally responsive and trauma-informed discipline practices to better support students who have experienced trauma, such as orphaned students, leading to improved psychological well-being. Principals should foster a sense of belonging and inclusivity

by addressing issues like bullying and discrimination in their enforcement of rules to positively impact students' mental health and well-being. They should also monitor and evaluate the effectiveness of their disciplinary policies and interventions to make appropriate decisions to ensure that rules and regulations are enforced in a manner that promotes positive outcomes for all students.

School policies and procedures are foundational elements of the educational system. They serve a multifaceted purpose, including setting clear expectations, ensuring the safety and well-being of students, and facilitating the delivery of a high-quality education. The rules outline what is expected of students, teachers, staff, and administrators within the educational institution. They provide a set of guidelines that define acceptable behaviour, academic standards, and the overall culture of the school (“Importance of Clear Policies and Procedures in Schools,” 2020). By establishing these clear expectations, policies and procedures create a structured and predictable environment that supports effective teaching and learning. Another crucial role of school policies and procedures is to maintain a safe and secure environment for students (Mubita, 2021). These policies cover a wide range of aspects, including safety protocols, emergency procedures, anti-bullying measures, and health and hygiene guidelines. By adhering to these policies, schools ensure the physical and emotional well-being of students, creating an atmosphere where students can focus on their education without undue concerns for their safety.

When principals formulate and enforce school rules, they optimise students’ learning experience. School heads create various rules on academic standards, curriculum guidelines, assessment practices, and classroom management protocols. These policies are carefully crafted to support effective teaching and learning, fostering an environment where students can access a high-quality education that prepares them for

future success (Wanderi, 2018). The rules eliminate bullying, absenteeism, dropping out, and other behaviours that hinder academic performance. Research shows that rules facilitate equity and inclusion since they strive to ensure that all students, regardless of background or circumstances, have equal access to educational opportunities (Bibiana et al., 2020). These policies promote diversity, equity, and inclusivity, recognising the importance of embracing and supporting the unique needs of every student. Therefore, school rules, as enforced by principals, provide a structured framework that sets expectations, guarantees safety, and promotes educational excellence (Castro, et al., 2021). As a result, school rules can utilise the rules to create a conducive learning environment that nurtures the academic development of students while upholding the values of fairness, safety, and academic achievement (Bailey, 2023). Consequently, orphaned children are set to benefit from the enforcement of school rules by the principals.

In the sphere of education, the efficiency of disciplinary management techniques in Kenyan classrooms is a crucially important topic. Maintaining order and fostering a positive learning environment need discipline of the students. However, the techniques used may have a significant impact on kids' academic achievement and general well-being. In Kenyan schools, Smilak (2023) investigated the effects of punitive methods, particularly corporal punishment, on students' behaviour. Their conclusions showed that punitive techniques produced temporary conformity but at a considerable expense. In addition to experiencing ongoing mental discomfort, students who were subjected to corporal punishment frequently saw a gradual deterioration in their academic performance. This emphasizes the necessity of principals ensuring they ditch punitive methods. The application of restorative justice procedures in Kenyan schools was studied by Kilel in 2023. Approaches to restorative justice that involve reconciliation

and peer mediation have been demonstrated to be helpful in fostering a healthy learning environment. Higher levels of happiness, improved connections with instructors and classmates, and a sense of fairness in conflict resolution were all reported by students who took part in restorative practices. These results imply that non-punitive methods can be helpful in promoting a positive school climate in addition to being effective.

Kenyan school principals encounter tremendous obstacles when attempting to introduce alternative discipline management systems, despite the evidence in favour of them. Researchers Steed (2022) studied the difficulties educators faced while putting Positive Behaviour Interventions (PBIs), non-punitive methods for behaviour improvement, into practice. The study found that although PBIs were successful, teachers had trouble adjusting to them because of poor training, sizable class numbers, and scarce resources. This emphasizes how important thorough support and training are for successful adoption. The study by Maina and Omondi (2018) recognized the consistency of discipline management practices across Kenyan schools as a further concern. Their research found that various institutions' approaches to discipline and efficacy varied significantly. While some schools adopted more student-centred and restorative strategies, some schools continued to depend on strict disciplinary methods. Concerns concerning the equal deployment of discipline management systems throughout the educational system are raised by this inconsistency.

Without enforcement of school rules and regulations by the principal or any other administrative officer, student's discipline cannot be enhanced and students are bound to exhibit bad behaviours that might affect their overall psychological wellbeing. According to Ndeto (2015), rules and regulations are among the strategies schools have to implement to instil discipline and good conduct among the students. This means that rules and regulations are not the only strategies designed to instil discipline among

students, but are among the important strategies required in schools to achieve effective psychological wellbeing of students. School rules and regulations are an important tool in managing student behaviour and ensuring discipline across all spheres of life in the school while guaranteeing a safe learning environment for all students (Musa & Martha, 2020). Therefore, without school rules and regulations, students are bound to develop bad behaviours that may not only affect their lifestyle but also may affect their learning outcome.

In public secondary schools, discipline management techniques are crucial for fostering a positive and secure learning environment. In putting these plans into action and supervising their execution, principals play an essential role. It is crucial to investigate principals' disciplinary management practices and their effects on students' well-being in Makueni County, Kenya, where a sizable proportion of the student population is orphaned. Therefore, there are various tactics employed by principals. Well-defined school policies and regulations are a common place to start when managing discipline. Public secondary schools in Kenya often uphold thorough codes of conduct that specify anticipated behaviours and penalties for transgression, according to M'muyuri (2021). These regulations provide principals with the fundamental framework they need to preserve order in their schools. A recurring motif in various research. According to Ndinza (2015), having clear and well-communicated regulations is essential for influencing student behaviour. By establishing clear guidelines and expectations for students, these regulations aid in creating a disciplined learning environment.

Restorative justice procedures are becoming acknowledged as potent substitutes for harsh disciplinary actions. Research on the adoption of restorative practices in numerous Kenyan schools, including those in Makueni County, was done by Vita and

Genga (2018). Approaches to restorative justice that put an emphasis on relationship restoration and damage healing include group conferencing, peer mediation, and community service. They provide kids the chance to own up to their mistakes and accept responsibility. According to (Kithuku, 2015), such techniques not only deal with wrongdoing but also foster empathy and a feeling of community among students. The mental health of students is a top priority in the disciplinary process, especially orphaned students who may have special emotional and psychological difficulties. According to Vita and Genga (2018), resolving these issues requires the provision of counselling and support services. Their research in Makueni County stressed the value of readily available counselling services, both as a preventative strategy and as a way to assist kids in coping with problems connected to loss, trauma, and mental health. This is consistent with Kithuku's (2015) findings, which contend that prompt support services can greatly improve students' emotional stability and general well-being.

The Positive Behaviour Interventions and Supports (PBIS) program is an active method of managing punishment. Instead of only penalizing bad conduct, these programs emphasize teaching and reinforcing good behaviour. The PBIS programs were implemented in Kenyan secondary schools as part of Kithuku's (2015) study. By encouraging anticipated behaviours and rewarding pupils for exhibiting them, PBIS has been demonstrated to foster a pleasant school climate. This method not only lessens disciplinary problems but also helps to create a welcoming and helpful learning environment (Ndinza, 2015). The effectiveness of discipline management strategies employed by principals in Makueni County has far-reaching consequences for students' well-being and academic performance. Ndinza (2015) reported that schools with clear and consistently enforced discipline policies tend to have better academic outcomes. This observation aligns with the findings of Kithuku (2015), highlighting the role of

policies in maintaining order and facilitating learning. According to M'muyuri (2021), counselling services and restorative practices contribute to academic performance by addressing emotional and psychological barriers to learning.

Additionally, discipline management techniques have a big impact on pupils' mental health. According to DePaoli (2021), students may experience tension, worry, and a sense of unfairness as a result of punitive measures like suspension and expulsion. In contrast, counselling services and restorative techniques promote emotional wellbeing by giving pupils chances for development and conflict resolution. These findings emphasize how crucial it is to take kids' emotional needs into account in addition to their intellectual development. Students' social integration is encouraged by a supportive learning environment that is supported by efficient discipline procedures. According to Vita and Genga (2018), restorative practices in particular foster collaboration and empathy in kids, strengthening social ties and minimizing confrontations in schools. Students are less prone to participate in disruptive activities when they experience a feeling of community and belonging inside their school. The research by Ndinza (2015) and DePaoli (2021), which highlights the significance of proactive tactics in promoting students' social well-being, demonstrates the function of discipline management in developing these good social relationships.

On the other hand, enforcement of school rules and regulations by teachers and other senior administrative officials is not solely to control the behaviour of students in schools but also to achieve longer academic objectives. A study by Yeager (2014) reveals that school rules and regulations are one of those strategies designed to regulate the attention, emotion and behaviours of students in the face of tempting alternatives and achieve longer-term aims. With proper rules and regulations implemented in

schools, students can be more confident and achieve more self-control, which is important in propelling their academic performance in the long term. Rachel (2020) purport that formal education becomes effective where students are discipline or maintain certain level of discipline throughout their academic life no matter their background.

Although most of these studies in regards to school rules and regulation enforcement are focused on all students generally, orphans tend to experience different outcomes when school rules and regulations are applied. Shume and Refu (2019) argue that orphans are usually disadvantaged educationally than other students within the same household. In this perspective, the enforcement of rules and regulations may positively or negatively affect the psychological wellbeing of the orphan student depending on the psychological state of the student. According to Oyuga et al. (2016), orphans require special attention in schools because they lack the parental guidance that eventually shapes the character and behaviour beyond their home. This means that rules and regulations are not enough to influence their psychological wellbeing in school and more effort may be needed to guarantee positive results in the long run.

In vulnerable countries, especially in Africa, rules and regulations have played an important role in the psychological wellbeing of orphan students because of the limited opportunities available for them within the continent. Kilel et al. (2023) reveals that school attendance alone tend to help orphan students have some sense of normalcy and recover from the psychological impacts of losing their parents. School rules and regulations that is meant to create some sort of order and discipline between the teachers and students, ends up creating some form of normalcy and opportunity for career growth for the orphan student. They further argue that students are socialized to always

follow a particular value, norms and behaviour pattern or social group. Therefore, by setting a set of rules and regulations within the premise of the school is bound to shape their lives to specific standards, including orphans.

Lupton and Jones (2015) emphasize the critical role of effective schools in promoting inclusive practices, with a particular focus on aspects like clear school rules and regulations, collaborative leadership, and exemplary practices. These school rules and regulations serve as a guide for expected standards of psychological well-being, not only for students but also for teachers. In support of these observations, Adams (2016) conducted a study in Austria, which corroborated the significance of school rules and regulations as tools for cultivating good conduct among students. Such regulations foster self-control, orderliness, positive psychological well-being, and a culture of obedience to school authority (Adams, 2016).

Furthermore, it's noteworthy that schools, particularly at the secondary level, provide students with prospectuses upon admission. These prospectuses outline the expectations and rules that students are required to follow (Adams, 2016). These rules and regulations play a pivotal role in defining the behaviours that school community members should adhere to and those they should avoid. Consequently, they contribute to creating an environment where the psychological well-being of both students and teachers aligns with the established standards and expectations.

School rules and regulations are believed by many scholars to play an important role in shaping the psychological wellbeing of the student, especially in addressing life challenges. Ziile et al. (2021) highlight that rules and regulations in schools tend to equip students, whether orphaned or not, the right skills in meeting challenges of life. Therefore, without school rules and regulations that instil discipline and positive

behaviours in students, orphans and other students cannot meet life's challenges and may end up being failures in the society. An organization or institution cannot achievement any of its goals if the members of the organization are not discipline in their conduct (Simba et al., 2016).

In Kenyan public schools, lack of resources is a common problem, especially in remote regions like Makueni County (Kitulu & Kosura, 2015). The efficacy of disciplinary management techniques might be hampered by a lack of funds, overcrowded classrooms, and subpar facilities. Due to these restrictions, principals may feel forced to use disciplinary measures, which may be detrimental to the psychological health of orphaned pupils. It is commonly known that Kenyan public schools have high teacher-to-student ratios (Cheloti, 2016). This might make it extremely challenging for teachers to provide orphaned pupils with the specific attention they might need. To prevent orphaned kids from being disproportionately impacted, discipline management solutions must be developed with this contextual difficulty in mind.

To determine whether rules and regulations in school lead to discipline for the student, it is vital to consider the role of the teacher or the principal in this case. A study by Konstantinou et al. (2022) reveals that the teacher usually has the discretion of establishing rules and regulations in which the student should follow and the ultimate behaviour of the student usually lies at the responsibility of the teacher. This means the discipline of the student in school, whether orphaned or not, depends on the execution of the rules and regulations by the teacher or the relevant authority. Despite the critical role teachers or senior administrative officials play in schools in regards to rules and regulations, disorder and danger in school environments are still prevalent challenges in many schools across the globe. In places like Chicago, New York, Washington and

Detroit, student violence is very common in high truancy schools despite strict rules and regulations enforced by the institutions' senior heads (Ngwokabuenui, 2015).

Martin-Sanchez and Flores-Rodriguez (2018) emphasize that the two fundamental components of school life for any student is authority and discipline. Whether students follow the authority and become discipline entire depends on the way school rules and regulations are established and implemented. A study by Gounko (2013) reveals that sometimes students are more likely to follow rules and regulations in school if they are included in the creation and implementation of the school rules. Involving students in the creation and implementation of school rules and regulations helps builds their character and personality in their respective careers later on in life, thereby, demonstrating significant influence of their psychological wellbeing as a result.

While rules and regulations play an important role in influencing the psychological wellbeing of students in general, it is also established that rules and regulations that hinder the freedom of students can have negative consequence on the students' wellbeing. Based on a study by Manaf et al. (2017), school rules and regulations should not be too restrictive for students because restrictive rules can end up being unrealistic and ineffective in the end of the day. Principals that are too restrictive in their enforcement of rules and regulations within the school premise can make the life of the student hard causing resistance and disobedience at the end of the day. For an orphan student in secondary school, this is very common as unrealistic constraints and struggles, as a result of excessive rules and regulations, can cause distress and lead to disobedience as a result.

Across many Sub-Saharan African countries, a recurring pattern emerges where students frequently violate established school rules and regulations, leading to a range

of psychological well-being issues. These transgressions encompass behaviours such as truancy, alcohol consumption, participation in strikes that disrupt school activities, and the subsequent suspension of students, all of which have significant repercussions on their psychological well-being (Sithole, 2017). For instance, a study conducted in Nigeria by Nakpodia (2017) shed light on the mechanisms for enforcing rules and regulations in individual schools. Nakpodia (2017) highlighted the involvement of prefects' bodies, disciplinary committees, teachers, and parents in maintaining discipline within school settings.

However, a concerning trend observed by Nakpodia (2017) is that in many secondary schools, it has become commonplace for students to flout school rules and regulations without facing consequences. This behaviour reflects a lack of respect for school authority and often manifests in damaging school property, assaulting teachers, instigating riots at the slightest provocation, and resorting to harmful actions against each other, including the use of acid for self-defence. Such persistent breaches of rules and regulations not only disrupt the learning environment but also pose significant challenges to the psychological well-being of students, as they navigate an atmosphere characterized by insecurity and indiscipline.

For many scholars, the reason for the rampant student disobedience and disorderliness in schools, especially in African settings, can be attributed to the lack of proper regulations within the continent. According to Mulqueeny et al. (2020), at least 246 million school-going children and adolescents experience violence every year in school. Although most of the schools across the Sub-Saharan Africa region have established some form of rules and regulations, the enforcement of these rules and regulations are usually weak or non-existent creating room for student indiscipline and

violence within the school premise. For an orphan student, this is uncondusive learning environment that can eventually harm the student psychologically and health wise. Therefore, enforcement of rules and regulations do have an impact on the psychological wellbeing of orphan students in secondary and it is evident with the negative outcome as a result of the lack of implementation of these rules and regulations across African schools.

In places like South Africa, student violence as a result of inefficient enforcement of rules and regulations tend to manifest in form of psychological violence instead of physical violence. Because rules and regulations in schools are not properly enforced, students psychologically torment each other, especially in schools with larger student populations and in urban areas (Jacobs, 2013). This means that without rules and regulations, students are bound to exhibit bad behaviours that are bound to affect the psychological wellbeing of the rest of the students. Orphan students are bound to be drawn into these bad behaviours, especially after going through the psychological trauma of losing a parent or parents in the past.

While rules and regulations are the backbone of stability and effective learning in schools, especially in places like Africa, lack of infrastructure and resources can exacerbate social cohesion and increase the chances of student disobedience and violence. Schools with better physical learning environments tend to encourage social cohesion among students and increase chances of students' following the rules and regulations (Barrett et al., 2019). Inadequate infrastructure and resources within an institution can break the social cohesion that allows for effective rules and regulation implementation process. Students are bound to follow the rules and regulations that lead to disciplined behaviour and psychological wellbeing if the learning environment

is conducive enough. Any element of frustration within the learning environment can alter the behaviour of the students even if rules and regulations are in place.

Another crucial factor that limit the influence of rules and regulation enforcement in schools on the psychological wellbeing of students, especially orphaned students, is the authoritarian nature of schools in Africa. The reason why most African schools experience disobedience and violence among students despite the rules and regulations in place is the authoritarian bent of governance in these schools. However, a study by Ombaka (2015) reveals that students tend to exhibit positive values and school management tend to improve when students are allowed in the decision making process. Rules and regulations in schools do not work if the authoritarian nature of schooling, especially in schools across Africa, is the norm. Kyaruzi (2022) reveal that orphans are prone to psychosocial distress than non-orphan peers, especially if the environment they are in is hostile.

Financial constraints have been one of the biggest contributor to the declining psychological wellbeing of orphaned students in secondary schools across Kenya. Orphan students are more prone to psychological trauma if they cannot be get school fees to continue even if the rules and regulations of the institution are ideal. According to Okari (2023), orphan students have to constantly leave school or blocked from attending classrooms if they cannot afford to pay fees on time or experience severe hardship. Even if the principals enforce the rules and regulations of the school, orphans constantly feel left out when there are financial constraints within their educational process, thereby, reducing their psychological wellbeing in school in the long run. Some orphan students end up having low self-esteem and confidence in their studies, thus causing them to dropout as a result.

On the other hand, lack of emotional support systems have a more severe impact than rules and regulations among orphaned students in secondary schools across Kenya. High psychological wellbeing of students in schools is significantly influenced by the emotional support system these students have either within the school or outside the school. A study by Oyedele et al. (2016) reveals orphans are less likely to perform well in class since they lack the basic needs such as love from parents to motivate them to learn and succeed in school. These orphaned students have to go through distress alone without proper guidance, which severely impact their psychological wellbeing while in school in the long run. Rules and regulations that do not cover these aspects of the school system or student's life do not mean much when it comes to improving the psychological wellbeing of orphaned students in the long-term.

One of the biggest barrier to the relationship between school rules and psychological wellbeing of orphaned students is stigmatization. Bano et al. (2019) orphaned children are often looked down upon because of their situation and this tend to affect their psychological wellbeing in the long run, no matter the situation. This means orphaned students are rarely affected by the rules and regulations of the school, unless the rules and regulations specifically discourage any form of discrimination and stigmatization from the institutions or other students within the institutions. In Africa, stigmatization and discrimination are so widespread among various institutions, including learning institutions, some orphaned students are diagnosed with psychiatric disorders as a result. This is evident in Tanzania where 70 percent of orphaned teenagers experience some form of discrimination while it is common for orphans to be abused in Eastern Zimbabwe (Hermenau et al., 2015).

Despite the enforcement of rules and regulations, orphaned students are more likely to face psychological difficulties compared to non-orphaned students because of the

trauma and loss they experienced in the past. Christopher and Mosha (2021) argues that the loss of a parent or parents usually affects the psychosocial wellbeing of an orphaned child, especially when the orphaned children are under the care of unskilled guardian. Therefore, rules and regulations enforced in schools by the principal does not totally improve the psychological wellbeing of orphaned students if the rules and regulations does not address the trauma and loss these orphaned students experience. As a formal and informal training, education is a lifelong process that begins at home and continues in school (Fekadu, 2019).

The scenario is replicated in Makueni County with some of the students lost their lives. However, Kindiki (2019) has not articulated how the enforcement of different school rules and regulations influence the psychological well-being of orphaned students in public secondary schools.

In counties such as Kisumu County, fire outbreaks have been on the rise despite many secondary schools enforcing strict rules and regulations towards their students. Muasya (2021) reveal that the leading cause of fire outbreaks in public secondary schools in Kisumu county, Kenya and other parts of the country is arson. Although most of these secondary schools where fire outbreaks are common have strict rules and regulations, majority of arson incidents in secondary schools are attributed to rogue students. Arson reports caused by students were reported to have reached a total of 750 across most secondary schools in Kenya between 2008 and 2018 (Cooper, 2021). Most of these incidents led to loss of lives among the students indicating the severity of the situation in many secondary schools across Kenya. Therefore, rules and regulations are not enough to ensure the psychological wellbeing of students in secondary schools, especially Orphans.

While rules and regulation enforcement still plays an important role in the influence of the psychological wellbeing of students or orphaned students in Kenyan secondary schools, the learning environment can also have a significant impact on the psychological wellbeing of the student. For instance, fire outbreaks as a result of arson committed by students are usually attributed to curriculum pressures rather than rules and regulations that control students' behaviour across secondary schools in Kenya (Elizabeth, 2014). The pressure from intensified curriculum creates anxiety and unnecessary stress among students that eventually breaks the social cohesion in secondary schools, thus leading to outbreak of fires and arson cases in Kenya. Therefore, rules and regulations enforcement by the principal in secondary schools do have an impact on the psychological wellbeing of the orphaned student, but there are other factors to put into consideration.

2.3 Principals' Involvement of Stakeholders in Decision-Making and Psychological Well-Being of Orphaned Students in Secondary Schools

Mulwa et al. (2020) explored principals' use of collaborative decision-making in disciplinary practices in Kitui County, Kenya, as an alternative to corporal punishment. Their study analyzed how class meetings, aimed at involving students in decision-making processes, impacted student discipline. However, findings showed no significant impact on student discipline outcomes, suggesting that merely holding class meetings was insufficient for effecting change. Although this research sheds light on collaborative decision-making's role in school discipline, it did not specifically address the psychological well-being of orphaned students. Moreover, the research did not examine stakeholder involvement beyond student participation, leaving a gap in understanding the broader impact of including teachers, guardians, and community members. The current study addresses this gap by investigating how the involvement

of a wider range of stakeholders in decision-making affects the psychological well-being of orphaned students in public secondary schools within Makueni County, Kenya, thereby offering insights into the effectiveness of holistic community-supported discipline management in educational environments.

Community and family are of utmost significance in Kenyan culture, which is profoundly founded on collectivism (Hofstede, 1980). The orphaned pupils are impacted by this cultural characteristic since they frequently need the help of their extended family and communities. In order to prevent these children from feeling even more alone or ostracized, principals must take this dependency into account while developing discipline management measures. Respect for leaders is a significant cultural norm in Kenya, and this extends to school administrators as well (Mbiti, 1990). This regard magnifies the effects of principals' actions on the psychological health and self-worth of orphaned kids. Implementing discipline techniques should take this cultural context into consideration. Additionally, orphaned students in Kenya frequently experience stigma and prejudice as a result of their orphan status, which can negatively impact their psychological well-being and sense of self (Ntuli et al., 2020). The stigma already experienced by these vulnerable pupils should not be exacerbated, thus school principals should be keenly aware of this cultural prejudice and work to design discipline management systems that do not.

Schools and areas in Kenya have different levels of community participation (Nzuki & Walingo, 2015). Orphaned students may benefit from strong support networks in certain places while not having access to them in others. In order to establish a more nurturing atmosphere for orphaned pupils, principals should evaluate the extent of community participation in their particular setting.

Orphaned students face unique challenges that can significantly impact their educational experiences and psychological well-being. While some may benefit from strong support networks, including family, community, and school resources, others may lack access to such essential forms of support (Shann et al., 2013). The role of principals in creating a nurturing and supportive school environment for orphaned students is crucial, but it varies depending on the extent of community participation and resources available in a particular setting.

In regions where orphaned students have access to robust support networks, their psychological well-being and academic success are often more promising. These support networks may include extended family members, community organizations, and school-based programs specifically designed to assist vulnerable students. Principals in such areas can collaborate with these community partners to ensure that orphaned students receive the emotional and practical support they need to thrive in school (Naidoo, 2008). This collaboration may involve providing counselling services, mentorship programs, or access to resources like food and healthcare. However, in areas where community participation and resources are limited, principals must play a more central role in addressing the needs of orphaned students. They may need to take proactive steps to create a school environment that compensates for the lack of external support. This could involve implementing trauma-informed practices, fostering a sense of belonging among students, and promoting emotional well-being within the school's ecosystem.

Principals can also collaborate with local authorities, NGOs, and educational policymakers to advocate for additional resources and support for orphaned students in their communities. By raising awareness about the unique challenges faced by these students and mobilizing resources, they can help bridge the gap between what is

available and what is needed. Moreover, principals should prioritize the inclusion of orphaned students in decision-making processes within the school (Wood & Goba, 2011). When students have a voice and agency in shaping their educational experiences, they feel valued and heard. This empowerment can have a positive impact on their psychological well-being, as it instils a sense of control and belonging. Government policies are crucial in determining how Kenyan schools manage discipline. Guidelines and policies pertaining to education and child care are provided by the Kenyan Ministry of Education. To guarantee that they achieve both educational and psychological well-being objectives, principals must make sure that their initiatives are in line with these policies. It is essential for principals to recognize that the needs of orphaned students vary widely from one community to another. Therefore, their strategies for supporting these students should be flexible and adaptable, considering the local context and available resources. Principals should also stay informed about best practices and research in the field of education and child psychology to ensure that their approaches remain effective and up-to-date.

The engagement of extended relatives and communities is essential for the psychological health of orphaned pupils. According to research by Kimemia (2016), these students might have a sense of emotional safety and belonging thanks to the community support networks. To make sure that these support mechanisms are used successfully, principals can work with community leaders and organizations. The family is the main emotional and social support source in many African cultures (Mudege, 2019). The families of orphaned pupils should have channels of communication and collaboration established by the principals who should understand the value of family participation. Regular gatherings, counselling services, and family involvement programs might all fall under this category.

One critical approach is the organization of regular meetings involving the families of orphaned students. These gatherings can serve as platforms for open discussions, where family members can express their concerns, share insights, and seek guidance from the school administration. Such interactions create a sense of community and mutual support, reassuring orphaned students that they are not alone in their journey. Furthermore, principals can introduce counselling services specifically tailored to the needs of orphaned pupils and their families (Otieno, 2015). These services can offer a safe space for individuals to address emotional challenges, grief, and trauma. By providing access to professional counsellors or trained staff members, the school can help families navigate the complexities of supporting orphaned students effectively.

Family involvement programs initiated by school principals can also foster a deeper connection between families and the school community. These programs may encompass a range of activities, such as workshops, seminars, and informational sessions. For instance, workshops on parenting skills, child development, or coping strategies can equip families with the tools and knowledge needed to support their orphaned children's psychological well-being. Moreover, principals can encourage the active participation of family members in school-related activities, such as parent-teacher meetings, school events, and volunteer opportunities (Yulianti et al., 2020). In doing so, they create an inclusive environment where families feel valued and integrated into the educational journey of their children. Family engagement and community collaboration. Principals play a pivotal role in ensuring that the emotional needs of orphaned students are met comprehensively. This approach not only provides essential psychological support but also reinforces the notion of a collective responsibility in nurturing these vulnerable students. Ultimately, it contributes to their

overall well-being, academic success, and sense of belonging within both their school and wider community.

Even though orphaned students might not have their biological parents, involvement of extended family members and guardians can have a big impact on their mental health. In their study, Kimani and Nyambura (2020), they looked at how principal leadership may encourage parents to get involved with their orphaned pupils. According to the study, principals who actively promoted and offered chances for parent or extended family involvement had a beneficial impact on these students' psychological wellbeing. These initiatives improved the emotional health of orphaned students by fostering a sense of family and support. Auni (2022) investigated how orphaned children perceived the effects of parental participation encouraged by principals in a companion study. According to the results, students who had guardianship or involvement from extended family reported greater levels of psychological well-being. In an environment where parental involvement initiatives were prioritized, orphaned pupils had access to a network of supporters that boosted their emotional fortitude.

The educational process depends heavily on student participation, and psychological health is key to promoting that engagement. Principals should ensure they engage stakeholders such as teachers and others to help students concentrate in class. Building strong teacher-student bonds is essential for fostering a supportive learning environment. Juvonen (2006) stressed the correlation between better levels of psychological well-being among students and strong teacher-student interactions. These connections can promote a feeling of community, lessen stress, and boost academic motivation. Hughes (2012) also carried out a research that emphasized the role of instructors' personal psychological health in forming these connections. Healthy teacher-student relationships are facilitated by teachers who are more likely to

demonstrate patience, empathy, and good communication techniques. Student involvement was described as a multifaceted term by Fredricks et al. (2004), including behavioural, emotional, and cognitive elements. They stated that children who are intellectually engaged, emotionally invested in their education, and connect well with teachers do better in school. Students' engagement levels rise when they have a sense of competence, autonomy, and relatedness in the classroom, according to empirical research by Skinner (2008) and Reeve (2012). This, in turn, positively influences their overall learning experience.

Stakeholders play an important role in promoting students' psychological well-being. According to Keddie (2015), it is beneficial to have other people from the communities participate in school activities to facilitate the attainment of goals. As indicated by Norwich et al. (2015), community members can help mould children's conduct. Parents, as primary stakeholders, hold a unique position in shaping the psychological development of their children. Norwich, Evans et al. (2015) emphasize that parents are the first educators and influencers in a child's life. Their support, guidance, and involvement in their child's educational journey significantly impact the child's emotional and psychological well-being. Principals and educators should actively encourage parental engagement through initiatives such as parent-teacher meetings, workshops, and regular communication channels.

Parent-teacher associations (PTAs) and school advisory boards provide platforms for parents to collaborate with school administrators and educators. These forums enable parents to voice their concerns, provide feedback, and participate in decision-making processes that directly affect their children's education and psychological well-being. By fostering this partnership, principals can tap into the collective wisdom of parents to enhance the overall school experience for students. Community members, including

local leaders, businesses, and organizations, constitute another vital group of stakeholders. Their active participation in school activities can bring about transformative changes. Keddie (2015) asserts that community members can serve as positive role models, mentors, and sources of inspiration for students. Their involvement in school programs, such as career days, mentorship initiatives, or extracurricular activities, can broaden students' horizons and boost their self-esteem.

Furthermore, community members can contribute to a sense of belonging and cultural enrichment within the school environment. Schools that actively engage their communities often benefit from diverse perspectives and resources that enrich the educational experience. Principals can initiate outreach efforts to involve local businesses and organizations in school projects, fostering a sense of shared responsibility for the well-being of students. Educators, as frontline stakeholders, play a central role in nurturing students' psychological well-being on a daily basis. Norwich et al. (2015) stress that teachers not only impart academic knowledge but also serve as mentors and emotional anchors for their students. Principals must prioritize the professional development and well-being of educators to ensure they are equipped to provide holistic support.

Training programs on topics such as mental health awareness, trauma-informed teaching, and fostering positive classroom environments can empower educators to address the diverse emotional needs of their students. Principals can facilitate these initiatives and encourage a culture of mutual support among the school staff (Edgeron et al. 2006; Balyer et al., 2015). Additionally, creating platforms for educators to share best practices and experiences can enhance their effectiveness in promoting students' psychological well-being. On the other hand, policymakers, at the broader educational level, hold a significant role in shaping the educational landscape and the psychological

well-being of students. They can influence policies related to school resources, curriculum development, and support services. Principals can actively engage with policymakers to advocate for policies that prioritize students' psychological well-being. For instance, advocating for increased access to mental health services within schools can address the emotional needs of students more effectively. Additionally, policies that promote inclusive education, equitable resource allocation, and reduced class sizes can create a conducive learning environment that supports students' emotional development. Furthermore, educators, community members, and parents can collectively advocate for policies that recognize the importance of a holistic approach to education, encompassing emotional well-being alongside academic achievement. Principals can facilitate these advocacy efforts by collaborating with local education boards and participating in educational policy discussions.

According to Castello (2017), good relations between school children, teachers, and members of society are enhanced by inclusive interactions. Kraft and Shaun (2018) indicate that third-parties are vital in shaping the school environment. Students' psychological well-being in schools can be improved if the instructors get support from stakeholders. In support of these assertions, Ojedapo (2018) conducted a study in the Netherlands, revealing that the adoption of collaborative school practices, such as the establishment of student councils, collegial instructional leadership, and community involvement, is primarily driven by the desire for improved instruction, enhanced learning experiences, and greater school effectiveness. Ojedapo (2018) underscored that when schools foster close ties with the community and actively engage with concerned stakeholders, it generates a sense of synergy, interdependence, and connectedness. These qualities, according to Ojedapo (2018), contribute to the development of a learning organization that is better equipped to make informed

decisions, particularly when addressing challenges related to the psychological well-being of orphaned or vulnerable students. The implication is that it is important to involve various stakeholders in the decision-making process, as it leads to positive outcomes. Allowing stakeholders, including community members, to have a voice in school matters not only strengthens the school-community relationship but also brings diverse perspectives to the table, ultimately facilitating more informed and effective decisions, especially when addressing the unique needs and well-being of vulnerable students.

The psychological wellbeing of orphaned students can be dramatically impacted by collaborative partnerships between schools and outside groups. In order to support orphaned pupils, Saud and Ashfaq (2022) looked into the function of principal leadership in fostering connections with NGOs and community-based groups. According to the study, principals who actively participated in team projects increased the resources available to orphaned kids. These collaborations gave orphaned children access to mentorship programs, counselling services, and additional academic help, all of which had a favourable impact on their mental health.

Orphaned students constitute a particularly vulnerable group within the larger demographic of children and adolescents. Their vulnerability arises from the emotional and practical consequences of parental loss. Bereavement, often accompanied by grief, depression, and anxiety, can profoundly affect these students' emotional development and self-esteem (Roberts, 2016). The absence of parental support can lead to social isolation, as orphans may grapple with feelings of abandonment and difficulty in forming meaningful relationships with peers and adults (Mushtaq et al., 2014). Moreover, many orphaned students find themselves in economically disadvantaged households, facing financial instability that limits their access to essential educational

resources and extracurricular activities. Consequently, these challenges often manifest in academic struggles, resulting in lower grades and diminished self-worth, which further exacerbate the psychological distress experienced by orphaned students.

Collaborative partnerships between schools and outside groups have emerged as a promising approach to addressing the multifaceted challenges faced by orphaned students. These partnerships involve schools working in conjunction with community organizations, non-profits, mental health professionals, and other stakeholders to provide comprehensive support and resources for orphaned students. The following sections delve into the key areas in which these collaborative partnerships can significantly impact the psychological wellbeing of orphaned students. One of the central ways in which collaborative partnerships bolster the psychological wellbeing of orphaned students is by promoting emotional resilience. These partnerships often provide access to counselling and therapeutic services, enabling students to navigate the emotional turmoil associated with parental loss more effectively (Kilel et al., 2023). Through support groups, individual counselling sessions, and peer mentorship programs facilitated by outside organizations, orphaned students can develop coping strategies, express their feelings, and build emotional resilience. It should be noted that emotional support can reduce symptoms of depression and anxiety among orphaned students, thereby fostering their emotional wellbeing.

Collaborative partnerships also play a pivotal role in improving the academic outcomes of orphaned students. By offering tutoring, homework assistance, and access to educational materials, these partnerships address the academic challenges associated with parental loss and financial instability (Karabenick & Noda, 2004). Outside groups often provide after-school programs and mentorship initiatives that not only help orphaned students catch up academically but also instil a sense of purpose and

motivation. Studies have shown that targeted academic support can lead to higher grades and increased educational aspirations among orphaned students.

Enhancing the psychological wellbeing of orphaned students extends beyond emotional resilience and academic success. Collaborative partnerships contribute to their holistic development by addressing their social and extracurricular needs. Through community-based activities, arts programs, and sports initiatives organized by outside groups, orphaned students can cultivate essential life skills, form positive relationships, and find a sense of belonging (Sallis, 2010). These holistic development opportunities not only counteract social isolation but also bolster self-esteem and a sense of identity among orphaned students.

Furthermore, collaborative partnerships promote community engagement, creating a support network that extends beyond the school environment. These partnerships often involve the active participation of local community members and organizations, fostering a sense of solidarity and empathy toward orphaned students (Skovdal & Campbell, 2010). This community support can mitigate the stigma and discrimination that orphaned students may face, enhancing their overall psychological wellbeing. In this way, collaborative partnerships create a more inclusive and supportive social environment for orphaned students.

The psychological well-being of orphaned students depends on their teachers' ability to recognize and meet their emotional needs. Hennessy (2022) investigated the possibility of principle leadership promoting teacher sensitivity. The study found that administrators who actively supported teachers' growth in identifying and addressing the emotional needs of orphaned students had a positive effect on those students'

psychological well-being. The trained instructors' enhanced capacity to provide the necessary emotional support increased the students' capacity for emotional resilience.

In another study, Maina and Omondi (2018) looked into how orphaned students reacted to sensitive teaching that was facilitated by the principle. The results showed that pupils' psychological well-being was higher when they believed their professors were sympathetic to their needs. A setting where orphaned pupils received the attention and support required for their mental wellbeing was created by principals who placed a high priority on teacher training in this respect.

In many countries in the Sub-Saharan Africa, third-parties to help improve the wellness of students. Garagae (2015) indicated that collaborations with community members are vital in moulding learners' mentality. Engaging students, especially orphans, with real-world experiences, diverse perspectives, and practical life skills through community collaborations is instrumental in nurturing their psychological well-being. These interactions not only expose them to the complexities of the world but also provide them with valuable insights from community role models, motivating them to establish and pursue their personal objectives. Moreover, active engagement with community members instils a sense of civic responsibility among students, encouraging them to actively partake in local initiatives, thereby enhancing their social awareness and feelings of citizenship. Furthermore, these community connections offer essential networking opportunities and access to resources, thereby assisting students, including orphans, in achieving their academic and career aspirations. Additionally, participation in community-based learning projects resulting from such collaborations empowers students to apply their acquired knowledge to address real community challenges, imparting a sense of purpose and agency to their educational journey, ultimately contributing to their psychological well-being.

In Kenya and Makueni County, in particular, the scenario is similar with the involvement of stakeholders being regarded as a critical strategy for improving students' discipline and psychological well-being at school. For example, a study conducted in Makueni County by Kilonzo (2017) established that level of students' discipline and psychological well-being depends on whether the principal, as the chief executive of the school, enlists the support of different stakeholders in designing discipline management strategies. The study hypothesized that, to improve the psychological well-being of orphaned students, an inclusive approach to discipline management is important. However, much still needs to be done since Kilonzo (2017) as did other empirical studies have not interrogated the extent to which specific roles undertaken by different stakeholders promote students' psychological well-being in public secondary schools; hence the need for this study.

2.4 Principals' Counselling Strategies and Psychological Well-being of Orphaned Students in Secondary Schools

Kyaruzi (2022) conducted a study assessing the psychosocial well-being of orphaned primary school children in Tanzania, finding that 30.8% of orphans exhibited emotional and behavioral issues that negatively influenced their learning. The study emphasizes the need for psychosocial support, as orphans frequently experience feelings of unhappiness and distress, which disrupt their academic engagement. Although this study provides valuable insights into the psychosocial challenges faced by orphaned children, it primarily focuses on primary school contexts without addressing the impact of school principals' counseling strategies on orphaned students in secondary schools. Furthermore, while it calls for greater psychosocial awareness among educators, it stops short of evaluating specific counseling approaches principals might implement to support orphaned students' psychological well-being. Thus, the current study aims to

fill this gap by examining how targeted counseling strategies by secondary school principals can foster psychological well-being among orphaned students in public secondary schools within Makeni County, Kenya, addressing an often-overlooked demographic with unique emotional needs (Kyaruzi, 2022).

Various international perspectives have defined counselling practices with a common theme. Norwich (2015) characterizes counselling as an interactive process that brings together the counselee, often someone vulnerable seeking assistance, and a trained therapist. The primary objective of this interaction is to empower the counselee to better navigate their inner self and the realities of their environment. Eddy (2016) contends that education serves the vital function of creating opportunities for students to reach their full potential across multiple dimensions, including educational, vocational, personal, emotional, and moral development.

In the Netherlands, Kauchak (2016) conducted a study revealing that counselling practices embedded within different secondary schools serve as an integral component in enhancing students' psychological well-being. Guidance and counselling services, as highlighted by Kauchak (2016), equip students with the skills to assume greater responsibility for their decisions and enhance their capacity to comprehend and accept the consequences of those decisions. This underscores the notion that the ability to make informed choices is not an inherent trait but, like other skills, can be nurtured and developed.

Building on these insights, Nugent (2017) emphasized that teachers play a pivotal role in the successful implementation of comprehensive counselling programs, highlighting their significance in the daily lives of students. Teachers are the most influential figures in the lives of students, significantly shaping their experiences, whether positively or

negatively. In a study conducted in Malaysia, Othman and Baker (2017) further underscored the crucial role of teacher-counsellors as the frontline in identifying students' specific needs that may impact their enrolment and participation in school activities. Teacher-counsellors serve as key advisors to students and represent a vital avenue for personalized learning experiences.

The strength of a person's relationships and their sense of belonging in a social setting are key components of social well-being, another essential component of psychological well-being (Keyes, 1998). Social well-being is especially important for orphaned students in Kenya's public secondary schools because of the distinctive social obstacles they could face. The study by Wentzel (1997) emphasizes the influence of schools on the development of peer connections. Principals should employ discipline strategies that address both behavioural issues and the development of healthy peer relationships. Bullying or social exclusion may have a negative effect on the social wellbeing of orphaned children. By creating an environment where children feel safe and valued by their peers, effective disciplinary methods should help kids develop a sense of identity and acceptance. Additionally, highlighting the importance of creating a sense of acceptance and belonging in schools, Ryan and Deci (2000). Principals who encourage inclusiveness and celebrate variety contribute to the social wellness of orphaned children. If students feel that school is a place where their unique histories and identities are respected, they are more likely to have a sense of belonging, which is essential for their overall wellbeing.

Principals who prioritize inclusiveness and celebrate diversity are instrumental in creating a school culture that is supportive and compassionate. They understand that orphaned children may carry unique emotional burdens, and by fostering an environment of empathy and understanding, they provide a safe space where these

students feel valued and heard (Wesley et al., 2022). Such a culture is vital for the social wellbeing of orphaned children, as it mitigates feelings of isolation and loneliness that can result from their distinct life circumstances. By promoting a sense of belonging and acceptance, these principals lay the foundation for positive social interactions and relationships among students, which can be particularly transformative for orphaned children.

It is important that principals champion for inclusiveness because this factors the importance of peer support and mentorship in the lives of orphaned children. They actively facilitate programs that encourage older students to mentor their orphaned peers, providing a valuable source of emotional support and guidance (Lyons & Chan, 2020). These mentoring relationships often extend beyond the academic realm, helping orphaned students navigate the complexities of adolescence and personal development. By fostering these connections, principals empower orphaned children to build resilience and develop essential social skills, which are crucial for their overall wellbeing.

Extracurricular activities play a pivotal role in the social development of students, and principals who prioritize inclusiveness ensure that orphaned children have equal access to these opportunities. They recognize the importance of extracurricular activities in building social skills, self-esteem, and a sense of belonging (Greenberg et al., 2003). These principals work with teachers and community organizations to provide a diverse range of extracurricular options, accommodating the varied interests and talents of orphaned children. Whether it's sports, arts, clubs, or community service, these activities offer a platform for social interaction and personal growth, helping orphaned children integrate into the school community.

Orphaned children can be vulnerable to bullying and stigmatization due to their unique life circumstances. Principals who prioritize inclusiveness take proactive measures to address these issues. They implement anti-bullying policies and create a culture where intolerance and discrimination are not tolerated (Thapa et al., 2013). Additionally, they educate teachers and students about the challenges faced by orphaned children, fostering empathy and reducing the likelihood of stigmatization. By addressing these concerns, these principals create a safer and more inclusive school environment, where orphaned children can focus on their social wellbeing without fear of harassment or prejudice.

Principals who celebrate diversity also recognize the importance of emotional wellbeing in the social development of orphaned children. They work closely with school counsellors and mental health professionals to provide the necessary emotional support (Seligman et al. 2019). This support can take the form of individual counselling, group therapy, or even workshops addressing grief and loss. By making these resources readily available and reducing the stigma surrounding mental health, these principals empower orphaned children to address their emotional needs proactively, fostering emotional resilience and social wellness.

Inclusiveness goes beyond the school environment; it extends to the families and caregivers of orphaned children. Principals who prioritize inclusiveness engage with these important stakeholders, recognizing their role in the social wellbeing of orphaned children (Khalifa et al., 2016). They facilitate open lines of communication, ensuring that families and caregivers are informed about school activities and progress. This collaboration helps create a cohesive support system for orphaned children, where both school and home environments work in tandem to promote social wellness.

The disciplinary management techniques used in schools are closely related to psychological health. According to research (Skiba, 2011), punitive and severe disciplinary procedures can have a negative impact on students' mental health. These impacts can be especially severe in the case of orphaned pupils in Kenya who may already be dealing with the death of their parents and possible shame. Instead, constructive discipline techniques like restorative justice procedures can benefit students' psychological well-being, according to research by Wang (2017). Restorative justice strategies put an emphasis on making amends, creating connections, and encouraging empathy, all of which are consistent with Kenyan culture's collectivist ideals. The psychological well-being of orphaned pupils is supported in schools by having supportive principals. Nzomo and Mutisya's (2019) study emphasizes the importance of leadership in determining the culture of a school. Principals may create a supportive learning environment that benefits all students, including orphans, by embracing a transformational leadership style that is marked by support, empathy, and a focus on individual needs. Additionally, the study by Mbugua (2018) highlights the value of culturally responsive leadership. In order to promote psychological well-being, principals who are sensitive to the cultural specifics of their students might create discipline management plans that respect and include cultural values and traditions.

As Bowen (2017) points out, community involvement may significantly improve the social well-being of orphaned pupils. Schools that cooperate with the neighbourhood community give these pupils access to extra support systems. These collaborations can include counselling, extracurricular activities, and mentoring that help strengthen students' feelings of social belonging. Participation in the community enhances schooling while also enhancing the overall wellbeing of orphaned pupils. Orphaned students in Kenyan public secondary schools must have a strong sense of social well-

being in order to maintain psychological health. By using discipline management techniques that foster wholesome peer relationships, inclusiveness, and community involvement, principals can have a beneficial impact on this dimension.

The effects of psychological health on educational outcomes go beyond academic success. According to Helliwell and Wang (2013), psychological well-being is a key sign of a country's general performance and standard of living. Subjective well-being also includes physical well-being. This implies that fostering psychological health inside the school system might have significant positive effects on society. A research by Suldo (2014) also emphasized the long-term influences of psychological well-being on professional performance and overall happiness. Higher levels of wellbeing among students during their academic years are associated with greater likelihood of pursuing rewarding occupations and leading fulfilled lives.

Even though the value of psychological health in school is clear, obstacles nevertheless exist. First of all, there has to be more uniformity in how psychological well-being is defined and assessed in educational settings. It is difficult to compare results among studies since they use different scales and measurements. Second, it is important to recognize how cultural and environmental variables influence psychological well-being and how it affects schooling. When evaluating well-being in educational contexts, studies by Chen (2016) and Kitayama and Uskul (2011) highlight the need of taking cultural variations into account. Thirdly, research has to be done on treatments designed to improve psychological wellbeing in the classroom. To find the best methods and tactics for fostering the wellbeing of both students and teachers, further study is required. This assessment of the evidence emphasizes how crucially important psychological health is to schooling. Its beneficial effects on academic achievement,

teacher-student relationships, student engagement, and overall educational results are regularly highlighted by empirical research. Promoting psychological health in educational environments has far-reaching effects on society in addition to being advantageous for individuals. However, issues like measurement irregularities and cultural differences demand further attention. Future studies should concentrate on creating normative assessments of psychological well-being in the classroom and investigating culturally considerate strategies to improve wellbeing. Ultimately, a successful and flourishing learning environment must be created using a holistic approach to education that places a high priority on psychological well-being.

The beneficial effects of transformational leadership on the psychological health of orphaned pupils have been the subject of numerous research. In Kenyan schools, Sabwami (2023) performed study with a particular emphasis on principal leadership styles and how they affected orphaned pupils. According to the study, principals who demonstrated transformational leadership traits like empathy, support, and collaborative decision-making fostered an inclusive and nurturing learning environment. These settings were proven to greatly improve the mental health of orphaned students. These pupils' emotional needs were better catered to by transformational leaders, who also offered a secure environment for their progress. In a similar line, Damiano's study from 2022 looked at how principal leadership styles affected the mental health of orphaned pupils. Once more, it was discovered that emotional health in students is positively connected with transformational leadership. The psychological difficulties experienced by orphaned pupils were significantly lessened by principals who demonstrated empathy, support, and a dedication to developing healthy student-teacher connections. These findings highlight the need of

transformative leadership in developing a safe learning environment for vulnerable pupils.

The development of a positive school climate is crucial for the mental health of orphaned students. Jessiman's research from 2022 concentrated on the principal's leadership's function in creating such a culture. The study discovered that orphaned children' psychological wellbeing was positively impacted by administrators who actively created a climate of inclusivity, empathy, and support inside the school. These principals promoted an atmosphere where children felt respected, safe, and understood, which helped them build their emotional fortitude. Moreover, in another study Atasoy (2020) investigated teachers' perspectives of how principal leadership affects school culture. According to the study, administrators who were seen by teachers as leaders who promoted a supportive school climate were better at helping orphaned pupils emotionally. Making sure orphaned pupils had the support and understanding required for their psychological wellbeing was made possible thanks in large part to the principal's leadership in developing a nurturing school culture.

For orphaned kids, losing a parent may be an extremely terrible experience, and the care principals offer during these times can have a significant effect on their psychological well-being. In a study published in 2019, Maingi looked at how principal leadership affected the assistance provided to pupils who had lost a parent. According to the study, administrators who were proactive and compassionate in recognizing and meeting these students' emotional needs had a considerable favourable effect. By showing a sense of concern and empathy for their students, principals who actively connected with those who had experienced loss contributed to their psychological wellbeing. This emotional support was crucial in assisting orphaned students in overcoming their grief and moving forward with their academic careers on more solid

emotional ground. In a comparable study, Auni (2022) investigated the views of principal support among orphaned pupils in Kisii County, Kenya. According to the research, orphaned pupils who received direct encouragement and thanks from principals expressed higher levels of psychological wellbeing. The lives of these students were greatly impacted by the principals who took the time to listen, encourage, and foster an inclusive school climate. This emphasizes how crucial principle leadership is in identifying and meeting the special requirements of orphaned kids, ultimately enhancing their wellbeing.

For orphaned students to succeed in school environments, there is often a need for extra assistance and inclusive policies. In his research, Onyango (2021) looked at how principal leadership affected the creation and application of inclusive policies that catered to the needs of orphaned kids. According to the study, principals who supported inclusive policies helped to foster a welcoming and encouraging learning environment. This in turn decreased feelings of loneliness and encouraged a sense of belonging, which had a good effect on the psychological health of orphaned kids.

Emotional support is paramount. Schools must provide access to counselling services and mental health professionals who specialize in helping orphaned students navigate the emotional complexities of their situation. By offering a safe space to express their feelings and develop coping strategies, these services play a pivotal role in mitigating the emotional distress that can hinder their academic progress (Tanyu et al., 2020). Peer support and mentorship programs are equally critical. Older students can act as mentors and provide valuable guidance, fostering a sense of belonging and camaraderie among orphaned students. Such peer relationships not only offer emotional support but also serve as role models, demonstrating that success is attainable even in the face of adversity.

Inclusive extracurricular activities are instrumental in promoting social integration and skill development. These activities not only enhance the overall educational experience but also provide orphaned students with opportunities to build friendships, self-confidence, and a sense of achievement (Schaefer et al., 2011). Addressing instances of bullying and stigmatization is another crucial facet of extra assistance. Principals and educators must implement anti-bullying policies and promote a culture of acceptance and respect within the school community. This proactive approach ensures that orphaned students can learn in an environment free from discrimination and harassment. Educators must be equipped with the tools and knowledge to recognize the signs of distress in orphaned students and provide appropriate support. Professional development and training programs can empower teachers to create inclusive classrooms where every student feels valued and understood.

The way conflicts are handled in the classroom has a big bearing on how psychologically well orphaned pupils are. Alem (2020) studied how principal leadership affects how conflicts with orphaned kids are resolved. According to the study, principals who actively engaged in conflict resolution and used restorative justice strategies helped create a more peaceful and emotionally supportive learning environment. These methods not only successfully handled disagreements but also assisted students in developing more solid interpersonal ties, thereby improving their psychological wellbeing. Building on this theme, Mendenhall (2021) investigated how orphaned pupils perceived the methods used by principals to resolve conflicts. According to the study, pupils who thought their teachers were fair, sympathetic, and good at resolving conflicts expressed higher levels of psychological well-being. Students' emotional health was significantly aided by principals who placed a high

priority on peaceful dispute resolution because they did so by fostering a sense of safety and understanding among their students.

As indicated by Othman and Bakar (2017), teamwork between teachers and counsellors is essential in providing effective therapy for orphaned students. Orphaned students often face unique emotional and psychological challenges due to their life circumstances, including loss and trauma. Principals should not downplay the work done by teachers who offer therapy services to students as indicated by Myrick (2016). Collaborative efforts between teachers and counsellors create a supportive network that helps these students navigate their emotional struggles. Teachers, as key figures in a student's daily life, can identify behavioural changes or signs of distress in the classroom. When they collaborate with counsellors, who possess expertise in addressing psychological issues, a holistic approach to student well-being emerges. This collaboration encourages orphaned students to seek help when needed, as they witness a united front of support. Seeking therapy and finding resolutions to their emotional challenges can significantly impact their academic goals as shown by Eddy (2016), Brammer (2016), and Patterson (2017). Emotional well-being is closely linked to academic performance, and when students receive the necessary support and therapy, they can better focus on their studies, cope with stress, and set achievable academic goals. This collaboration between teachers and counsellors is a powerful mechanism for not only addressing psychological issues but also empowering orphaned students to thrive academically despite their unique circumstances.

In most countries in Sub-Saharan Africa, it is a popular view that successful school counselling practices involve, to some reasonable degree, voluntary students' participation (Celestine, 2017). For example, in South Africa, Muribwathoho and

Shumba (2016) note how a student perceives counselling might serve as a barrier to the process. To support this assertion, Droegkamp (2016) carried out a study in Lesotho which revealed that counselling services in secondary schools are essential for the psychological well-being of the students. This implies that counselling services are an important aspect in helping, developing and enhancing psychological resources that mediate the wellbeing of students in secondary schools. In other words, counselling enables students to deal with challenges while at school.

In Kenya, the provision of guidance and counselling services in schools was formally started in the 1970s (Celestine, 2017). This was as a result of the 1967 and 1968 careers conference reports. This was followed by the establishment of the Guidance and Counselling Unit in the Ministry of Education in July 1971. Before the year (1971), guidance and counselling services in schools mainly concentrated on career guidance which was almost entirely based on the voluntary efforts of teachers who somehow felt motivated to provide it. In secondary school settings, guidance and counselling services were commenced to cater to learners with social, personal, psychological, educational and vocational problems (Republic of Kenya, 2019). In a study carried out in Kisumu District, Jack and Enose (2019) established that the role of guidance and counselling in the administration and improving the psychological well-being of students who are undergoing psychological challenges in schools has been recognized by the various government policy documents since independence.

In Makueni County, secondary schools have embraced counselling as a tool for enhancing the psychological well-being of students with daily challenges. A study carried out in a sample of 19 secondary schools in Makueni County by Mutinda (2014) revealed that counselling activities undertaken in schools help students who are

vulnerable to cope with stressful situations like loss of parents and select careers, based on aptitude and interest and not on familiarity or perceived status of the career. However, these assertions need further re-examination as Mutinda (2014) as well as other empirical researchers have not articulated how each counselling strategy adopted by schools influences the psychological well-being of orphaned students in secondary schools.

2.5 Mentorship Programmes and Psychological Well-being of Orphaned Students in Secondary Schools

Huynh et al. (2019) conducted a cross-national study examining factors that impact the psychosocial well-being of orphaned and separated children (OSC) in low- and middle-income countries, including Kenya. Their research determined that the quality of care, rather than the setting (institutional or community-based), significantly predicted OSC's psychological well-being, highlighting mentorship programs as a crucial quality component. Despite these findings, this study did not exclusively focus on school-based mentorship for orphaned students and lacked specific data on the impact of structured mentorship programs within educational institutions. Additionally, its international scope did not allow for a detailed analysis of localized factors affecting orphaned students' well-being within Kenyan schools. To address these gaps, the current study narrows its focus to examine the specific influence of school-based mentorship programs on the psychological well-being of orphaned students in public secondary schools in Makueni County, Kenya, contributing more targeted insights to support policies and practices within the educational sector.

Mentoring is widely recognized as a valuable learning process characterized by the establishment of supportive, personal, and mutually beneficial relationships. These

mentorship relationships are primarily centred on achieving personal and professional growth while offering emotional support. Mentees, or individuals receiving mentorship, acquire essential skills and values through meaningful conversations with more experienced mentors. These seasoned mentors share their knowledge and expertise, which can be assimilated into the mentees' thinking, practice, and value systems. A study conducted in Germany by Grossman and Tierney (2016) affirms the significance of mentorship programs, which often involve individuals with more experience serving as mentors to help guide and inspire mentees as they navigate their own life journeys.

Mentoring has long been a cornerstone of support within organizations, with the existence of formal mentoring programs designed to enhance employees' performance by providing them with developmental guidance and support from seasoned, senior individuals (Grossman & Tierney, 2016). Those who voluntarily take on mentoring roles or have experienced mentoring perceive it as a rewarding and educational endeavour that offers intrinsic satisfaction (Grossman & Tierney, 2016). In such contexts, newcomers are matched with more experienced individuals, serving as mentors, to access valuable information, role models, and assistance as they progress in their careers. Research suggests that new employees who are paired with a mentor are twice as likely to remain in their jobs compared to those who do not receive mentorship, underlining the tangible benefits of mentoring in fostering professional growth and retention (Grossman & Tierney, 2016).

The Kenyan government has launched a number of measures to help orphaned pupils' education and well-being in recognition of the particular difficulties they confront. One such program is the Orphans and Vulnerable Children (OVC) program, which aims to give orphaned and vulnerable children educational and psychosocial assistance (MOE,

2017). To ensure that their discipline techniques support efforts to improve the psychological well-being of orphaned kids, principals must coordinate them with these government programs and policies.

A key component of psychological health, emotional well-being centres on a person's capacity to control and express their emotions in a healthy and productive way (Jaffer et al.2023). Due to the peculiar emotional problems orphaned students in Kenyan public secondary schools frequently encounter, this aspect of psychological well-being is particularly crucial for them. The study by Roeser and Eccles (2000) emphasizes how important emotional control is in the classroom. Principals significantly influence how students feel by using their methods of disciplinary control. The development of regulation of emotions, which enables orphaned students to identify, interpret, and constructively control their feelings, should be supported by effective ways. Both their immediate and long-term well-being, as well as their success in life, depend on these skills.

Additionally, in order to help the emotional welfare of orphaned students, it is critical to create a conducive learning environment. Durlak (2011) contend that school principals must promote an atmosphere where students feel comfortable expressing their emotions and asking for help when they need it. The mental health of orphaned pupils is greatly enhanced by principals who emphasize the creation of such an atmosphere. Students are more likely to succeed intellectually and emotionally if they believe their school is a place where their emotional needs are recognized and supported. The importance of trauma-informed strategies in addressing the emotional needs of orphaned pupils has also been highlighted by Cook (2017). Many of these youngsters have gone through trauma of many kinds, including the death of parents or other primary caregivers. Discipline management strategies that are trauma-informed

emphasize the value of healing emotional traumas and promoting resilience. These methods centre on comprehending how trauma affects kids' mental health and reacting in a compassionate and encouraging way. Principals may foster an atmosphere that supports orphaned kids' emotional recovery and well-being by including trauma-informed methods into punishment management. Generally, in Kenyan public secondary schools, emotional well-being is a crucial component of psychological health for orphaned kids. By using disciplinary management techniques that encourage emotional control, foster a supportive learning environment, and include trauma-informed methods, principals can have a beneficial impact on this dimension.

A person's cognitive talents, such as their capacity for critical thought, learning, and problem-solving, are related to their cognitive well-being (Keyes, 1998). For orphaned students in Kenyan public secondary schools, this aspect of psychological well-being is especially crucial since it affects their academic performance and future prospects. It is impossible to overestimate the importance of a supportive learning environment, as Wang et al. (1997) pointed out. Such an atmosphere, defined by orderly classrooms, interesting teaching techniques, and chances for academic achievement, should be the goal of discipline strategies. A supportive learning environment not only fosters a love of learning and improves cognitive well-being, but it also helps students succeed academically and generally. Deci and Ryan (2000) also stress the value of mental stimulation. Effective disciplinary techniques should stimulate learners' motivation and intellectual curiosity. Principals should ensure students are motivated to investigate novel concepts, pose inquiries, and look for information. By fostering the intellectual growth and zeal for learning of orphaned pupils, principals who support this strategy contribute to their cognitive wellbeing.

According to Roorda (2011), good teacher-student connections are also important for cognitive well-being. The contacts between orphaned pupils and their teachers should be aggressively encouraged by principals. Students are more likely to participate in class, ask for assistance when necessary, and advance cognitively when they perceive that their professors appreciate and encourage them. The foundation of cognitive well-being in the educational setting is these wholesome interactions. In Kenyan public secondary schools, cognitive well-being is a crucial component of psychological health for orphaned children (Roorda, 2011). By adopting mentoring techniques that build a pleasant learning environment, encourage mental stimulation, and strengthen teacher-student connections, principals can have a beneficial impact on this dimension.

The concept of psychological well-being has several facets and includes a person's cognitive, emotional, and social functioning. It is becoming more widely acknowledged as a crucial element in the education field (Dweck, 2006). The significance of psychological health for learning should be prioritised in research and practice. The reason is that psychological health affects learning outcomes in general, including engagement, academic achievement, and teacher-student interactions.

Engagement is a cornerstone of effective learning, and psychological health plays a central role in determining the level of student engagement within the classroom. Students who enjoy good psychological health are more likely to exhibit high levels of motivation, enthusiasm, and active participation in their learning activities (Saeed & Zyngier, 2012). They tend to approach learning tasks with a positive mind-set, a sense of curiosity, and a willingness to explore new concepts. Conversely, students grappling with psychological challenges such as anxiety, depression, or emotional distress may struggle to engage fully in the learning process (Mushtaq et al., 2014). These students may exhibit signs of disinterest, apathy, or withdrawal from classroom activities.

Psychological health issues can impede their ability to focus, leading to difficulties in sustaining attention and concentration during lessons.

The impact of psychological health on academic achievement is profound and far-reaching. Students with robust psychological health tend to perform better academically across various subjects and grade levels (Klapp et al., 2023). Their emotional resilience and mental well-being equip them with the necessary tools to handle academic challenges and setbacks effectively. In contrast, students facing psychological health issues often experience academic struggles. Stress, anxiety, and depressive symptoms can interfere with cognitive functions such as memory, problem-solving, and critical thinking. These students may find it difficult to concentrate on their studies or to complete assignments and assessments. Consequently, their academic achievements may suffer, leading to lower grades and a diminished sense of self-efficacy.

Teacher-student interactions are a crucial component of the educational experience, shaping students' perceptions of the learning environment and their overall well-being. Psychological health profoundly influences the quality of these interactions. Students with positive psychological health tend to engage more effectively with teachers, seeking guidance and support when needed (Zheng, 2022). They are more likely to establish positive rapport with their educators, leading to a collaborative and conducive learning atmosphere. Conversely, students grappling with psychological challenges may face difficulties in their interactions with teachers. Anxiety or social withdrawal can hinder their ability to communicate effectively, seek help, or engage in classroom discussions. Additionally, teachers may struggle to connect with students who exhibit signs of emotional distress, inadvertently impacting the overall classroom dynamics and the learning experience.

As a vulnerable population with special challenges and traumas, orphaned students' psychological health is a vital area of research. Students who are orphaned go through difficult times, such as losing parental care and support (Smith, 2019). Numerous factors, like as financial position, parental support, and academic success, have an impact on their well-being. One crucial element in the psychological welfare of orphaned pupils is the need of parental support. Smith (2019) demonstrates that the psychological well-being of orphans who have strong familial support networks is frequently higher than that of those who don't. Foster parents, distant relatives, or even the institution itself may offer this support. However, orphans who lack adequate familial support are more likely to endure psychological distress, which is typically accompanied by symptoms of worry and despair, according to studies by Brown (2020) and Jones (2021).

Another factor that affects orphaned students' academic success and psychological health is academic performance. According to research by Wilson (2018), orphaned kids who excel in the classroom tend to have stronger self-esteem and a more optimistic attitude on the future. This is explained by the sense of achievement and meaning that comes from academic success. Contrarily, a research by Clark (2019) found that underperforming orphans could have poorer self-esteem and more stress. Numerous studies have proven a substantial correlation between academic success and psychological health. According to a research by Dweck (2006), children who have a growth mind-set, defined as having confidence in their skills and being open to trying new things, perform better in school. The importance of grit, a quality linked to tenacity and enthusiasm, in predicting academic performance was also highlighted by Duckworth (2017). Moreover, Seligman and Csikszentmihalyi (2020) popularized the term "flow" in the context of education. People who are totally absorbed and interested

in their study are said to be in a state of flow. Students who are in the zone when studying frequently show higher levels of motivation, which leads to better academic results.

Orphaned students' psychological health is also substantially impacted by their socioeconomic situation. Poor orphans may have trouble getting access to medical care, food and education, posing a negative impact on their wellbeing (Garcia, 2020). Orphans that get the privilege affluent households, on the other hand, tend to have greater access to these services and thus have improved psychological wellbeing (Garcia, 2020). These results underline how crucial it is to overcome socioeconomic inequalities among orphaned students to make sure they maintain a positive outlook and psychological wellbeing.

The social and peer support networks of orphaned kids are crucial to their psychological health. According to research by Patel (2022) and Robinson (2021), orphans who have substantial social support networks, whether through participation or friendships in community activities, tend to report higher levels of psychological well-being. These social networks provide emotional support and a sense of belonging, essential for good mental health. The psychological well-being of the orphaned student population is also impacted by gender differences. According to research by Adams (2019), orphaned girls may have particular difficulties because of cultural norms and gender roles. They can be required to take on caregiving duties within their families, which can be draining on both their emotional and mental well-being. Orphaned males, on the other hand, could have pressures associated to supporting their family, which would have a distinct effect on their psychological wellbeing. In the face of tragedy, many orphaned students exhibit incredible fortitude. According to research by White (2021) and Martinez (2020), some orphaned people learn efficient coping skills that help them overcome

obstacles and uphold psychological well-being. These defence strategies could entail getting help from a counsellor, participating in extracurricular activities, or finding refuge in artistic endeavours. Therefore, principals should play the mentorship role or ensure they appoint someone to perform the task.

Student mentoring programs can help orphaned students and have a good impact on their psychological health. In their 2017 study, Kariuki and Macharia looked at how principal leadership affects the implementation of mentorship programs in schools. According to the study, principals who actively encouraged and supported mentorship activities improved the mental health of orphaned pupils. These initiatives gave students mentors, direction, and a feeling of community, all of which improved their mental wellbeing. In a related study, Mendenhall (2021) looked into the orphaned children experiences participating in mentorship programs established by principals. The findings showed that students who participated in these activities reported higher psychological well-being levels. The environment in which orphaned pupils received the direction and support essential for their emotional wellbeing was made possible by principals who gave mentorship efforts a high priority.

The psychological well-being of orphaned children may be significantly impacted by their participation in decision-making processes. Mdingane (2022) conducted research to examine how school leadership might assist orphaned children's voices in the school community. The study found that students' psychological wellness was positively impacted by principals who actively encouraged student involvement in educational matters and gave them platforms on which to express their opinions. The sense of value, being heard, and empowerment of these children had an impact on their mental health. Particularly, for orphaned teenagers from varied cultural origins, a warm and emotionally supportive learning atmosphere is essential. Gümüş (2021) conducted

research on the potential benefits of principle leadership in promoting cultural awareness. The study found that principals who actively promoted cultural awareness initiatives had a positive effect on the psychological health of orphaned students. Through these programs, which emphasized respect and inclusivity for people from various ethnic backgrounds, the children's mental wellbeing was ultimately enhanced. In a separate study, Onyango (2021) looked into the experiences of orphaned students in classrooms where the teachers actively promoted cultural awareness. According to the findings, students' psychological health was better when they felt their cultural backgrounds were valued and acknowledged. Principals prioritizing on cultural sensitivity efforts helped orphaned students develop emotional resiliency by encouraging a sense of community and cultural pride.

In a school setting, mentoring involves the establishment of supportive relationships between senior and junior students. According to Thompson (2016), teachers play a crucial role by offering emotional support to orphaned students, helping them deal with feelings of isolation, anger, and frustration that can arise during their academic and social interactions. Slicker and Palmer (2016) emphasize that mentoring addresses a wide range of learner needs, including psychological, spiritual, professional, economic, and educational aspects. Key elements of mentoring encompass teaching study skills, guiding students in resisting peer pressures like substance use and class skipping, and reinforcing school regulations such as dress codes and respectful behaviour.

In some Irish higher education institutions, mentors are appointed to assist orphaned and vulnerable students, underscoring the role of mentoring in passing on values from mentor to mentee. Herrera (2017) highlight that while knowledge transfer is a vital aspect of mentoring, it occurs within a trusting relationship formed between the mentor

and mentee. Mentors not only teach and coach but also encourage independence and support mentees in pursuing academic or professional goals. In Austria, a study by Lewis and Sugai (2017) discovered that mentorship programs offer multiple benefits to students, including help in identifying and pursuing career objectives, significantly enhancing their career prospects. These mentor-mentee connections create a sense of belonging within the community, particularly vital for those who may otherwise feel lost. In many instances, school mentors are selected based on their academic achievements and their proficiency in communication, social skills, and leadership qualities. Consequently, mentors serve as positive role models, guiding students toward academic and social success, and offering not just support and advice but also friendship to orphaned students. According to Lewis and Sugai (2017) these mentor-mentee friendships evolve through their involvement in mentoring programs, and mentors derive satisfaction from positively influencing the lives of orphaned students.

Throughout Sub-Saharan Africa, mentorship programs are widespread and cater to various psychosocial, spiritual, professional, and educational needs (Malone, 2017). These programs assist students in developing study skills, handling peer pressure related to substance use or early sexual activity, addressing attendance issues, managing psychological well-being, and dealing with typical family challenges. A study in Ghana conducted by Emmanuel et al. (2018) revealed that secondary schools have adopted mentorship programs to foster a work-ready mind-set in students and equip them with essential skills for their future careers. This involves the cultivation of skills such as communication, teamwork, leadership, and interpersonal relationships, extending beyond the core curriculum and applying them to career planning. In the Kenyan context, mentoring orphaned students aids schools in achieving academic and social objectives, including academic excellence, retention, progression, and adherence to

social norms and general etiquette (Pepe, 2018). Supporting this viewpoint, Wandibba (2020) conducted a study in Nairobi County, indicating that principals receive professional development training to enable them to mentor students and assist them in realizing their educational aspirations. Wandibba (2020) found that with adequate mentorship training, principals can organize programs aimed at motivating orphaned students to focus on their aspirations and develop the skills and attitudes necessary to effectively navigate life's challenges.

This supported the findings of a study carried out in secondary schools in Makueni County in which Karanja and Gikungu (2014) revealed that principals have embraced mentorship programmes as a mitigation to poor academic performance and low levels of psychological well-being among students. However, Karanja and Gikungu (2014), just like other reviewed studies, have not articulated how specific mentorship activities undertaken in secondary schools influence the psychological well-being of orphaned students, hence the study.

2.6 Summary of Literature Review

According to the literature review, orphaned children in secondary schools encounter many challenges, especially when it comes to their mental health after losing a loved one. In order to address these issues, principals use a variety of discipline management techniques, such as rule enforcement, stakeholder involvement, counselling sessions, and mentorship programs. However, several research gaps exist, particularly in understanding how these strategies specifically impact the psychological well-being of orphaned students.

One key research gap identified is the lack of clarity on how enforcement of different school rules and regulations influences the psychological well-being of orphaned

students. Studies have acknowledged the importance of principals' involvement of stakeholders in designing discipline management strategies but have not explored the specific roles undertaken by different stakeholders in promoting students' psychological well-being. Similarly, while counselling activities and mentorship programs have been recognized as beneficial, there is a need for further examination of how each counselling strategy and mentorship activity influences the psychological well-being of orphaned students.

Variations in the effects of rule enforcement on the psychological health of orphaned pupils point to the need for a more thorough comprehension of discipline management techniques. Additionally, cooperation between principals and community partners can give orphaned students vital support, but more research is needed to determine which kinds of cooperation actually improve academic performance and well-being. Although the importance of principals' counselling efforts has been acknowledged, more research is required to fully comprehend the nature of principals' counselling and how it affects students' wellbeing.

This discrepancy suggests a need for a more comprehensive understanding of how discipline management strategies, particularly the enforcement of rules, affect this vulnerable group of students. It becomes imperative to explore whether and how these strategies can be optimized to support the psychological well-being and overall development of orphaned students in a manner that aligns with their unique needs and circumstances.

2.7 Theoretical Framework

This study was guided by the assertive discipline theory by Canter and Canter (2001) and the theory of psychological well-being (Ryff, 2013).

2.7.1 Assertive Discipline Theory

This study was guided by the Assertive Discipline Theory proposed by Canter and Canter (2001), which addresses significant issues in psychological well-being management that affect students' learning and achievement. In 1976, the Canters introduced Assertive Discipline, a classroom management theory that became a valuable resource for teachers dealing with disruptive behaviour. The theory asserts that the principal should create a discipline plan with 4-5 rules as strategies for discipline management, specifying consequences by first identifying rules and expectations and presenting them to students. The principal must use positive repetition to reinforce rules, focusing on positive behaviours rather than punishing negative ones.

The theory fits this study because all schools have rules and regulations that must be adhered to, including by orphaned students. The management of discipline depends largely on principals' practices such as enforcement of rules, stakeholder involvement, counselling strategies, and mentorship programmes. Research, including studies by Nicholls and Houghton (1995), Aliakbari and Bozorgmanesh (2015), and Thilagaratnam and Yamat (2021), supports the effectiveness of the theory in reducing disruptions and improving academic performance, social behaviour, and classroom environments.

In this study, the theory provided a basis for understanding how principals' structured discipline management strategies could impact the psychological well-being of orphaned students, fostering emotional security and stability. However, it is acknowledged that other intervening variables, such as family size, community support, and access to external resources, may also influence students' psychological well-being.

The study focused on isolating the effects of principals' strategies, while recognizing that these external factors play a role in the overall mental health of students.

2.7.2 The Theory of Psychological Well-being

This study was also guided by the Psychological Well-being Theory postulated by Ryff (2013), which helps understand the structure of psychological well-being and its dynamics, including causes and consequences. Ryff's theory assesses psychological well-being through dimensions such as autonomy, positive relations with others, purpose in life, environmental mastery, personal growth, and self-acceptance.

According to the theory, psychological well-being is influenced by prior experiences, personality, and exposure to stressors. In the context of orphaned students, stressors such as the loss of parents or caregivers significantly impact their psychological well-being, potentially leading to depression, a loss of purpose, and reduced self-efficacy. Studies by Ngaru and Kagema (2017), Bluth et al. (2016), and De-Juanas et al. (2020) affirm that social support and positive relationships correlate with higher levels of psychological well-being, indicating that interventions, such as school-based support systems, are critical for these students.

While principals' discipline management strategies are pivotal, this study acknowledges the potential influence of other factors such as the socio-economic background, community and school support systems, and peer relationships on the psychological well-being of orphaned students. These intervening variables were considered in understanding the broader context of students' mental health, alongside the primary focus on the role of school discipline management.

In this study, the Theory of Psychological Well-being allowed for the exploration of how psychosocial factors like peer relationships and the school environment contribute to orphaned students' well-being. It served as a foundation for assessing the emotional

health of these students and understanding how it may be shaped by the school context and discipline practices.

2.8 Conceptual Framework

In this study, the conceptual framework was based on principals' discipline management strategies reflected through principals' enforcement of school rules and regulations, stakeholders' involvement, counseling and mentorship programmes which will constitute independent variables whereas the psychological well-being of orphaned students will constitute the dependent variable. Government policy and stakeholders' support will constitute the intervening variables as shown in Figure 1 below.

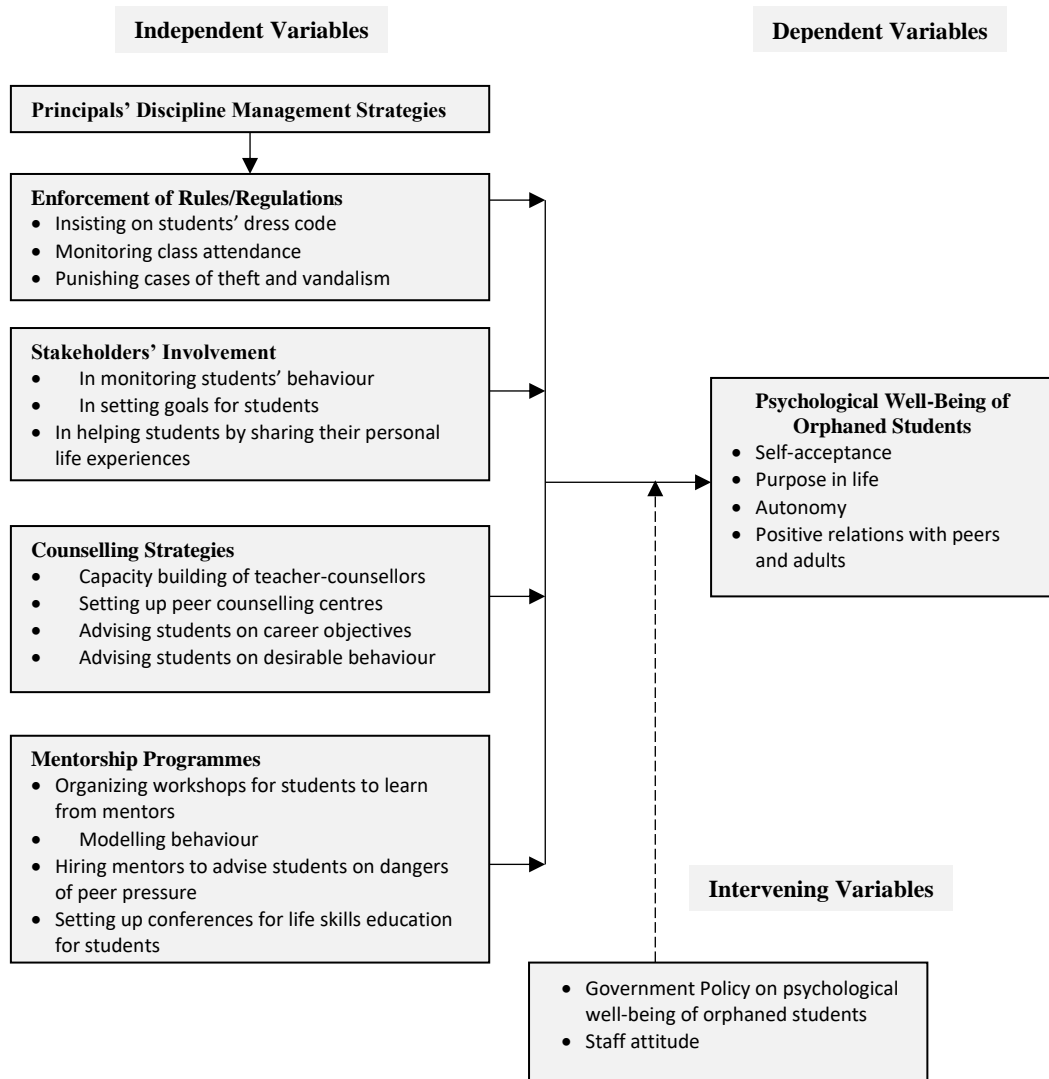


Figure 1: The Conceptual Framework

Source: Researcher (2022)

Figure 1 shows the relationship between the independent and dependent variables of the study. The conceptual framework posits that Principals' Discipline Management Strategies can positively influence the psychological well-being of orphaned students, as outlined in PWB. Effective implementation of these strategies, along with the moderation of intervening variables such as government policies and staff attitudes, is expected to contribute to improved psychological well-being among orphaned students within the school context.

The proposed conceptual framework integrates two key theories: the Assertive Discipline Theory by Canter and Canter (2001) and the Psychological Well-Being Theory (PWB) postulated by Ryff (2013). These theories are applied to comprehensively address the psychological well-being of orphaned students within an educational context.

At the core of the framework lies the Assertive Discipline Theory, which emphasizes the importance of clear rules, consistent enforcement, and structured consequences. This theory informs the Principals' Discipline Management Strategies, which are categorized into four key areas: enforcement of rules/regulations, stakeholders' involvement, counselling strategies, and mentorship programs. These strategies aim to create a nurturing and disciplined atmosphere within the school environment, facilitating a conducive space for orphaned students to thrive.

On the other hand, Ryff's Psychological Well-Being Theory provides insights into various facets of psychological well-being, such as self-acceptance, purpose in life, autonomy, and positive relations. These facets serve as dependent variables in the framework, reflecting the overall psychological well-being of orphaned students. The framework suggests that when Principals' Discipline Management Strategies are effectively implemented, they can positively influence these facets of psychological well-being among orphaned students.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research methodology employed in the study, including the design, target population, sampling techniques, data collection instruments, and the procedures followed in the collection and analysis of data. It also discusses the pilot study conducted to ensure the reliability and validity of the research instruments. Additionally, it details the statistical tools and techniques used to analyse and present the findings. The ethical considerations that guided the study are also addressed.

3.2 Research Design

This study used a descriptive correlational research design. The choice was ideal because it facilitated the simultaneous assessment of the correlations between variables using quantitative data and the collection of comprehensive qualitative data for the descriptive evaluation of the issue under study. In this case, the correlational design accompanied by a descriptive approach was suitable for investigating the level and type of relationships between specific variables. Therefore, it was necessary to understand how a change in one variable might be associated with changes in another, without necessarily implying causation. Through this approach, statistical analyses were executed to identify patterns and trends in the collected quantitative data. Additionally, meaningful conclusions about the relationships between the variables could be made, especially when causation could not be easily established. Furthermore, the approach was ideal for fully understanding the research problem.

As indicated, the correlational approach was supplemented with a descriptive survey research design. The latter design was included because it facilitated the collection of detailed information regarding the issue under review. This way, the opinions of the informants could be understood. Interviews and survey questionnaires facilitated the

systematic collection of quantitative and qualitative data from a representative sample to gain insights into the influence of principals' strategies in ensuring the psychological well-being of students. Furthermore, the comprehensive descriptive data helped contextualize the correlational findings to offer a critical analysis of the problem.

The design entailed the use of mixed methods in the collection and analysis of data. Quantitative data was collected through questionnaires, while qualitative information was gathered using interviews (Creswell, 2014). The approach facilitated the triangulation of the findings, enriching the overall understanding of the research problem. The quantitative data provided numerical insights into associations between variables, while qualitative data offered valuable insights into context, perspectives, and experiences. By using both methods, a more comprehensive exploration of the research topic was carried out. Consequently, the validity and reliability of the study's conclusions were strengthened.

Regarding sampling, a proportionate sampling technique was employed to ensure that different groups within the population were adequately represented in the study. This involved dividing the population into strata based on specific characteristics, such as roles (principals, teacher-counsellors, and orphaned students), and selecting samples from each stratum in proportion to its size relative to the total population.

Stratified sampling was used to ensure that the sample accurately reflects the diverse characteristics of the population, while simple random sampling was employed within each stratum to eliminate bias and ensure that every individual had an equal chance of being selected. This method enhances the representativeness of the sample, thus providing more reliable and generalizable results.

3.3 Location of Study

The study was conducted in Makueni County, which has a population of 987,653 persons and covers an area of 8,008.9 km², resulting in a population density of 124 people per square kilometer (KNBS, 2019). The selection of Makueni County was strategic and appropriate for several reasons, aligning with the objectives of this study on the psychological well-being of orphaned students.

First, Makueni County presents a diverse population and economic structure, with a mix of rural and urban communities engaged in agricultural, pastoral, and small-scale trade activities. This diversity in socioeconomic factors makes it an ideal location to examine how varied backgrounds influence the experiences of orphaned students, especially in terms of access to psychological support, educational resources, and social integration. The range of economic activities also provides a broad context for assessing the impact of economic hardship, a common challenge for orphaned students in this region.

Second, Makueni County was specifically selected due to the high prevalence of psychological challenges among orphaned students. Previous research conducted by Muindi (2020) uncovered significant psychological distress among these students, with findings indicating that 66.3% of orphaned students exhibit diminished levels of self-acceptance, 67.4% face unhealthy interpersonal relations and poor personal growth, and 61.9% suffer from low self-efficacy beliefs. This contrasts sharply with neighboring regions like Machakos County, where only 10.4% of orphaned students experience comparable psychological issues (MOEST, 2017). Such stark differences highlight Makueni County as a unique setting where the psychological well-being of

orphaned students is a significant concern, necessitating focused research to explore the causes and potential solutions.

Moreover, Makueni County's rural-urban balance presents an opportunity to examine how regional and cultural factors, such as community support structures, affect the psychological resilience of orphaned students. The county has a high number of orphaned students, further exacerbated by poverty, which amplifies the challenges they face. By focusing on this region, the study sought to capture the specific contextual dynamics that influence the psychological well-being of these vulnerable students, including cultural norms surrounding orphan care, the role of extended families, and the availability of school-based support services.

Lastly, the lack of comprehensive research on orphaned students in Makueni County provides a critical gap that this study aims to fill. While other regions in Kenya have been the subject of research on similar topics, Makueni remains underexplored despite the high incidence of psychological challenges. Conducting this study in Makueni allows for a more nuanced understanding of the regional issues, which can be used to inform targeted interventions for improving the psychological health and educational outcomes of orphaned students in public secondary schools.

In conclusion, the choice of Makueni County was justified by its unique demographic and socioeconomic context, the high prevalence of psychological challenges among orphaned students, and the need for region-specific research to address these issues. This study aims to provide insights that can shape both local and national policies on supporting the mental health and academic performance of orphaned students in Kenya.

3.4 Target Population

Makueni County has 393 public secondary schools and thus, the target population comprised 393 principals, 1003 teacher-counsellors and 583 orphaned students in the 393 public secondary schools totalling 1,979 respondents as shown in Table 1 below

Table 1: Target Population of the Study

Respondents	Target Population
Principals	393
Teacher-counsellors	1003
Orphaned Students	583
Total	1979

Source: Makueni County Education Office (2022)

3.5 Sampling Techniques and Sample Size

Stratified sampling was utilized to ensure the representation of various sub-counties within Makueni County. Nine distinct strata were created based on the number of sub-counties, aiming for homogeneity and proportional representation across all strata. This approach allowed for a balanced selection of samples from each sub-county, ensuring that the study captured the diversity present within the county.

Within each sub-county, a purposive sampling method was employed to select secondary schools known to have a high prevalence of orphaned students over the past five years (2017-2021). This deliberate selection ensured that schools with significant cases of orphaned students were adequately represented in the study sample.

From each selected secondary school, principals, teacher-counsellors and orphaned students were chosen using a stratified simple random sampling method to mitigate bias and favoritism. This random selection approach aimed to provide an unbiased

representation of teacher-counsellors within the sampled schools, thereby enhancing the credibility of the study findings.

The researcher used Yamane's Formula for sample size determination to calculate the sample size for this study. The procedure is as shown below:

$$N_0 = \frac{N}{1 + N(e^2)}$$

Where, N_0 = desired sample size at 95% confidence interval

N = Target Population

e = Confidence level of 5% (decimal equivalent is 0.05)

Thus, desired sample will be:

$$N_0 = \frac{1979}{1 + 1979(0.05)^2}$$

$$N_0 = 333 \text{ respondents}$$

The overall sample was thus 333. From these, the study sampled 66 principals, 169 teacher-counsellors and 98 orphaned students using stratified simple random technique such that the sample for each category was proportionate to the target population as shown in Table 2 below.

Table 2: Sampling Frame

Respondents	Target Population	Sample Size	Sample Size Calculation
Principals	393	66	= $393/1979*333$
Teacher-counsellors	1,003	169	= $1003/1979*333$
Orphaned Students	583	98	= $583/1979*333$
Total	1,979	333	

Source: Researcher (2022)

3.6 Data Collection Instruments

These are tools that were used to gather information about the specific set themes of research objectives. These included questionnaires for teacher-counsellors and interview guides for principals and orphaned students in public secondary schools.

3.6.1 Questionnaire for Teacher-counsellors

The study applied modified questionnaires with closed-ended test items to collect quantitative data from teacher-counsellors. A modified questionnaire refers to a questionnaire that has been adapted or adjusted based on feedback or prior research to enhance its clarity and relevance for the specific study context. According to Morse (2010), a questionnaire is a research instrument consisting of a series of questions and other prompts to gather information from respondents, often designed for statistical analysis of the responses.

The questionnaire had three sections designed to acquire information on the different variables of the study. Section A collected demographic information about respondents' gender and level of education. Sections B, C, D, E, and F contained test items drawn from the study objectives, based on various measurement scales related to the study

variables. The test items included 5-point Likert Scale type questions to capture the views of the teachers on self-concept, self-regulation, problem-solving, and achievement personality characteristics of gifted and talented learners. In this case, the scale ranged from 1 (very strongly disagree) to 5 (strongly agree), as the Likert scale illustrates theoretically equal interval responses (Creswell, 2014).

3.6.2 Interview Guide for Principals and Orphaned Students

In this study, the researcher used structured interviews with open-ended test items to gather qualitative information from principals and orphaned students. A structured interview was important for this study since, according to Kothari (2005), it enables the researcher to ask probing and supplementary questions and develop a good rapport with the respondents and a goal-directed attempt by the interviewer to obtain reliable and valid measures in the form of verbal responses from one or more interviewees.

3.7 Pilot Study

The pilot study for this research was conducted among 34 respondents from a sample of public secondary schools in Makueni County. In line with Kothari's (2005) recommendation that a pilot sample should constitute 10% of the study sample (10% of 333), this preliminary phase involved participants drawn from various schools representing diverse geographical and socio-economic contexts within the county. Schools selected for the pilot study included both rural and urban public secondary schools, such as Wote Secondary School, Kilungu Day Secondary School, and Makindu Mixed Secondary School. These institutions were chosen to ensure a representative distribution of participants, reflecting the broader population targeted in the full study.

The primary objective of the pilot study was to assess the clarity, relevance, and suitability of the research instruments. It helped to determine whether the questions were easy to understand and aligned with the information sought, while also ensuring the appropriateness of the language used. The pilot study also allowed for the pre-testing of both the questionnaires and interview schedules, validating their effectiveness and reliability.

Additionally, this phase helped anticipate potential challenges, such as difficulties respondents might face in interpreting questions, time management during data collection, and logistical issues in the field. Trial runs of the interview schedules were conducted to confirm that the questions were well-worded and capable of eliciting a wide range of responses, aiding in the refinement of the instruments before the main study. The respondents involved in the pilot were not included in the actual data collection for the study to maintain the integrity of the sample.

3.7.1 Validity of the Research Instruments

To ensure the validity of the research instruments, several strategies were employed. As the researcher, I worked closely with experts in educational psychology and methodology to review the content of the questionnaires and interview schedules. These experts provided feedback on the relevance, clarity, and alignment of the instruments with the study objectives. Their suggestions were incorporated to refine the instruments and ensure that they measured the intended variables accurately.

Additionally, the content validity of the instruments was further enhanced by ensuring that each question was linked directly to the research objectives and hypotheses. This involved a thorough examination of the instruments to eliminate any ambiguous or redundant questions. I also ensured that the language used was appropriate for the

respondents, taking into account their educational background and familiarity with the subject matter. By simplifying complex terms and avoiding jargon, I sought to create instruments that were clear and easy to understand.

The pilot study played a critical role in validating the instruments. Based on the feedback received during the pilot, I revised questions that were confusing or unclear to respondents, ensuring that they were accurately interpreted and capable of capturing the required data. The changes made to the instruments following the pilot phase contributed to improving their overall validity, thereby enhancing the quality of the data collected.

3.7.2 Reliability of the Research Instruments

To ascertain the reliability of the instruments, the researcher, with the help of the University Supervisors, critically assessed the consistency of the responses on the pilot questionnaires to make a judgment on their reliability.

The researcher examined the research instruments for appropriateness of items to identify any ambiguous and unclear items. Such items were restated to ensure that the respondents clearly understood them. Split-half technique was used to establish the reliability of the test items. In this case, the test items were administered once to a group of respondents and results divided into two equal categories known as 'halves' Reliability coefficient (r) between the two 'halves' was obtained using Pearson's Product Moment Correlation Method. If a reliability coefficient of $r= 0.82$ was obtained which indicated high internal reliability as it was greater than 0.75. This is because according to Kothari (2005), any reliability coefficient value between 0 and 1 implies high internal consistency.

A pilot test was diligently conducted to pre-test the data collection instrument for the study. In this case, the questionnaire was pretested to ensure it could effectively gather the necessary information and maintain relevance. This aligns with the perspective that the pilot test serves as the initial phase of data collection in the research process (Hassan, 2006; In, 2017). The primary goal of the pilot test is to identify any ambiguity in the instrumentation and design of the questionnaire intended for use in the study. An effective pilot test should involve participants from the target population and should simulate the research protocols, processes, and procedures (Tashakkori, 2020). It should be noted that the pre-testing of data collection methods should closely mirror the actual data gathering process. In accordance with these recommendation, the study selected 10 percent of the sampled respondents for the pilot study, resulting in 34 participants who received questionnaires for this preliminary assessment.

A research data collection instrument is considered reliable when it consistently yields the expected results, even after multiple uses with respondents who have been randomly selected from the sampled population. Reliability is the extent to which a data collection instrument produces consistent outcomes when employed repeatedly in the same conditions with the same subjects. Validity enhances the reliability of an instrument. Consequently, a valid instrument is reliable, but a reliable instrument may not necessarily be valid. To assess reliability, the Cronbach's Alpha test was employed, which is widely recognized for measuring reliability. As per the guidelines provided by George and Mallery (2019), Cronbach Alpha values can be categorized between 0 and 1. The measures are interpreted as; > 0.9 – Excellent, > 0.8 – Good, >0.7 – Acceptable, > 0.6 - Questionable, >0.5 – Poor, and < 0.5 – Unacceptable (Saidi & Siew, 2019). Therefore, a Cronbach Alpha value exceeding 0.6 is considered acceptable. In this case, the Cronbach's Alpha test was conducted using SPSS.

The Likert-Scale research questions were selected and labelled Q1 through Q32. However, each group of questions represented one variable. For instance, there were questions representing self-acceptance, autonomy, positive relations, purpose in life, principal's enforcement of rules and regulations, principal's involvement of stakeholders, principal's counselling strategies, and principal's mentorship strategies. According to the results, the Cronbach's Alpha was 0.802.

Additionally, the Likert-Scale average was determined. Based on the results, the least was 3.72, meaning that most informants agreed with the prompts. Moreover, the standard deviation ranged between 0.4 and 1.2, indicating that there was a low variance among the items. An analysis of the scale mean of each item and the variance of each item in case it is deleted was carried out. The corrected total correlation between each question and others was also determined. Finally, the expected Cronbach's Alpha if the item is deleted was determined.

From the questionnaire, which measures various aspects of psychological well-being among orphaned students, most of the items exhibit positive corrected item-total correlations, indicating a generally positive relationship between the items and the psychological well-being construct. Although some items, such as Q1 in the "Self-Acceptance" category, displayed low correlations and even negative values, they still capture the intended construct effectively because the anticipated responses were supposed to negate the prompt. Based on the Cronbach's Alpha, none of the items should be removed to potentially enhance the overall reliability of the questionnaire because the change in value when the item is removed or modified is not significant. The evaluation of the questionnaire affirmed that it accurately measured the intended constructs and contributed to the study's overall reliability. It should be noted that the analysis provided an opportunity of refining questionnaire items to ensure that they

accurately measure the intended constructs in case there were flaws. All the items in the questionnaire were accepted because none exhibited low inter-item correlation. At least all the items had an acceptable level of correlation. Additionally, the item-total correlation for each item was significant enough to indicate that the questionnaire was reliable. None of the items showed a low Cronbach's Alpha. Therefore, there was no significant increase in the Cronbach's Alpha coefficient, if any of the items was deleted. The implication is that none of the items was negatively affecting the scale's internal consistency. Based on theoretical or conceptual grounds, all the items aligned well with the construct being measured and reflected the research question or objectives. Finally, no two or more items were highly similar in content in the scale to be regarded as redundant. Therefore, all the items were accepted.

3.8 Data Collection Procedures

The researcher commenced the data collection process by securing necessary permissions and authorizations. To start the study, an introductory letter from the School of Postgraduate Studies at MaasaiMara University was obtained, alongside an Authorization Letter and Research Permit from the National Commission for Science, Technology and Innovation (NACOSTI). Additionally, the researcher sought authorization letters from both The County Commissioner and County Director of Education in Makueni. With the essential letters of authorisation and permits in hand, the researcher then proceeded to schedule appointments with the participants. The preliminary step served the dual purpose of acquainting the researcher with the participants and preparing them for the upcoming study. The administration of questionnaires, designed to gather quantitative data, was facilitated by a trained research assistant who underwent a comprehensive five-day training program on the questionnaire's content. Subsequently, the completed questionnaires were collected and

securely stored in preparation for the forthcoming data analysis phase. Concurrently, the researcher conducted interviews with the school principals and orphaned students, further enriching the study's qualitative dimension. These interviews provided valuable insights and perspectives that would complement the quantitative data gathered through the questionnaires.

3.9 Data Analysis and Presentation

The initial phase of data analysis involved the identification of recurring themes within the collected data. This process required the careful dissection of relevant information, whereby individual phrases or sentences encapsulating distinct ideas were isolated. For responses to close-ended questions, a systematic coding and labelling system was applied, allowing for efficient organization and subsequent analysis. This approach also facilitated the calculation of frequency counts, offering insights into respondent characteristics and establishing overarching trends pertaining to the investigated variables. Qualitative data, aligned with the study's objectives, underwent thematic analysis, wherein narrative representations were developed to elucidate key findings. In parallel, quantitative data underwent analysis through descriptive statistics, offering a comprehensive summary of the data's central tendencies and variations. To further explore relationships and associations between variables, inferential analysis was conducted using Pearson's Product Moment Correlation Analysis. This analytical process was executed with the assistance of Statistical Packages for Social Science (SPSS Version 23) and served as the foundation for testing all research hypotheses. To enhance clarity and accessibility, the quantitative findings were presented through the use of tables and charts. Table 3 summarises how the hypotheses were tested and the criteria for acceptance or rejection.

Table 3: Summary of Hypotheses and Tests

3.10 Ethical and Logistical Considerations

Table 3: Summary of Hypothesis Tests

Objective	Hypothesis	Statistical Test	p-Value	Decision (Reject/Fail to Reject)
To assess the influence of principals' enforcement of rules and regulations on the psychological well-being of orphaned students.	There is no significant relationship between principals' enforcement of rules and regulations and the psychological well-being of orphaned students.	Spearman's Correlation	0.038	Reject
To examine the influence of principals' involvement of stakeholders in decision-making on the psychological well-being of orphaned students.	There is no significant relationship between principals' involvement of stakeholders and the psychological well-being of orphaned students.	Spearman's Correlation	0.001	Reject
To establish the influence of principals' counseling strategies on the psychological well-being of orphaned students.	There is no significant relationship between principals' counseling strategies and the psychological well-being of orphaned students.	Spearman's Correlation	0.002	Reject
To determine the extent of the relationship between principals' use of mentorship programs and the psychological well-being of orphaned students.	There is no significant relationship between principals' use of mentorship programs and the psychological well-being of orphaned students.	Spearman's Correlation	0.045	Reject

Ethical considerations in research encompass key elements of transparency, informed consent, and confidentiality. Researchers must provide a clear outline of the research's

content and participant requirements, ensuring that individuals understand the study's purpose and their roles. Informed consent, a fundamental requirement, involves transparently communicating the study's objectives, procedures, and potential risks, allowing participants to make informed decisions voluntarily. Confidentiality measures are essential to protect participants' privacy, involving data anonymization, secure storage, and assurances that personal information will not be disclosed or attributed in any identifiable manner. These ethical principles were rigorously adhered to during the research, with informed consent obtained, participant confidentiality safeguarded, and a clear research framework provided to maintain research integrity and participant well-being. Data was stored securely to protect it from unauthorized access, and after the analysis, the data was safely discarded. Furthermore, research authorization was obtained from the National Commission for Science, Technology, and Innovation (NACOSTI) prior to data collection.

On logistical considerations, managing transportation logistics was a key aspect. Ensuring that researchers could efficiently and safely reach the selected public secondary schools was a priority. Motorcycle transport was utilized where applicable to access remote areas. Coordinating transportation modes, schedules, and routes played a vital role in conducting on-site interviews and distributing questionnaires to both principals and orphaned students scattered across different locations.

The role of a data assistant was instrumental in facilitating the smooth execution of the study. A dedicated data assistant coordinated communication and administered data collection processes, ensuring that the research was conducted systematically. A systematic approach to data organization was implemented by labeling, categorizing, and securely storing both completed questionnaires and interview transcripts. Digital tools and databases were used to streamline data management, safeguard against loss

or mishandling, and ensure efficient retrieval and analysis of the collected information.

This systematic approach not only enhanced the integrity of the data but also facilitated timely access and analysis, thereby supporting the overall research process.

CHAPTER FOUR: RESULTS AND DISCUSSIONS

4.0 Introduction

This section contains data analysis results, interpretation, and discussions of findings. The purpose of this study was to assess the influence of principals' discipline management strategies on the psychological well-being of orphaned students in public secondary schools in Makueni County, Kenya. After administering the instruments, data was collected, coded, edited, organized and cleaned for analysis. The study was guided by the following objectives; to establish the influence of principals' enforcement of rules and regulations, involvement of stakeholders, counselling strategies and mentorship programmes on the psychological well-being of orphaned students in public secondary schools in Makueni County, Kenya. The data analysis was done using both descriptive and inferential statistics. The following objectives were evaluated;

- i. To assess the influence of principals' enforcement of rules and regulations on the psychological well-being of orphaned students in public secondary schools in Makueni County;
- ii. To examine how principals' involvement of stakeholders in decision-making influences the psychological well-being of orphaned students in public secondary schools in Makueni County;
- iii. To establish the influence of principals' counselling strategies on the psychological well-being of orphaned students in public secondary schools in Makueni County;
- iv. To determine the extent to which principals' use of mentorship programmes influence the psychological well-being of orphaned students in public secondary schools in Makueni County.

4.1 Questionnaires Return Rate and Response

The respondents who participated in this study were 66 principals, 169 teacher-counsellors and 98 orphaned students in public secondary schools in Makueni County, Kenya. The response rate was presented in Table 4.

Table 4: Questionnaires Return Rate

Respondents	Sample	Returned	Return Rate
Principals	66	27	40.9%
Teacher-counsellors	169	148	87.6%
Orphaned Students	98	90	91.8%
Total	333	265	79.6%

The questionnaires return rate as presented in Table 3 shows that 40.9% of the principals, 87.6% of teachers and 91.8% of the orphaned students participated in the study. Overall, the response rate was 79.6%. Mugenda and Mugenda (2003) observe that a 50 percent return rate is adequate for analysis and reporting. A response rate of 60 percent is good and a response rate of 70 percent and over is very good. The response rate for this study was therefore very good since it was over 70 percent. This would provide the required information for purposes of data analysis hence this could enhance sample representation and meaningful generalization.

4.2 Demographic Information

The respondents were requested in the questionnaires to indicate their demographic characteristics which included; gender, age, highest academic qualifications and their working experience.

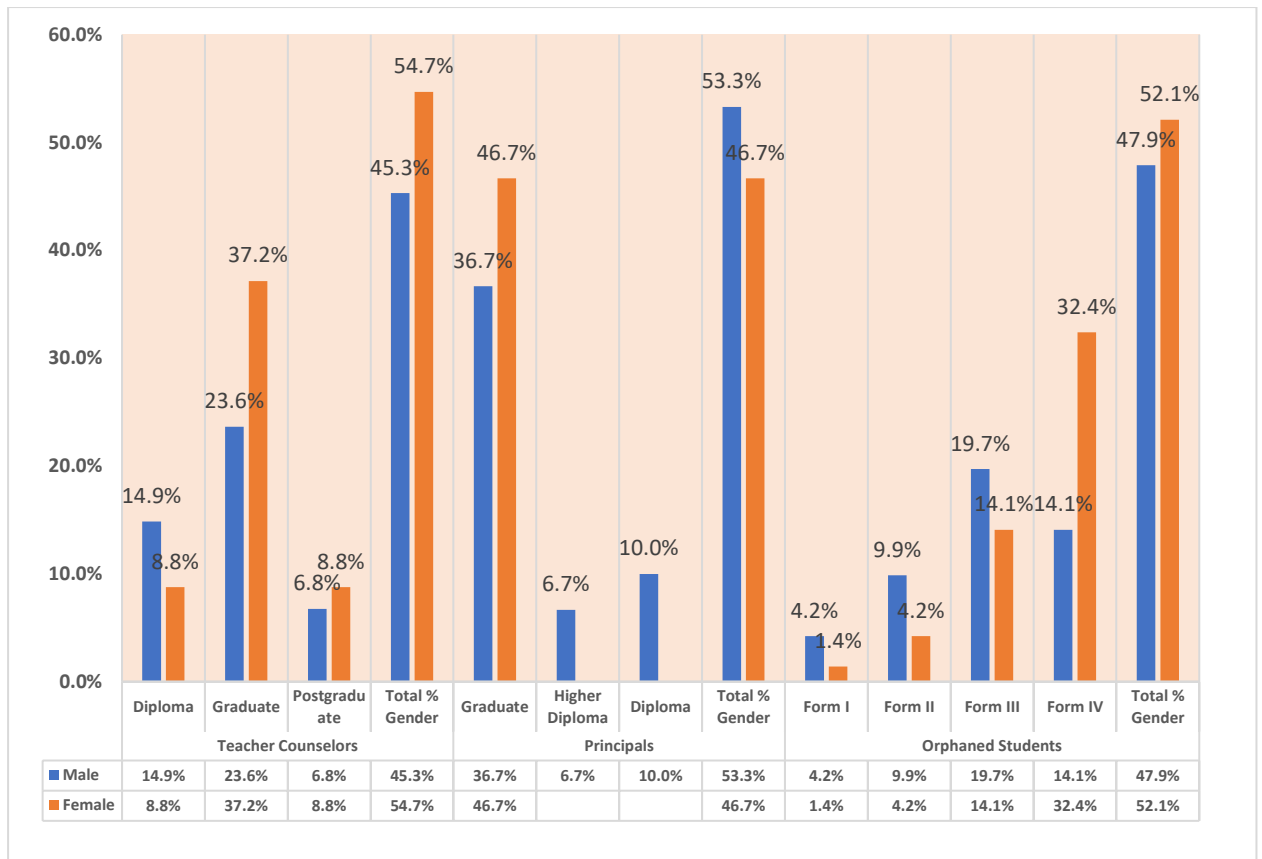


Figure 2. Demographic Data for the Respondents Sample: Distribution by Gender and Level of Education

Figure 2 shows that majority (54.7%) of the teacher counsellors were female while 53.3% were male principals. For the students, majority (52.1%) were girls while 47.9 were boys. It was also established that majority (60.8%) of the teachers were graduates while 83.4% of the principals were graduates. On the other hand, 46.5% of the students were in Form Four.

Teacher counsellors were requested to rate the psychological well-being of orphaned students. In this case, the teachers were supposed to assess and report orphaned students' well-being in terms of purpose in life, positive relations, autonomy, and self-acceptance. The responses are summarised in Figure 3.

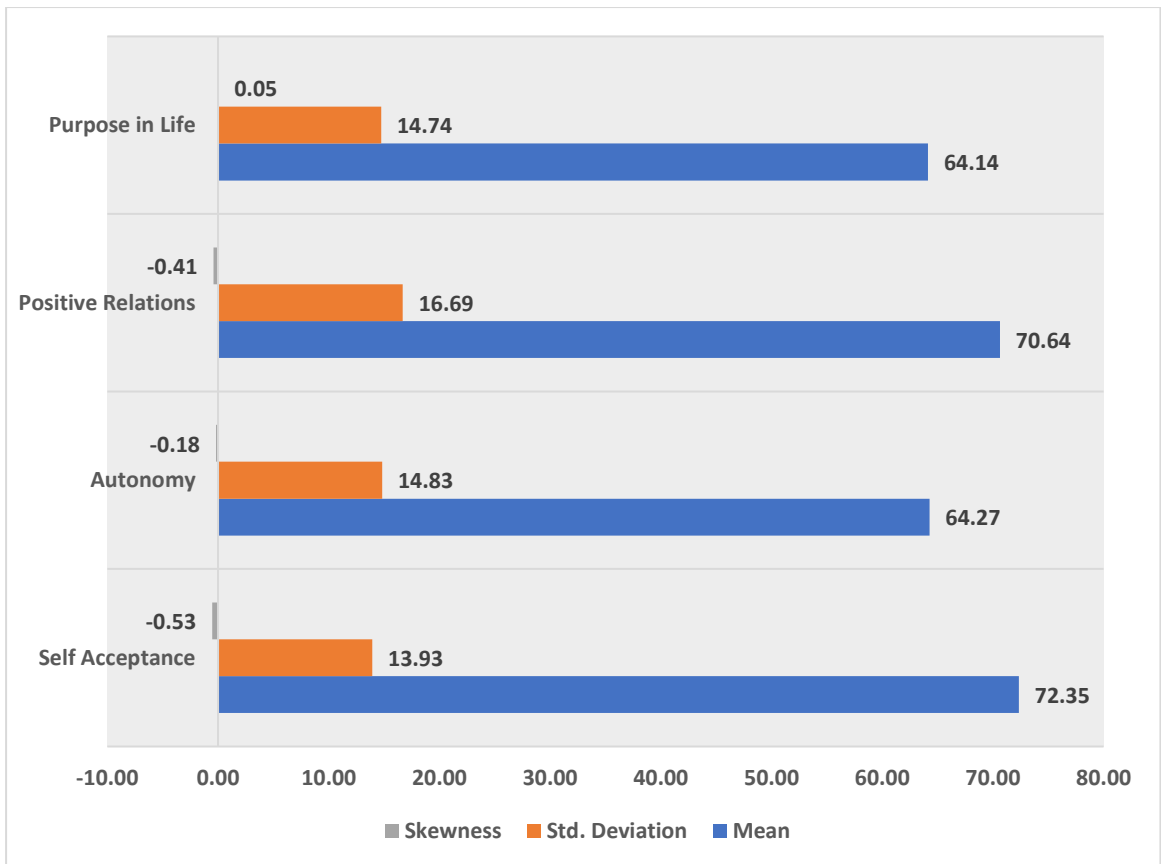


Figure 3: Orphaned Students' Psychological Wellbeing Sub-Scales Rated by Teacher Counsellors

Figure 3 shows that the counsellor teachers rated the orphaned students' psychological well-being in terms of purpose in life at 64.14%, with a standard deviation of 14.74. Positive relations were rated 70.64%, with a standard deviation of 16.69. Autonomy was rated 64.27%, with a standard deviation of 14.83, while self-acceptance was rated 72.35%, with a standard deviation of 13.93.

The teacher counsellors were further requested to rate the psychological well-being of orphaned students by gender. The results are summarised in Figure 4.

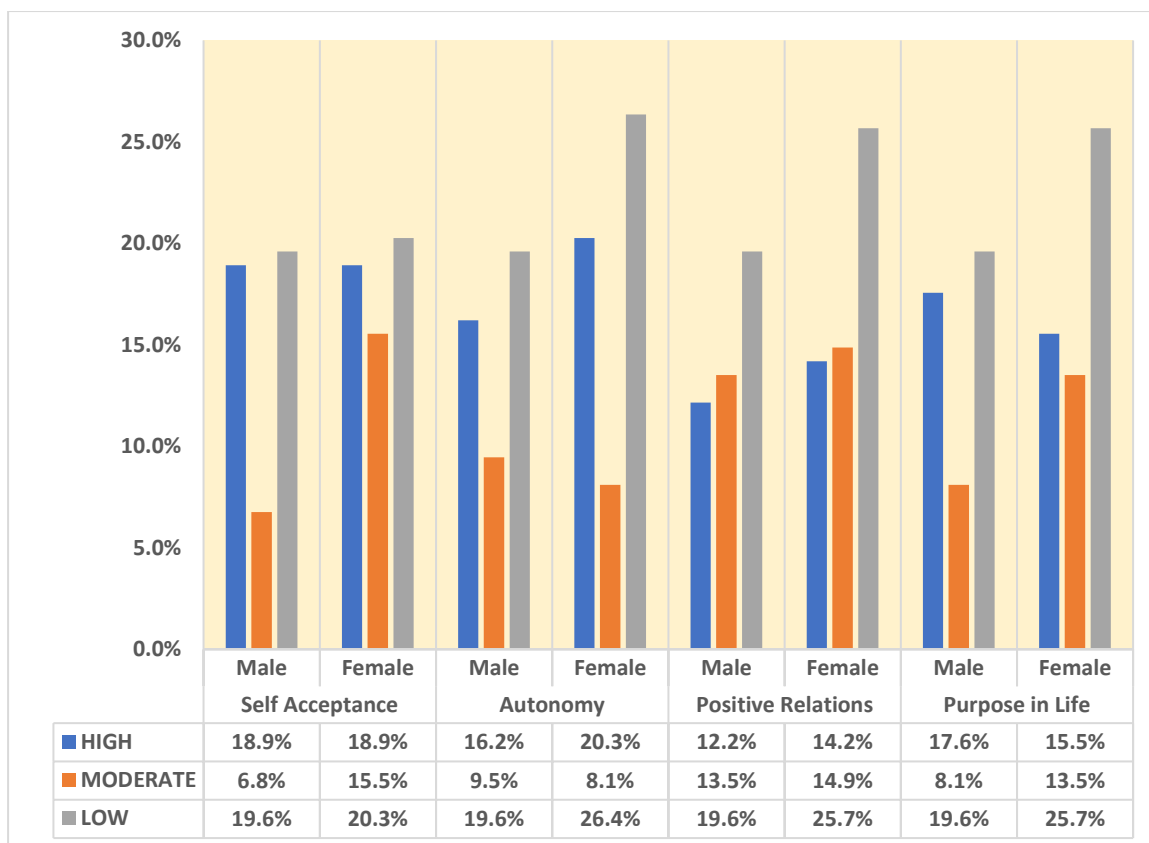


Figure 4: Levels of Orphaned Students' Psychological Wellbeing by Gender as Rated by Teacher Counsellors

According to the responses, majority of the orphaned students had low levels of psychological wellbeing, as indicated by the teacher counsellors. For instance, 19.6% of male orphaned students exhibited low levels of self-acceptance, compared to 18.9% who had high levels of self-acceptance. A similar trend was exhibited by female orphaned students as 20.3% had low self-acceptance levels compared to 16.2% who had high-levels. In regards to autonomy, 19.6% of male orphaned students exhibited low levels of autonomy, compared to 16.2% who had high levels of autonomy. A similar trend was exhibited by female orphaned students as 26.4% had low levels of autonomy levels compared to 20.3% who had high-levels.

As for the positive relations, 19.6% of male orphaned students exhibited low levels of positive relations, compared to 12.2% who had high levels of positive relations. A similar trend was exhibited by female orphaned students as 25.7% had low levels of

positive relations, compared to 14.2% who had high-levels. Finally, 19.6% of male orphaned students exhibited low levels of purpose in life, compared to 17.6% who had high levels. A similar trend was exhibited by female orphaned students as 25.7% had low levels of purpose in life, compared to 15.5% who had high-levels

Teacher counsellors were requested to rate the psychological well-being of orphaned students. In this case, the teachers were supposed to assess and report orphaned students' well-being in terms of purpose in life, positive relations, autonomy, and self-acceptance. The responses are summarised in Figure 5.

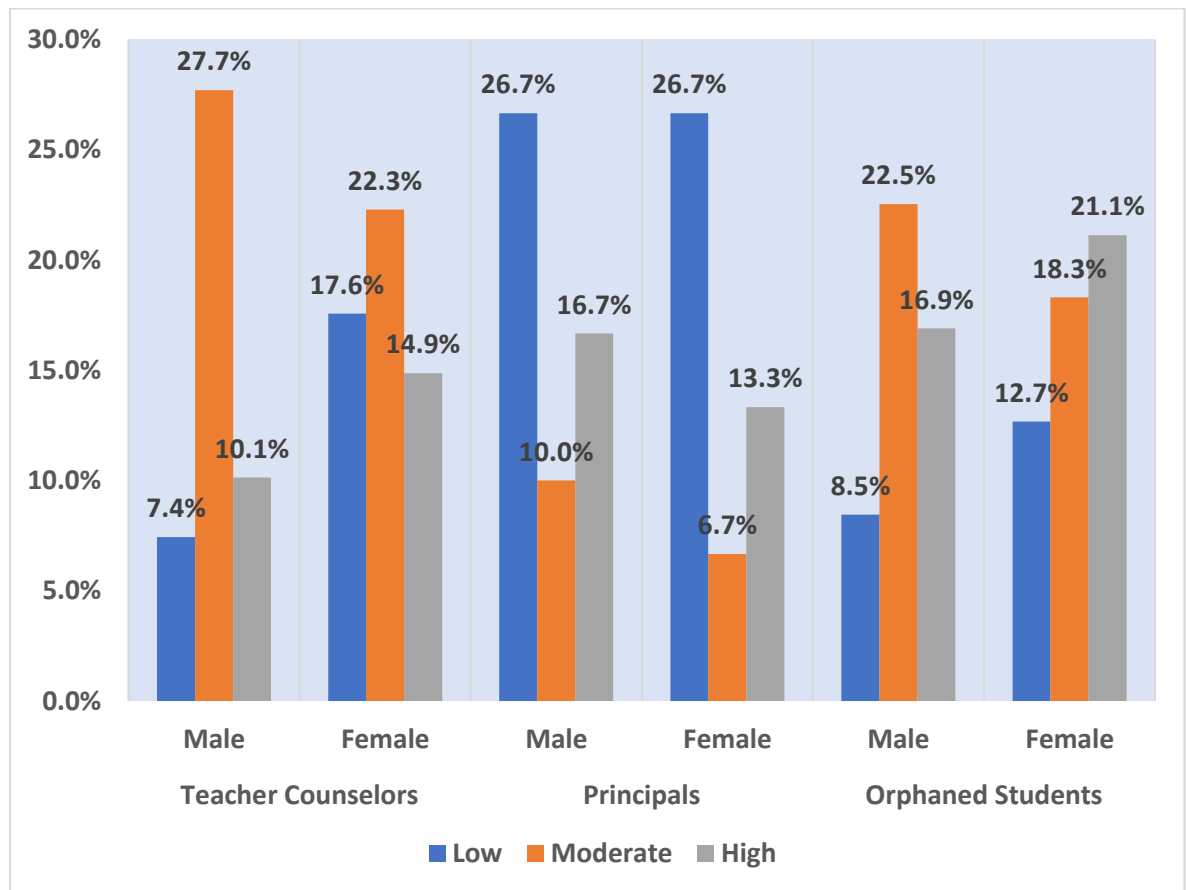


Figure 5: Overall Ratings of Orphaned Students' Psychological Wellbeing as Rated by Teacher Counsellors, Principals and Orphaned Students

Figure 5 shows that the teacher counsellors rated the male orphaned students' psychological well-being as moderate (27.7%), low (7.4%), and high (10.1%). The teachers also rated female orphaned students' psychological well-being as moderate

(22.3%), low (17.6%), and high (14.9%). Principals rated the male orphaned students' psychological well-being as moderate (10.0%), low (26.7%), and high (16.7%). The principals also rated female orphaned students' psychological well-being as moderate (6.7%), low (26.7%), and high (13.3%). Male orphaned students rated their own psychological well-being as moderate (22.5%), low (8.5%), and high (16.9%). Finally, female orphaned students rated their own psychological well-being as moderate (18.3%), low (12.7%), and high (21.1%).

Additionally, data on the distribution of gender and levels of principals' enforcement of rules and regulations was collected. The results are summarised in Figure 6.

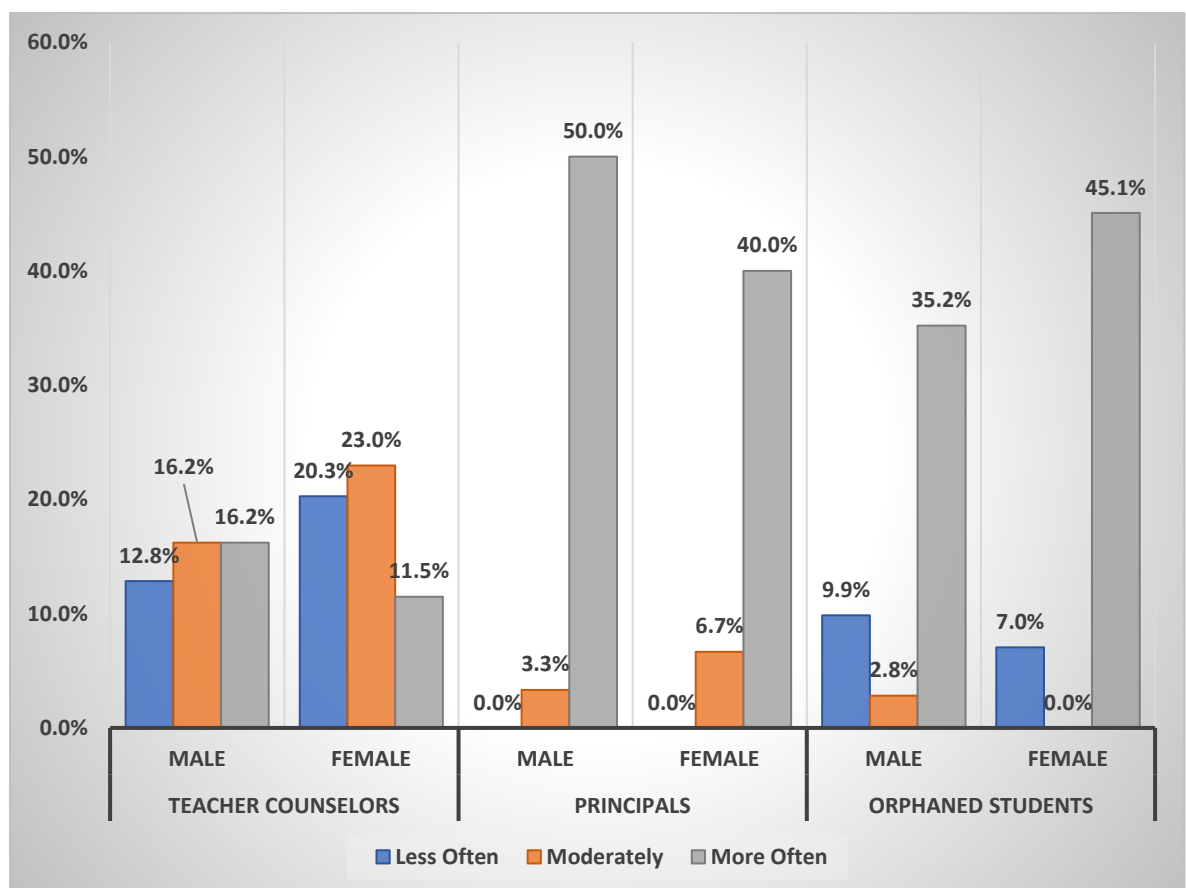


Figure 6: Distribution of Respondents Across Gender and Levels of Principals Enforcement of Rules/Regulations

As per the data, 50% male and 40% female principals engaged in the enforcement of rules more often. Also, 3.30% male and 6.7% female principals engaged in the

enforcement of rules moderately. Finally, no female or male principal never engaged in the enforcement of rules. Additionally, principals more often dealt with 16.2% male and 11.5% female teacher counsellors in the enforcement of rules. They moderately dealt with 16.2% male and 23.0% female teacher counsellors. Less often, the principals dealt with 12.8% male and 0.0% female teacher counsellors. Principals also more often dealt with 35.2% male and 45.1% female orphaned students in the enforcement of rules. They moderately dealt with 2.8% male and 0.0% female orphaned students. Less often, the principals dealt with 9.9% male and 7.0% female orphaned students.

Additionally, data on the distribution of gender and levels of principals' stakeholder involvement was collected. The results are summarised in Figure 7.

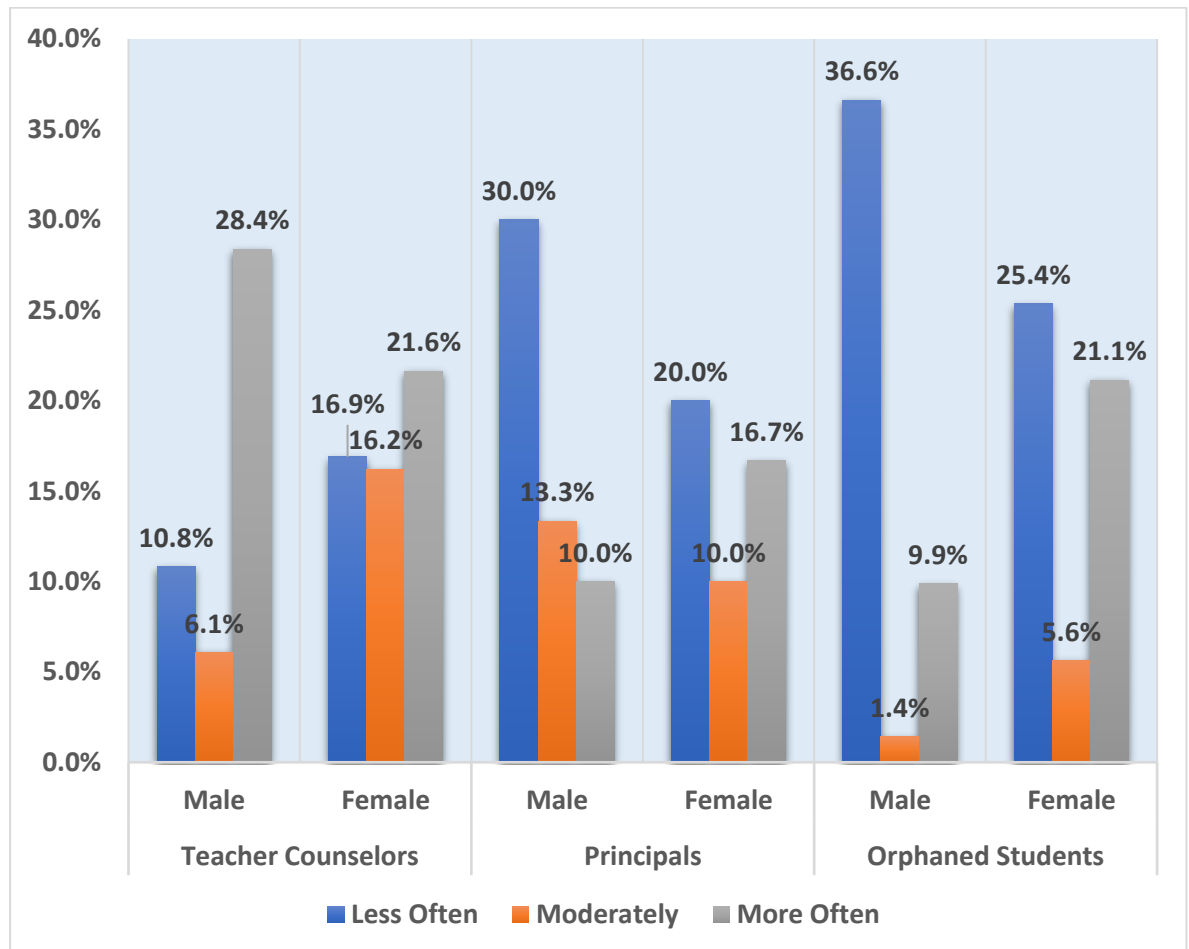


Figure 7: Distribution of Respondents Across Gender and Levels of Stakeholders' Involvement in Decision-Making

As per the data, 10.0% male and 16.7% female principals involved stakeholders in decision-making more often. Also, 13.3% male and 10.0% female principals involved stakeholders in decision-making moderately. About 30.0% male and 20.0% female principals involved stakeholders in decision-making less often. About 28.4.2% male and 21.6% female teacher counsellors involved stakeholders in decision-making more often. Also, 6.1% male and 16.2% female teacher counsellors involved stakeholders in decision-making moderately. Finally, 10.8% male and 16.9% teacher counsellors involved stakeholders in decision-making less often. About 9.9% male and 21.1% female orphaned students were involved as stakeholders in decision-making more often. Also, 1.4% male and 5.6% female orphaned students were involved as stakeholders in decision-making moderately. Finally, 36.6% male and 25.4% female orphaned students were involved as stakeholders in decision-making less often.

Additionally, data on the distribution of gender and levels of principals' enforcement of counselling strategies was collected. The results are summarised in Figure 8.

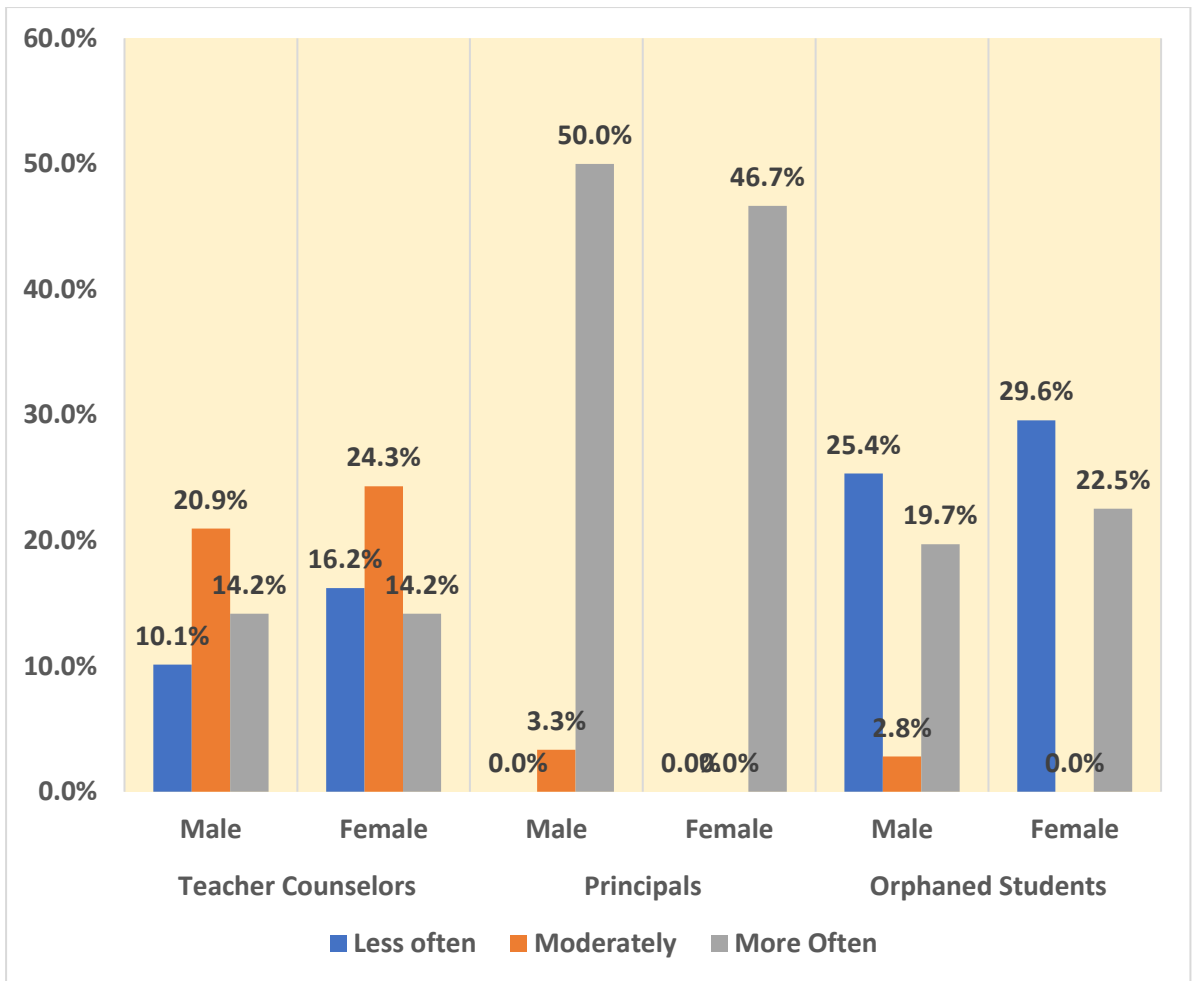


Figure 8: Distribution of Respondents Across Gender and Levels of Principals' Counselling Strategies

As per the data, 50.0% male and 46.7% female principals engaged in counselling more often. Also, 3.3% male and 0.0% female principals engaged in counselling moderately. All principals engaged in counselling. About 14.2% male and 14.2% female teacher counsellors engaged in counselling more often. Also, 20.9% male and 24.3% female teacher counsellors engaged in counselling moderately. Finally, 10.1% male and 16.2% teacher counsellors engaged in counselling less often. About 19.7% male and 22.5% female orphaned students were involved in counselling more often. Also, 2.8% male and 0.0% female orphaned students were involved in counselling moderately. Finally, 25.4% male and 29.6% female orphaned students were involved in counselling less often.

Data on the distribution of gender and levels of principals' mentorship programs was collected. The results are summarised in Figure 9.

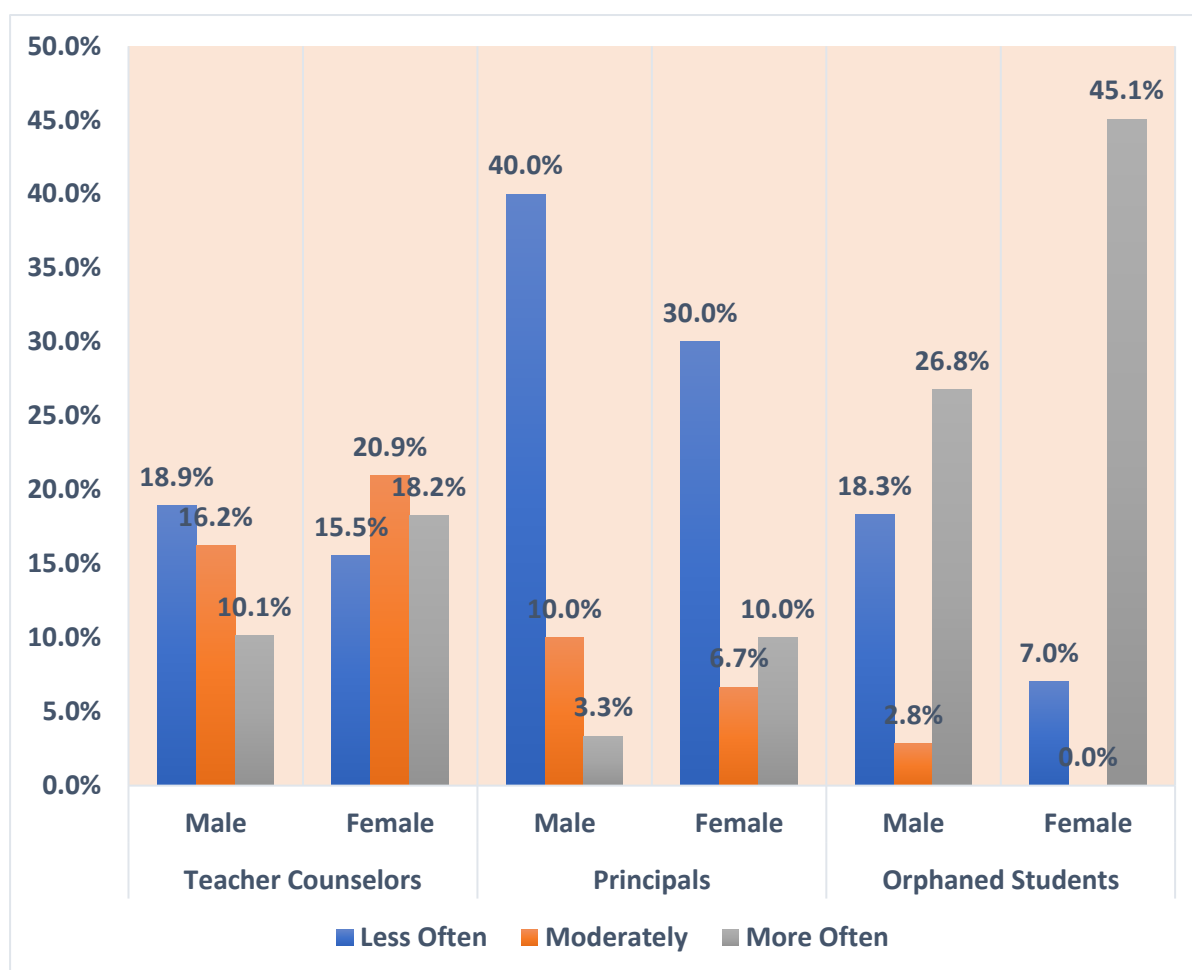


Figure 9: Distribution of Respondents Across Gender and Levels of Principals' Mentorship Programmes

As per the data, 3.3% male and 10.0% female principals engaged in mentorship more often. Also, 10.0% male and 6.7% female principals engaged in mentorship moderately. Finally, 40.0% male and 30.0% female principals engaged in mentorship less often. About 10.1% male and 18.2% female teacher counsellors engaged in mentorship more often. Also, 16.2% male and 18.2% female teacher counsellors engaged in mentorship moderately. Finally, 18.9% male and 15.50% teacher counsellors engaged in mentorship less often. About 26.8% male and 45.1% female orphaned students were involved in mentorship more often. Also, 2.8% male and 0.0% female orphaned

students were involved in mentorship moderately. Finally, 18.3% male and 7.0% female orphaned students were involved in mentorship less often.

Additionally, principals more often dealt with 16.2% male and 11.5% female teacher counsellors in the enforcement of rules. They moderately dealt with 16.2% male and 23.0% female teacher counsellors. Less often, the principals dealt with 12.8% male and 0.0% female teacher counsellors. Principals also more often dealt with 35.2% male and 45.1% female orphaned students in the enforcement of rules. They moderately dealt with 2.8% male and 0.0% female orphaned students. Less often, the principals dealt with 9.9% male and 7.0% female orphaned students.

The researcher sought to establish the Psychological Well-being of Orphaned Students in Public Secondary Schools by requesting the respondents to indicate their opinions on the statements given in Figure 10 using a Likert Scale with; **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree.

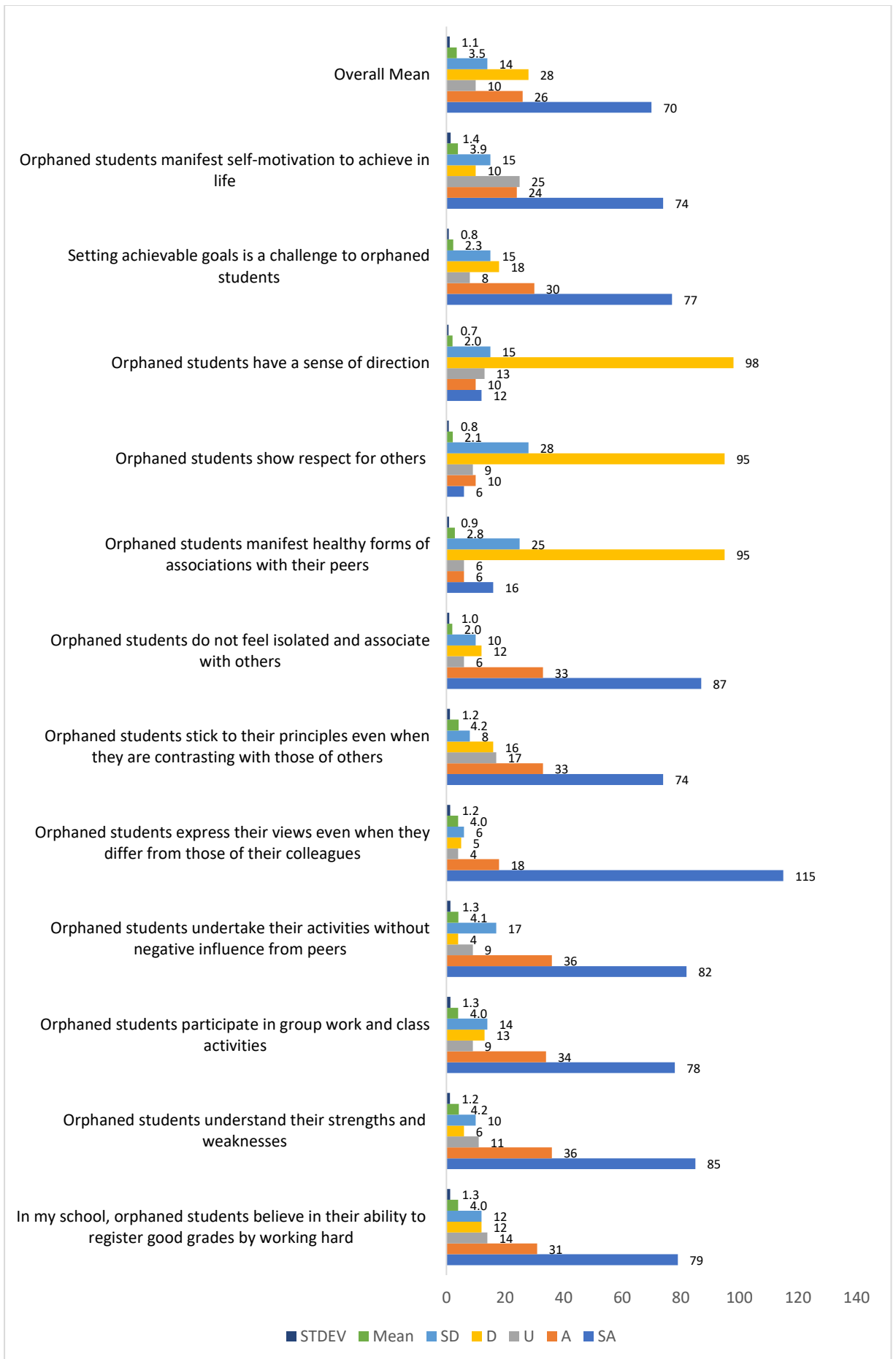


Figure 10: Psychological Well-being of Orphaned Students in Public Secondary Schools

From Figure 10, it was observed that majority who were 115(77.7%) of the respondents strongly agreed that Orphaned students express their views even when they differ from those of their colleagues. On attitude, it was observed that majority, 87(58.8%) of the respondents strongly agreed that Orphaned students do not feel isolated and associate with others. 85(57.4%) of the respondents strongly agreed that Orphaned students understand their strengths and weaknesses. The item on autonomy showed that majority, 82(55.4%) of the respondents strongly agreed that Orphaned students undertake their activities without negative influence from peers. It was also established that, 78(52.7%) of the respondents strongly agreed that, Orphaned students participate in group work and class activities, 74(50%) of the respondents strongly agreed that, Orphaned students stick to their principles even when they are contrasting with those of others and that Orphaned students manifest self-motivation to achieve in life. On the other hand, it was also observed that, 98(66.2%) of the respondents disagreed that Orphaned students have a sense of direction. Also 95 (64.2%) of the respondents disagreed that Orphaned students show respect for others and that Orphaned students manifest healthy forms of associations.

4.3.1 Principals' Enforcement of Rules and Regulations and Students' Well-Being

The researcher tested hypothesis **H₀₁** which stated that;

H₀₁: There is no significant relationship between principals' enforcement of rules and regulations and the psychological well-being of orphaned students in public secondary schools in Makueni County.

To test this hypothesis, Pearson’s Correlation coefficient was used. The results were presented in Table 5.

Table 5: Pearson Correlation Coefficient for the relationship between principals’ enforcement of rules and regulations on the psychological well-being of orphaned students

		Principals’ enforcement of rules and regulations	Psychological Wellbeing of Orphaned Students Scores
Principals’ enforcement of rules and regulations	Pearson Correlation	1	.380(**)
	Sig. (2-tailed)		.000
	N	148	148
Psychological Wellbeing of Orphaned Students Scores	Pearson Correlation	.380(**)	1
	Sig. (2-tailed)	.000	
	N	148	148

** Correlation is significant at the 0.01 level (2-tailed).

Table 5 shows that there is a positive correlation ($r = 0.380$, $p < 0.05$) between the principals’ enforcement of rules and regulations and the psychological well-being of orphaned students in public secondary schools in Makueni County. Since the p-value is less than the alpha level of 0.05, the null hypothesis $H_0: \rho = 0$ is rejected, indicating a statistically significant influence of principals’ enforcement of rules and regulations on the psychological well-being of orphaned students. The findings suggest that stronger enforcement of school rules and regulations by principals is associated with improved psychological well-being among orphaned students. This implies that consistent enforcement of disciplinary measures contributes positively to the emotional

stability and overall well-being of orphaned students in secondary schools. Both principals and students reported that adherence to school rules and regulations is frequently enforced, indicating a consistent disciplinary approach within the school environment.

Scores for the psychological well-being of orphaned students were generated using a composite score derived from various dimensions, including self-acceptance, autonomy, and positive relations with peers and adults. These dimensions were assessed through specific questionnaire items, which enabled a comprehensive evaluation of students' psychological states.

Responding to the question about the frequency of enforcing adherence to school rules and regulations as a disciplinary management strategy, the principals reported that they often enforced adherence to school rules and regulations. The same response was obtained from the students, who stated that the principals always enforce adherence to school rules and regulations as a disciplinary management strategy through the prefects and the teachers on duty.

When asked about the influence of enforcement of rules and regulations on the psychological well-being of orphaned students in their secondary school, 20 principals stated, "School rules and regulations are among the strategies designed to instill good conduct, self-control, orderliness, good psychological well-being, and obedience to school authority." Similarly, 69 students responded that "enforcing the school rules and regulations is important since the rules prescribe the standard of psychological well-being expected of the students." These responses indicate that the principals' enforcement of rules and regulations positively influences the psychological well-being of orphaned students in public secondary schools.

The findings align with the assertion made by Ndeto (2015) that rules and regulations are not the only strategies designed to instill discipline among students but are among the important strategies required in schools to achieve effective psychological well-being for students. Similarly, the results support the findings by Musa and Martha (2020) that school rules and regulations are important tools in managing student behavior and ensuring discipline across all spheres of life in the school while guaranteeing a safe learning environment for all students. Without school rules and regulations, students are bound to develop negative behaviors that may adversely affect their lifestyle and learning outcomes.

In line with this study's findings, Yeager (2014) previously revealed that school rules and regulations are strategies designed to regulate the attention, emotions, and behaviors of students in the face of tempting alternatives and achieve longer-term aims. As shown by Ombaka (2015), regulations are more effective if students are involved in their creation.

The current study's findings support previous assertions by Rachel (2020) that with properly implemented rules and regulations in schools, students can be more confident and achieve better self-control, which is crucial for their academic performance in the long term. Students should be disciplined throughout their academic life, regardless of their background, and it is the role of school principals to ensure they engage in the enforcement of rules and regulations, as this can help orphaned students excel in their studies. Furthermore, this study's results are congruent with the assertion by Kilel et al. (2023) that school rules help orphaned students establish a sense of normalcy and recover from the psychological impacts of losing their parents. These rules create order and discipline between teachers and students while offering opportunities for career growth for orphaned students. Similar assertions are echoed by Robert (2008), who

found that students are socialized to follow particular values, norms, and behavioral patterns, implying that rules and regulations shape orphaned students' lives to specific standards. Regulations provide principals with the fundamental framework they need to preserve order in their schools, as indicated by M'muyuri (2021) and Ndinza (2015).

This study's findings are congruent with those of Ziile et al. (2021), indicating that rules and regulations in schools tend to equip students, whether orphaned or not, with the right skills to meet life's challenges. Therefore, school rules and regulations are believed by many scholars to play an important role in shaping the psychological well-being of students, especially in addressing life challenges. Without school rules and regulations that instill discipline and positive behaviors in students, orphans and other students cannot meet life's challenges and may end up failing in society.

In a similar stance, Simba et al. (2016) found that school head teachers should ensure that there are clear rules and regulations that control conduct within the school. Furthermore, this study's findings align with those from the research by Konstantinou et al. (2022), which revealed that principals typically have the discretion to establish rules and regulations that students should follow, with the ultimate behavior of the students usually resting with the teacher.

However, this study's findings differ from those of Shume and Refu (2019), who indicated that orphans tend to experience different outcomes when school rules and regulations are applied. Shume and Refu (2019) found that orphans are usually educationally disadvantaged compared to other students within the same household due to the enforcement of rules and regulations in schools, negatively impacting their psychological well-being. Similarly, Oyuga et al. (2016) opined that the enforcement of rules and regulations can have a negative impact on orphaned students'

psychological well-being. This is because orphans require special attention in schools, as they lack the parental guidance that shapes character and behavior beyond the home.

Previous research by Manaf et al. (2017) shows that strict rules may negatively impact children's well-being, especially orphans. Therefore, school rules and regulations should not be overly restrictive for students, as such rules can become unrealistic and ineffective over time. Some previous findings differ from the current research because they assert that rules and regulations may increase violence among students, particularly due to authoritarian governance in these schools, as shown by Elizabeth (2014) and Muasya (2021). For instance, according to Kyaruzi (2022), rules and regulations in schools do not work if the authoritarian nature of schooling prevails, especially in African schools where such approaches are the norm.

This ultimately reduces their psychological well-being in school in the long run. Some orphaned students may develop low self-esteem and confidence in their studies, resulting in dropout rates. Punitive rules and regulations negatively affect students' psychological well-being, as found by Smilak (2023). According to DePaoli (2021), students may experience tension, worry, and a sense of unfairness due to punitive measures such as suspension and expulsion.

In summary, the study findings regarding the school principals' roles in implementing order show that the presence of clear rules and regulations within schools significantly benefits the psychological and overall well-being of orphaned students in Makueni County. These regulations provide a structured and predictable environment, which is especially crucial for orphaned students who may already be grappling with the emotional and psychological challenges associated with losing their parents or guardians. The rules establish a sense of order and routine in the lives of orphaned

students. Predictability and structure can provide a comforting and stabilizing influence, helping them cope with the emotional trauma they may have experienced. By knowing what is expected of them in terms of behavior and conduct, these students can navigate school life with greater confidence and reduced anxiety.

Secondly, rules and regulations promote a sense of fairness and equity within the school community. Orphaned students might be particularly sensitive to issues of fairness, given their potential vulnerability. When rules are consistently applied to all students, regardless of their personal circumstances, it fosters a sense of inclusivity and reduces the likelihood of discrimination or exclusion based on their orphan status. Moreover, these regulations serve as a guide for acceptable behavior and conduct, helping orphaned students adapt to social norms and expectations within the school and, by extension, the broader society. They learn essential life skills, such as respect for authority, time management, and teamwork, which are crucial for their future well-being and success. Finally, rules and regulations often provide a framework for conflict resolution and problem-solving. Orphaned students may encounter challenges or conflicts related to their unique circumstances, and having clear guidelines for addressing such issues can prevent them from feeling isolated or helpless. It encourages a supportive environment where students are encouraged to seek help and guidance when needed.

4.3.2 Principals' Involvement of Stakeholders in Decision-Making and Students' Well-Being

The researcher further tested hypothesis **H₀₂** which stated that;

H₀₂: There is no significant relationship between principals' involvement of stakeholders in decision-making and the psychological well-being of orphaned students in public secondary schools in Makueni County.

To test this hypothesis, Pearson's Correlation coefficient was used. The results were presented in Table 6.

Table 6: Pearson Correlation Coefficient for the relationship between principals' involvement of stakeholders and the psychological well-being of orphaned students

		Involvement of stakeholders	Psychological Wellbeing of Orphaned Students Scores
Involvement of stakeholders	Pearson Correlation	1	.414(**)
	Sig. (2-tailed)		.000
	N	148	148
Psychological Wellbeing of Orphaned Students Scores	Pearson Correlation	.414 (**)	1
	Sig. (2-tailed)	.000	
	N	148	148

** Correlation is significant at the 0.01 level (2-tailed).

The Pearson Correlation Coefficient analysis in Table 6 revealed a significant positive correlation ($r = 0.414$, $p < 0.01$) between principals' involvement of stakeholders in decision-making and the psychological well-being of orphaned students in public secondary schools in Makueni County. This indicates that there is a statistically significant relationship between these two variables. The findings suggest that when principals actively involve stakeholders in decision-making processes within the school environment, there is an associated improvement in the psychological well-being of orphaned students. This implies that collaboration and engagement with various

stakeholders, such as teachers, parents, community members, and local authorities, contribute positively to the emotional stability and overall well-being of orphaned students.

To determine the psychological well-being of orphaned students, scores were generated based on a composite score derived from various dimensions of psychological well-being, including self-acceptance, autonomy, and positive relations with peers and adults. These dimensions were assessed using specific items in the questionnaire designed to evaluate each aspect of psychological well-being. The relationship between these composite scores and the independent variable (principals' involvement of stakeholders in decision-making) was analyzed to ascertain the strength and nature of the correlation.

Responding to the question, “How often do you involve stakeholders in discipline management in your secondary school?”, the principals reported that they always involved the stakeholders in discipline management in their secondary schools. A similar report was obtained from the students, who stated that stakeholders were always involved in discipline management in their secondary schools.

When asked about the extent to which the involvement of stakeholders has influenced the psychological well-being of orphaned students in their secondary school, 18 principals stated, “Stakeholder involvement is important because they are responsible for the moral development of learners and to ensure that they are psychologically stable while in school.” A similar response was obtained from 59 students, who said, “We feel more secure and perform and behave better when our parents and other caregivers are involved in school activities.”

Findings from this study indicate that school principals always involve the stakeholders in discipline management in their secondary schools. Students reported similar views,

indicating that the involvement of stakeholders in discipline management influences their psychological well-being. The findings agree with Ogina and Ramare (2019), who found that the involvement of stakeholders significantly influences the psychological well-being of orphaned students in secondary schools. Stakeholder involvement is crucial because principals are responsible for the moral development of learners and ensuring their psychological stability while in school. Students also indicated that they felt more secure and could perform and behave better when their parents and other caregivers were involved in school activities. Stakeholders, including parents, caregivers, and the broader community, are integral to the moral development of learners. Their involvement in school activities and engagement with students reinforces the values and ethical principles essential for a well-rounded education.

This study's findings concur with previous research by Hofstede (1980), which indicated that community and family should be involved in school-related activities due to their significant importance in Kenyan culture, which is profoundly founded on collectivism. The current study aligns with Kitulu and Kosura (2015), who indicated that the involvement of stakeholders by school principals is constructive.

However, it is essential to consider contrasting perspectives. For instance, while many studies, including those by Cheloti (2017) and Nyiwa, Maithya, and Gathumbi (2017), assert that community stakeholder involvement is beneficial due to high teacher-to-student ratios, others indicate that not all community engagement is effective across different schools. Nzuki and Walingo (2015) found that varying levels of community participation can lead to inconsistent support for orphaned students.

According to this study's findings, principals should evaluate the current level of involvement and engagement of the local community in the school. Therefore, schools should connect with their surrounding communities, and community members should

actively participate in school-related activities. The study results agree with Kimemia (2016), which emphasized that engaging extended relatives and communities is essential for the psychological health of orphaned pupils.

The involvement of stakeholders is vital for enhancing the well-being of all students, and orphaned students benefit from this arrangement. The findings concur with the assertion that, even though orphaned students may not have their biological parents, the involvement of extended family members and guardians can significantly impact their mental health. For instance, Kimani and Nyambura (2020) examined how principal leadership might encourage parents to get involved with their orphaned pupils. According to their study, principals who actively promoted and offered opportunities for parent or extended family involvement had a positive impact on these students' psychological well-being.

These initiatives improved the emotional health of orphaned students by fostering a sense of family and support. The findings are in agreement with Auni (2022), who indicated that students with guardianship or involvement from extended family reported higher levels of psychological well-being. Therefore, prioritizing parental involvement initiatives increases orphaned pupils' access to a network of supporters, hence boosting their emotional resilience.

As indicated in the study, the educational process depends heavily on student participation, and psychological health is key to promoting that engagement. Principals should ensure they engage stakeholders such as teachers and others to help students concentrate in class. The results agree with assertions by Juvonen (2006) that building strong teacher-student bonds is essential for fostering a supportive learning environment. There is a strong positive correlation between better levels of psychological well-being among students and strong teacher-student interactions, as

similar inferences are echoed by Hughes (2012), Fredricks et al. (2004), Skinner (2008), and Reeve (2012), indicating that such connections can promote a sense of community, reduce stress, and boost academic motivation.

The study's findings show that the psychological well-being of orphaned students can be dramatically impacted by collaborative partnerships between schools and external groups. These results align with those of Saud and Ashfaq (2022), who asserted that principals who actively participated in team projects increased the resources available to orphaned children. This study indicates, in agreement with Hennessy (2022), that collaborations between principals and stakeholders can give orphaned children access to mentorship programs, counselling services, and additional academic support, all of which positively impact their mental health.

The findings also indicate, consistent with Hennessy (2022), that administrators who actively support teachers in identifying and addressing the emotional needs of orphaned students positively affect those students' psychological well-being.

The study established that principals should engage other stakeholders in activities to ensure the well-being of orphaned students, as they are most affected by the school and home environments. The findings align with those of Maina and Omondi (2018), who investigated how orphaned students reacted to sensitive teaching facilitated by the principal. The results showed that pupils' psychological well-being was higher when they believed their teachers were sympathetic to their needs.

Similarly, it is indicated that in a collaborative setting, orphaned pupils receive the attention and support required for their mental well-being (Alhumam, 2021). Similar assertions are echoed by Sheldon (2019), indicating that most community members actively engage in supporting their children's education during their school years. School principals should not only focus on school-based activities but also consider

home-based engagement, such as assisting with homework. Education Scotland (2021) indicates that it is important to help stakeholders assist learners at home too. This study's findings also echo the assertions by Cornell Law School (2023), Sheldon (2019), and Ireland (2017) that stakeholder involvement should be regular, facilitating two-way communicative participation of the community in their children's academic learning and other school activities.

According to the findings, stakeholder involvement positively influences a student's well-being and academic performance. Furthermore, it should be understood that when community members and other stakeholders are engaged, they affect students' well-being even more than they do on the child's intelligence. The assertions are supported by Myers-Young (2018), who indicated that stakeholder engagement should be embraced because it plays a significant role in learners' education, both inside and outside the classroom. It is important to ensure learning takes place at home, in addition to school-based learning.

Similar to this research, the study conducted by Naite (2021) established that stakeholders are usually actively involved in students' education regardless of their family and income statuses. However, the level of engagement is influenced by factors such as stakeholders' educational level, concern for studies, and level of enlightenment. The findings support the assertion that children whose community members and other stakeholders are involved in their education tend to demonstrate excellent academic performance. Consequently, positive educational outcomes can be attained. Usually, a student's academic performance is strongly influenced by the involvement of various stakeholders. Additionally, the student's perception of cognitive competence determines how they perform in school. Teachers are part of the stakeholders who

should ensure the classroom is inclusive and supportive to help children, especially orphaned students, record higher academic performance.

According to the study, principals collaborate with stakeholders to ensure students' psychological well-being is positively enhanced to facilitate excellent academic performance. The findings align with inferences by Tadese (2022), indicating that principals should ensure each learner attains the anticipated outcomes related to coursework. Similar to Kumar (2021), this study has found that academic performance reflects the outcomes of education on an individual, as influenced by collaborative relationships between principals and stakeholders. As indicated by Masud (2019) and Steinmayr (2014), collaboration improves academic performance.

In agreement with this study's findings, well-being is directly related to academic performance because the latter is determined by the overall state of health, happiness, and fulfillment. Similarly, previous studies such as Klapp (2023) have established that academic performance and well-being are interlinked, with well-being playing a pivotal role in shaping academic success. As indicated in this study, Zeng (2016) also affirmed that learners who experience positive emotional well-being are more likely to approach their studies with enthusiasm, resilience, and a growth mindset. Learners should be sound in terms of cognitive well-being, mental clarity, focus, and cognitive abilities, as well as intellectual fluency (Ng, 2020). Psychological well-being facilitates a deeper understanding of academic content and enhances the application of knowledge in various contexts, leading to improved academic performance.

According to the results of this study, learners have varying capabilities. The findings agree with the assertion that different students may exhibit different levels of academic performance (Balogun et al., 2020). According to the theory of academic performance, learners have different abilities to produce valued results in educational assessments.

According to the theory of educational productivity, a child's educational performance is influenced by their learning environment (Keengwe, 2023). As indicated by Bandura (1977), children learn and behave based on what they observe. Therefore, children observe and imitate the actions of their parents, siblings, teachers, or caretakers. This is why the school principal should always engage in the right conduct.

The findings of this study agree with the assertions by Masud et al. (2019) that the socioeconomic and educational status of an orphaned child's background impacts their psychological well-being and academic performance. Children from families with higher socioeconomic status and educational levels tend to demonstrate higher levels of academic success. This means that orphans may be disadvantaged because they depend on relatives or well-wishers. Other factors that influence a child's educational performance include parenting styles and parental involvement in their academic lives. Similarly, Abaidoo (2018) indicates that regular studying, hard work, consistent class attendance, punctuality, self-motivation, and interest in a particular subject affect a learner's educational performance. The principal's roles are to ensure these individual variables are nurtured. The principal should ensure that certain teacher factors, such as syllabus completion and frequent feedback, are adopted to ensure exceptional educational performance among children.

The study's findings indicate that collaborative relations reduce instances of absenteeism that negatively affect psychological well-being. The findings agree with those of Shahjahan et al. (2021), indicating that irregular class attendance results in lower scores in class performance. Similar findings were reported by Rugutt and Chemosit (2005), who asserted that if a child's parents have low education levels, the student's educational performance is negatively impacted. Limited parental or familial involvement in a child's education hinders well-being and performance. Therefore, the

principal and teachers' efforts are vital in shaping academic performance, as effective teachers deliver high-quality instruction.

The study established that school principals engage stakeholders in various ways. Previously, it has been shown that, depending on the school's community and other factors, principals should ensure they understand the concerns of different stakeholders. The findings are in agreement with Lara and Saracostti (2019), indicating that principals should tailor their engagement strategies to ensure the objectives of improving the well-being of students, especially orphans, are achieved. The findings also align with the assertions by Schmid and Garrels (2021) that children expect their parents to provide social and psychological support, supervise their school work, have high expectations or aspirations for them, and offer practical assistance. Similarly, as indicated by Alinsunurin (2020), community member involvement plays a crucial role in school improvement. Therefore, it is essential for teachers, principals, and parents to fulfill their respective roles as expected. The responsibilities of parents include creating a supportive environment and providing necessary support for their children (Desforges & Abouchaar, 2023).

Stakeholder involvement entails the active engagement of teachers, communities, parents, and guardians in educational programs. Such stakeholders are supposed to commit to guiding students' academic journeys. By doing so, children are better positioned to achieve their academic goals. Based on previous research findings on stakeholder involvement, it is worth noting that the principal should provide a good foundation for involvement in children's educational matters. It is the role of community members and teachers to intellectually stimulate their children, engage in discussions with them, and act as positive role models to instill constructive social and educational values. Such efforts contribute to the children's well-being and the

development of high aspirations and personal fulfillment. Furthermore, parents should strive to establish positive relationships with teachers. In addition to fostering a supportive home environment, ensuring that children maintain good relations with their instructors is an essential aspect of stakeholder involvement. The stakeholders can help instill the behaviors and attitudes that parents and teachers expect to foster their children's academic development. There should be effective communication, academic support, active engagement in school activities, provision of emotional support, teachers serving as role models, and principals advocating for their children's educational needs. The concept of stakeholder involvement underscores the significance of allowing community members and teachers to participate in activities that directly affect their children's education.

4.3.3 Principals' Counselling Strategies and Students' Well-Being

The researcher further tested hypothesis **H₀₃** which stated that;

***H₀₃:** There is no significant relationship between principals' counseling strategies and the psychological well-being of orphaned students in public secondary schools in Makueni County.*

To test this hypothesis, Pearson's Correlation coefficient was used. The results were presented in Table 7.

Table 7: Pearson Correlation Coefficient for the relationship between principals' counselling strategies and the psychological well-being of orphaned students

		Counselling strategies	Psychological Wellbeing of Orphaned Students Scores
Counselling strategies	Pearson Correlation	1	.401(**)
	Sig. (2-tailed)		.000
	N	148	148
Psychological Wellbeing of Orphaned Students Scores	Pearson Correlation	.401(**)	1
	Sig. (2-tailed)	.000	
	N	148	148

** Correlation is significant at the 0.01 level (2-tailed).

Table 7 shows that there is a significant positive correlation ($r = 0.401$, $p < 0.01$) between principals' counselling strategies and the psychological well-being of orphaned students in public secondary schools in Makeni County. Since the p-value is less than the alpha level of 0.05, the null hypothesis H03 is rejected. This indicates that there is a statistically significant relationship between these two variables.

The scores for psychological well-being were generated using a composite score derived from various dimensions of psychological well-being, including self-acceptance, autonomy, and positive relations with peers and adults. These dimensions were assessed through specific items in the questionnaire designed to evaluate each aspect of psychological well-being. The relationship between these composite scores and the independent variable (principals' counselling strategies) was analyzed to ascertain the strength and nature of the correlation.

The findings suggest that the implementation of counselling strategies by principals positively influences the psychological well-being of orphaned students. When schools

prioritize providing counselling support and resources to orphaned students, there is an associated improvement in their emotional stability and overall well-being.

Responding to the question, “How often does your principal undertake counselling activities for orphaned students in your secondary school?”, the principals reported that counselling activities for orphaned students in their schools occurred weekly, occasionally inviting external speakers. This report was confirmed by the students, who stated that in most of their schools, counselling sessions were held every week.

When asked about the influence of the principal’s counselling strategies on the psychological well-being of orphaned students in their secondary schools, 21 principals stated, *“The counselling sessions in our schools have a positive impact on the psychological well-being of orphaned students in their secondary schools.”* On the other hand, 72 students said, *“The counselling in our school always helps us in improving the psychological well-being of orphaned students in their secondary schools.”*

According to the study’s results, respondents indicated that their principal often helps in setting up peer counselling centres. The study’s results agree with Kauchak (2016), who revealed that counselling practices adopted by different secondary schools form an integral part of an exercise aimed at promoting students’ psychological well-being. This is because guidance and counselling services prepare students to assume increasing responsibility for their decisions and grow in their ability to understand and accept the results of their choices. Additionally, Nugent (2017) indicated that, next to counsellors, teachers are the most important components in implementing a successful comprehensive counselling programme. In other words, teachers are the key adult figures in the average school day. They significantly influence students, whether positively or negatively. To lend credence to these findings, Othman and Baker (2017)

revealed that teacher-counsellors represent the first line of defense in identifying students' special needs, which positively or negatively hampers their desire to enroll and participate in school activities. They are the key advisors to the children and represent the best hope for the personalization of learning.

According to the study's results, the strength of a person's relationships and their sense of belonging in a social setting are key components of social well-being. The findings are congruent with Keyes (1998), who indicated that social well-being is a component of psychological well-being, especially among students. Social well-being is particularly important for orphaned students in Kenya's public secondary schools due to the distinctive social obstacles they may face. Consistent with this study's findings, the study by Wentzel (1997) found that schools significantly influence the development of peer connections. Principals should employ discipline strategies that address both behavioral issues and the development of healthy peer relationships. The assertions are supported by Ryan and Deci (2000), who indicated that principals should play a critical role in creating a sense of acceptance and belonging in schools. Principals who encourage inclusiveness and celebrate diversity contribute to the social wellness of orphaned children.

Conversely, some studies suggest that while positive social relationships are important, the absence of effective counselling strategies can exacerbate challenges faced by orphaned students. Oyedele et al. (2016) reveal that orphans often perform poorly in class due to a lack of basic needs, such as parental love, which motivates them to learn and succeed in school. These orphaned students frequently endure distress without proper guidance, which severely impacts their psychological well-being over time.

The findings indicate that principals play a critical role in minimizing stigma. Consequently, children from all backgrounds feel included, which contributes to the

positive psychological well-being of orphaned students. The assertions are congruent with those of Bano et al. (2019), who found that orphaned children are often looked down upon because of their situation, affecting their psychological well-being in the long run, regardless of the circumstances. Similar to the findings by Hermenau et al. (2015), rules and regulations that specifically discourage any form of discrimination and stigmatization within institutions or from other students positively influence orphaned students' psychological well-being.

The study also established that the disciplinary management techniques used in schools are closely related to psychological health. The findings agree with Wang (2017) that disciplinary procedures affect students' mental health. However, constructive discipline techniques, like restorative justice procedures, can benefit students' psychological well-being. Restorative justice strategies emphasize making amends, creating connections, and encouraging empathy, all of which align with the collectivist ideals prevalent in Kenyan culture. This study's findings support existing literature that the psychological well-being of orphaned pupils is fostered in schools with supportive principals. For instance, the study by Nzomo and Mutisya (2019) emphasizes the importance of leadership in determining the culture of a school. Principals who embrace a supportive learning environment benefit all students, including orphans, by adopting a transformational leadership style characterized by support, empathy, and a focus on individual needs. The assertions are echoed by Mbugua (2018), who stated that leaders should be culturally responsive.

The study's findings concur with Bowen (2017), who points out that community involvement may significantly improve the social well-being of orphaned pupils. Similar findings were reported by Stefanski et al. (2016), who indicated that schools that cooperate with the community provide these pupils access to additional support

systems. These collaborations can include counselling, extracurricular activities, and mentoring that help strengthen students' feelings of social belonging (Stefanski et al., 2016). Community participation enhances schooling while also improving the overall well-being of orphaned pupils. Orphaned students in Kenyan public secondary schools must have a strong sense of social well-being to maintain psychological health. By using discipline management techniques that foster wholesome peer relationships, inclusiveness, and community involvement, principals can positively impact this dimension.

The study established that the effects of psychological health on educational outcomes extend beyond academic success. The findings agree with Helliwell and Wang (2013), who indicate that psychological well-being is a key indicator of a country's general performance and standard of living. Subjective well-being also encompasses physical well-being. This implies that fostering psychological health within the school system might significantly positively affect society. Similarly, research by Suldo (2014) emphasized the long-term influences of psychological well-being on professional performance and overall happiness. Higher levels of well-being among students during their academic years correlate with a greater likelihood of pursuing rewarding occupations and leading fulfilled lives.

The findings indicate that principals' leadership strategies significantly impact the psychological health of orphaned pupils. The results align with those of Sabwami (2023), who found that principals' leadership styles affect orphaned pupils. Those who demonstrated transformational leadership traits like empathy, support, and collaborative decision-making fostered an inclusive and nurturing learning environment. These settings significantly improve the mental health of orphaned students. Transformational leaders catered better to these pupils' emotional needs and

provided a secure environment for their progress. In a similar line, Damiano (2022) examined how principal leadership styles affected the mental health of orphaned pupils. Once again, it was discovered that emotional health in students positively correlates with transformational leadership. The psychological difficulties experienced by orphaned pupils were significantly alleviated by principals who demonstrated empathy, support, and a dedication to developing healthy student-teacher connections. These findings highlight the importance of transformational leadership in creating a safe learning environment for vulnerable pupils.

According to the study findings, principals should strive to create a supportive environment for learners. These findings concur with the assertion that developing a positive school climate is crucial for the mental health of orphaned students, as shown in Jessiman (2022). It was established that orphaned children's psychological well-being was positively impacted by administrators who actively created a climate of inclusivity, empathy, and support within the school. These principals promoted an atmosphere where children felt respected, safe, and understood, which helped them build their emotional resilience. Similar findings were reported by Atasoy (2020), who asserted that leaders promoting a supportive school climate were better at helping orphaned pupils emotionally. The principals ensured that orphaned pupils received the support and understanding required for their psychological well-being, made possible through the principal's leadership in developing a nurturing school culture.

The study findings established that orphaned students face significant challenges, and principals' initiatives to offer counselling services help them cope. The findings agree with Maingi (2019), who asserted that principals' leadership affected the assistance provided to pupils who had lost a parent. Principals should be proactive and compassionate in recognizing and meeting orphaned students' emotional needs. By

showing concern and empathy for their students, principals who actively connect with those who have experienced loss contribute to their psychological well-being. Emotional support is crucial in assisting orphaned students in overcoming their grief and moving forward with their academic careers on a more solid emotional ground. The findings echo those of Auni (2022), who indicated that orphaned pupils who received direct encouragement and counselling services from principals expressed higher levels of psychological well-being. The lives of orphaned students are greatly impacted by the principals who take the time to listen, encourage, and foster an inclusive school climate. This emphasizes the crucial role of principal leadership in identifying and meeting the special requirements of orphaned kids, ultimately enhancing their well-being.

The study established that for orphaned students to succeed in school environments, principals should ensure they offer extra assistance and inclusive policies. The findings are in agreement with Onyango (2021), who looked at how principal leadership affected the creation and application of inclusive policies that catered to the needs of orphaned kids. Principals who support inclusive policies help to foster a welcoming and encouraging learning environment. This, in turn, decreases feelings of loneliness and promotes a sense of belonging, positively impacting the psychological health of orphaned kids. Similar findings are echoed by Alem (2020), who stated that principals who actively engaged in conflict resolution and used restorative justice strategies helped create a more peaceful and emotionally supportive learning environment. These methods not only successfully addressed disagreements but also assisted students in developing stronger interpersonal ties, thereby improving their psychological well-being. In support of these assertions, Mendenhall (2021) indicated that orphaned pupils perceive the methods used by principals to resolve conflicts and counsel as fair, sympathetic, and effective, expressing higher levels of psychological well-being.

Principals who prioritized peaceful dispute resolution significantly aided students' emotional health by fostering a sense of safety and understanding among their students. From the findings, it is evident that the multifaceted and influential role of school principals in shaping the psychological well-being of orphaned students in secondary schools extends to their involvement in counselling efforts. Principals who prioritize inclusive policies, supportive school climates, and collaborative decision-making processes play a pivotal role in enhancing the psychological well-being of these vulnerable students, offering them the emotional support and sense of belonging that are vital components of effective counselling efforts. One of the key ways in which principals contribute to counselling efforts is by creating a school environment conducive to emotional well-being. By fostering a supportive school climate, principals set the stage for effective counselling interventions. Orphaned students, who often face unique emotional challenges, benefit immensely from an environment where they feel safe, respected, and understood. This welcoming atmosphere, championed by principals, provides the foundation upon which counselling efforts can thrive.

Moreover, principals who prioritize inclusive policies send a clear message that all students, including orphaned ones, are valued members of the school community. This inclusivity extends to counselling services, ensuring that orphaned students have equal access to the emotional support they require. It eliminates any potential stigma or barriers that might hinder orphaned students from seeking counselling, creating an environment where they feel comfortable seeking help.

In addition, collaborative decision-making processes, as emphasized by principals, are integral to effective counselling efforts. When stakeholders, including counsellors, teachers, parents, and students, are actively involved in decision-making, it results in a more holistic and comprehensive approach to addressing the psychological needs of

orphaned students. Principals who facilitate such collaboration ensure that counselling services are tailored to the specific needs of these students, making them more effective in promoting psychological well-being. Furthermore, principals who champion counselling efforts contribute to a culture where seeking emotional support is normalized. By openly endorsing and promoting counselling services, they help reduce the stigma often associated with seeking help for emotional challenges. This reduction in stigma is particularly crucial for orphaned students, who may be hesitant to seek support due to feelings of shame or isolation.

The principals' leadership in creating inclusive policies, fostering supportive school climates, and facilitating collaborative decision-making processes paves the way for effective counselling interventions. Principals who prioritize these aspects not only improve the psychological well-being of orphaned students but also contribute to a school environment where seeking emotional support is encouraged and normalized. This, in turn, empowers orphaned students to overcome their emotional challenges, thrive academically, and build a brighter future.

4.3.4 Principals' Use of Mentorship Programmes and Students' Well-Being

The researcher further tested hypothesis **H₀₄** which stated that;

H₀₃: There is no significant relationship between principals' use of mentorship programs and the psychological well-being of orphaned students in public secondary schools in Makeni County.

To test this hypothesis, Pearson's Correlation coefficient was used. The results were presented in Table 8.

Table 8: Pearson Correlation Coefficient for the relationship between principals' mentorship programmes and the psychological well-being of orphaned students

		Mentorship programmes	Psychological Wellbeing of Orphaned Students Scores
Mentorship programmes	Pearson Correlation	1	.320(**)
	Sig. (2-tailed)		.000
	N	148	148
Psychological Wellbeing of Orphaned Students Scores	Pearson Correlation	.320(**)	1
	Sig. (2-tailed)	.000	
	N	148	148

** Correlation is significant at the 0.01 level (2-tailed).

Table 8 shows that there is a positive correlation ($r = 0.320$, $p < 0.05$) between mentorship programmes and the psychological well-being of orphaned students in public secondary schools in Makueni County. Since the p-value is less than the alpha level of 0.05, the null hypothesis H04 is rejected, leading to the conclusion that there is a statistically significant influence of principals' mentorship programmes on the psychological well-being of orphaned students in public secondary schools in Makueni County. This implies that the more mentorship programmes are implemented, the more the psychological well-being of orphaned students in public secondary schools improves, and vice versa.

The scores for psychological well-being were generated using a composite score derived from various dimensions of psychological well-being, including self-acceptance, autonomy, and positive relations with peers and adults. These dimensions were assessed through specific questionnaire items designed to evaluate each aspect of

psychological well-being in relation to the mentorship strategies employed by principals.

Responding to the question about how often the principal undertakes mentorship activities for orphaned students in your secondary school, the principals reported that they often engaged in mentorship activities for orphaned students. This report was corroborated by the students, who stated that their schools always organized mentorship activities for orphaned students.

When asked about the extent to which the mentorship strategies adopted by the principal influenced the psychological well-being of orphaned students, 19 principals stated, *“We have embraced mentorship programmes as a mitigation to poor academic performance and low levels of psychological well-being among students.”* A similar response was given by 72 students who said, *“Mentorship activities undertaken in secondary schools influence the psychological well-being of orphaned students.”*

The study found that school principals’ mentoring efforts play a significant role in fostering orphaned students’ psychological well-being. The current study emphasizes the importance of emotional well-being for orphaned students. This aligns with the notion that emotional well-being is crucial for all individuals, as supported by Jaffer et al. (2023). Furthermore, the study highlights the role of principals in influencing students’ emotions, which resonates with Roeser and Eccles (2000), who emphasize the significance of emotional control in the classroom. The findings underscore the need for a conducive learning environment, which is in agreement with Durlak (2011). The role of principals in creating an atmosphere where students feel comfortable expressing their emotions aligns with the idea that school principals must promote such an environment. The study also highlights the importance of trauma-informed strategies

in addressing the emotional needs of orphaned students, supported by Cook (2017). Trauma-informed methods are crucial for helping students who have experienced various forms of trauma, including the loss of parents.

According to this study's findings, principals play a significant role in helping students nurture their cognitive abilities, which resonates with the idea that cognitive talents are related to cognitive well-being, as stated by Keyes (1998). A supportive learning environment, as emphasized in the study, aligns with research by Wang, Haertel, and Walberg (1997). The current study suggests that positive interactions between instructors and learners are crucial for cognitive well-being. This aligns with the findings of Roorda (2011), who indicates that positive teacher-student connections are vital for cognitive well-being.

The study findings support the idea that the socioeconomic situation significantly impacts orphaned students' psychological well-being, in line with Garcia's (2020) research. Socioeconomic disparities can affect access to essential services and, consequently, psychological well-being. Regarding academic performance, the current study findings highlight the relationship between academic performance and psychological well-being, aligning with Wilson's (2018) research. Success in the classroom can positively impact self-esteem and overall outlook.

The study also underscores the importance of social support networks for orphaned students, supported by Patel (2022) and Robinson (2021). Social connections and friendships play a crucial role in psychological well-being. Furthermore, the findings acknowledge gender differences in how orphaned students experience challenges, consistent with Adams (2019). Cultural norms and roles can influence the psychological well-being of orphaned girls and boys differently. It is also noted that

some orphaned students develop effective coping strategies, as found in the research of White (2021) and Martinez (2020). These coping mechanisms can positively impact psychological well-being.

The findings indicate that mentoring programs can benefit orphaned students, aligning with Kariuki and Macharia (2017) and Mendenhall (2021). Mentorship provides support and a sense of community, contributing to psychological well-being. The study suggests that involving students in decision-making processes can positively impact their psychological well-being, which agrees with Mdingane (2022). Empowering students to express their opinions can enhance their sense of value and well-being. Finally, the findings highlight the positive effects of cultural sensitivity initiatives on the psychological health of orphaned students, consistent with Gümüş (2021) and Onyango (2021). Principals who prioritize cultural awareness contribute to a more inclusive and emotionally supportive learning environment.

Overall, the current study findings regarding school principals' mentoring efforts and their impact on the psychological well-being of orphaned students align with previous research across various dimensions related to the psychological well-being of orphaned students. These studies collectively emphasize the significance of emotional support, conducive learning environments, trauma-informed strategies, cognitive development, teacher-student relationships, socioeconomic factors, academic performance, social support networks, gender differences, coping strategies, mentoring programs, student involvement, and cultural sensitivity in promoting the psychological well-being of orphaned students in secondary schools.

Principals are encouraged to create a supportive learning environment where students feel safe expressing their emotions and seeking help when needed, focusing on trauma-

informed disciplinary approaches to address emotional traumas. Cognitive well-being is highlighted, emphasizing the link between cognitive abilities and psychological health, as well as the importance of a supportive learning atmosphere. Positive teacher-student interactions are identified as essential for cognitive well-being, and principals are urged to actively promote them. Additionally, socioeconomic factors, social support networks, and gender differences are acknowledged as influential factors in orphaned students' psychological well-being, requiring principals to be sensitive to these dynamics. The study also recognizes effective coping strategies developed by some orphaned students and underscores the value of mentorship programs and student involvement in decision-making processes. Finally, cultural sensitivity initiatives led by principals are seen as critical for enhancing the psychological well-being of these students by fostering a sense of inclusivity and respect for diverse cultural backgrounds.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, discussions, conclusions, and recommendations emanating from the results of this study.

5.2 Summary of the Findings

The main findings were as follows:

- Principals often punishes cases of theft and vandalism, 112 (75.7%), often monitors class attendance, 100(67.6%) and often insists on students' dress code 91(61.5%). It was also revealed that most principals enforce adherence to rules against theft and vandalism and that Orphaned students adhere to school rules and regulations. Also orphaned students are expected to adhere to rules and regulations as a way of improving their psychological well-being. The school principals were enforcing students' dress code as well as monitoring class attendance among orphaned students as a way of improving the psychological well-being of orphaned students. It was also established that there was a positive correction ($r=0.380$, $p<0.05$) between the principals' enforcement of rules and regulations and the psychological well-being of orphaned students in public secondary schools in Makueni County.
- Principals often involved stakeholders on monitoring students' behaviour, in setting the goals for students and sharing students' personal life experiences. It was also established that, principal's involvement of stakeholders in discipline management, monitoring the behaviour of orphaned students and setting goals. This has helped improve student's sense of purpose in academic life as well as their psychological well-being. The correlation coefficient indicated that there is a positive correction ($r=0.414$, $p<0.05$) between the involvement of

stakeholders in decision-making and the psychological well-being of orphaned students in public secondary schools in Makueni County.

- Principals often helped in setting up peer counselling centres, engaged capacity building of teacher-counsellors in their schools and advised students on career objectives. The study also revealed that; the principals advised orphaned students on the importance of desirable behaviour, and has set up counselling centres where orphaned students can share their academic and behavioural challenges. The correlation test revealed that, there is a positive correlation ($r=0.401$, $p<0.05$) between the counselling strategies and the psychological well-being of orphaned students in public secondary schools in Makueni County.
- Principals often organized workshops for students to learn from mentors, often hired mentors to advise students on the dangers of peer pressure and that their schools were setting up conferences for life skills education for students. It was also established that, revealed that to improve the psychological well-being of orphaned students in, the principals usually hires a mentor to advise students on the dangers of peer pressure, the principals have set up conferences on life skills education which have improved the psychological well-being of orphaned students and that the principal always act as a role model to orphaned students in my secondary school, which has promoted their psychological well-being. The correlation coefficient revealed that, there is a positive correlation ($r=0.320$, $p<0.05$) between the mentorship programmes and the psychological well-being of orphaned students in public secondary schools in Makueni County.

5.3 Conclusions

Firstly, as indicated in hypothesis one, a significant relationship was established between the extent to which principals enforce rules and regulations and the psychological well-being of orphaned students. This finding is substantiated by both quantitative surveys measuring enforcement levels and qualitative interviews with students, forming a convergence of data sources. Consequently, it is evident that higher enforcement of rules and regulations corresponds with improved psychological well-being among orphaned students, while a deficiency in enforcement coincides with lower psychological well-being.

Secondly, hypothesis two corroborates these findings by highlighting a significant link between stakeholder involvement in decision-making and the psychological well-being of orphaned students. Multiple data collection methods, including surveys of parents, teachers, students, and the Board of Management (BoM), alongside qualitative interviews, reveal a consistent pattern. Schools that actively engage stakeholders in decision-making tend to exhibit enhanced psychological well-being among orphaned students. This triangulation of methods underscores the importance of ongoing stakeholder involvement in improving student well-being.

Furthermore, hypothesis three enriches our understanding by establishing a significant relationship between counselling strategies and the psychological well-being of orphaned students. The triangulation of data from various sources, including school records, counsellor interviews, and student self-reports, reaffirms this relationship. It underscores that the presence of counselling sessions in schools, dedicated counselling centres, and competent peer counsellors plays a pivotal role in positively influencing the psychological well-being of orphaned students.

Finally, hypothesis four reinforces the study's overall conclusions by emphasizing the significant relationship between mentorship programs and the psychological well-being of orphaned students. Triangulation occurs through an analysis of mentorship program effectiveness, mentor testimonials, and student feedback. This comprehensive approach confirms that schools actively engaging mentors in supporting and guiding students tend to witness substantial improvements in the psychological well-being of orphaned students.

Overall, the findings across diverse research dimensions consistently supports the conclusions drawn from this study. Principals' enforcement of rules, stakeholder involvement, counselling strategies, and mentorship programs all bear a significant relationship to the psychological well-being of orphaned students in public secondary schools. This multi-dimensional validation enhances the credibility and reliability of the study's outcomes, offering valuable insights for educators and policymakers seeking to foster the well-being of orphaned students within the educational system.

5.4 Recommendations

For Orphaned Students:

Utilize Available Resources: Orphaned students should actively seek support and engage with counseling services, mentorship programs, and peer counseling centers provided by the school, as these resources have been shown to significantly contribute to their psychological well-being.

Adhere to School Rules: Students should recognize the importance of adhering to school rules and regulations, including dress codes and class attendance, as these practices can positively influence their psychological well-being and academic performance.

For Principals:

Consistent Enforcement of Rules: Principals should maintain consistent enforcement of school rules and regulations, particularly concerning theft, vandalism, dress codes, and attendance. This creates a safer and more structured school environment, benefiting all students, including orphans.

Stakeholder Involvement: Principals should continue to involve stakeholders in decision-making processes, behavior monitoring, and goal setting for students. Collaborative efforts with stakeholders positively impact students' sense of purpose and psychological well-being.

Enhance Counseling Services: Principals should prioritize the availability of counseling services within schools and ensure that teacher-counselors receive capacity-building training. This will equip them to provide effective guidance and support to students, particularly orphaned ones.

Expand Mentorship Programs: It is essential for principals to maintain and expand mentorship programs, workshops, and conferences that provide orphaned students with valuable life skills and guidance. These initiatives can help students resist peer pressure and set realistic educational and career goals.

For Teacher Counselors:

Emotional Support: Teachers and counselors should provide emotional support to orphaned students by actively participating in counseling and mentorship activities. They must address students' psychological needs in conjunction with their academic progress.

For the Government and Ministry of Education:

Policy Development: The government, through the Ministry of Education, should develop and implement policies specifically targeting the psychological well-being of orphaned students within the education system. This includes ensuring the availability of counseling services and mentorship programs.

Resource Allocation: The ministry should allocate adequate resources to ensure that schools have the necessary facilities and trained personnel, particularly principals and teachers, to support the psychological well-being of orphaned students.

Awareness Campaigns: There is a need to promote awareness and sensitization campaigns aimed at reducing stigma and discrimination against orphaned students. An inclusive and supportive school environment benefits all students and enhances overall educational outcomes.

5.5 Suggestions for Further Research

This study sought to assess the influence of principals' discipline management strategies on the psychological well-being of orphaned students in public secondary schools in Makueni County. Further research can be done by;

Longitudinal Studies: Future research could focus on longitudinal studies that track the psychological well-being of orphaned students over time to assess the long-term effectiveness of counseling and mentorship programs.

Comparative Studies: Research could explore comparative studies between orphaned students and non-orphaned peers to identify specific challenges faced by orphaned students and the impact of targeted interventions on their well-being.

Impact of Socioeconomic Factors: Further studies should examine how varying socioeconomic backgrounds of orphaned students affect their access to resources and their psychological well-being, aiming to develop targeted support mechanisms.

Efficacy of Mentorship Programs: Investigating the specific components of mentorship programs that most effectively enhance the psychological well-being of orphaned students could provide valuable insights for program development.

Community Involvement: Research could explore the role of community involvement in supporting the psychological well-being of orphaned students, assessing how collaborative efforts with local organizations and stakeholders can enhance existing support systems.

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APPENDICES

Appendix I: Letter of Introduction

February 2022

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT RESEARCH

I am a student undertaking a course in Doctor of Philosophy in Educational Psychology at Maasai Mara University. My research topic is **Influence of Principals' Discipline Management Strategies on Psychological Well-being of Orphaned Students in Public Secondary Schools in Makueni County, Kenya**. To achieve this, you have been selected to participate in the study. I kindly request the sampled respondents to, fully, participate in the study. This information was used purely for academic purposes and your name will not be mentioned in the report. Findings of the study, shall upon request, be availed to you.

Your assistance and cooperation was highly appreciated.

Thank you in advance.

Yours faithfully,

Samuel M. Wambua

Appendix II: Informed Consent Form for Principals, Students and Teacher Counsellors

Dear respondent,

The researcher is a student undertaking a degree course in Doctor of Philosophy in Educational Psychology at Maasai Mara University, carrying out research on the **Influence of Principals' Discipline Management Strategies on Psychological Well-being of Orphaned Students in Public Secondary Schools in Makueni County, Kenya**. For this study, I will request you to give me some time as you will be asked some questions. I will maintain your privacy and confidentiality about your information. Your name will not be written on any of the materials, and only the researcher will have access to your information. The research will not benefit you personally. Your participation is voluntary, and you may change your mind and withdraw at any time before and during the study. We will not pay or give any facilities for this participation. If you want to take part to participate in this research, please sign the form below.

Participant:

----- -----	----- -----	----- -----
Code of Participant	Signature	Date

Researcher:

----- -----	----- -----	----- -----
Name of Researcher	Signature	Date

Appendix III: Consent Form for Guardians

Dear Parent/Guardian,

I am a student undertaking a degree course in Doctor of Philosophy in Educational Psychology at Maasai Mara University, carrying out research on the **Influence of Principals' Discipline Management Strategies on Psychological Well-being of Orphaned Students in Public Secondary Schools in Makueni County, Kenya**. For this reason, I wish to inform you that I was using a student, under your care, in this study. This is only for educational purposes and thus, will not use the information nor use the student for any other purposes. I will also seek permission from the principal and the class teacher for that purpose. Thus, kindly allow me to interact with the student. I will maintain privacy and confidentiality about the information I will get from the school and the student. Participation is voluntary, and you may change your mind and withdraw the student at any time before and during the study. There was no payment or give any facilities for this participation. If you want the student, under your care, to take part in this research, please sign the form below.

Guardian:

-----	-----	-----
Code of Parent	Signature	Date

Researcher:

-----	-----	-----
Name of Researcher	Signature	Date

Appendix IV: Questionnaire for Teachers

Dear respondent,

The researcher is a student undertaking a degree course in Doctor of Philosophy in Educational Psychology at Maasai Mara University investigating the **Influence of Principals' Discipline Management Strategies on Psychological Well-being of Orphaned Students in Public Secondary Schools in Makueni County, Kenya**. The information you provide was treated with confidentiality and entirely used for this study.

Section A: Demographic Information

Instruction: Please tick against your most appropriate answer and fill the spaces provided.

1. Gender: Male Female

2. Highest level of education

Diploma Degree Post-graduate

Section B: Psychological Well-being of Orphaned Students in Public Secondary Schools

- Please, rate the extent to which you agree with the following statements on the status of psychological well-being among orphaned students in your secondary school

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

Test Items	SA	A	U	D	SD
	5	4	3	2	1
Self-acceptance					
In my school, orphaned students believe in their ability to register good grades by working hard					
Orphaned students understand their strengths and weaknesses					
Orphaned students participate in group work and class activities					
Autonomy					
Orphaned students undertake their activities without negative influence from peers					

Orphaned students express their views even when they differ from those of their colleagues					
Orphaned students stick to their principles even when they are contrasting with those of others					
Positive Relations					
Orphaned students do not feel isolated and associate with others					
Orphaned students manifest healthy forms of associations with their peers					
Orphaned students show respect for others					
Purpose in life					
Orphaned students have a sense of direction					
Setting achievable goals is a challenge to orphaned students					
Orphaned students manifest self-motivation to achieve in life					

Section C: Principals' Enforcement of Rules/Regulations and Psychological Well-being of Orphaned Students in Secondary Schools

1. On a scale of 1-3, please rate how often your principal undertakes the following tasks as disciplinary strategies to promote the psychological well-being of orphaned students in your secondary school

Activities for Enforcing School Rules and regulations	Often	Rarely	Never
	3	2	1
Insisting on students' dress code			
Monitoring class attendance			
Punishing cases of theft and vandalism			

2. Rate the extent to which you agree with the following statements on the influence of your principal's enforcement of rules and regulations on the psychological well-being of orphaned students in your secondary school

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	My school principal enforces students' dress code as a way of improving the psychological well-being of orphaned students					

2	Orphaned students adhere to school rules and regulations which my principal enforces					
3	In my school, orphaned students are expected to adhere to rules and regulations as a way of improving their psychological well-being					
4	My principal enforces adherence to rules against theft and vandalism					
5	In my school, the principal usually monitors class attendance among orphaned students					

Section D: Involvement of Stakeholders in Decision-making and Psychological Well-being of Orphaned Students in Secondary Schools

1. On a scale of 1-3, please rate how often your principal involves stakeholders to undertake the following activities in your secondary school

Principals' Involvement of Stakeholders	Often	Rarely	Never
	3	2	1
To monitor students' behaviour			
To help set goals for students			
To help students by sharing their personal life experiences			

2. Rate the extent to which you agree with the following statements on the influence of your principal's involvement of stakeholders on the psychological well-being of orphaned students in your secondary school

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	My principal always involves stakeholders to monitor the behaviour of orphaned students to improve their psychological well-being					
2	In my school, stakeholders are rarely involved to help orphaned students set goals					

3	My principal often involves stakeholders to help improve the psychological well-being of orphaned students by sharing their personal life experiences					
4	In my school, my principal's involvement of stakeholders has helped improve their sense of purpose in academic life among orphaned students					
5	Despite involving different stakeholders in discipline management in my school, the psychological well-being of orphaned students is still low					

Section E: Principals' Counselling Strategies and Psychological Well-being of Orphaned

Students in Secondary Schools

1. On a scale of 1-3, please rate how often your principal undertakes the following counselling activities in your secondary school

Principals' Counselling Activities	Often	Rarely	Never
	3	2	1
Capacity building of teacher-counsellors			
Setting up peer counselling centres			
Advising students on career objectives			
Advising students on desirable behaviour			

2. Rate the extent to which you agree with the following statements on how your principal's counselling strategies influence the psychological well-being of orphaned students in your secondary school

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

Test Items	SA	A	U	D	SD
	5	4	3	2	1
1 In my school, the principal ensures that teacher-counsellors are capacity built to					

	promote the psychological well-being of orphaned students					
2	My principals have set up peer counselling centres to enable students to acquire counselling skills and promote the psychological well-being of orphaned students					
3	To improve the psychological well-being of orphaned students in my school, the principal has opted to advise them on career objectives and how to set academic goals					
4	In my school, advising orphaned students on the importance of desirable behaviour to promote the psychological well-being of orphaned students					
5	In my school, the principal has set up counselling centres where orphaned students can share their academic and behavioural challenges					

Section F: Principals' Mentorship Programmes and Psychological Well-being of Orphaned Students in Secondary Schools

1. On a scale of 1-3, please rate how often your principal undertakes the following mentorship activities in your secondary school

Principals' Mentorship Activities	Often	Rarely	Never
	3	2	1
Organizing workshops for students to learn from mentors			
Modelling behaviour			
Hiring mentors to advise students on the dangers of peer pressure			
Setting up conferences for life skills education for students			

2. Rate the extent to which you agree with the following statements on how your principal's mentorship strategies influence the psychological well-being of orphaned students in your secondary school

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	In my school, the principal usually plans and organizes workshops for orphaned students to learn from mentors and improve their psychological-being					
2	My principal always act as a role model to orphaned students in my secondary school, which has promoted their psychological well-being					
3	To improve the psychological well-being of orphaned students in my school, the principal usually hires a mentor to advise students on the dangers of peer pressure					
4	In my school, the principal has set up conferences on life skills education which have improved the psychological well-being of orphaned students					
5	Mentorship programmes initiated by my principal has enabled orphaned to feel part and parcel of the school system					

Thank you
Samuel M. Wambua

Appendix V: Interview Guide for Principals

Dear respondent,

The researcher is a student undertaking a degree course in Doctor of Philosophy in Educational Psychology at Maasai Mara University researching **Influence of Principals' Discipline Management Strategies on Psychological Well-being of Orphaned Students in Public Secondary Schools in Makueni County, Kenya**. The information you provide was treated with confidentiality and entirely used for this study.

Section A: Demographic Information

1. Gender.....

2. What is your highest level of education?.....

Section B: Psychological Well-being of Orphaned Students in Public Secondary Schools

1. What is the status of psychological well-being among orphaned students in your secondary school?

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

Section C: Principals' Enforcement of Rules/Regulations and Psychological Well-being of Orphaned Students in Secondary Schools

1. How often do you enforce adherence to school rules and regulations as a disciplinary management strategy in your secondary school?

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.....
.....

2. What is the influence of your enforcement of rules and regulations on the psychological well-being of orphaned students in your secondary school?

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

Section D: Involvement of Stakeholders in Decision-making and Psychological Well-being of Orphaned Students in Secondary Schools

1. How often do you involve stakeholders in discipline management in your secondary school?

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

2. To what extent has your involvement of stakeholders influenced the psychological well-being of orphaned students in your secondary school?

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

Section E: Principals' Counselling Strategies and Psychological Well-being of Orphaned

Students in Secondary Schools

1. How often do you undertake counselling activities for orphaned students in your secondary school??

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

2. What is the influence of your counselling strategies on the psychological well-being of orphaned students in your secondary school?

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

Section F: Principals' Mentorship Programmes and Psychological Well-being of Orphaned Students in Secondary Schools

1. How often do you undertake mentorship activities for orphaned students in your secondary school?

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

2. To what extent have the mentorship strategies you have adopted influenced the psychological well-being of orphaned students in your secondary school?

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

Thank you
Samuel M. Wambua

Appendix VI: Interview Guide for Orphaned Students

Dear respondent,

The researcher is a student undertaking a degree course in Doctor of Philosophy in Educational Psychology at Maasai Mara University Researching **Influence of Principals' Discipline Management Strategies on Psychological Well-being of Orphaned Students in Public Secondary Schools in Makueni County, Kenya**. The information you provide was treated with confidentiality and entirely used for this study.

Section A: Demographic Information

1. Gender:.....
.....
2. What is your class?.....

Section B: Psychological Well-being of Orphaned Students in Public Secondary Schools

1. What is the status of your psychological well-being?
.....
.....
.....

Section C: Principals' Enforcement of Rules/Regulations and Psychological Well-being of Orphaned Students in Secondary Schools

1. How often does your principal enforce adherence to school rules and regulations as a disciplinary management strategy in your secondary school?
.....
.....
.....

2. What is the influence of your principal’s enforcement of rules and regulations on the psychological well-being of orphaned students in your secondary school?

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

Section D: Involvement of Stakeholders in Decision-making and Psychological Well-being of Orphaned Students in Secondary Schools

1. How often does your principal involve stakeholders in discipline management in your secondary school?

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

2. To what extent has your principal’s involvement of stakeholders influenced the psychological well-being of orphaned students in your secondary school?

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

Section E: Principals’ Counselling Strategies and Psychological Well-being of Orphaned

Students in Secondary Schools

1. How often does your principal undertake counselling activities for orphaned students in your secondary school??

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

2. What is the influence of your principal's counselling strategies on the psychological well-being of orphaned students in your secondary school?

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

Section F: Principals' Mentorship Programmes and Psychological Well-being of Orphaned Students in Secondary Schools

1. How often does your principal undertake mentorship activities for orphaned students in your secondary school?


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

2. To what extent have the mentorship strategies adopted by your principal influenced the psychological well-being of orphaned students in your secondary school?

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

Thank you
Samuel M. Wambua

Appendix VII: Research Permission and Authorization 1


Maasai Mara University
BOARD OF POSTGRADUATE STUDIES
OFFICE OF THE DIRECTOR

P.O. BOX 861 – 20500
Narok, Kenya www.mmarau.ac.ke Tel: +254 – 20 -2066042
+254 – 20 - 8081874

22nd September 2022

**RESEARCH PERMITS SECTION
NACOSTI
UTALII HOUSE**

REF: SAMUEL M. WAMBUA (REG. NO. DE04/4018/2012)

We wish to confirm that the above named is a bona fide PhD student at Maasai Mara University pursuing PhD in Educational Psychology in the School of Education. His proposed research is *'Influence of Principals' Discipline Management Strategies on Psychological Well-Being of Orphaned Students in Public Secondary Schools in Makueni County, Kenya'*. He would like to apply for a research permit from NACOSTI before he can proceed for field work and data collection.

We further confirm that the candidate has adhered to all research protocol requirements of Maasai Mara University and the proposed research has been rated as having no known adverse impacts on the environment and does not pose any ethical concerns.

This is therefore to request your office to issue him with a research permit.

Faithfully yours,
P.O. Box 861 - 20500
NAROK
R.AmW
22 SEP 2022

Prof. Romulus Abila, PhD.
DIRECTOR, BOARD OF Postgraduate Studies
abila@mmarau.ac.ke - <https://orcid.org/0000-0001-8762-7153>

Appendix VIII: Research Permission and Authorization 2



OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telegram:
Telephone: 0101-362-089
Fax:
Email: cc.makueni@interior.go.ke

COUNTY COMMISSIONER
MAKUENI COUNTY
P.O. Box 1-90300
MAKUENI

Ref: MKN/CC/ADM.6/1 VOL.V/36

7th October, 2022

Samuel Wambua Muli
MAASAI MARA UNIVERSITY

RE: RESEARCH AUTHORIZATION

Reference is made to Director: General National Commission for Science Technology and Innovation Research License Ref. No. NACOSTI/P/22/20678 dated 4th October, 2022 on the above subject.

You are hereby authorized to undertake research on "Influence of Principals' discipline management strategies on psychological well-being of orphaned students in public secondary schools in Makueni County" for the period ending 4th October, 2023.

By a copy of this letter the Deputy County Commissioners are requested to give you the necessary assistance.



J. N. KIOK
FOR: COUNTY COMMISSIONER
MAKUENI

c.c.
County Director of Education
MAKUENI

Deputy County Commissioners
MAKUENI COUNTY

Appendix IX: Research Permission and Authorization 3



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Email: edemakueni@gmail.com

When replying please quote

County Director of Education Office

P.O. Box 41-90300

MAKUENI

Ref: No. MKN/C/ED/5/33/VOL.II/137

7th October, 2022

Samuel M. Wambua
MAASAI MARA UNIVERSITY

RE: RESEARCH AUTHORIZATION

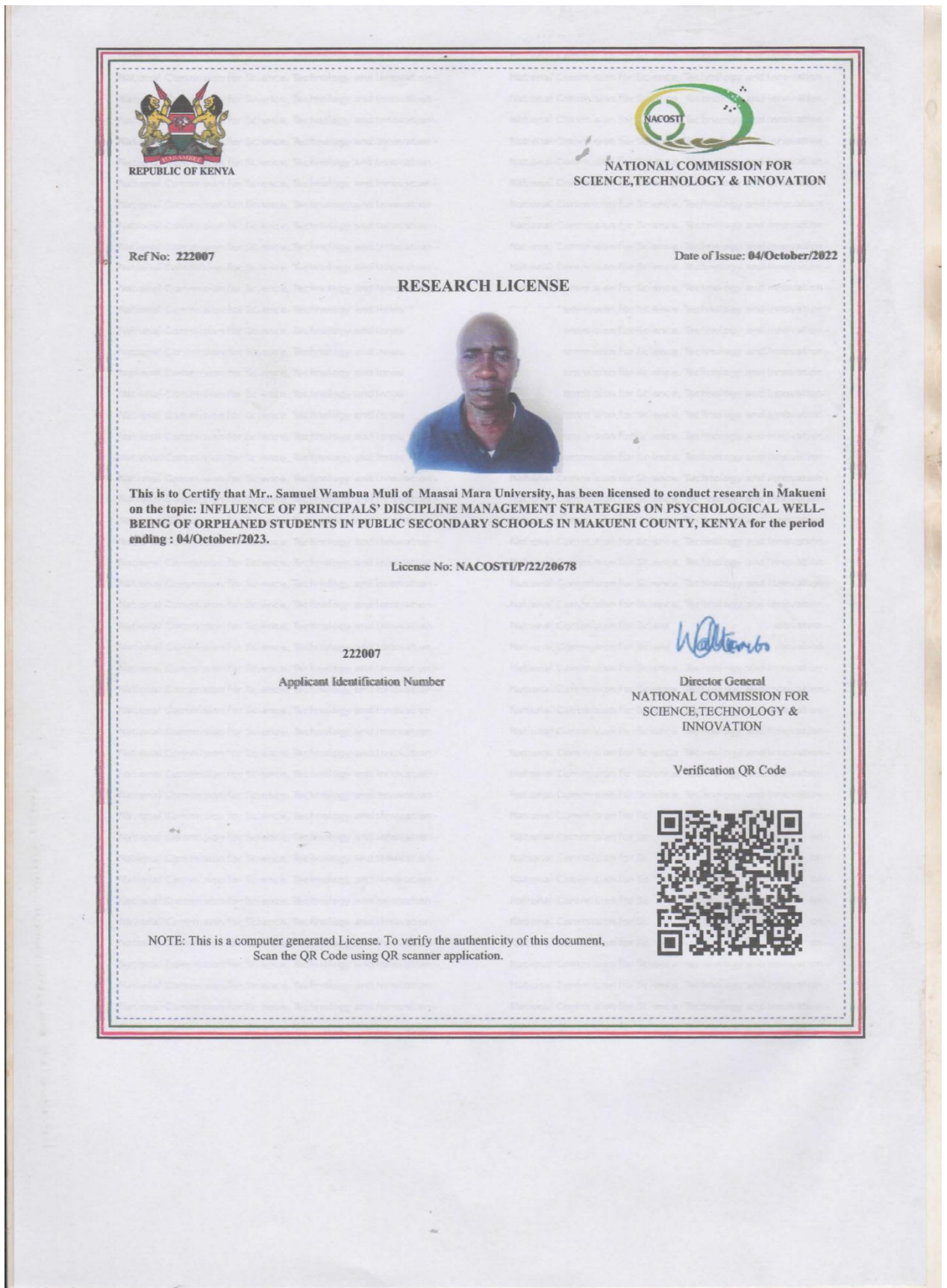
This office is in receipt of a letter from the Director General, National Commission for Science, Technology and Innovation (NACOSTI) authorizing you to carry out research on **“Influence of Principals’ Discipline Management Strategies on Psychological well-being of Orphaned Students in Public Secondary Schools in Makueni County”** for the period ending **4th October, 2023**.

Following this authorization, you are allowed to proceed with your research in the County as requested.

Dr. Samson Arodi
For County Director of Education
MAKUENI



Appendix X: Research Permission and Authorization 4



THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

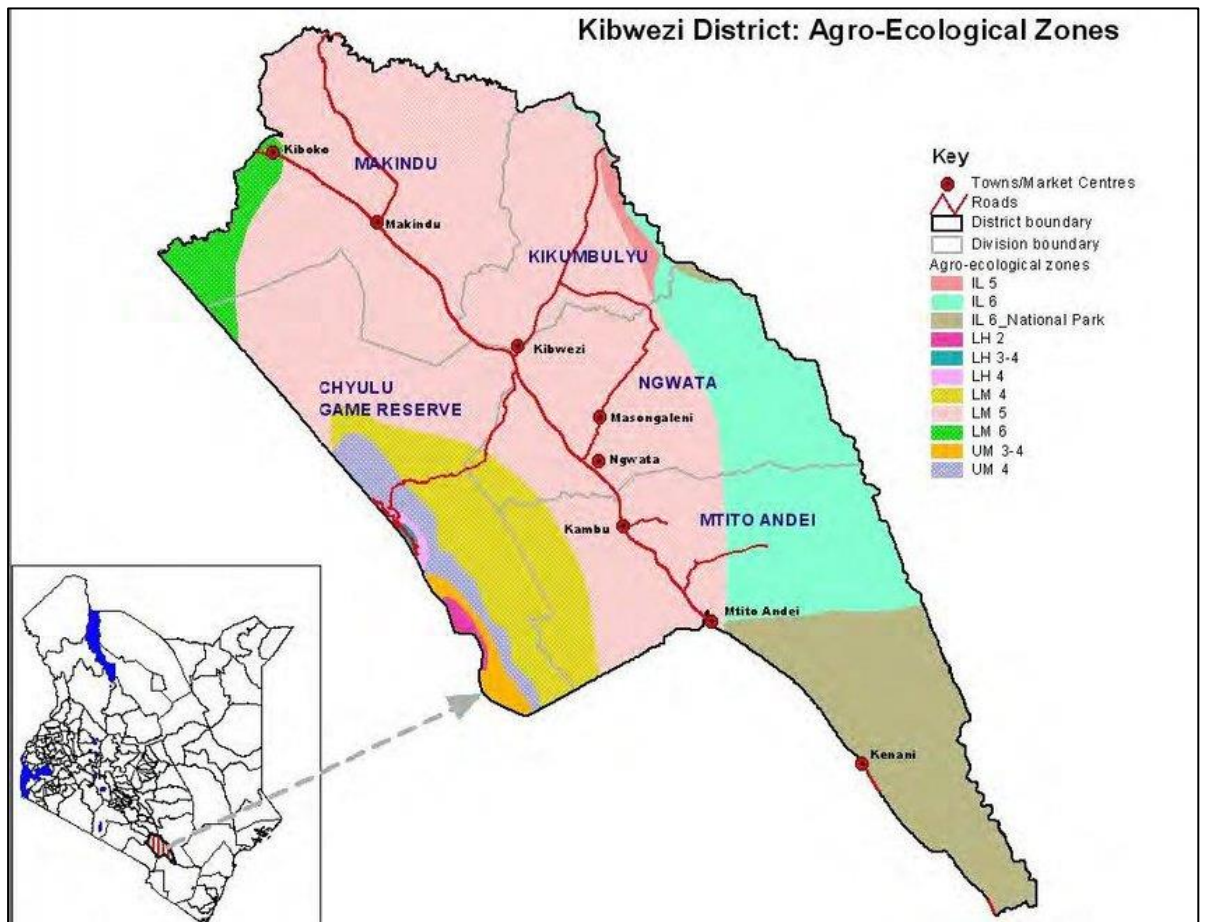
The Grant of Research Licenses is Guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014

CONDITIONS

1. The License is valid for the proposed research, location and specified period
2. The License any rights thereunder are non-transferable
3. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies
5. The License does not give authority to transfer research materials
6. NACOSTI may monitor and evaluate the licensed research project
7. The Licensee shall submit one hard copy and upload a soft copy of their final report (thesis) within one year of completion of the research
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice

National Commission for Science, Technology and Innovation
off Waiyaki Way, Upper Kabete,
P. O. Box 30623, 00100 Nairobi, KENYA
Land line: 020 4007000, 020 2241349, 020 3310571, 020 8001077
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E-mail: dg@nacosti.go.ke / registry@nacosti.go.ke
Website: www.nacosti.go.ke

Appendix XI: The Map of Makueni County



Map of Makueni County, Kenya: (Map adapted from Bishaw et al., 2013)