GRIEF REACTIONS AND PSYCHOLOGICAL WELLBEING OF PARENTALLY BEREAVED STUDENTS IN PUBLIC SECONDARY SCHOOLS IN KISUMU CENTRAL SUB-COUNTY, KENYA

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A THESIS SUBMITTED TO THE DEPARTMENT OF COUNSELLING PSYCHOLOGY IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF THE MASTER'S DEGREE IN COUNSELLING PSYCHOLOGY OF THE CATHOLIC UNIVERSITY OF EASTERN AFRICA
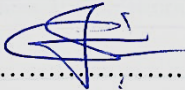
NAIROBI-KENYA

AUGUST, 2022

DECLARATION

I hereby declare that this thesis proposal is my original work and that it has not been presented to any other university for award of a degree. All the sources in this work have been dully cited and appropriately acknowledged.
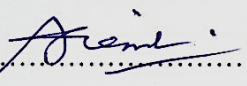
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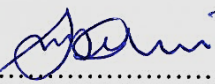The Catholic University of Eastern Africa

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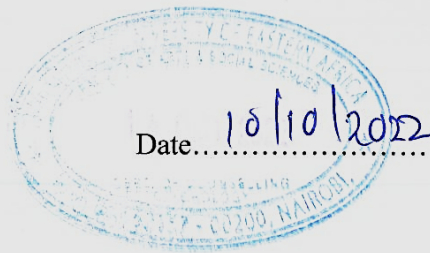
DEDICATION

I dedicate this dissertation to God, the Xaverian Brothers fraternity and my caring family and friends for their support and to the loving memory of my late father Gabriel Onyango Omondi. I also dedicate it to my aunt Anne Lucy Achieng who instilled in me the value of diligence, determination and resilience.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ACRONYMS/ABBREVIATIONS

ABC: African Breast Cancer–Disparities in Outcomes

ACASI: Audio Computer-Assisted Self-Interview

BDSRS: Burleson Depression Self-Rating Scale for Children

BRCS: Brief Resilient Coping Scale

BSP: Bereavement Support Provision

CBEM: Childhood Bereavement Estimation Model

CDI: Child Depression Inventory

FSW: Female Sex Workers

GAD: Generalized Anxiety Disorders

GUS: Growing Up in Scotland

HIV: Human Immunodeficiency Virus

KAIS: Kenya AIDS Indicator Survey

MCGT: Modified Complicated Grief Therapy

OVC: Orphans and Vulnerable Children

PHQ: Patient Health Questionnaire

POFO: Positive Outcomes for Orphans

PTSD: Post-Traumatic Stress Disorder

SPWB :   Scale for Psychological Well-Being

UNICEF: United Nations International Children's Emergency Fund

OPERATIONAL DEFINITIONS OF KEY TERMS

Adolescents: For this study, adolescents will be defined as boys and girls between 11 and 19 years of age.

Bereavement, Grief and Mourning: Grief, mourning, and bereavement will be used interchangeably, to mean the situation, process the emotional reaction to the loss of a loved one (parent) through death.

Cope: the ability of a person to deal effectively with something difficult.

Grief reactions: refers to feelings of anxiety and depression that a person experiences as a result of losing a loved one

Loss: losing something /someone to loss, particularly the loss of someone through death.

Parental Bereavement: For this study parental bereavement will refer to a situation of having lost either parents or both.

 Psychological Wellbeing: Psychological well-being for this study will refer the following five basic elements of; self-acceptance, supportive relationships, autonomy, having a purpose in life and experiencing personal growth. In this study, the notion of psychological wellbeing is not operationalized or calculated and is thus it an approximate of the components above.

Student: a person who is learning a subject or skill in a secondary school.

ABSTRACT

Loss, grief and bereavement are part of human experience and are natural, painful, unpredictable events of life. The loss of a parent is a potentially devastating life event that affects a child's life in many ways; it has been related to adverse health, social, psychological and educational outcomes. Therefore, this study examines grief reactions and psychological wellbeing of parentally bereaved students in public secondary schools in Kisumu Central Sub-County. The study was guided by the following objectives; to assess the grief reaction levels among parentally bereaved students, to assess the psychological wellbeing of parentally bereaved students, to determine the coping strategies used by parentally bereaved students and to explore measures that teachers take to help bereaved students in public secondary schools in Kisumu Central Sub-County. The study was anchored on attachment theory and the dual process model of coping with bereavement and adopted a mixed method sequential explanatory design. The target population was 271 parentally bereaved students and 7 guidance and counselling teachers sampled using simple random sampling and purposive sampling techniques respectively. The participants completed an adapted version of Depression and Anxiety Stress Scale 21 (DASS-21), Psychological Well-Being (SPWB) and the Brief Resilient Coping Scale in the quantitative phase of the study. In the qualitative phase, 10 participants purposively selected from the first phase were interviewed. The findings revealed that the psychological wellbeing of parentally bereaved students was influenced by grief reaction components like anxiety, depression, guilty, anger and feelings of loneliness. Coping strategies like support from friends and teachers improved the psychological wellbeing of the students. The study recommends that Counselling Associations, in collaboration with school authorities and social workers to develop grief therapy program which could help to manage various grief reaction symptoms among students in order to improve on their coping strategies. Secondly, guidance and counselling teachers should constantly organize grief counselling for in-school adolescents who have lost their parents. This will help to identify their grief reactions in time and salvage the effects on their school activities.

<div align="center">**CHAPTER ONE**</div>

<div align="center">**INTRODUCTION**</div>

1.1 Introduction

This chapter presents the background of the problem, which discusses the problem of grief reactions across the globe with special emphasis on Kisumu Central Sub-County, and the psychological wellbeing of students in public secondary schools. The statement of the problem presents the knowledge gap and the need for the present study. Next, the chapter presents the objectives of the study followed by the research questions. It presents the significance of the study, scope and the delimitations of the study, the assumptions of the study and theoretical framework guiding this study.

1.2 Background of the Study

Loss, grief, and bereavement are natural, painful, and unpredictable events in life that are part of the human experience. The death of a parent is a potentially devastating life event that can have a wide-ranging impact on the child's life; it has been linked to negative health, social, psychological, and educational outcomes over the course of life (Berg, Rostila & Hjern, 2016; Hoeg et al., 2018). According to Mentec and Flahault (2015), parental loss is a life-changing event for children that has long-term consequences. The death of a parent has been identified as the most stressful event in the lives of children and adolescents (Hollingshaus & Smith, 2015).

The global orphan population is estimated to be 130 million children, according to the United Nations International Children's Emergency Fund (UNICEF 2017). According to UNICEF data, approximately 13 million children lost their parents in 2017. According to a study conducted by Koblenz (2015), 2.5 million children under the age of 18 in the United States have witnessed the death of a parent. In Sweden, approximately 4% of all children witness the death of a parent before the age of 18. (Berg, Rostila & Hjern 2016).

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According to the United Nations International Children's Emergency Fund (UNICEF 2017), the global orphan population is estimated to be 130 million children. According to UNICEF data, approximately 13 million children were orphaned in 2017. According to Koblenz (2015), 2.5 million children under the age of 18 in the United States have witnessed the death of a parent. In Sweden, approximately 4% of all children witness the death of a parent before reaching the age of 18. (Berg, Rostila & Hjern 2016).

Malvaso, Delfabbro, and Day (2019) discovered that people who had lost a parent were more than twice as likely to have a family member with a substance use issue in a recent Australian study that examined adverse childhood events among youth in detention. Previous research has also shown that the increased risk of negative outcomes is seen primarily in children and adolescents who lose a parent to death from an external cause, most likely due to the combination of familial risk factors and the loss itself (Berg et al., 2014; Berg et al., 2016; Rostila et al., 2016).

Although most bereaved children will not suffer long-term negative effects from bereavement, bereaved children in general may be more vulnerable when confronted with life's developing psychological, physical, and social challenges. Early life stressors, such as parental death, are known to lead to suicide, which was the tenth leading cause of death among young people in the United States in 2011. (Hollingshaus & Smith, 2015).

Researchers discovered that bereavement in childhood is associated with an increase in psychological distress and acute grief reactions, which occur in the majority of bereaved children and young people (Stikkelbroek et al., 2016). Anxiety, helplessness, frustration, developmental milestone regression, increased helplessness, and lower self-esteem, which may be attributed to less supportive experiences with significant others, insomnia, repetitive thinking, apathy, and psychosomatic symptoms are examples of these reactions (Bylund-

Grenklo et al., 2016). Although these grief reactions are concerning for parents, caregivers, and other adults, (Stikkelbroek et al., 2016) reports that 75-80 percent of children do not develop mental health problems following the death of a parent.

In Africa, Eastern and Southern Africa are the regions hardest hit by the Human Immunodeficiency Virus (HIV) pandemic, and it is estimated that it is home to approximately 6.2 percent of the world's population but more than half (54 percent) of the total number of people living with HIV worldwide (20.6 million people). In 2018, 800,000 new HIV infections occurred, accounting for just under half of the global total (UNAIDS 2019). These infections have a high mortality rate; approximately 800,000 deaths in 2015 were attributed to AIDS-related causes (Fact Sheet 2016). Because of the widespread prevalence of HIV in Sub-Saharan Africa, children are constantly at risk of losing one or both parents to the virus, contributing to orphanhood. Children can suffer a variety of negative consequences if one or both parents die. Orphans are more likely to suffer from malnutrition, drop out from school, have poor psychosocial well-being, and have their first sexual experience at a younger age (WHO 2016).

In a South African study on the impact of bereavement on students' psychological well-being, it was discovered that girls display indifference in order to forget their pain and suffering as they grieve (Thurman et al., 2017). While in Ghana, students try to find ways to go about their daily activities despite the loss, such as denial, which allows them to cope and survive the day, as observed among students (Salifu Yendork & Somhlaba, 2014).

Researchers in Zambia discovered that Zambian students who had lost their parents attempted to reach an agreement with a higher power to undo their parent(s)' deaths in exchange for something, such as being more diligent or working harder in school (Lyambai & Mwape, 2018). Similarly, Kinyanda et al., (2013) investigated the prevalence and risk factors of depression in childhood and adolescence in a community sample drawn from four

disadvantaged districts in north-eastern Uganda. They discovered that adolescents used denial as a coping mechanism to avoid bearing the brunt of the effects of losing a parent or close relative.

According to Owaa, Raburu, and Aloka (2015), denial is a common strategy used by orphaned students to cope with the stress of losing one or both of their parents. To alleviate the pain and shock of loss, students may turn to alcohol or other drugs (Puffer et al., 2012). These behaviors enable the student to continue for a time, but eventually the façade crumbles, revealing anger and sadness (Owaa et al., 2015). According to Palmer, Saviet, and Tourish (2016), grieving students are more dependent and unable to manage their own lives and affairs. These students, they claim, rely on adults for guidance in their lives, which can sometimes result in them being forced to conduct their own affairs. Loss of autonomy during grief can impair a student's ability to manage their studies or even find motivation to stay focused in class.

People are dying in Kenya as a result of road accidents, fire outbreaks, the HIV/AIDS pandemic, and other illnesses. In 2018, the prevalence of HIV in Kenya was 4.9 percent, with the prevalence varying across counties (NACC, 2018). According to the 2018 Kenya Population HIV survey, Homabay County had the highest prevalence of 19.6 percent, Kisumu County had 17.5 percent, and Siaya County had 15.3 percent (Kajilwa, 2020). A study of 1565 orphaned and separated children in Uasin Gishu County found that 28 percent of street children, 15 percent of households, and 11.1 percent 34 of children in children's homes had post-traumatic symptoms (Atwoli et al., 2014). Unfortunately, there is scanty research done in Kenya to assess parental bereavement and psychological wellbeing of secondary school students.

As a result, the researcher intends to investigate the experience of parental bereavement and psychological well-being of students in Kisumu Central Sub-County. Given the number of young people who are bereaved each year, researchers and practitioners are interested in understanding how bereavement affects young people and identifying the best ways to help young people cope with bereavement. The goal of this research is to assess the nature and severity of changes in a student's mental health following bereavement.

1.3 Statement of the Problem

Losing a parent at a young age is a traumatic experience, and children who have lost their parents are deprived of their primary caregivers' guidance, security, love, and care, making them vulnerable to negative health outcomes and mistreatment. Majority of these children were still in school when their parents died, and as such the burden of caring for the grieving students is often left to the school's staff. With most schools becoming academically oriented, there is pressure on students to perform and behave normally despite their grief, implying that parents and teachers ignore these students' grief.

Thus, the psychosocial help and support that is a necessity for these grieving students is relegated to silence hence impacting their psychological wellbeing. These renders the bereaved students more vulnerable to depression, anxiety, despair, sorrow and sadness, and these feelings lowers their self-esteem and some even exhibit social withdrawal tendencies. Most bereaved students who find it difficult to cope with the pressure in schools and at home drop out of school and some even run away from home into the streets of Kisumu town. As a result, the psychosocial help and support that these bereaved students require is relegated to silence, negatively impacting their psychological well-being.

This study looked into the gap in grief reactions and the psychological well-being of parentally bereaved students in Kisumu Central Sub-Public County's secondary schools. The aim was to provide knowledge to guide the school counselors in designing a transformative focused intervention to complement the existing ones.

1.4 Significance/Justification of the Study

This study would be important to parentally bereaved students, parents, and education stakeholders. The field findings will aid the researcher's voice in assisting the government in the Ministry of Education (M.O.E) in providing additional insights regarding grief reactions and their impact on the psychological well-being of students in public schools and colleges. The findings of the study will also assist all stakeholders in understanding the effects of loss on the psychological well-being of young people and their adult lives. Furthermore, the study findings will reveal the psychological effects of loss among public secondary students, and this information could be used by school administrators to find a solution to protect the students.

The study findings will inform parents, teachers, counselors, students, and other stakeholders who are interested in learning about the cause-effect relationship between loss and wellbeing in students. The study's findings will raise awareness among Kisumu Central Sub-County students about the dangers of ignoring students' grief reactions at this early stage in life. These research findings will contribute to the general body of knowledge in the field of education and other segments by providing an assessment of commonly used measures and potential control measures for grieving students. The study findings will enable policymakers, school administrators, teachers, and parents to educate students about the factors that contribute to grief and its impact on the psychological well-being of students in public schools.

6

1.5 General Objective

The overall objective of the study was to examine grief reaction and psychological wellbeing of parentally bereaved students in public secondary schools in Kisumu Central Sub-County, Kenya.

1.6 Specific Objectives

This study was guided by the following specific objectives:

1. To assess the grief reaction levels among parentally bereaved students in public secondary schools in Kisumu Central Sub-County.

2. To assess the psychological wellbeing of parentally bereaved students in public secondary schools in Kisumu Central Sub-County.

3. To determine the coping strategies used by parentally bereaved students in public secondary schools in Kisumu Central Sub-County.

4. To explore measures that teachers take to help the bereaved students in public secondary schools in Kisumu Central Sub-County.

1.7 Research Questions

1. What are the grief reaction levels among parentally bereaved students in public secondary schools in Kisumu Central Sub-County?

2. What is the psychological wellbeing of parentally bereaved students in public secondary schools in Kisumu Central Sub-County?

3. What are the coping strategies used by parental bereaved adolescents in public secondary schools in Kisumu Central Sub-County?

4. What are the measures that teachers take to help the bereaved students in public secondary schools in Kisumu Central Sub-County?

1.8 Theoretical Framework

This study was anchored on Attachment theory by John Bowlby and Dual Process Model of coping with bereavement developed by Stroebe and Schut.

1.8.1 John Bowlby's Attachment Theory

This study used attachment theory to account for parentally bereaved students' grief reactions and psychological well-being in public secondary schools. John Bowlby developed attachment theory, which was one of the most influential, guiding, and persuasive theories of the twentieth century. Attachment is the emotional bond that forms between children and their caregivers, who are usually their parents or parental figures. Attachment development is influenced by caregiver proximity and availability. Early experiences that result in infant attachment to caregivers regulate emotions. Attachment theory is a well-established theory of human relationships and one of psychology's most influential theories (Finkel &Simpson, 2015). According to Bowlby (1969), the attachment between infants and their caregivers constitutes an innate behavioral system (i.e., an adaptive behavioral system) that ensures the children's care and survival. Bowlby added, "To say of a child that he is attached to, or has an attachment to, means that he is strongly disposed to seek proximity to and contact with a specific figure, and to do so in certain situations, particularly when he is scared, tired, or ill." Bowlby (1969, 1988) observed that infants experience anxiety and other negative feelings when they are sick, hungry, or cold.

If infants' needs are met in ways that alleviate negative emotions and satisfy the infants' needs, secure attachment to their caregivers is likely to develop; but if their needs are not met adequately or not at all, attachment insecurity might develop (Bowlby, 1969). These early

emotional experiences are internalized, and they are used to understand the self and others throughout the life span. This forms the central component of this theory. According to Bowlby, good mourning was to acknowledge the death of the attachment figure, to return to activities, to create new attachment bonds, and to incorporate the loss into a new reality (Bowlby,1969).

1.8.2 The Dual Process Model of Coping with Bereavement

Stroebe and Schut (1999) developed the dual process model of coping with bereavement, which describes how people adapt to their grief. The dual process model proposed by Stroebe and Schut (2010) explains how people cope with the loss of a loved one. According to this model, a bereaved person's emotions and behavior oscillate between two distinct domains: loss-orientation and restoration-orientation; this means that a person encounters two distinct types of stressors during the grieving process (1999).

Loss-orientation and restoration are aspects of how a bereaved person copes with the changes in their life after the death of a loved one; the two orientations involve positive and negative emotions, according to Stroebe and Schut (1999). Loss orientation entails focusing on the past and remembering what has passed; this can include both negative feelings of longing for the past and positive feelings from recalling pleasant memories. Stroebe and Schut (1999) define restoration orientation as "taking on new challenges after the death of a loved one," which can result in both positive and negative emotions. The oscillation between coping with the two orientations, as well as confronting or avoiding the stressors is an important part of the model (Stroebe & Schut 1999).

1.9 Scope and Delimitations of the Study

This research is constrained by the context of my research, which Ammerman, Carroll, Dudley, and McKinney (1998) refer to as the "time-space-network location." Grief reactions and psychological well-being of parentally bereaved students occur within the context of a specific educational institution. As a result, the current study was limited to the settings and focused on parentally bereaved student participants. The setting is limited to public secondary schools in Kenya's Kisumu Central Sub-County.

The current study focused on parentally bereaved students' grief reactions and psychological well-being. The study concentrated on two aspects of grief reactions: anxiety and depression. Improved interpersonal relationships, self-acceptance, supportive relationships, autonomy, and having a purpose in life were among the psychological wellbeing domains. The study also looked at demographic factors and counseling interventions as intervening variables in coping with grief reactions and psychological well-being.

1.10 Assumptions of the Study

The study assumed that:

1. The parentally bereaved students in public secondary schools in Kisumu Central Sub-County are depressed and full of anxiety.

2. There was relationship between grief reaction and psychological wellbeing among students in public secondary schools in Kisumu Central Sub-County.

3. There are coping strategies being used by parentally bereaved students in public schools in Kisumu Central Sub-County.

<center>**CHAPTER TWO**</center>

<center>**LITERATURE REVIEW**</center>

2.1 Introduction

The literature review analyzed the outcomes and findings of other studies that are closely related to the current study. Other studies were critically reviewed in order to clearly define the knowledge gaps that the current study sought to fill. It went on to discuss the important theories that are relevant and closely related to the current research. It assessed John Bowlby's Attachment Theory and Stroebe and Schut's Dual Process Model of Coping with Bereavement. The chapter went on to conduct a review of empirical studies in order to identify research gaps. The chapter also explained the conceptual framework, demonstrating the operational explanations of the variables and the relationship between the variables under investigation. It concluded with a summary of the reviewed literature.

2.2 Critical Review of Theories

Various theories have different definitions of psychological well-being. Some theories present psychological well-being as an outcome, as the end result of a process following loss or grief. This study examined two theories: John Bowlby's Attachment theory and Stroebe and Schut's dual process model of coping with bereavement theory to better understand the grief reactions and psychological well-being of parentally students and how they related to the current study.

2.2.1 John Bowlby's Attachment Theory.

Bowlby (1958) conducted the first pioneering study on attachment theory, identifying attachment as the first and most important relationship that children have with their caregivers. Based on his observations of emotionally disturbed infants separated from their caregivers, Bowlby defined attachment as "a lasting psychological connectedness between human beings"

<center>11</center>

(1958). The basic assumption of attachment theory is that an infant's sense of security in times of need requires close proximity and contact with an available and responsive caregiver (Bowlby, 1969). Attachment theory is based on two fundamental principles, according to researchers Bretherton and Mulholland (1999) and Waters and Waters (2006) first, a well-functioning attachment relationship provides a secure base that serves to optimize autonomy and goal strivings, as well as provide support and comfort under stress; and second, attachment relationships are internalized in the form of working models that subsume many of the secure base functions (Bretherton & Mulholland (1999); Waters & Waters, 2006).

Attachment figures can be reliably identified as individuals to whom we seek proximity, from whom we resist separation, to whom we turn when in distress, and from whom we garner support and encouragement as we explore the world, engage in meaningful activities and strive to master new challenges (Fraley and Davis 1997). According to John Bowlby, there are four distinct characteristics of attachment, namely proximity maintenance, safe haven, secure base, and separation anxiety (Bretherton, 1992). In these four constructs, Bowlby stated that a child always desires to be in close proximity with the loved one, can return to them for comfort when they need it, and sees them as a source of the secure base when they are exploring the environment (Holmes, 1993). Orphaned children are denied all these when their parents die, leaving them disorganized in the absence of the attachment figure, thus these children then suffer separation anxiety (Aleem, 2018). Orphaned children are denied all of these when their parents die, leaving them disorganized in the absence of an attachment figure; as a result, these children suffer from separation anxiety (Aleem, 2018).

2.2.1.1 Strengths of Attachment Theory

One of the theory's strengths is that it investigates several important aspects of childhood bereavement, particularly the death of a parent, such as the nature of the relationship prior to death, the age of the child, the nature of the death, and the circumstances surrounding when and how a child's environment responds to the death, as well as how family and caregivers communicate with the child about the death. Another advantage is that the child's attachment relationship with the primary caregiver or parent serves as the foundation for the child's understanding and reaction to death. Another strength of this theory is that attachment patterns can predict the bereavement process and how a child will adapt to the experience of bereavement; insecurely attached children struggle with negative emotions and are frequently unable to receive support during the grieving process. According to this theory, the quality of a child's learning and resilience development is dependent on the quality of their relationships with their parents or caregivers.

2.2.1.2 Weaknesses of Attachment Theory

One of attachment theory's flaws is that it underestimates the extent to which humans can self-repair. According to Schnarch (1999), while the desire for connection is strong in humans, it is not as strong as the desire for emotional self-regulation and self-preservation. Second, attachment theorists have ignored our ability to stabilize ourselves and our desires for autonomy, instead emphasizing interaction and believing that all soothing must be internalized from others. Babies do soothe themselves when there is a mismatch, and they may even break contact if they are overstimulated by a good connection. As a result, we may self-regulate at the expense of connection. Attachment is not the primary and overriding drive, but rather one of several, along with self-control and self-direction.

2.2.1.3 Relevance of Attachment Theory to the Study

Attachment theory is relevant to this study because the relationship between a child and his or her primary caregiver or parent has a significant impact on how children understand and respond to loss, how they focus, how they are aware of their emotions, how they manage their feelings, how they face trials and tribulations, and how they form their future relationships (Bretherton & Mulholland, 1999). According to this theory, the quality of the parent-child relationship is the pathway in shaping the child's anxiety and the development of a mature understanding of death (Bowlby 1960). The attachment style of the parent acts as a potential mediator between bereaved children and their environment. It is also clear that the attachment relationship between the child and the primary caregiver is the foundation for how children and adults understand and react to death. Bowlby (1960) reported that an insecure parent-child attachment pattern involves the child's attention being diverted in new situations and their mother's intentions being misunderstood; this provides a solid foundation for current bereavement research.

2.2.2 The Dual Process Model of Coping with Bereavement

Stroebe and Schut (1999) developed the dual process model of coping with bereavement, which describes how people adapt to their grief. According to Stroebe and Schut (2010), the dual process model explains how people cope with the death of a loved one. According to this model, a bereaved person's emotions and behavior oscillate between two distinct domains: loss-orientation (LO) and restoration-orientation (RO); this means that a person encounters two distinct types of stressors during the grieving process (1999).

Both are aspects of how a bereaved person copes with the changes in their life that result from the loss of a loved one. Positive and negative emotions are present in both orientations. Loss orientation entails focusing on the past and remembering what has passed,

which can result in both negative feelings of yearning for the past and positive feelings from recalling pleasant memories, according to Stroebe and Schut (1999). Stroebe and Schut define restoration orientation as "taking on new challenges after the death of a loved one," which can result in both positive and negative emotions (1999). The oscillation between coping with the two orientations as well as confronting or avoiding the stressors is an important part of the model, according to (Stroebe & Schut).

2.2.2.1 Strengths of the Theory

The dual process builds on previous theories' strengths while attempting to eliminate their weaknesses. It demonstrates that people's emotions can change on a daily basis, and that while they may accept the loss one day, they may not the next. Because it is not a stage model, there is no pressure to complete stages or to be grouped into something they are not necessarily, but people can still be labeled as loss or restoration oriented, so the problem is not completely resolved. Second, this theory considers gender and cultural differences. There is some evidence that women are more oriented to loss, while men are more oriented to restoration. It is suggested that different cultures may specify that one or both orientations are more acceptable. Another advantage of the DPM model is that it was designed to investigate a wide range of behavioral and psychosocial outcomes.

2.2.2.2 Weaknesses of the Theory

First, the scope of oscillation is still debatable. The model has been criticized for putting too much emphasis on the individual's ability to cope and implying that failure to cope is abnormal. Furthermore, there does not appear to be any room for interpersonal relationships to play a role in assisting people in coping with death. Family members may each have their own interpretation of the death and interact with one another to determine the family's course of

grief. They may employ various strategies, developing new ways of relating, communicating, and adapting in order to cope with stress and difficult emotions.

2.2.2.3 Relevance of the Theory to the Study

The Dual Process Model of Coping with Loss Stroebe and Schut (1999); Stroebe and Schut (2001) has been found to be the most appropriate for those experiencing various forms of grief, and is described as a model of flexibility rather than a phases or stages model. The fact that it addresses not only the emotional side of bereavement, but also the practical issues and demands of grief, makes it the ideal model whose main focus is a person's effective social functioning. The model allows you to see the "bigger picture" of transitioning from grief to an acceptable level of social functioning.

It allows the bereaved person to grieve according to his or her own grief pattern and to take "time out" from grief. The model empowers the bereaved person by assisting him or her in regaining control, whether over new roles or aspects severed by the loss of a loved one. The Dual Process Model allows the counselor to understand what types of cognitions bereaved people have and how they are regulated throughout the bereavement process. The Dual Process Model allows for a back-and-forth movement between painful thoughts about the loss and future-oriented thoughts like the need to move on with one's life.

2.3 Review of Empirical Studies

For a comprehensive understanding of the topic under study, the researcher reviewed relevant and related literature on grief reactions and psychological well-being of parentally bereaved students in public secondary schools. In accordance with the study's objectives, the reviewed and related literature were divided into four sections. As a result, this chapter highlights and presents a summary of the reviewed literature as well as the knowledge gap.

2.3.1 Grief Reaction levels among Parentally Bereaved Students'

Anxiety disorders and depression are severe health issues that affect a significant number of children and teenagers around the world. They can be especially difficult for children and adolescents in developing countries since majority of the people from poor areas do not frequently visit the doctors. Indeed, it has been widely found that anxiety disorders and depression are typically under detected in healthcare settings, and that this can lead to serious problems for youths and teenagers at schools if left undetected.

The study by Bylund-Grenklo, Birgisdóttir, Beernaert, Nyberg, Skokic, Kristensson, Steineck, Fürst, and Kreicbergs (2021) looked at acute grief experiences and reactions among cancer-bereaved teenagers in Sweden. They also looked into long-term grief resolution and potential predictors of having "an okay way to grieve" in the first few months after a loss. The study used a population-based nationwide, study-specific survey to investigate acute and long-term grief experiences in 622 (73 percent response rate) bereaved young adults (age > 18) who had lost a parent to cancer 6-9 years earlier, when they were 13-16 years old. Bivariable and multivariable logistic regression were used to assess associations.

Bylund-Grenklo et al., (2021) revealed that fifty-seven per cent of the participants reported that they did not have a way to grieve that felt okay during the first 6 months after the death of their parent. This was associated with increased risk for long-term unresolved grief (odds ratio (OR): 4.32, 95% confidence interval (CI): 2.99–6.28). An association with long-term unresolved grief was also found for those who reported to have been numbing and postponing (42%, OR: 1.73, 95% CI: 1.22–2.47), overwhelmed by grief (24%, OR: 2.02, 95% CI: 1.35–3.04) and discouraged from grieving (15%, OR: 2.68, 95% CI: 1.62–4.56) or to have concealed their grief to protect the other parent (24%, OR: 1.83, 95% CI: 1.23–2.73).

Being male, having good family cohesion, and having discussed what was important with the dying parent were all predictors of having an okay way to grieve (Bylund- Grenklo et al., 2021). This study addressed this gap by employing a mixed method design that seeks participants' subjective explanations of these patterns in addition to the quantitative approaches that have been dominant in previous studies on grief reactions. The current study also focused on teenagers in public secondary schools in Kisumu Central Sub County.

Sirrine, Kliner, and Gollery (2021) conducted a study that looked at the types of reactions to loss that 162 undergraduate and graduate students in the United States had during the COVID-19 global pandemic. According to the study's findings, students reported an average of 6.33 losses, with loss of normalcy being the most prevalent. The number of losses was a significant predictor of control loss and avoidance. Spirituality was found to have a significant positive correlation with positive reappraisal, but a significant negative correlation with loss of control and avoidance. Age was also associated with avoidance and loss of control expressions (Sirrine et al, 2021).

Finally, students who attended faith-based institutions expressed more positive reappraisal and less loss of control. The findings suggest that educators and mental health practitioners should assess non-fatal losses among college students and provide supportive interventions aimed at promoting psychosocial-spiritual coping and resilience during and after a pandemic (Sirrine et al, 2021). However, the current study sampled public secondary school students in Kenya, specifically in Kisumu Central Sub-County, from various public secondary schools to generate its findings.

In the United States, Kaplow, Howell, and Layne (2014) investigated bereaved children's and surviving caregivers' psychological responses following the death of the other caregiver as a function of the stated cause of death. 63 parentally bereaved children and 38

surviving caregivers were evaluated using self-report instruments and in-person interviews. Surviving caregivers reported that the causes of death were sudden natural death (34.9%), illness (33.33%), accident (17.5%), and suicide (14.3%). The findings revealed differences in the causes of death reported by caregivers versus children, particularly in cases of suicide.

When compared to children who lost a caregiver due to sudden natural death, children who lost a caregiver due to a prolonged illness exhibited higher levels of both maladaptive grief ($d = 3.13$) and posttraumatic stress symptoms (PTSS; $d = 3.33$), according to Kaplow et al., (2014). (e.g., heart attack). Surviving caregivers' levels of maladaptive grief and PTSS did not differ according to the cause of death; however, caregivers bereaved by sudden natural death reported higher levels of depression than those bereaved by prolonged illness ($d = 1.36$). Due to the small sample size, it was not possible to analyze the outcomes of those who died by suicide or accident. These findings imply that expected deaths may contain etiologic risk factors for maladaptive grief and PTSS in children (Kaplow et al.2014).

This study used a small, racially homogeneous, nonrandom sample of participants, which limits the generalizability of the findings. The current study used a larger sample size, which allows for more in-depth analyses of other categories of death not fully explored in this study (homicide, suicide, and accidental deaths), as well as increased capacity to investigate links between concordance rates between parents' and children's reports of cause of death and their mental health outcomes. The current study used a mixed method sequential explanatory design, whereas the previous study used a cross-sectional study design.

Ajiboye and Ajokpaniovo's (2019) study looked into the grief reactions and coping strategies of in-school adolescents in Ilorin, Nigeria, who had lost a parent. The descriptive design of the survey method was used in the study. Using simple random sampling and purposive sampling techniques, 200 in-school adolescents were selected. For the study, a

questionnaire titled "Grief Reactions and Coping Strategies Questionnaire (GRCSQ)" was used. The reliability coefficient of the instrument was 0.82, as determined by the test-retest method. Two research questions and two null hypotheses were generated and tested, respectively, using the measure of central tendency and the test statistical tool (Ajiboye & Ajokpaniovo 2019).

The findings revealed that in-school adolescents who experienced parental loss experienced a range of grief reactions, including anxiety, nervousness, fear, nightmares, and shock. These in-school adolescents who have experienced parental loss have poor coping skills. It was also discovered that there is no significant gender difference in grief reactions to parental loss and coping strategies among in-school adolescents. According to the researchers, counsellors should constantly organize grief counselling for in-school adolescents who have lost their parents; grief therapy programs that can help students manage various levels of grief reaction should be coordinated by counsellors and help-giving professionals (Ajiboye & Ajokpaniovo, 2019). This study sample was from Nigeria's Ilorin region and focused on adolescents in schools, making it relevant to the current study because it also focuses on adolescents in schools. The current study, on the other hand, focused on students in Kisumu Central Sub-County and used a mixed method sequential explanatory approach to investigate the subjective experiences of bereaved students.

Mejia-Pailles, Berrington, McGrath, and Hosegood (2020) investigated trends in parental mortality and orphanhood in KwaZulu-Natal from 2000 to 2014. They calculated the annual incidence and prevalence of maternal, paternal, and double orphanhood in children and adolescents (20 years), as well as overall and cause-specific mortality of parents by age, using longitudinal demographic surveillance data for a population of approximately 90,000 people. According to the findings, the proportion of children and adolescents (20 years old) who had one or both parents die rose from 26% in 2000 to 36% in 2010, then fell to 32% in 2014. The

burden of orphanhood remains high, particularly among the oldest age groups: in 2014, 53 percent of adolescents aged 15 to 19 had lost one or both parents (Mejia-Pailles et al.2020).

Paternal orphan prevalence was three to five times higher than maternal orphan prevalence across all age groups and years. Maternal and paternal orphan incidence peaked in 2005 at 17 and 27 per 1,000-person years (20 years), respectively, before falling by half by 2014. The leading cause of parental death throughout the period, HIV/AIDS and tuberculosis cause-specific mortality rates in mothers and fathers decreased significantly between 2007 and 2009. Thus, the study concluded that the survival of parents with children and adolescents over the age of 20 years has improved in tandem with earlier HIV treatment initiation and coverage. However, comparatively high rates of parental death persist in this rural KwaZulu-Natal population, particularly among fathers. Monitoring and evaluating targeted state welfare support for orphans and their guardians continues to rely on community-level surveillance to estimate levels of orphanhood (Mejia-Pailles et al., 2020). The research looked into the prevalence and incidence of orphanhood among children and adolescents in KwaZulu-Natal. The current study, on the other hand, looked into the impact of grief reactions on the psychological well-being of students in Kisumu Central Sub-County public secondary schools.

Ngesa, Tuikong and Ongaro (2020), study objective was to determine the prevalence of orphaned children aged 10-15 years in selected public primary schools in Siaya County and assess risk factors associated with the development of complicated grief. The participants in this study were orphaned children who had lost at least one parent. The Brief Grief Questionnaire was used to screen 426 orphans from 12 public primary schools (BGQ). Those who scored high on the BGQ for grief were given the Inventory for Complicated Grief to determine their clinical levels of grief. There were 397 valid screens out of the 426 participants screened, with 34 percent (n=134) scoring less than 5 points and 263 participants (66 percent)

scoring 5 points or higher, indicating that they had significantly elevated/pathological grief symptoms (Ngesa et al., 2020).

The prevalence of grief was determined using a binomial test, and risk factors associated with complicated grief were identified using linear regression analysis. A mean grief score of 31.6 (SD = 9.52) was recorded using the Inventory for Complicated Grief (ICG) to determine clinical levels. The findings also revealed that the number of siblings, separation from siblings, and level of closeness to deceased mother were significantly associated with significantly elevated grief scores, whereas age, gender, and level of closeness to deceased father were not. The findings on prevalence and risk factors are critical in identifying bereaved children who are at high risk of developing complicated grief and in tailoring grief interventions to these vulnerable groups (Ngesa et al., 2020). The study looked at the prevalence of orphaned children in Siaya County's public primary schools and the risk factors associated with the development of complicated grief. The current study, on the other hand, looked at students' grief reactions and psychological well-being in public secondary schools in Kisumu Central Sub-County. As a result, the current study differs in terms of the constructs being investigated, the location, the methodology, and the target population.

Logistic regression revealed three predictors that were significantly associated with elevated CDI scores, namely using Kiswahili as the primary language of communication, death of father, and age/class. The study revealed that the overall level of depression was 18.6 (±5.6SD). Recommendations were made for routine and frequent mental check-ups to be provided in those homes in an effort to help identify depression symptoms and intervene appropriately and timely (Chege, Oladipo & Munene, 2017). This study only concentrated on children and adolescents in a population of 506 in 7 selected children's homes in Kajiado County. Research work done on the same in other counties in Kenya may have different results. The present study however, investigated the impact of grief reactions on the psychological

wellbeing of students in public secondary schools in Kisumu Central Sub-County. Thus, the present study differs from this study in terms of the constructs under investigation, location, methodology and target population.

2.3.2 Psychological Wellbeing of Parentally Bereaved Student

Despite the potentially devastating effects of death on the lives of adolescents, little is known about its psychological impact. Jan-Louise Godfrey (2017) conducted research in Australia with the goal of exploring individual experiences of adolescent sibling bereavement and its impact on adolescent development and psychological well-being. An interpretative phenomenological analysis was used to investigate adolescent sibling bereavement in fifteen people (10 females and 5 males) who had lost a sibling at least two years before when they were between the ages of 14 and 25.

According to the findings of the study, sibling bereavement is primarily a story of intense grief and, in some cases, includes the ongoing experience of trauma and complicated grief. The way participants expressed and processed their grief is influenced by adolescent development. Furthermore, how others responded to adolescent grief had a significant impact on whether sibling survivors remained stuck in their grief or went on to find a place in the world without their sibling.

Thus, Jan-Louise Godfrey (2017) concluded that adolescent sibling bereavement is frequently a traumatic experience that can be exacerbated by other contextual factors, complicating the grief process. The loss of a sibling during adolescence can have an impact on the identity development of the surviving sibling; however, an ongoing relationship with the iii deceased may be able to facilitate sibling identification and/or differentiation. The current study is relevant because it focuses on the psychological well-being of adolescents who have

23

lost siblings. The current study, on the other hand, was concerned with the psychological well-being of adolescents who had lost both parents.

Lundberg, Forinder, Olsson, Fürst, Årestedt, and Alvariza (2018) conducted a study in Sweden to investigate the psychosocial well-being of bereaved family members, with a special focus on young adults who have lost a parent to cancer. To investigate the overall goal of this thesis, two different study populations were used. In Study I, 25 family members who had lost a loved one while receiving palliative care were interviewed about their supportive interactions with health care staff as well as the emotional experiences they had as a result of these interactions. The qualitative content analysis was used to examine the interviews. Studies II-IV included 77 young adults aged 16 to 28 who had lost a parent to cancer and took part in a palliative care support group.

They completed a detailed questionnaire three times within the first 18 months after their parent's death. In Study II, descriptive statistics were used to examine loss- and restoration-oriented bereavement stressors, as well as psychosocial well-being. Study III looked at longitudinal changes in psychosocial well-being, while Study IV looked at the relationship between self-esteem and anxiety and depression symptoms. Descriptive and analytical statistics were used in both of these studies.

According to Lundberg et al. (2018), Study they found that: clear information presented in an honest dialogue fosters certainty and security; empathetic and flexible encounters with health care staff promote feelings of warmth and comfort; patient- and family-oriented health care staff contributed to dignity and harmony; and bereavement support provided feelings of strength. Support groups for parentally bereaved young adults were highlighted as particularly important. Studies II-IV revealed a general lack of psychosocial well-being, with many young adults reporting symptoms of anxiety and low life satisfaction, for example. Normal levels of

self-esteem and a strong belief in a meaningful future, on the other hand, may indicate resilience in grief. Within the first 18 months after the loss, there were minor improvements in psychosocial well-being. Higher self-esteem has been linked to fewer symptoms of anxiety and depression.

As a result, Lundberg et al. (2018) concluded that the findings support the notion that young adults who have lost a parent to cancer form a distinct group in bereavement. Despite their poor psychosocial well-being, the young adults' demonstrated resilience may protect them from long-term problems. Furthermore, perceived helpful supportive interactions may contribute to the development of good psychosocial well-being. This study is relevant to the current study because it provides important insight into the psychosocial well-being of bereaved family members, particularly young adults who have lost a parent to cancer. The current study, on the other hand, will look into the impact of grief reactions on the psychological well-being of students in Kisumu Central Sub-County public secondary schools. As a result, the current study was distinct in terms of the constructs under investigation, location, methodology, and target population.

Tan and Andriessen (2021) conducted a study in Australia to investigate the experience of grief and personal growth in a sample of University of Melbourne students. They conducted semi-structured interviews via Zoom/telephone with bereaved students (n = 14), who were asked to reflect on their loss and any potential personal growth. A deductive and inductive approach was used for data thematic analysis. From their research, they identified four themes: sharing grief as a coping mechanism, balancing grief reactions and moving forward in life, lessons learned and personal growth, and adopting values from the deceased person and continuing bonds.

As a result, they concluded that the participants prioritized personal growth in terms of self-perception and philosophical perspectives on life. Following the loss, they preferred peer support and used formal services only when absolutely necessary. The findings emphasize the importance of social support for bereaved students, as well as peer and professional support. As a result, academic institutions should provide bereaved students with supportive services tailored to both students and professionals (Tan & Andriessen, 2021). However, the current study looked into the grief reactions and psychological well-being of students in Kisumu Central Sub County's public secondary schools. The current study also differs in terms of location, methodology, and target population.

Ntuli, Mokgatle, and Madiba (2020) investigated how maternal death affects the psychosocial well-being of orphaned youth who dropped out before finishing high school. An exploratory qualitative study with purposively sampled orphaned youth was conducted using in-depth interviews with open-ended questions. Fifty people were recruited through social workers, community-based organizations, and tribal authorities in a rural local municipality in South Africa's Mpumalanga Province. All data analyses were carried out using NVivo10 and an inductive thematic approach.

Ntuli et al. (2020) study revealed that the death of their mothers has made a negative psychological impact on their psychosocial wellbeing, resulting in the development of internalizing depressive symptoms. They suffer from emotional distress and prolonged bereavement characterized by perpetual yearning for the mother and, they resort to silence as a coping strategy. The study established that they were forced to leave school early for a variety of reasons. However, leaving school early became a major stressor and contributed to their negative psychosocial wellbeing. The study concluded that maternal death has a negative impact on the psychosocial wellbeing of the participants even after they have crossed the 18 years' threshold of orphanhood (Ntuli et al., 2020).

Since this study was limited to one rural municipality, the findings cannot be generalized to other parts of the country or to urban orphans. Furthermore, the findings are based on a small sample of orphaned youth and cannot represent the psychosocial well-being of orphans who dropped out before finishing high school. The findings are based solely on the participants' narratives, and the study did not employ standardized tools to assess psychosocial well-being. The current study, on the other hand, collected data using standardized questionnaires and interview tools. The research looked at how maternal death affects the psychosocial well-being of orphans who drop out of school too soon. However, the focus of the current study was on grief reactions and psychological wellbeing of students in public secondary schools in Kisumu Central Sub-County.

Hailegiorgis, Berheto, Sibamo, Asseffa, Tesfa, and Birhanu (2018) conducted a study in Jimma, Ethiopia, to investigate the psychological well-being of in-school orphaned and non-orphaned children. 370 randomly selected children aged 10 to 18 participated in a comparative cross-sectional study design. Two rosters were created (one for orphans and one for non-orphans), and 185 people were chosen from each. According to the study's findings, 185 (50%) of the 370 children were orphans. Only 62 (33.5 %) of orphaned children scored highly on the total psychological wellbeing scale, whereas 107 (57.8%) of their non-orphaned peers did.

Non-orphaned children had a 10.8 higher mean psychological well-being score than orphaned children. As a result, the study concluded that orphans' psychological well-being is significantly lower than that of their non-orphaned peers. As a result, Hailegiorgis, Berheto, Sibamo, Asseffa, Tesfa, and Birhanu recommended that orphan support projects consider psychosocial wellbeing in addition to material support (2018). This study employs a comparative cross-sectional study design, a quantitative research method, to investigate the psychological well-being of orphaned and non-orphaned children in school. The current study,

on the other hand, used a mixed method sequential approach. To better understand psychological well-being and the factors that influence it, a qualitative approach is required.

Huynh, Limber, Gray, Thompson, Wasonga, Vann, Itemba, Eticha, Madan, and Whetten (2019) conducted a study with the goal of determining whether the psychosocial well-being of OSC in under-resourced societies in LMICs is more dependent on the availability of certain components of quality of care rather than the care setting itself (i.e. the residential care-based or community family-based setting), and identifying the relative significance of certain components.

The researchers used data from the Positive Outcomes for Orphans (POFO) Study and a sample population of 2,013 (923 institution-based and 1,090 community-based) OSC from six different study sites in five LMICs: Cambodia, India (Hyderabad and Nagaland), Kenya, Tanzania, and Ethiopia. Analyses revealed that all four quality of care components significantly predicted child psychosocial well-being (Huynh et al., 2019). Child psychosocial well-being across "high" and "low" levels of quality of care showed negligible differences between residential- and community-based care settings, indicating that quality of care is more important than setting of care in child well-being. The implications for practice and policy, as well as future research, are discussed.

This study suggests that there are other possible factors and characteristics that are significantly associated with OSC psychosocial well-being that were not included in the study, and thus components of quality of care may act in tandem with other factors that influence psychosocial well-being, and more research is needed to tease out these relationships. The current study, on the other hand, focused on the grief reactions and psychological well-being of students in public secondary schools in Kisumu Central Sub-County.

Rimiru and Mokua (2020) conducted a study to determine the impact of loss acceptance on the psychological well-being of bereaved students in day public secondary schools in Murang'a County's Gatanga Sub-County. For data collection, the study used a descriptive research design with a sample size of 50 bereaved students. Acceptance of parental loss had no significant effect on psychological wellbeing at the p.05 level [F (1, 48) = 0.933, p = 0.339]. This demonstrates that the lower the psychological wellbeing, the less acceptance of parental loss there is. This can be attributed to factors other than acceptance of parental loss. The current study is relevant because it focuses on the psychological well-being of bereaved students in day public secondary schools. The current study, on the other hand, concentrated on the psychological well-being of students in public secondary schools in Kisumu Central Sub-County. The current study employs a descriptive research design, whereas the previous study employs a mixed method sequential approach.

Rimiru and Mokua (2020) conducted a study to determine the extent to which denial affects the psychological well-being of bereaved students. The research was carried out in day public secondary schools in Kenya's Gatanga Sub-County, Murang'a County. A sample size of 50 students who had died was used. At p.05, there was no significant effect of denial of parental loss on psychological well-being [F (1, 48) = 0.041, p = 0.841]. This demonstrates that the lower the level of denial of parental loss, the lower the level of psychological wellbeing, which can be attributed to factors other than denial of parental loss. However, the current study examined grief reactions and psychological wellbeing of public secondary school students in Kisumu Central Sub County.

Njagi (2017) investigated the effectiveness of teacher counselors in orphaned students' psychological and emotional adjustment in public secondary schools in Kandara sub-county, Kenya. A descriptive survey research design was used for the study. The study included 1030 orphaned students and 63 teacher counselors as participants. The study included 103 orphaned

students and 7 teacher counselors drawn from a purposive stratified sample. Data was gathered through the use of questionnaires and analyzed using descriptive statistics such as means, percentages, and frequencies.

This was accomplished using SPSS version 23 and was presented in charts, tables, percentages, means, and frequencies. The study discovered that teacher counselors were effective in assisting orphaned students in making psychological and emotional adjustments. Njagi (2017) advocated for consistency in orphaned learners' guidance and counseling services, as well as refresher courses for teachers to equip them with relevant skills to manage loss and grief among orphaned students. The current study differs from this one in that it used a mixed method design to examine grief reactions and psychological well-being of students in public secondary schools in Kisumu Central Sub-County while controlling for teachers as an intervening variable. As a result, the current study is distinct in terms of objectives, methodology, sample size, and location.

2.3.3 Coping Strategies Used by Parentally Bereaved Students

Cousins, Servaty-Seib, and Lockman (2017) conducted a study in a Midwestern, public university in the United States to investigate the relationship between bereaved students' college adjustment and intrapersonal and interpersonal coping strategies. The study used a cross-sectional survey design, with 249 students completing the online survey (6.2 percent response rate). Support from friends was found to be positively associated with academic and social adjustment, as well as institutional attachment, while avoidant emotional-focused coping was found to be negatively associated with all domains of adjustment for both bereaved and nonbereaved students.

Interaction effects revealed that bereaved students had lower institutional attachment at high levels of problem-focused coping, and that bereaved students had lower levels of both social adjustment and institutional attachment at low levels of family support, whereas nonbereaved students had lower social adjustment at high levels of family support. Thus, Cousins et al., (2017) concluded that social adjustment and institutional attachment are positively associated with friend support, whereas avoidant emotion focused is negatively associated with social and emotional adjustment and institutional attachment. In terms of interaction effects, family support appears to be associated with college adjustment differently for bereaved versus nonbereaved students, with low support being particularly problematic for bereaved students.

As a result, multidimensional approaches to college student adjustment, coping strategies, and social support in the treatment and study of bereaved and nonbereaved students are required. This study used a cross-sectional survey design, which does not allow for conclusions about causation. It is also unknown whether the experience of death loss changed the coping strategies and social support of the bereaved students. The current study, on the other hand, was conducted in Kisumu Central Sub-County among students in public secondary school, and the methodology used was a mixed method sequential explanatory design in order to gain an insight into the coping strategies used by bereaved students.

McClatchey and Wimmer (2014) conducted a study in the United States to investigate the emotional impact of a parent's death and the impact of a therapeutic, theory-based grief camp on the children's coping. The study used a case study research design to collect data from 16 children and their 11 surviving parents or guardians. The findings revealed that camping had the greatest influence on campers' coping with feelings of isolation, trauma symptoms, and suicidal ideation.

The campers were given the opportunity to share their stories primarily through counseling sessions, but also through other touching events such as a balloon release and a memorial service. In most cases, campers appeared to have experienced healing from trauma symptoms, and in one case, newly recognized trauma symptoms were reason for referral for additional counseling. Camp counselors used a variety of trauma interventions, such as exposure, stress inoculation, and cognitive restructuring (McClatchey & Wimmer, 2014).

The study concluded that at the camp, children and adolescents have the opportunity to acknowledge loss through rituals, counseling sessions, and other activities. Interventions allow campers to express their feelings about the loss while also providing them with tools to deal with their feelings and connect with other children who have had similar experiences. The study's methodology was a case study research design, so its findings may be skewed due to the researchers' desire to find camp useful and the families' desire to express their gratitude for the experience. Data was gathered through interviews, and those who were sampled were chosen at random. The current study, on the other hand, will employ a mixed method sequential explanatory design to ensure that there is no researcher bias or interference with the findings. The current study was also carried out among students in Kisumu Central Sub-County.

Stephanie and Karlsson (2017) conducted a review study with the goal of describing current knowledge on children with imprisoned parents in a global context and highlighting areas for future research. The review emphasized the coping strategies used by children of imprisoned parents and investigated interventions available to support children of imprisoned parents. A qualitative narrative synthesis was used in this review. The database search yielded 1989 articles, 11 of which met the criteria for inclusion and quality. Stigmatizing children as a result of parental incarceration was a widespread issue.

Children's coping strategies included keeping a safe distance from the incarcerated parent, normalizing the parent's situation, and gaining control of their lives through distraction, sports, supportive people, and therapy. School-based interventions or mentoring programs provided the best support for children. The overall low quality of the included studies suggests that more research is needed, Stephanie and Karlsson (2017). This study looked at the coping strategies used by children whose parents were imprisoned. However, the current study used a mixed method design to investigate the impact of grief reactions on the psychological well-being of students in public secondary schools in Kisumu Central Sub-County. Furthermore, the current study is distinct in terms of location, methodology, and target population.

Ajiboye and Ajokpaniovo (2019) will conduct research into the grief reactions and coping strategies of in-school adolescents who have experienced parental loss in Ilorin, Nigeria. The descriptive design of the survey method was used in the study. Using simple random sampling and purposive sampling techniques, 200 in-school adolescents were selected. For the study, a questionnaire titled Grief Reactions and Coping Strategies Questionnaire (GRCSQ) was used. The findings revealed that in-school adolescents who experienced parental loss experienced a range of grief reactions, including anxiety, nervousness, fear, nightmares, and shock. These in-school adolescents who have experienced parental loss have poor coping skills.

It was also discovered that there is no significant gender difference in grief reactions to parental loss and coping strategies among in-school adolescents. Counsellors, according to Ajiboye and Ajokpaniovo (2019), should constantly organize grief counselling for in-school adolescents who have lost their parents; grief therapy programs that can help students manage various levels of grief reaction should be coordinated by counsellors and help-giving professionals. In this case, questionnaires were used to collect data on coping strategies used

by in-school adolescents. The current study sought to fill that gap, and data on the students' coping strategies were gathered through interviews and questionnaires.

Abuhegazy and Elkeshishi (2017) investigated the effect of a support group therapy for parentally bereaved youth on self-concept and symptoms of depression and anxiety in Egypt. The study used an experimental research design, and the sample was drawn from four governmental schools in Cairo. Participants were students in grades 7th and 8th who had experienced the death of one parent within the previous year. The study's final sample size was 120 participants, 60 of whom were assigned to the group therapy arm and 60 to the control arm.

The study results showed that 60 (50%) of participants were assigned to the supportive therapy intervention group, and the other 60 (50%) were assigned to the control group. At 12 months, they recorded differences between the control and supportive therapy groups in child depression inventory scores (19.2[SD 5.55] vs 13.2[SD 5.51] T = 4.25, P = 0.001), children anxiety scale scores (27.66[5.29] vs 24.61[4.62] T = 7.69, P=0.001) On all outcome measures, they found significant differences between baseline and 12-month assessments in the supportive therapy group but not in the control group.

According to Abuhegazy and Elkeshishi (2017), school-based systematically delivered supportive therapy groups for bereaved youth were effective in reducing anxiety and depression symptoms as well as improving their perceived self-concept. The study is relevant to the current study because it was conducted in government schools, but it differs from it in terms of methodology and location. The current study used a mixed method sequential explanatory design and was conducted in Kenya's Kisumu Central Sub-County.

The study's goal, according to Owaa, Raburu, and Aloka (2015), was to investigate Strategies for Adjustment to Loss and Grief among orphaned Kenyan secondary school

students. The study was inspired by the Kübler-Ross Loss and Grief Cycle model. A qualitative method research approach was used, along with a concurrent triangulation design. The target population included 47 schools, 20 focus group discussion students, 10 personal interviews, and 1,245 Form three orphaned students from Kisumu Central Sub-County public secondary schools. Purposive sampling was used to select a sample size of 20 adolescents who participated in focus group discussions and 10 personal interviews from 15 secondary schools for the study. Thematic framework was used to analyze qualitative data.

The study's findings revealed that there was no statistically significant gender difference in loss and grief adjustment. According to qualitative findings, the following strategies for coping with loss and grief were used: engaging in positive thinking, seeking peer therapy and support, seeking professional guidance and counselling services, participating in group therapy, participating in letter writing therapy, participating in journaling therapy, reflecting on past events, adopting Grandma's philosophy, and engaging in self-disclosure. The study suggested that schools implement an adapting-parenting model among teachers to care for orphaned students. Schools should also improve peer counseling among students at their respective campuses. This is because the study discovered that the majority of orphaned students sought peer support from their peers (Owaa et al., 2015). This study used interviews for qualitative data however, the present research used both quantitative and qualitative information through questionnaires and interviews so as to fill the gap of experience and coping with grief.

Maureen Onyango (2020) conducted a study in Siaya County to assess the efficacy of a Modified Complicated Grief Therapy (MCGT) in treating Complicated Grief CG among orphaned children in Siaya County's selected public primary schools. The study used a quasi-experimental design with a sample size of 241 orphaned children aged 10-15 years. The study found that MCGT was effective in reducing CG symptoms, with a total reduction of 16.75

35

points in 12 weeks and a weekly reduction of 1.29 points. The study recommends that MCGT be incorporated into all programs aimed at orphaned and vulnerable children, that it be implemented as a school-based grief program, and that it be used in capacity building for guidance and counseling teachers and practicing therapists (Maureen Onyango, 2020). The present research opts to use mixed method sequential explanatory research design so as to gain an in-depth experience of students who are parentally bereaved.

Mburugu (2020) conducted a study comparing widowers and widows in Meru County, Kenya, to determine how loss and grief counselling is used as a coping mechanism. Ex post facto's causal-comparative research design was used appropriately in the study, which used a descriptive survey. Meru County's widowed population was targeted at 80,332 people. A total sample size of 384 respondents was used for comparison purposes, with half from each gender. Questionnaires and Focus Group Discussions were used to collect gender-specific data from respondents. Statistics were used for both descriptive and inferential purposes.

Widows sought loss and grief counselling at a higher rate (61%) than widowers (47%) and from FGDs at a higher (70%) and lower (20%) rate, respectively. According to the t-test results, there was a statistically significant difference that favored widows over widowers when seeking counseling services. Mburugu (2020) concludes that the study findings may help widows and widowers seek timely loss and grief counselling services as a positive coping mechanism. The previous study relied heavily on quantitative methods, whereas the current study employed both quantitative and qualitative approaches. The study location was different from where the current study was conducted, as was the population. The current study concentrated on students rather than widows and widowers.

2.3.4 The Measures that Teachers Take to Help the Bereaved Students

Ailbhe, Joseph, and Frances (2020) conducted a mixed method study in the United Kingdom with the goal of learning more about Bereavement Support Provision (BSP) in primary schools in a single UK Local Authority. Following completion of an online questionnaire, 16 school staff members participated in semi-structured interviews. According to the study's findings, BSP is characterized by emotional support and other indirect responses. One significant finding is that providing emotional support to a bereaved child has a negative impact on staff emotional well-being.

As a result, the study suggests that educational psychologists (EPs) provide whole-school and targeted bereavement support to children and school staff. The reviewed study is relevant to the current study in terms of assisting the researcher in investigating how and when teachers support bereaved students in Kisumu Central Sub-County public secondary schools. This justifies the current study, which looked into the grief reactions and psychological well-being of students in Kisumu Central Sub-public County's secondary schools.

Michele, Alison, Elissa, and Melissa (2020) investigated school staff experiences and opinions regarding approaches to addressing the needs of bereaved students in the classroom. For the purposes of this study, a survey was created, and 29 teachers/school personnel responded with written open-ended questions about their experiences with bereaved students and their thoughts on a bereavement-focused accommodation plan. According to the study results, the majority of participants (93 percent) reported interacting with bereaved students and providing emotional support, making classroom accommodations, collaborating with the family/community, and referring the student for counseling. Many (72 percent) were also interested in a template bereavement plan (21 percent did not respond; 7 percent said no) that included education/resources for school personnel as well as suggested accommodations for students.

The study concluded that teachers who encounter grieving students would welcome a template bereavement plan to assist them in meeting the needs of their students. A plan like this would allow staff to learn more about grief and provide guidance for developing specific strategies to help grieving students both emotionally and academically (Michele et al.,2020). This study looked at the steps teachers and school personnel take to help bereaved students both emotionally and academically. However, the current study used a mixed method design to investigate the impact of grief reactions on the psychological well-being of students in public secondary schools in Kisumu Central Sub-County. Furthermore, the current study is distinct in terms of location, methodology, and target population.

Inbar and Zohar (2021) conducted a qualitative study to investigate teachers' experiences dealing with bereaved students after a parent died. The researchers conducted in-depth, semi-structured, face-to-face interviews with 25 Israeli teachers who had counseled a student following the death of a parent. The interviews were recorded, transcribed, and content analyzed. The findings revealed that teachers felt helpless, confused, emotionally overloaded, and anxious when counseling students who had lost a parent.

Furthermore, the teachers discussed the complexities of their relationship with the child's remaining parent, which ranged from a desire to support the family to avoidance for fear of hurting the parent to fears of being overwhelmed by the child's problems. Many teachers expressed a desire for assistance from school officials (Inbar and Zohar, 2021). This study was an empirical literature review carried out in Israel. It highlighted the difficulties that teachers face when supporting parentally bereaved students. The current study, on the other hand, looked into the impact of grief reactions on the psychological well-being of students in Kisumu Central Sub-County public secondary schools. As a result, the current study differs in terms of the constructs being investigated, the location, the methodology, and the target population.

Atle, Dyregrov, and Martin (2020) conducted a study based on Scandinavian experiences with the goal of providing guidelines and practical advice for the types of support that they believe are beneficial. In cases of anticipated losses, the school can do everything possible to collaborate with the home and student to ensure effective communication and student care. Following a loss, the school should work to create a caring environment that encourages students to return to class (Atle et al. 2020).

The study thus recommended that it is important that the schools make most decisions in collaboration with the bereaved children in order to ensure they receive support they themselves find beneficial (Atle et al., 2020). This reviewed study shows that schools do help students cope with lose, but the present study investigated grief reactions and psychological wellbeing of students in Kisumu Central Sub County. Also, the present study differs in terms of the location and study population.

Simon George Taukeni (2015) conducted a study to investigate orphaned learners' experiences with bereavement support in six selected primary schools in Namibia's Endola circuit. The study used a phenomenological design, and the sample included six orphaned students (two boys and four girls) aged 11 to 14 years. Purposive sampling was used to select the sample. According to the findings of this study, the primary schools provide the following types of support to orphaned learners during and after bereavement: informing learners about bereavement, consoling orphaned learners, providing a week off school during bereavement, registering orphaned learners, providing group guidance, and peer support.

The study recommends that each school implement a Bereavement Plan of Action (BPA) that outlines the types of bereavement support that the school should provide to bereaved students during and after bereavement. This research is relevant to the current study because it explains how schools use various mechanisms to promote the psychological well-

being of bereaved students. The current study, on the other hand, differs in terms of location, methodology, and target population.

Horn and Govender (2019) conducted a study in South Africa to assess how different stakeholders perceive the school-based grief program. The grief program had been implemented in four primary schools in rural KwaZulu-Underberg Natal's and Himeville, and the study evaluated all four sites. A four-dimensional cycle of appreciative inquiry was used to evaluate a grief program offered in selected primary schools in KwaZulu-Natal, South Africa. To assess the program's value, three stakeholder groups (grief support program facilitators, grieving children, and educators) from four schools were asked three open-ended questions. The study's findings identified nine themes: healing, insight, relationships, growth, skills, support, enjoyment, collaboration, and the program's value. All stakeholders noted positive outcomes as a result of participation in the program and rated it highly.

Thus, Horn and Govender (2019) concluded that improvements are needed for the program's future development and recommended that it be implemented in schools throughout South Africa. According to the reviewed study, there is a program in South African schools that helps bereaved students. The current study, on the other hand, used a mixed method design to examine grief reactions and psychological well-being of students in public secondary schools in Kisumu Central Sub-County while controlling for teachers as an intervening variable. As a result, the current study is distinct in terms of objectives, methodology, sample size, and location.

Osuji, Nabunya, Byansi, Parchment, Ssewamala, McKay, and Huang (2018) conducted a study with the goal of examining the role of social support from multiple sources, including extended family, caregivers, classmates, peers, and teachers, in improving the school outcomes (grades and attendance) of AIDS orphaned children in Uganda. The data for this study came

from a four-year randomized control trial called Suubi-Maka (Hope for Families), which was conducted in Uganda's southwest from 2008 to 2012.

Osuji et al., (2018) discovered that social support (perceived emotional and information support received from parents, classmates, and teachers), caregiver acceptance and warmth, and family cohesion have positive effects on children's school grades and attendance using multivariate regression modeling while controlling for several individual-level and school-level characteristics. This finding emphasizes the importance of strengthening relationships within the extended family and the school environment in order to serve as a net of strength that can influence not only family functioning but also the educational trajectories of vulnerable adolescents. Because the sample was drawn from a different country, it was rich in terms of cultural differences (Osuji et al., 2018). However, the study's quantitative nature may have excluded key subjective information from the participants. The current study addressed this gap by combining quantitative and qualitative approaches in a single study to gain a comprehensive understanding of the phenomenon.

Caroline (2017) investigated the effectiveness of teacher counselors in orphaned students' psychological and emotional adjustment in public secondary schools in Kandara sub-county, Kenya. A descriptive survey research design was used for the study. The study included 1030 orphaned students and 63 teacher counselors as participants. The study included 103 orphaned students and 7 teacher counselors drawn from a purposive stratified sample. Data was gathered through the use of questionnaires and analyzed using descriptive statistics such as means, percentages, and frequencies

Caroline (2017) discovered that teacher counselors were effective in assisting orphaned students in making psychological and emotional adjustments. The study recommended that orphaned learners receive consistent guidance and counseling services, as well as refresher

courses for teachers to equip them with relevant skills to manage loss and grief among orphaned students. This study is relevant to the current study because it focuses on the effectiveness of teacher counsellors in addressing the psychological and emotional needs of orphaned Kenyan students. The current study, however, differs from this one in terms of objectives, methodology, sample size, and location.

Monica, Peter, and Pamela (2016) conducted a study in Kenya to determine the effectiveness of peer counseling on emotional adjustment among orphaned learners. Carl Rodgers' Self-Centered and Skinners' Behavioral Theories influenced the research. The sequential triangulation design was used in the study. Simple random sampling was used to select 30 primary schools, and purposive sampling was used to select 60 orphaned students, 30 head teachers, and 30 teacher counsellors from the 30 primary schools chosen, yielding a total sample of 120 respondents from a target population of 404. Data was gathered using structured questionnaires and interview schedules (Monica et al., 2016).

Monica et al. (2016) discovered a strong positive correlation (r=0.730) between peer counselling and emotional adjustment. This study recommended that the Ministry of Education enact policies concerning the provision of Guidance and Counselling services, as well as the care and support of orphaned children in primary schools, in order to assist them in achieving appropriate emotional adjustment. The reviewed study addresses the issue of peer counselling as a primary school intervention to assist orphaned students. However, the current study differs in its theoretical framework, sample, location, population, and methodology.

Otieno (2015) conducted research in Kisumu East Sub-County, Kenya, to investigate head teachers' related factors influencing participation of orphaned and vulnerable children in public primary schools. The research relied on Abraham Maslow's theory of human needs and motivation, as well as a conceptual framework that linked dependent and independent

variables. The study used a descriptive survey design with 420 teachers, 40 head teachers, and 1,240 OVC from all 40 public primary schools in Kisumu East Sub-County as the target population (Otieno, 2015).

The study's sample size was determined using simple random sampling, which included 20 head teachers and 84 teachers, and stratified sampling was used to select 124 OVC from 20 sampled public primary schools in Kisumu East Sub-County (Otieno, 2015). The study collected data from head teachers and teachers via questionnaires, with each set of questionnaires divided into three sections. According to the study findings, orphans and vulnerable children's participation in primary education is largely determined by the availability of guidance and counseling for OVC, peer counseling support, resource mobilization of stakeholders and NGOs, and the creation of networks for the provision of basic needs of OVC (Otieno, 2015).

Otieno (2015) As a result of the study's findings, Otieno (2015) made the following recommendations to improve orphaned and vulnerable children's participation in primary schools in Kisumu East Sub-County and nationwide in general. Despite OVC efforts to enroll and attend school, the absence of guidance and counseling, as well as a lack of peer counseling, insufficient resources to support learning, and a lack of basic needs, annuls their vision because a lack of learning support leaves them with only other options such as dropping out of school, early marriages (for girls), child labor, living on the streets, and peddling (Otieno, 2015). The findings of this study may be limited to the population under study, which calls for additional research on other populations around the world. The current study looked into the steps teachers took to assist bereaved students in public secondary schools in Kisumu Central Sub County. It is also not limited to a single intervention, as seen in this study, but rather investigates all types of counseling interventions that could have been used on the population under study.

2.4 Research Gaps

The approaches, designs, population, samples, sampling procedures, and context of the literature reviewed varied. The designs used in the studies, however, are to some extent limited. The majority are either qualitative or quantitative in nature. The current study, on the other hand, used a mixed method approach to ensure that the shortcomings of the qualitative design were compensated for by the quantitative design and vice versa. The majority of the studies reviewed relied heavily on questionnaires. However, the current study incorporated interview schedules to ensure that feelings and perceptions were properly captured. The samples used in this study were drawn from public secondary schools to fill a research gap identified in the studies reviewed, which are mostly of children and adolescents who are not in school.

2.5 Conceptual Framework

According to Miles and Huberman (1994), a conceptual framework is a set of concepts that, diagrammatically or narratively, explain the main themes to be discussed, key causes, variables, and their presumed relationships. Figure 1 depicts the conceptual framework of grief reactions and psychological well-being among adolescent students in Kisumu Central Sub-County public secondary schools. Grief reaction, which included depression and anxiety, was the independent variable. Previous death experience, psychological counseling, family support, teacher support, and peer support were the intervening variables. These were the variables that could influence the relationship between grief reaction and psychological well-being of adolescent students in Kisumu Central Sub-County public secondary schools.

The dependent variable is psychological wellbeing was measured in terms of participants' self-acceptance, supportive relationships, autonomy, mastery of one's environment, having a purpose in life and experiencing personal growth. These factors develop alongside the

distressing effects of parental bereavement would be vital in helping adolescent students mitigate the effects of loss of significant person in their lives.

Independent variable   **Dependent variable**

Grief reaction

- Depression

- Anxiety

Psychological wellbeing

- Self-acceptance
- Supportive relationships
- Autonomy
- Having a purpose in life

Intervening variable

- Student's age, gender & understanding of death.
- Support from family, teachers & peers.
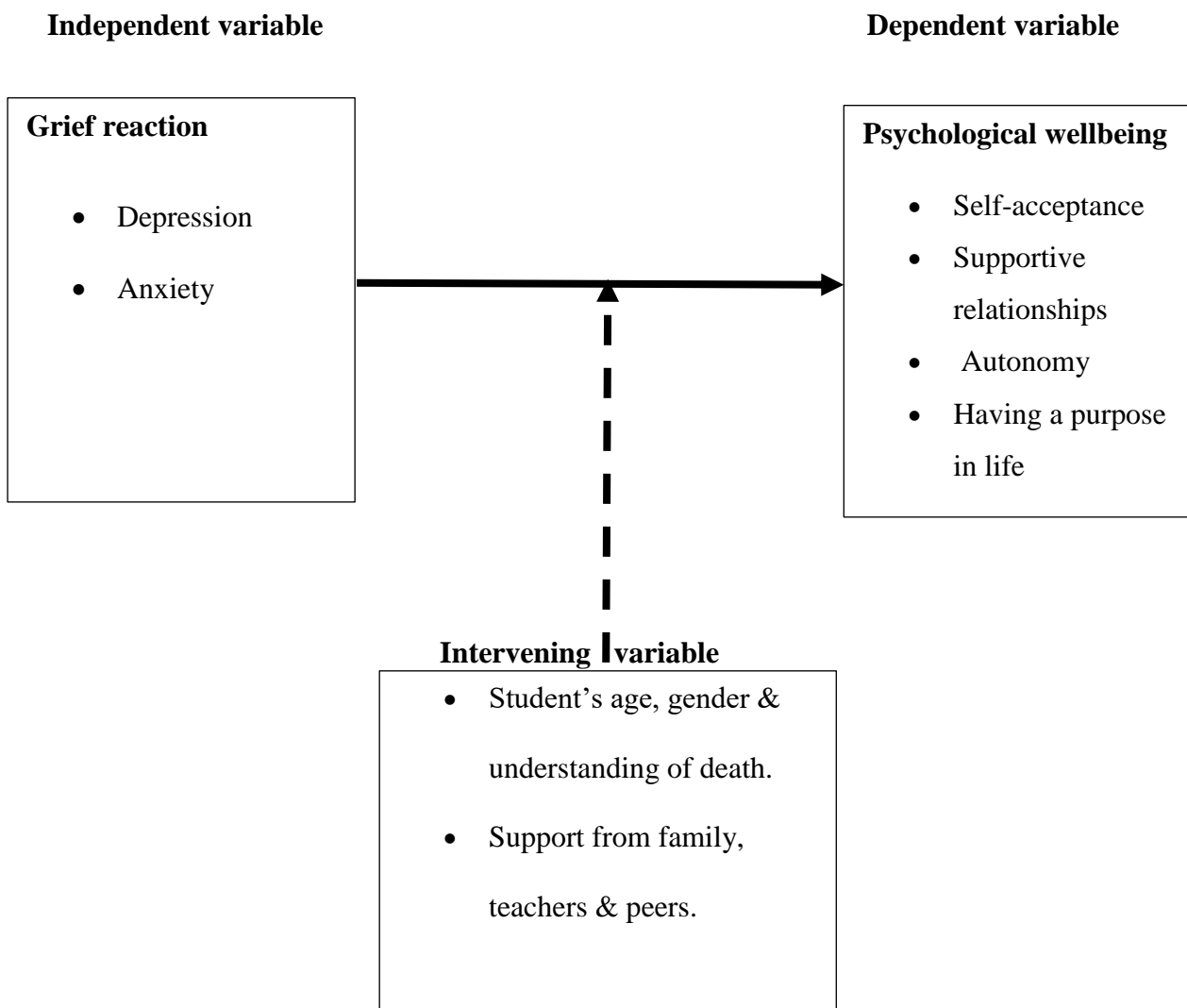
Figure 1. Relationship between grief reactions and psychological wellbeing

2.6 Chapter Summary

There is a good deal of extensive research on grief reaction that has been conducted in Europe, Asia, and America, but there are few studies from Africa. According to the few studies conducted in Africa, parentally bereaved students attempt to make sense of their traumatic experiences. It is also possible that Africans' interpretations of such traumatic experiences will differ depending on their socio-cultural perspectives. This chapter on literature review was able

to present an analysis of the outcomes and findings of other studies that were closely related to the current study. It has conducted a critical review of the literature in order to clearly define the knowledge gaps that the current study aims to fill. It went on to discuss important theories that are relevant to and closely related to the current research. It evaluated John Bowlby's (1960) Attachment Theory and the Dual Process Model of Coping (1999). It also described the conceptual framework, demonstrating the operational explanation of variables and the relationship between the variables under investigation, and concluded with a summary and conclusion.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter intended to discuss the research design and approach used to conduct this research to ensure that the research objectives were met. In addition to explaining the research design, this chapter elaborated on the research location, target population, sample and sampling procedures, data collection instruments, validity and reliability of instruments, piloting and reliability of research instruments, data collection procedures and data analysis procedures, and ethical considerations.

3.2 Research Design

The study adopted a mixed method approach, whereby the researcher combined elements of qualitative and quantitative research approaches and hence the choice for explanatory sequential design. Cooper and Schindler (2013) define a research design as the plan that connects a conceptual research problem to the reality of factual empirical research. A design specifies the approach that the researcher will take to answer research questions. According to Ivankova, Cresswell, and Stick (2006), this design is divided into two phases. In the first phase, quantitative data was collected and analyzed, followed by qualitative data collection and analysis. The quantitative data were collected to improve understanding of the overall research problem as well as the relationship between variable. The quantitative data also helped to guide the selection of an information-rich sample for the qualitative phase.

The qualitative data, on the other hand, sought to explain the patterns revealed by the quantitative phase. In this case, the explanatory design's follow-up model was used. In this study, ten students were chosen (five partially orphaned and five total orphans) to provide detailed information on grief reactions, psychological wellbeing and coping strategies that they

had used. The goal of the investigation was to collect data that revealed the subjective experience of these parentally bereaved students. A mixed method approach eliminated subjectivity in the research findings while at the same time broadening the scope of the study. The use of mixed research approach was researcher's preference because the researcher is convinced that the approach promotes comparisons of quantitative and qualitative data and in the process thus eliminating any existing contradictions. According to Mvumbi and Ngumbi (2015), the researcher preferred the mixed method approach because it allows for the use of both qualitative and quantitative approaches. The approach aided in the achievement of research objectives and provided more comprehensive evidence in both qualitative and quantitative inquiries because it encourages the use of multiple worldviews that include both inductive and deductive reasoning.

3.3 The Study Area

Kisumu Central Sub County, one of Kisumu County's Sub-counties, was the subject of the study. It is one of Kisumu County's seven Sub Counties, with a land area of 565 km2 and a lake area of 410 km2. The sub-county is located between latitudes 0°, 20°S and 0°, 50°S of the equator and longitudes 33°, 20° E and 35°, 20° E. It is bounded to the west by Kisumu West Sub County, to the south by Lake Victoria, and to the east by Kisumu East Sub County. Lake Victoria, Kano Plains, River Kibos, Kajulu Hills, and Nandi Escapement are some of the major physical features surrounding the area. According to the national population census, it has a land area of 32.70 square kilometers and a population of 168,892 people, (Kenya National Bureau of Statistics, 2019).

According to the Independent Electoral and Boundaries Commission, the Sub County arose from the defunct Kisumu municipality and now serves as the Kisumu Central Constituency. There is a total of twenty-two secondary schools. All of the schools are in

Kisumu City, which has a population of 394,864. For the purposes of this study, 10 of the 22 public secondary schools in Kisumu Central Sub County will be recruited (Kisumu Sub County Educational Office, 2020). This county was chosen because of its high HIV/AIDS prevalence and risk, which has contributed to the county's high mortality rates.

3.4 Target Population

This study focused on parentally bereaved students and guidance and counseling teachers across all 22 public secondary schools in Kisumu Central Sub County (Sub County Educational Office, 2020). According to Kisumu Sub-County Education Office, (2019), the sub county has 841 partial and total orphans from three students, with 638 partial orphans and 203 total orphans.

Table 1*Target Population*

Orphaned Students		Guidance &Counselling Teachers
Partial orphans	638	22
Total orphans	203	
Total	**841**	**22**

Source: Kisumu Sub County Educational Office, (2020)

3.5 Sample Size and Sampling Procedure

According to Mugenda and Mugenda (2003), sampling is the process of selecting a group of individuals for study in such a way that the characters chosen represent the large group from which they were drawn. This implies that a sample is a subset of a population chosen for observation and analysis.

3.5.1 Sample Size

According to Mugenda and Mugenda (2009), the sample size is determined by the purpose of the study as well as the nature of the population under consideration. They also propose that a sample size of 10-30% is adequate for a study. Seven schools were chosen from a total of 22 for the study, these accounts for 30% of the schools as observed by (Mugenda and Mugenda, 2009). Yamane's formula was used to calculate the required sample size of students for this study (Yamane, 1967).

Yamane's formula is: $n = \dfrac{N}{1+N\,(e)2}$

Where n= desired sample size

N=the population size

e=error

In this study the population size was N= 841 for students and e=0.05.

$n = \dfrac{841}{1+\,841\,(0.05)^2}$

n= 271

The total sample size for this study was therefore 271 parentally bereaved students and 7 guidance and counseling teachers. The sample size was allocated proportionately to the different categories of schools. The population of school consists of, 11 mixed schools, 6 boys only and 5 girls only which represented 50%, 27% and 22% respectively. The 7 schools sampled will be allocated proportionately.

Table 2: Sample Size Distribution per School Type

Schools	Population	School Sample size	Students
Mixed	11	4	135
Girls	5	1	62
Boys	6	2	74
Total	**22**	**7**	**271**

Source: Sub County Educational Office (2020)

3.5.2 Sampling Procedure

The sampling procedure refers to the process of selecting a number of people for a study in order to ensure that the people chosen represent the large group from which they were drawn (Wambugu, Kyalo, Mbii & Nyonje, 2015).

The researcher first classified the schools as either mixed or single gendered. The researcher used stratified random sampling to divide the schools into homogeneous subgroups before selecting the required number in each subgroup using simple random sampling. On pieces of paper, the names of all secondary schools in each stratum were written. Individual school names were folded and placed in separate boxes according to stratum, and the required number of schools were chosen at random based on the sample size. The researcher chose 7 public secondary schools, accounting for 31.8 percent of the 22 schools chosen through stratified random sampling. This percentage was sufficient for a small, diverse population (Richard, 2008).

Furthermore, simple random sampling was used to select participants from each school. This was accomplished with the assistance of the school administration. Furthermore, because the form fours are studying for exams, they were excluded from the study. As a result, the 271 orphaned students from the 22 schools in the Sub County, representing 10% of the total of 2841

51

orphaned students, were chosen using a simple random sampling technique to control the sample size. The students had an equal opportunity to participate in the study using this technique. As a result of this technique, the researcher was able to use a small sample to represent a large population of students in Kisumu Central Sub County (Kombo & Tromp, 2007).

This study purposefully sampled seven guidance and counselling teachers, representing 31.8 percent of the totals of 22 teacher counselors in the targeted schools. This technique enabled the researcher to select resourceful guidance and counseling teachers who are directly involved in the lives of these orphaned students.

Table 3: Sampling Matrix

Target Group	Target Population	Sample Size	Sampling Technique	Percentage (%)
Students	2841	271	Simple random sampling	10.7%
G/C Teachers	22	7	Purposive sampling	31.8%
Schools	22	7	Stratified sampling	31.8%

Source: Sub County Educational Office (2020)

3.6 Data Collection Instrument

Given the scope of this study, which necessitated a thorough examination of people's perspectives on grief reactions and psychological well-being, the researcher will employ three sets of research instruments to assess the constructs among the respondents. As a result, for the quantitative data, the researcher adapted the Depression, Anxiety, and Stress Scale (DASS-21) developed by Lovibond and Lovibond in 1995, the Scales of Psychological Well-being (SPWB) developed by Ryff in 1989 and the Brief COPE developed by Sinclair and Wallston

in 2004. The qualitative data was collected using an open-ended question interview guide, and five students who were partially or completely bereaved, as well as guidance and counselling teachers, took part in this phase. The researcher requested permission to use these tools for data collection

3.6.1 Questionnaires

The questionnaire for this study was divided into four sections. The demographic profile is assessed in Section A of the question. The Depression and Anxiety Scale 21 (DASS-21) is in Section B, the Scale of Psychological Well-Being (SPWB) is in Section C, and the Brief Resilient Coping Scale is in Section D.

3.6.2 Depression and Anxiety Stress Scale (DASS-21)

The Depression and Anxiety Stress Scale 21 (DASS-21) was used to assess participants' depression and anxiety. DASS-21 is a condensed version of the original instrument developed by Lovibond and Lovibond in (1995) for research in non-clinical samples. The original version includes a 42-item self-report depression, anxiety, and stress scale (DASS). The DASS-21 is a self-report scale with 21 items that assesses three dimensions: depression, anxiety, and stress.

The scale is made up of three 7-item self-report scales taken from the full DASS, and each subset is used to assess the three constructs. As a result, only 14 items from the DASS-21 will be used to measure depression and anxiety in this study; the 7 items used to measure stress were omitted. Each item is rated from 0 to 3 on a 4-point Likert scale. A score of 0 indicates that it did not apply to you at all, while a score of 3 indicates that it did. This scale's results can indicate mild, moderate, severe, or extremely severe depression and anxiety symptoms (see Appendix ii).

Using Cronbach's alpha, the reliabilities of the DASS-21 in the original scale were.81 for the Depression scale and.73 for the Anxiety scale (Tonsing, 2014). The internal consistency demonstrates that, in comparison to other existing measures, the DASS-21 can distinguish between anxiety and depression. The DASS-21 has been widely used in various studies to assess these three psychological distress subscales. According to Henry and Crawford (2005), the DASS-21 has adequate construct validity and is more concise, making it ideal for participants or clients who have limited time or concentration. In non-clinical settings, the DASS-21 scale is commonly used to assess mental health in young adults, including college students. Mahmoud, Hall, and Staten (2010) investigated the reliability and validity of the DASS-21 with college students. The study's findings supported the DASS-21's reliability and validity for the college population. They also concluded that the DASS21 is an effective tool for differentiating between depression and anxiety.

The researcher added the scores from each sub-scale, Depression and Anxiety, to score and interpret the DASS-21. When interpreting the results, the sum of the numbers in each sub-scale was multiplied by 2. (This is because the DASS 21 is the short form of the scale). The DASS is not a clinical tool and cannot be used to diagnose depression, anxiety, or stress. It only indicated whether any of these issues are currently having a significant impact on the person's life.

DASS Severity Ratings (Multiply summed scores by 2)

Severity	Depression	Anxiety
Normal	0 - 9	0 - 7
Mild	10 – 13	8 - 9
Moderate	14 – 20	10 – 14
Severe	21 - s27	15 – 19
Extremely severe	28+	20+

3.6.3 Ryff's Scale for Psychological Well-Being (SPWB)

This study used Ryff's Scale for Psychological Well-Being for Adolescents; the scale is a self-report questionnaire with 18 items. The scale employs a 7-point Likert scale ranging from strongly disagree (1) to strongly agree (7). It is divided into six subscales: autonomy, environmental mastery, personal growth, positive interpersonal relationships, life purpose, and self-acceptance. It is possible to calculate the score for each of the subscales as well as the respondent's overall PWB (Ryff, 1989). In the final scoring procedures, responses to negatively scored items (-) were reversed, so that high scores indicate high self-ratings on the dimension that was assessed. The raw scores were used in the data analysis. The subscales are reliable, with Cronbach alphas ranging from 0.77 to 0.90. (Van Dierendonck, 2004). A Cronbach alpha of 0.600 is commonly used to indicate a measuring instrument's validity and reliability.

3.6.4 Brief Resilient Coping Scale (BRCS)

The Brief Resilient Coping Scale (BRCS) was developed by Sinclair and Walston (2004) to capture an individual's ability to cope with stress in highly adaptive ways. The scale consists of only four statements, which participants rate on a scale of 1 (does not describe me at all) to 5. (Describes me very well). The scale was scored by adding up the responses to arrive at a final score. A high score of 17 to 20 indicated that the respondent was a highly resilient coper, while a low score of 4 to 13 indicated that the respondent was a low resilient coper.

3.6.5 Interview Guides

During the second phase of the study, an interview guide was used to collect qualitative data on participants' grief reactions, psychological well-being, and coping strategies. The interviews were designed to elicit subjective experiences and report on their grief reactions and psychological well-being, which may differ from those captured by the standardized tool. This eliminates the possibility of more dimensions of this construct emerging by allowing

participants to report their subjective experiences. Participants were also asked about their experiences with the types of interventions they received to help them cope with bereavement, as well as how they rated the process used to improve bereavement counseling strategies.

3.7 Pre-Testing of Research Tools

A pilot study was carried out to determine the dependability and validity of the research instruments. These standardized study instruments were developed, normed, and standardized on populations of various cultures other than the population under study. The pilot study aided in making any necessary adjustments to better align the instruments with the culture of the population being studied. This pilot study was carried out in two Kisumu Central Sub County public secondary schools. The pilot study had 26 participants, including 24 students (16 boys and 8 girls) and two guidance and counselling teachers. The pilot data was analyzed before the main study began. The pilot study findings influenced the redesign of the research instruments

3.8 Data Quality Control

This process examined the quality of research instruments, it provided the means and steps for the quality assurance during the data collection phase of the research. It considered validity, reliability, the trustworthiness and the credibility of the researcher instruments.

3.8.1 Validity of the Research Instruments and Reliability of Instruments

The degree of accuracy with which a test measures what it is intended to measure and that the results obtained actually represent the phenomenon under study is referred to as validity (Mwituria, 2015). To ensure validity in this study, standardized questionnaires with proven validity were used.

3.8.2 Reliability of the Research Instruments

According to Creswell (2014), reliability refers to whether or not scores on an instrument are internally consistent, stable over time, and whether or not test administration and scoring were consistent. The Cronbach alpha technique was used to determine the internal consistency of the instruments for this study.

3.8.3 Trust Worthiness and Credibility

The researcher aimed to make the study credible, transferable, and dependable. To ensure trustworthiness, triangulation was used. For questioning and interviewing, the researcher employed a variety of instruments and methods. The questionnaire questions were cross-checked with the open-ended questions from the interview phase. Credibility was ensured by extending the interview for school counselors and students as much as possible and as convenient to the researcher and the respondent in order to obtain as much information from participants as possible while also cross-referencing data among participants. The researcher purposed to make the study trustworthy, credible, transferrable, and dependable.

The research attempted to have a detailed description of concepts and categories in order to make the data transferable. The researcher made certain that the key terms used in the study had operational definitions. To ensure their dependability, confidentiality was maintained and samples were carefully chosen. School counselors were chosen because they are knowledgeable about students and their concerns.

3.9 Data Collection Procedures

Prior to data collection an authorization letter from the psychology department in the Catholic University of Eastern Africa (CUEA) was collected then an approval from the National Commission for Science, Technology and Innovation (NACOSTI) was sought. Also, the researcher sought an approval to conduct research from the Ministry of Education, Kisumu

County and from the Ministry of Education from the Kisumu Central Sub- County Kenya, the researcher also sought permission from the developers of the standardized instruments. Similarly, additional approvals to collect data from each of the public schools was sought.

The researcher prepared a letter of introduction to accompany the questionnaires and interview schedules so as to assure the correspondent of confidentiality. In instances where the respondent was not clear the researcher volunteered to offer any clarification sought. To ensure uniformity, the same questionnaire was administered to all respondents. The date, time and budget for the data collection was planned and included in the proposal. The researcher ensured to follow the timeline scheduled for the research. For the quantitative phase of the study, the questionnaires were self-administered where the participants were asked to fill in the information. For the qualitative phase of the study, there would be thirty to forty-five minutes of interview with the parentally bereaved students in an interview room and also with the guidance and counselling teachers in their offices. The interviews were recorded with the permission of the participants and thereafter a debriefing was done and also thanking of the participants.

3.10 Data Analysis Procedure and Presentation.

According to Mvumbi & Ngumbi (2015) data analysis refers to the process of organizing data into meaningful and useful information that helps to answer the research question. Both qualitative and quantitative methods of analyzing data was used in this study. In the first quantitative phase of the study standardized questionnaires was customized to collect data from students in public secondary schools. This was meant to identify grief reactions symptoms. This also assessed whether grief reaction is related to psychological wellbeing and the coping strategies used by students to cope with the bereavement. The second qualitative phase will be conducted as a follow up to the quantitative results to help explain the

quantitative results. In this exploratory follow-up, the tentative plan was to explore issues of grief reactions and psychological wellbeing of students in public secondary schools in Kisumu East Sub-County.

Section one: This section has a quantitative question; it was analyzed using descriptive statistics and the scoring of the scale.

Section two: The question has both qualitative and quantitative aspects, the quantitative aspect was be analyzed using descriptive statistics and the scoring of the scale while the qualitative aspect will be analyzed in themes, the thematic analysis will be supported by the participant's narratives

Section three: This is a quantitative question and it will be analyzed using descriptive statistics and the scoring of the scale.

Section four: The question is a qualitative question, it was analyzed in themes, and the thematic analysis was supported by the participant's narratives.

The study employed thematic analysis in order to get a sense of the whole, the first step was the participant's accounts of grief reactions, their psychological wellbeing and the coping strategies they used. After which essential statements were extracted and meanings formulated from the same statements. The formulated meanings were then be grouped into themes.

3.11 Limitations/ Anticipated Constrains

The researcher foresaw the following limitations;

Time factor: the allocated time for the research was not enough to carry out an intensive study since some of the information needed was not easily available, however, the researcher had to put some measure in place to maximize the use of the available time to conduct the research especially the data collection.

Unwillingness and non-response of some of the students; students are known to be uncooperative and keep a lot of information to themselves, the researcher foresaw that the students will be slow to respond to the research materials unless they are sure of the purpose of the study and how their data will be used. The researcher passed through the ethics committee, obtain permission from the sub county educational office and the school principals of the selected schools. This hopefully gave them some confidence around their safety and dignity.

Limited funds: The project is self-funded by the researcher; therefore, the research has been run on a minimum budget. In order for the funds available to be able to cater for all the needs of the project, the researcher had to manage the available funds to maximize productivity.

Covid-19: The pandemic has affected people and also disrupted education in the country. The researcher foresaw that due to all the restrictions around Covid-19, some school principals were reluctant to allow their students and teachers to participate in study. The researcher ensured that he is vaccinated and also adhere to Covid-19 guidelines.

3.12 Ethical Consideration

Ethics is concerned with morality and standards of conducting research Kamau, Githi and Njau, (2014). To ensure that the research is conducted in a dignified way, it is therefore paramount to make it ethical as well. According to Creswell (2014), ethics is a branch of philosophy which deals with one's conduct and serves as a guide to one's behaviour. The researcher therefore strived by all means to adhere to ethical a procedure that is dictated by this area of study. The researcher dully acquired all necessary approvals and clearance. Informed and voluntary consent was sought from each respondent who were required to sign a consent form and the same time be free to withdraw from the research work if not free and comfortable.

The purpose of the study was made known to the respondent. The researcher reassured respondents that their views will be solely for the academic research purpose.

Due to the sensitivity of secondary schools and the student's dignity, anonymity in identity will be maintained for the purpose of confidentiality. Plays and Lowman (2014), define confidentiality as treating the information disclosed by an individual as private and to share it with others without permission. The researcher was keen to avoid use of any words or action that may seemingly affect or harm participant's psychological wellbeing. The researcher also used debriefing after collecting data from the participants. The researcher also ensured that all the information sourced was cited, referenced and acknowledged as required in any scholarly work. This also included adherence to the American Psychological Association manual edition six that the university advocates for.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter discusses the study findings based on data gathered using questionnaires and interviews. Descriptive statistics were presented and summarized using frequency, percentages, tables and bar charts. Qualitative data were analyzed and presented using themes. The main objective of the study is to examine grief reaction and psychological wellbeing of parentally bereaved students in public secondary schools in Kisumu Central Sub-County, Kenya.

The chapter is divided into seven sections. The first section presents the response rate. The second section presents the demographic information of the participants; third section discusses the assessment of grief reactions levels; the fourth section discusses the assessment of the psychological wellbeing of parentally bereaved students. The fifth section assesses the coping strategies used by parentally bereaved students and the last part examines the measures guidance and counseling teachers take to help parentally bereaved students.

4.2 Response Rate

The study targeted a total of 278 respondents; 271 parentally bereaved students in public secondary schools in Kisumu Central Sub County and 7 guidance and counselling teachers for interviews. The researcher selected 271 parentally bereaved students who had lost either or both parents to be the main respondents in the study. Guidance and counselling teachers for the students were also selected for interviews. The total sample was 278 of which 271 students were expected to respond to self-administered questionnaires while 10 were interviewed. A total of 236 students were issued with the questionnaires while all the 7 guidance and counselling teachers were interviewed. A total of 35 students were not present at the time of

data collection since some had been sent home for school fees while others had dropped out of school and some chose not to participate in the study, leaving 236 who completed and returned all the questionnaire making it an 88 % response rate. With all the 7 guidance and counselling teachers participating in the interviews to completion the total number of participants who successfully completed the study was 243. The response rate is summarized in Table 4.

Table 4: Response Rate

Category	Total instruments	Returned instruments	Response rate
Students	271	236	88%
G&C teachers	7	7	100%
Total	**278**	**243**	**92%**

The response rate for student participants was 88% while the non-response rate was 13 %. For the guidance and counselling teachers, the response rate was 100%. These results were in line with Berg (2004) who argues that, a response rate of 60% and above is adequate to permit data analysis. The higher return rate was attained because the researcher personally administered the questionnaires and moderated the process.

4.3 Demographic Information of Respondents

The study looked at participant demographics in order to determine sample characteristics for the sake of better understanding the population in the current study and allowing future researchers on the topic to do comparative analyses.

4.3.1 Gender

The study sought to establish the gender of participants by analyzing it in order to establish true representation of the participants in terms of their sex. Gender was an important factor in this study because it is one of the individual differences that could affect the results of the study.

Figure 2: Gender of participants
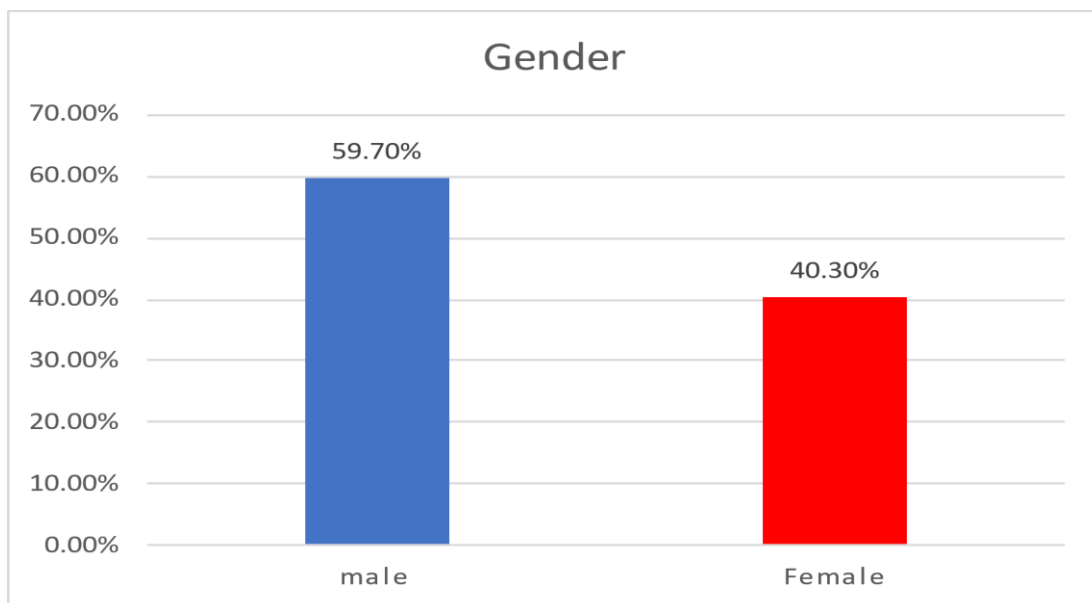
Figure 2 shows that majority of the participants were males forming (59.70%) of the sample while the female formed (40.30%) of the participants. This is an indication that both genders had opportunity to participate in the study, thus the findings of the study did not suffer from any gender bias.

4.3.2 Age

The age of the respondents was sought because age is a vital factor that contributes to how one experiences the world. Age was also considered as an important variable for the study because it could contribute to the level of cognitive ability and ability to learn new adaptation skills after experience of unpleasant events.

Figure 3: Age of participants
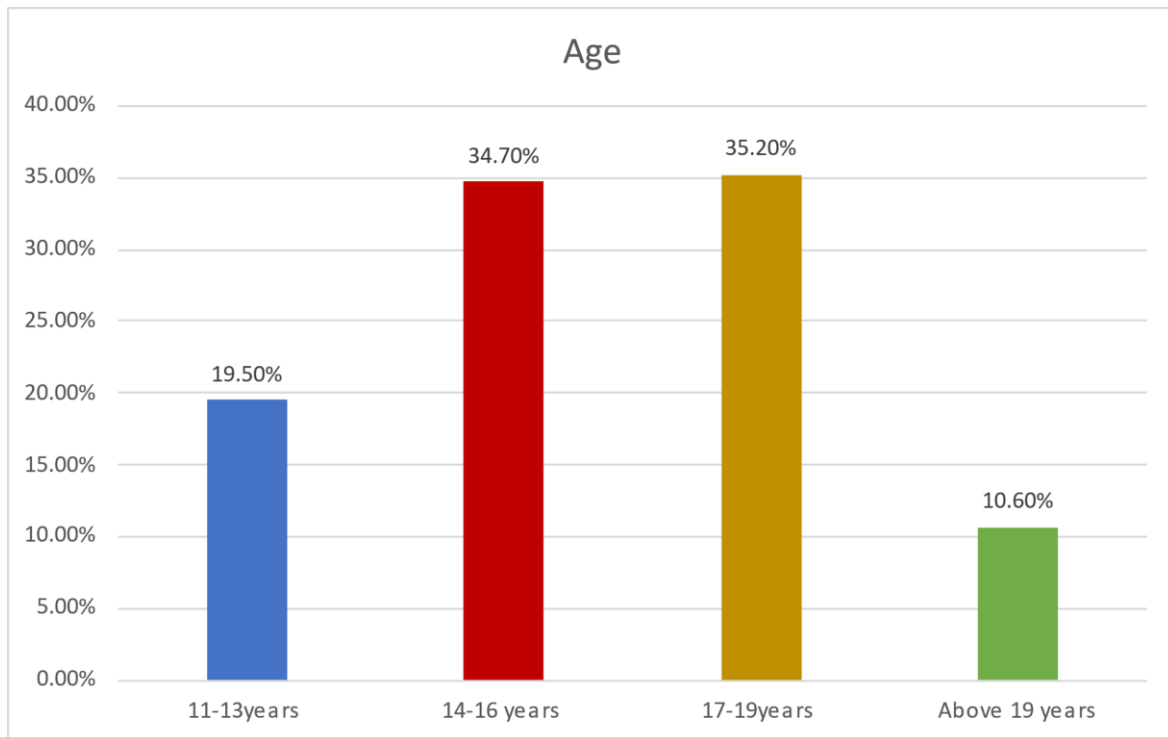
Figure 3 shows the results of the age distribution of parentally bereaved student participants in Kisumu Central Sub County. Majority of the participants (35.20%) were in the age bracket of 17-19 years followed by those in age bracket 14-16years (34.70%), then followed by11-13 (19.50%) and above 19 (10.60%) were the least. Based on these findings, it can be acknowledged that the majority of the participants who were engaged in the study belonged to the same age group and this could be very important in making conclusions about how this particular age group experienced the phenomenon under study.

4.3.3 Particular Parent Lost

The parent lost was also enquired from the respondents because the connection with a particular parent or both contributes to how one copes or adjusts to the aftermath of a traumatic experience like loss.

Figure 4: Particular Parent Lost

Particular Parent Lost
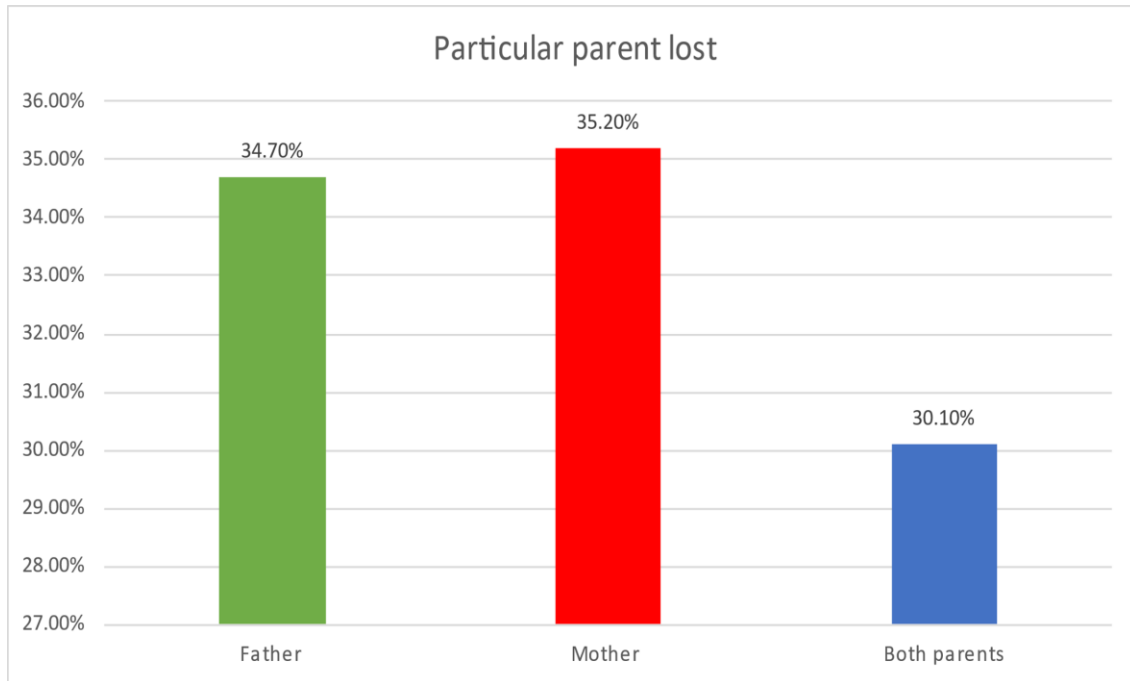
Figure 4 reveals the particular parent the correspondents have lost. The results revealed that, majority of the participants who had lost a mother were (35.20%) followed by those who had lost a father (34.70%). Those who had lost both were (30.10%) and were the least.

4.4 Grief Reaction Levels among Parentally Bereaved Students

The first objective of the current study sought to assess the grief reaction levels among parentally students in public secondary schools in Kisumu Central Sub County. Bereaved children usually respond in diverse ways as they attempt to cope with the loss or death of a parent/s. Grief reaction can be identified from a number of symptoms and this study sought to assess the levels grief reactions of parentally bereaved students in public secondary schools in Kisumu Central Sub County. Using a 4-point Likert scale where 0 represented 'did not apply to me at all' and 3 represented 'applied to me very much'. Several questions in form of a tool to measure grief reaction levels were used and the results are as shown in table 5.

Table 5: *Grief Reaction Levels*

Grief Reaction Level	N	Mean	Std deviation
I was aware of dryness of my mouth	236	2.3051	.71469
I couldn't seem to experience any positive feeling at all	236	2.2966	.72416
I experienced breathing difficulty (e.g., excessively rapid breathing, breathlessness in the absence of physical exertion)	236	2.3093	.71584
I found it difficult to work up the initiative to do things	236	2.3051	.71469
I experienced trembling (e.g., in the hands)	236	2.3008	.71946
I was worried about situations in which I might panic and make a fool of myself	236	2.2966	.72416
I felt that I had nothing to look forward to	236	2.2966	.72416
I felt down-hearted and blue	236	2.3008	.71946
I felt I was close to panic	236	2.3051	.71469
I was unable to become enthusiastic about anything	236	2.2924	.72296
I felt I wasn't worth much as a person	236	2.3008	.71946
I was aware of the action of my heart in the absence of physical exertion (e.g., sense of heart rate increase, heart missing a beat)	236	2.2966	.71826
I felt scared without any good reason	236	2.3051	.71469
I felt that life was meaningless	236	2.3051	.71469

The most prevalent grief reaction experience by parentally bereaved students was experiencing breathing difficulty (mean= 2.309; standard deviation= 0.715) followed by finding it difficult to work up the initiative to do things (mean= 2.305; standard deviation= 0.714) and feeling one was close to panic (mean=2.305; standard deviation= 0.71469). The least prevalent grief reaction was being unable to become enthusiastic about anything (mean=2.292; standard deviation= 0.72296) followed by not seeming to experience any positive feeling at all (mean= 2.296; standard deviation= 0.72416) and worrying about situations in which one might panic and make a fool of oneself (mean=2.296; standard deviation= 0.72416).

For majority of the grief reaction symptoms, the mean was determined to be over 2.3 meaning that majority of the respondents experienced the above reactions either sometimes or often. A maximum standard deviation of 0.72 was determined across all mean scores thus indicating a small variation from the mean score. This means that there was no huge difference between the respondents as they were answering the questions increasing the confidence level of the data. Therefore, it was evident that majority of the respondents admitted that they sometimes or often experienced grief reactions.

Grief reaction levels were further computed by putting them categories according to DASS-21, the items were added together the scores in each sub-scale of Depression and Anxiety the summed numbers in each sub-scale were then multiplied by 2 (this is because the DASS-21 is the short form of the scale). The grief reaction levels for depression according to DASS-21 reported by the respondents are shown in the table 6.

Table 6: Depression levels

Levels	Depression Scores	Frequency	Percentage
Normal	0 – 9	33	14%
Mild	10 – 13	4	44.5%
Moderate	14 – 20	94	39.8%
Severe	21 – 27	105	1.6%

Table 6 shows that majority of the participants under investigation demonstrated the mild level of depression (frequency= 105; percent= 44.5%), followed by moderate level of depression at (frequency=94; percent= 39.8%), the normal level of depression is at (frequency= 33; percent=14%) and the least level of depression is severe (frequency=4; percent 1.6%). It was therefore evident from the data collected that majority of the respondents admitted that

they often experience mild levels of depression. There was a sense of despair, which included both general sadness and depression among participants, as one said that;

Student 1 *"I wouldn't call myself depressed, but there were days when I felt a little lonely and imagined how different things would be if my mother were here."*

Another one saw grieving as a depressing period that is caused by the loss of a loved one;

Student 2 *"Mourning process really hurts… It can be depressing too, especially when you feel alone and not wanting to talk to anyone at all. It is the worst feeling, sometime you wake up wishing you were dead..."*

Student 3 *"I feel so empty without my mom, she was everything to me."*

Student 4 *"It felt like I was in a bad dream, it seemed so unreal. At one point I hated God for doing this to me and my family"*

The study also assessed the grief reaction levels of anxiety among parentally bereaved students in public secondary schools in Kisumu Central Sub County. Data was converted to composite scores and is presented under the 5 levels: 0-7, 8-9, 10-14, 15-19 and over 20. Data on the levels of anxiety was analyzed and the findings are presented in table 7.

Table 7: Anxiety Levels

Levels	Anxiety Scores	Frequency	Percentage
Normal	0 – 7	35	14.8%
Mild	8 – 9	0	44.9%
Moderate	10 – 14	94	39.8%
Severe	15 – 19	1	0.4%
Extremely severe	20+	106	0%

Table 7 shows that majority of the participants under investigation demonstrated the mild levels of anxiety (frequency= 106; percent= 44.9%), followed by moderate level of anxiety (frequency=94; percent= 39.8%), the normal level of anxiety was (frequency= 35; percent=14.8%) and the least level of depression is extremely severe (frequency=0; percent 0%). It was therefore evident from the data collected that majority of the respondents admitted that they often experience mild levels of anxiety. Most of the participants indicated that there was a mutual fear of dying, which they hadn't felt prior to their parent's death;

Student 5*"Whenever I am using the public buses, I'm utterly convinced I'm going to die."* Another one said that;

Student 6*"I've suffered with anxiety, quite badly that I am afraid to have friends due to the fear of losing them… I don't think I want close relations now…"*

Some participants felt distanced from the experience of losing a parent or rather were in denial. Participants assumed that the experience of losing significant person, like a father or mother, would never happen to them;

Student 7*"My mum was in her bed resting after laboring in a neighbor's farm and I went to wake her up for lunch and she wouldn't wake up, I stood there thinking this can't be real."*

Student 8 *"It was like everything had come to a standstill, as the school principal broke the news to me, I said it can't be true, even I still can't believe that he is no more."*

Student 9*"It is not easy and so not believing helps me feel better about the situation."*

Another prominent emotion expressed by the participants was guilt. Some participants felt guilty for living their lives and making good memories while they felt they should be sad and angry over their parent's death, while others felt sorry for saying or not saying anything to their parents before they died. Sharing one's actual feelings with others resulted in a sense of guilt.

Student 10 *"I felt really guilty because I had just spoken to that morning as I left for school."*

These findings replicated what other studies across the globe have found out. Kaplow et al., (2014) reported that children who lost a caregiver due to a prolonged illness exhibited higher levels of both maladaptive grief and posttraumatic stress symptoms when compared to children who lost a caregiver due to sudden natural death. These findings are consistent with those of Ajiboye and Ajokpaniovo (2019) who investigated grief reactions and coping strategies of in-school adolescents faced with parental loss in Ilorin, Nigeria the result showed that in-school adolescents faced with parental loss experienced series of grief reactions such as anxiety, nervousness, fear, nightmare and shock. These in-school adolescents faced with parental loss have low coping abilities. İt was further revealed that there is no significant difference in the grief reactions to parental loss and coping strategies among in-school adolescents based on gender.

Ngesa et al., (2020) also replicated similar findings in a sample of children, the study examined the prevalence of orphaned children aged 10-15 years in selected public primary schools in Siaya County and assess risk factors associated with the development of complicated grief. The results revealed that the number of siblings, separation from siblings, and level of closeness to deceased mother were associated with significantly elevated grief scores while age, gender and level of closeness with deceased father were not associated with increased levels of grief.

4.5 Psychological Wellbeing of Parentally Bereaved Students

Research question two was to assess the psychological wellbeing of parentally bereaved students in public secondary schools in Kisumu Central Sub County. In order to assess this quantitative tool was used, participants were given a self-administered a Brief Psychological Wellbeing Scale (BPWS) which measured psychological wellbeing in six domains: autonomy,

71

environmental mastery, personal growth, positive relations with others, purpose in life and self-acceptance. The domain scores were obtained by computing the means. The lowest possible score was 0 while the highest possible score was 5. Table 8 shows the mean response to the items on psychological wellbeing while figure 5 shows the mean scores of each indicator of psychological wellbeing.

Table 8: Psychological wellbeing

	N	Mean	Std deviation
I like most parts of my personality	236	4.3051	2.06081
When I look at the story of my life, I am pleased with how things have turned out so far	236	4.2119	4.60407
Some people wander aimlessly through life, but I am not one of them	236	4.2415	2.08463
The demands of everyday life often get me down	236	3.8936	1.52800
In many ways I feel disappointed about my achievements in life	236	3.8559	1.80437
Maintaining close relationships has been difficult and frustrating for me	236	3.0424	1.90584
I live life one day at a time and don't really think about the future	236	3.1398	2.02788
In general, I feel I am in charge of the situation in which I live	236	3.8390	2.17714
I am good at managing the responsibilities of daily life	236	4.2500	1.46774
I sometimes feel as if I've done all there is to do in life	236	3.9025	1.95998
For me, life has been a continuous process of learning, changing, and growth	236	3.9831	2.21785
I think it is important to have new experiences that challenge how I think about myself and the world	236	3.8630	2.19832
People would describe me as a giving person, willing to share my time with others	236	4.0551	2.22585
I gave up trying to make big improvements or changes in my life a long time ago	236	3.8686	1.94491
I tend to be influenced by people with strong opinions	236	3.2754	2.09060
I have not experienced many warm and trusting relationships with others	236	3.7966	1.55774
I have confidence in my own opinions, even if they are different from the way most other people think	236	4.3559	1.44708
I judge myself by what I think is important, not by the values of what others think is important	236	4.3856	2.22166

The results revealed in Table 8 shows that most parentally bereaved students had experienced the indicators of psychological wellbeing as many agreed that they experienced the psychological wellbeing elements to either moderate degree, a great degree or a very great degree. This is supported by the mean where the least mean obtained in the table above was

2.8559, thus, revealing a great extent of psychological wellbeing from the respondents who are the parentally bereaved students in public secondary schools in Kisumu Central Sub County. A maximum standard deviation of 1.05 was determined across all the mean scores indicating small variation from the mean score thus a high confidence level.

Figure 5: Psychological wellbeing
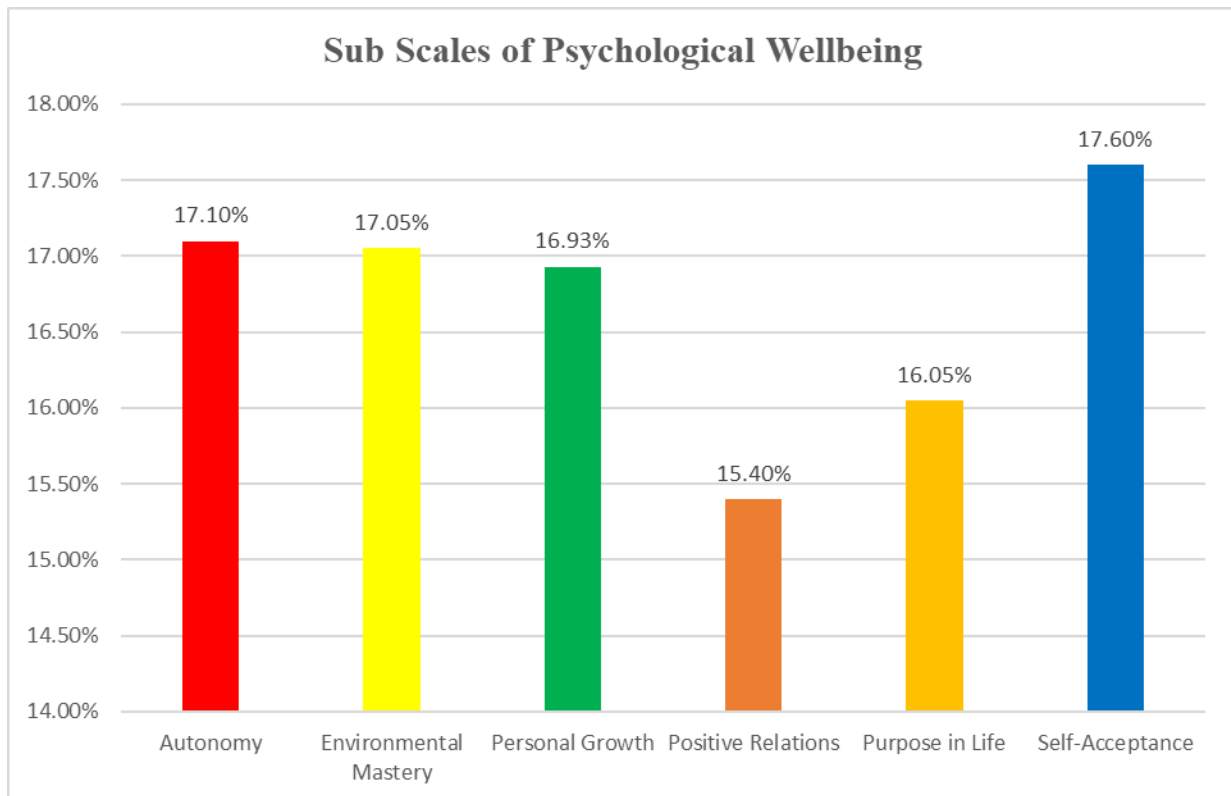
Figure 5 shows the mean scores expressed in percentages of the sub scales of psychological wellbeing. The highest psychological wellbeing was recorded on the sub-scale of self-acceptance (mean= 4.1, mean percentage=17.60%) followed by autonomy (mean= 4.0, mean percentage= 17.10%) and environmental mastery (mean= 3.9, mean percentage= 17.05%); the least mean score was recorded in the sub-scales of personal growth (mean= 3.9, mean percentage 16.93%) followed by the sub-scale of purpose in life (mean= 3.7, mean percentage= 16.05%) and the sub-scale of positive relations (mean= 3.3, mean percentage= 15.40%).

Ten parentally bereaved students were further selected for interviews regarding their experience of losing a parent or both parents and how they had been coping with the experience. The students were asked to report any observable transformations they had noticed in themselves since the passing of either of the parents or both parents. The responses were coded, categorized and the themes were extracted. The following themes emerged from the interviews.

4.5.1 Having a Purpose in Life

The participants frequently mentioned having a new perspective on life. This included having a different perspective on life and how they should live it, as well as a change in their career paths and worldviews. Some were unsure about what life might bring, especially those who had lost a loved one unexpectedly or suddenly.

Student 5 *"I'm trying to do a better job of seizing opportunities. I'm always trying new things. I strive to make the best of any situation."*

Student 8 *"If I hadn't gone through all of that, I would be a much more selfish person now. As a child, I was spoilt by my parents. I was a Daddy's girl and I had everything that I wanted…but now I can barely afford my fees, it is not easy for me but I have to survive…so, now that I'm aware of how easily things may be taken away from you, I cherish anything and everything especially relationships."*

4.5.2 Supportive Relations

Majority of the participants stated that their families had become stronger and closer, resulting in a stronger family bond.

Student 6 *"I believe that my father's death and subsequent mourning brought us closer together..."*

Student 2 *"Since I lost my parents, we've become lot closer…, after dad's death, we grew closer, but after mum's death, we grew even closer because we realized, 'it's just the four of us now."*

Student 1 *"Before losing my mother, my father used to drink a lot and he was always away, I think one thing the death of mom did to us surprisingly is, it brought my family together...my father is more present and he has slowed with the drinking."*

Some, on the other hand, stated that their family ties had worsened and that family members had become estranged;

Student 3 *"When she died, she left a huge void in both families..."*

4.5.3 Self-Acceptance

Accepting their new lives without their parents was challenging for most participants, particularly after certain life events, like a friend losing a loved one, or seeing a photo that recalled a memory. This acceptance was often accompanied by resentment, and they were saddened by their situation.

Student 10 *"I was suddenly overcome with emotion when I heard that my friend had lost his father, a very sorrowful moment, and I began to cry out of nowhere. I was weeping like a baby and had that feeling for about a day. Where the hell did that come from, I thought. I kept thinking to myself, "Is there anything else hidden in there? . . ."*

4.5.4 Autonomy

Most participants emphasized that the loss had hastened their growth to maturity and independence. This was experienced in various ways, including a change in caring for their young siblings, perspective on life, views of themselves, discovering of new possibilities, valuing others and relationships. Many participants stated that the lessons learnt resulted in spiritual, physical, belief and social, these for most participant was a positive experience.

76

Student 5 *"I feel like I have become a grown up…I think I more mature and wiser. I may be young physically but I'm not the one that I used to be before parents departed. I've become kind and more non-judgmental of people around me, especially my friends and neighbours. Never look down on others… our family used to never lack but today look at me anyways…it's life."*

4.5.5 Personal Growth

Most participants underlined that they had grown as a person due to the loss. This was experienced in various ways, including a change in caring for others, perspective on life, views of themselves, discovering of new possibilities, and valuing others and relationships. Many participants stated that the lessons learnt resulted in social, physical and philosophical changes. For most participants, this was a positive experience.

Positive social changes included the new appreciation of relationships, changes in behaviour and an increased perception of closeness with others. Participants reflected upon their increased valuation of current relationships with both friends and family. They also highlighted an increase in care for others and displaying increased maturity.

Student 9 *"I feel like I have grown up as a person. Like, I feel like I'm not the one that I used to be before all of these things happened to me. I've become more positive and not judgmental about something or people around me"*

However, this was not common to all participants. Some felt there was no change, and some noted having a more negative experience;

Student 6 *"My father gave me his full support in anything I did. My dreams were killed by his death. I've always wanted to please him. If he is not present to witness my achievements, I have no longer any motivation to work hard."*

The findings of the current research are in line with the findings of Rimiru and Mokua (2020) who investigated the extent to which denial affects psychological wellbeing of bereaved

students. The study was conducted in day public secondary schools in Gatanga Sub- County, Murang'a County, Kenya. A sample size of 50 bereaved students was used, the study identified context that indicated that there are domains of psychological wellbeing after the death of a parent. The study by Hailegiorgis et al. (2018) who explored the psychological wellbeing of in-school orphaned and non-orphaned children in Jimma town, Ethiopia. The study used a comparative cross-sectional study design in 370 randomly selected children aged between 10 and 18. Two rosters (one for orphans and one for non-orphans) were created, and then 185 were selected from each roster. An adapted Ryff Psychological Wellbeing Scale was used to measure psychological wellbeing. Mean scores were determined for each dimension and for total psychological wellbeing, they too found indicators of psychological wellbeing in their study.

Shoaib and Tiwari (2019) study on the relationships between forgiveness and psychological wellbeing on a sample 150 participants (male= 71 & female=79. The sample was administered Heartland Forgiveness Scale (2005) and Ryff's (1989) Psychological Wellbeing. The findings of the study indicated that indicate that all the three dimensions of forgiveness showed a positive correlation with all the six dimensions (Autonomy, Environmental Mastery, Personal Growth, Positive Relations with Others, Purpose in Life, Self-Acceptance) of Psychological Wellbeing. The current research and the existing evidence from literature offer tools for development and implementation of psychological wellbeing promotion strategies in the African context in that most these studies have been carried out in Africa.

According to the Attachment theory by John Bowlby (1958), which states that close proximity and contact with an available and responsive caregiver is essential to develop a sense of security for an infant in times of need. The findings of this study were supported by this theory, one can infer that the parent's attachment style works as a potential mediator between

bereaved children and their environment. It is also apparent that the attachment relationship between the child and the primary caregiver is the basis for children's understanding and reacting to death. The parentally bereaved students experienced growth in terms of their psychological wellbeing because they had an enabling environment and the support needed to work through the grief to arrive to some psychological wellbeing.

4.6 Coping Strategies

Research question three was to assess the coping strategies or styles of parentally bereaved students in public secondary schools in Kisumu Central Sub County; using a 5-Likert scale where 1 represented does not describe me at all, 2 represented does not describe me, 3 represented neutral, 4 represented describes me and 5 represented describes me very well, the study was able to determine the coping strategies used by parentally bereaved students. The outcome of the inquiry is shown in Table 9.

Table 9: Coping strategies

	N	Mean	Std deviation
I look for creative ways to alter difficult situation	236	2.5466	1.25221
Regardless of what happens to me I believe I can control my reaction to it	236	2.4958	1.25647
I believe I can grow in positive ways be dealing with difficult situations	236	2.5424	1.25575
I actively look for ways to replace the losses I encounter in life	236	2.5508	1.25204

The results revealed that the majority of the parentally students in public secondary schools in Kisumu Central Sub County adopted the various resilient coping styles inquired at a very high degree. This was so following the mean score 2.5339 meaning that most

respondents admitted that they adopted positive coping styles. The maximum standard deviation obtained across the mean scores was 1.256 thus a high confidence level. This result indicates high resilient coping strategies in the students who have lost one or both parents. The most prevalent coping mechanism described by respondents was approaching friends or family members, as well as teachers, to convey their thoughts. Participants also mentioned that they felt at ease in the company of their relatives or friends, which helped them avoid feeling lonely. Other family members and relatives were often the first to be sought by participants who had lost both parents. Similarly, guidance and counselling teachers tended to reach out to the grieving students.

Participants reported approaching friends or family and teachers to share their feelings, which was the most common coping method reported by the respondents. Participants also stressed that they felt comfortable in the presence of their family or friends as this enabled them not feel lonely. For participants who experienced the loss of both parents, other family members and relatives were generally the first to be approached. Likewise, participants bereaved by the death of either of the parents tended to reach out towards other friends or family and relatives. Most participants felt that the friends and neighbours to their deceased parents offered support as they shared the same grief.

Student 1 *"I think that a feeling of support that I was getting from my relatives and friends was really soothing for me."*

Student 2 *"Even though I was hurting, knowing my family was there for me helped. I recognized that they, too, were in pain and unsure how to handle the situation. Yes, I wish we had talked about how we felt instead of brushing it under the rug and carrying on as if nothing had happened."*

Student 3 *"If it wasn't for my family, I'd be on the streets and not in school today. My siblings and I relocated and moved in with our aunt after my parents' death. She took us in and*

has been raising us as if we were her own children; it wasn't easy because the loss was still fresh in her mind, but she has been patient with us. Their death put a huge strain on the family because we all relied on them."

Secondly, participants sought formal help such as counselling and that was either individual or in a group. Participants accessed these services through their school's guidance and counselling teachers and pastors from their churches. Some participants reported to have sought help from their classmates or schoolmates. However, participants also noted negative experiences: the limited time and number of sessions from their guidance and counselling teachers that ended for most students abruptly.

Student 4 "*It was hard for me…having to narrate everything was not easy and even with the assurance that she was there for I still felt alone because quite often there would be interruptions from other students and teachers and so most of the times the sessions just ended like that…I gave up on the sessions because I think sometimes when you've brought certain things up, especially when they're hurting you…you might trigger something you've not really thought about in a while.*"

Other participants who had not used help-services from the school cited lack of awareness, difficult access and stigma. Similarly approached their peers but cited that they experienced some discomfort as some will discredit their feelings and tell them, "*acha utoto*" to mean *"man up."*

Some of the participants stated that there were no school-based support intervention strategies to assist bereaved students, despite the fact that a learner loses a loved one almost every day.

Student 5 "*Going back to school was extremely difficult for me, but my family insisted that I do so after the funeral. When I arrived at school, I wished someone had asked how I was doing, but everyone expected me to carry on as if nothing had happened. It was clear that the*

81

school had no support strategy in place for students like myself. It would have been extremely helpful to my grieving process to have someone to talk to about my feelings, especially since everyone at home assumed that I was fine."

Student 6 *"praying to God really helped me cope with the loss of my mother. I felt good when my mother's name was mentioned during the service and it really meant a lot to me seeing people joining me in praying for my mother's soul.*

Student 7 *"whenever I felt lonely, I would engage in drawing, this really helped cope with the thoughts and feelings of sadness ever since my parents passed away… now I am a good artist I can even draw you…"*

Student 8 *"I was so withdrawn when I came back to school after the burial of my father, I thank God my class teacher was quick to pick it up and referred me to the guidance and counselling teacher, this helped me to adjust well after the loss."*

Student 9 *"when I realized I could do much about the death of parents, I told myself I will God take charge of everything since it just weighing me down…"*

Student 10 *"Being with my friends and even when my classmates came for the funeral was really good, even when I later on went back to school my friends and classmates were their for me. They helped me write notes, invited me to their discussion groups this really helped me adjust again to school though feeling the pain of loss but it wasn't that intense."*

The Dual Process Model of Coping with Bereavement theory by Stroebe and Schut, (1999), not only addresses the emotional side of bereavement, but also includes the practical issues and demands of grief, this makes it an ideal model whose main focus is the effective social functioning of a person. The model enables one to see the "bigger picture" of moving from a state of grief to an acceptable level of social functioning. These students had a traumatic experience resulting from losing one or both parents and yet, they were able to cope positively, it shows that they had some resilience that enabled positive coping.

In order for an individual to have positive coping strategies after losing one or both parents, the individual would have engaged in a search for meaning so as to facilitate psychological wellbeing. The concepts of self-regulation in the Dual Process Model of Coping with Bereavement Stroebe and Schut, (1999), explains well the coping strategies of parentally bereaved students in public secondary schools in Kisumu Central Sub County. They made effort with the support they received in school and at home to find ways to alter the difficulties they had encountered, because they believed they could grow in spite of the suffering they had experienced. They were determined in finding ways of replacing their losses and they could control their reactions to the grief and face the future with optimism and hope.

The findings were in line with the study of Ajiboye and Ajokpaniovo (2019), who found that there was no significant difference in the grief reactions to parental loss and coping strategies in their study among in-school adolescents faced with parental loss in Ilorin, Nigeria. The results of the current study resonate with that of Owaa, Raburu and Aloka (2015), who investigated strategies for adjustment to Loss and Grief among orphaned Kenyan secondary school students, found that the students engaged in positive thinking, seeking peer therapy and support, seeking professional guidance and counselling services to adjust to their loss. The students in Kisumu Central Sub County could have also used the same strategies so as to manage their grief.

4.7 Measures Taken by Teachers to Help Bereaved Students

This research study aimed to explore school guidance and counselling teacher's experiences on working with grieving students. Seven guidance and counselling teachers responded and participated in qualitative interviews. The following themes were extracted from participant interviews: communication, social and emotional support, individual and class conversation and safe classroom environment.

4.7.1 Social and Emotional Support,

All participants emphasized providing social and emotional support to bereaved children. This was defined as close-to-home processes that were modified to ensure an empathic reaction to the bereaved students, such *as "taking the time to listen, to talk to children, to show children that you care."* Participants talked about providing the students with more time and space. Some of the quotes were:

Teacher A *"reassure"*

Teacher A *"I told the student I was very sorry and that I would be thinking of her and her family. I asked if the grandmother had had an extended illness. When the student returned to school, I asked if she was okay, and asked about the funeral, and she shared details with me."*

Teacher B *"I had to give a student a lot of love and extra cuddles,"*

Teacher C *"we wrote her messages as class and even join her during the burial."*

Teacher D *"I used to forego a lot of sorts of lunches and playtimes just to listen to her if she wanted it."*

Teacher E *"I have had to stay with a student who lost both parents because when he resumed school it was challenging for him, I took upon myself to support him considering what he was going through."*

Teacher F *"Sometimes what I do is just pay the student's fees or ask the principal to waiver it so that the student can focus on his or her studies, because sending them home just triggers their grief and sorrow."*

Teacher G *"In our school here I do accompany the student home for the funeral"*

4.7.2 Therapy

Participants with therapeutic expertise discussed the methods they employed, including talking therapy, therapeutic stories, play-based and art-based techniques, and psychoeducation.

Teacher A *"I do take grieving students through weekly therapy, which probably takes about six months of work."*

Teacher B *"We created a memory book of her parents though he initially had a hard time accessing his emotions, so we spent a lot of time using art, games, and play-based approaches."*

Teacher C "Later, *I underwent some psychological education about the relationship between thoughts, feelings, and behavior with one of our students."*

Teacher D *"The student showed no signs of grief or loss at school. While at school, it was business as usual for her. However, I am a supporter of counseling and not keeping feelings bottled up. I think it causes stress that can impact all areas of life, so I referred for counseling as a preventative measure."*

Teacher E *"This student seems very well adjusted and feels that school is a safe place. I know from my older daughter's experience with the death of her father, she did not want to talk about it at school. She would tell me that she came to school to 'get away' from everything that happened at home. I haven't pushed the student to talk about it because I want the student to continue to feel safe and cared for at school."*

Teacher F *"Most boys in this school who have lost a parent prefer not to talk about it but when they are in my office they breakdown and after which they say they are okay"*

4.7.3 Individual and Class Conversation

Most of the teachers indicated that conversation is a powerful tool for addressing grief. They suggested that addressing the issue and not ignoring it, is important. Making oneself available, as **Teacher A** stated**:**

85

"Telling them I was there for them and asking them if they need anything, seemed to be a simple first step towards addressing a student's grief."

Teacher B *"I give them the opportunity to discuss how they feel about a situation that has happened."*

Teacher C *"You have to allow that student to feel the comfort to come to you at any time,"*

Teacher D *"Being kind and understanding and supportive, and accommodating is really helpful to the students..."*

Teacher E *"Tell them you're there for them...leting them know they have someone else to deal with."*

Teacher F *"I would not push them to tell me anything about it...If they said 'no', then I would leave it...they won't want to talk to you at all, and: I would not push them even if I knew they were struggling with it."*

Teacher G *"Don't pry too much...Have the students say thing to you."* She highlighted the importance of *"allowing the student to lead"* once a foundation of trust had been built: *"the students have to trust you."*

4.7.4 Safe Classroom Enviroment

Participants indicated that an important aspect of creating a safe classroom environment, as well as a means of addressing grief, is whole-class discussion, but they each referenced it for different purposes.

Teacher A *"I would probably read pictures books and talk as a class maybe when the child wasn't there, as long as you got permission to do it, you could talk to the whole class then, and prepare them for when they do comeback, as a means of creating a safe environment."*

Teacher B *"As a precautionary measure I tell students not to push a bereaved student with questions about the loss if s/he doesn't want to talk to you about it."*

Teacher C *"If I had a student in my class who wanted me to share with the rest of class…there's a lot of books on different topics…so, I think I would read some of those as long as they were okay with it…"*

Teacher D *"Giving them the opportunity to discuss how they feel…not only with me, but maybe with the rest of the class."*

The findings from this study reveal several areas of overlap with previous literature on this topic, participants in this study described feeling prepared but only as a result of on-the-job experience, which aligns with Quinn-Lee's (2014) study reporting that school social workers also learned how to deal with student grief through on the-job experience and without focused education or training. School social workers are not afforded the preparation or training needed to provide services to grieving students and have had to acquire and rely on trial-and-error experience in order to work with grieving students. These findings agree with those of Caroline (2017), who examined the effectiveness of teacher counselors in psychological and emotional adjustment of orphaned students in public secondary schools in Kandara sub-county, Kenya. The results showed that that teacher counselors were effective in helping orphaned students to adjust psychologically and emotionally.

The findings are consistent with those of Osuji, Nabunya, Byansi, Parchment, Ssewamala, McKay and Huang (2018). The goal of the study was to examine the role of social support from multiple sources, including the extended family, caregivers, classmates, peers and teachers, in improving the school outcomes (grades and attendance) of children orphaned by AIDS in Uganda. The findings are consistent with Michele, Alison, Elissa and Melissa (2020), whose findings indicated that most participants (93%) reported interacting with bereaved students and: providing emotional support; making classroom accommodations; collaborating with the family/community and referring the student for counseling. Most studies examine examined bereavement support offered to orphans and grieving as a whole without examining

the challenges these teachers face as they support grieving students. The current study attempted to analyze the measures that guidance and counselling teachers take to help grieving students in the study. This may be a baseline for future studies on grief support and grief reactions.

4.8 Conclusion

This chapter discussed the findings of the research based on data collected using questionnaires and interviews. Descriptive statistics were presented and summarized using frequency, percentages, tables and charts. Qualitative data was analyzed and presented using themes and narratives. The main objective of the study was to examine grief reactions and psychological wellbeing of parentally bereaved students in public secondary schools in Kisumu Central Sub-County, Kenya. The target population of this study were parentally bereaved students and their guidance and counselling teachers in public secondary schools in Kisumu Central Sub County.

The chapter is divided into seven sections, the first section presented the response rate of the parentally bereaved students in public secondary schools in Kisumu Central Sub County to be 236 which is 100%. The second section presented the demographic information of the participants which was 59.70% male and 40.30% female. The third section presented the particular parent lost which was 34.70% had lost a father, 35.20% had lost a mother and 30.10% had lost both parents. The fourth section discussed the assessment of grief reaction levels among parentally bereaved students in public secondary schools in Kisumu Central Sub County, these included their anxiety and depression levels of grief reactions. The fifth section presented the psychological wellbeing and they included; self-acceptance, supportive relationships, autonomy, mastery of one's environment, having a purpose in life and experiencing personal growth.

The sixth section assesses the coping strategies or styles of the parentally bereaved students in public secondary schools in Kisumu Central Sub County, these were found to be positive resilient coping styles, which means they did not end up being overwhelmed by the grief reactions, this meant that the more positive coping style they adopted the greater their psychological wellbeing. The final section presented the measures that teachers take to help bereaved students in public secondary schools in Kisumu Central Sub-County, in which majority of the teachers reported to have offered support to grieving students in schools.

CHAPTER FIVE

SUMMARY, CONCLUSSION AND RECOMMENDATIONS

5.1 Summary of the Study

The general purpose of the study was to examine grief reactions and psychological wellbeing of parentally bereaved students in public secondary schools in Kisumu Central Sub-County, Kenya. The review of related literature associated with grief reactions and psychological wellbeing was done. The study adopted the mixed methods sequential explanatory design, combining the descriptive survey design and phenomenological research design. The target population consisted of 841 parentally bereaved students and 7 guidance and counselling teachers in the public secondary schools within Kisumu Central Sub County. The researcher used simple random sampling to select 271 students for quantitative data. Purposive sampling technique was used to select 7 guidance and counselling teachers and further 10 students who had lower score on psychological wellbeing were included for qualitative data.

The total sample used in the study was 278 participants of which 7 were guidance and counselling teachers. Data were collected using standardized questionnaires and interview guides. Quantitative data were analyzed presented and summarized using frequency, percentages, tables and charts. Qualitative data were coded, categorized and presented in form of themes and narratives. Frequency tallying was adopted to designate the anticipated responses to the themes, which associated with the phenomenon. The data analysis enabled the investigator to construct and develop major findings guided by the research objectives and questions.

5.2 Summary of the Findings

5.2.1 Grief Reaction Levels among Parentally Bereaved Students in Public Secondary Schools in Kisumu Central Sub-County

The study assessed the grief reaction levels of the parentally bereaved students in Kisumu Central Sub County and found that the most found that the most prevalent grief reaction experience by parentally bereaved students was experiencing breathing difficulty (mean= 2.309; standard deviation= 0.715) followed by finding it difficult to work up the initiative to do things (mean= 2.305; standard deviation= 0.714) and feeling one was close to panic (mean=2.305; standard deviation= 0.71469). The least prevalent grief reaction was being unable to become enthusiastic about anything (mean=2.292; standard deviation= 0.72296) followed by not seeming to experience any positive feeling at all (mean= 2.296; standard deviation= 0.72416) and worrying about situations in which one might panic and make a fool of oneself (mean=2.296; standard deviation= 0.72416).

Majority of the participants under investigation demonstrated the mild levels of anxiety (frequency= 106; percent= 44.9%), followed by moderate level of anxiety (frequency=94; percent= 39.8%), the normal level of anxiety was (frequency= 35; percent=14.8%) and the least level of depression is extremely severe (frequency=0; percent 0%). It was therefore evident from the data collected that majority of the respondents admitted that they often experience extremely severe levels of anxiety.

This study has replicated the finding of grief reactions in relation to depression and anxiety symptoms in people who have been through bereavement. The present study re-echoes the grief reaction levels of grief reactions according to DASS-21categories both in quantitative and qualitative results. The findings of van Eersel, Taris and Boelen (2021) from their study of 525 Dutch workers, that of Abdel, et al. (2017) from their study prevalence of Post-Traumatic Stress Disorder (PTSD), depression and anxiety and relationship to other sociodemographic

variables of orphaned children in the Gaza Strip and that of Safdar (2018) study on childhood depression and self-esteem among orphan girls and boys in Pakistan.

5.2.2 Psychological Wellbeing of Parentally Bereaved Student

The study found that the parentally bereaved students in Kisumu Central Sub County experienced psychological wellbeing from low to a very high degree. The highest psychological wellbeing was recorded on the sub-scale of self-acceptance (mean= 4.1, mean percentage=17.60%) followed by autonomy (mean= 4.0, mean percentage= 17.10%) and environmental mastery (mean= 3.9, mean percentage= 17.05%); the least mean score was recorded in the sub-scales of personal growth (mean= 3.9, mean percentage 16.93%) followed by the sub-scale of purpose in life (mean= 3.7, mean percentage= 16.05%) and the sub-scale of positive relations (mean= 3.3, mean percentage= 15.40%).

The qualitative interview also revealed the following themes in the domains of psychological wellbeing: for Having a purpose in life, the themes of change of perspective about life and make good use of every opportunity life offers were found; For Supportive relations, families became more connected, supportive and closer, increased network among family members, increased and improved communications among members of the family, another theme that came up on this was that some families became more disintegrated; For the domain of Self-acceptance, accepting their new lives without their parents was challenging for most participants, particularly after certain life events, like a friend losing a loved one, or seeing a photo that recalled a memory. This acceptance was often accompanied by resentment, and they were saddened by their situation; For the domain Autonomy, most participants emphasized on growth to maturity and independence. This was experienced in various ways, including a change in caring for their young siblings, perspective on life, views of themselves, discovering of new possibilities, valuing others and relationships; For the domain of Personal

growth, a change in caring for others, perspective on life, views of themselves, discovering of new possibilities, and valuing others and relationships.

These findings have replicated to some degree what the existing literature has shown regarding psychological wellbeing. For example, Rimiru et al. (2020), study on the extent to which denial affects psychological wellbeing of bereaved students in day public secondary schools in Gatanga Sub- County, Murang'a County, Kenya, Hailegiorgis et al. (2018) who explored the psychological wellbeing of in-school orphaned and non-orphaned children in Ethiopia and those of Jan-Louise Godfrey (2017) who explored the individual experiences of adolescent sibling bereavement and its impact on adolescent development and psychological wellbeing in Australia.

5.2.3 Coping Strategies Used by Parentally Bereaved Students

The study reported that majority of the parentally bereaved students in public secondary schools in Kisumu Central Sub County adopted the various resilient coping styles inquired at a very high degree. The findings showed a mean score 2.5339 meaning that most respondents admitted that they adopted positive coping styles. The maximum standard deviation obtained across the mean scores was 1.256 thus a high confidence level. This result indicates high resilient coping strategies in the students who have lost one or both parents. The most prevalent coping mechanism described by respondents was approaching friends or family members, as well as teachers, to convey their thoughts. Participants also mentioned that they felt at ease in the company of their relatives or friends, which helped them avoid feeling lonely. Other family members and relatives were often the first to be sought by participants who had lost both parents. Similarly, guidance and counselling teachers tended to reach out to the grieving students.

The findings of the study have replicated those of Cousins et al. (2017) who examined the relationship between the college student adjustment of bereaved students and intrapersonal and interpersonal coping strategies in the United States of America. The findings also have replicated those Ajiboye and Ajokpaniovo (2019) study on grief reactions and coping strategies of in-school adolescents faced with parental loss in Ilorin, Nigeria. The findings also confirm the explanations of Stroebe and Schut (1999) in the dual process model of coping with bereavement regarding the empowerment of the bereaved person by assisting him/her in taking control again, be it control over new roles or control over aspects which were severed by the loss of the loved one.

5.2.4 The Measures that Teachers Take to Help the Bereaved Students

This study has identified the measures that guidance and counselling teachers take in helping parentally bereaved students in public secondary schools in Kisumu Central Sub County. The following themes were extracted from participant interviews: For prevalence of grief and loss, most participants mentioned that they work with grieving students almost every term. One participant also commented that although working with students experiencing grief and loss is a frequent role of a guidance and counselling teacher. For the social and emotional support including: being there for the student, paying their schools fess, and offering them empathy and cuddles were reported; for the therapy, talking, drawing psychoeducating the class on grief and loss were reported. Individual and class conversations and providing a safe class environment were some of the measures taken by the teachers.

The findings of this study are in line with the findings of Inbar and Zohar (2021) study on teachers' experiences dealing with bereaved students following the death of a parent; those of Simon George Taukeni (2015) who investigated the orphaned learners' experiences with regard to the provision of bereavement support in six selected primary schools in the Endola circuit, Namibia, and those of Caroline (2017) study on the effectiveness of teacher counselors

in psychological and emotional adjustment of orphaned students in public secondary schools in Kandara sub-county, Kenya.

5.3 Conclusions

The purpose of this study was to: (a) to assess the grief reaction levels among parentally bereaved students in public secondary schools in Kisumu Central Sub-County, (b) to assess the psychological wellbeing of parentally bereaved students in public secondary schools in Kisumu Central Sub-County, (c) to determine the coping strategies used by parentally bereaved students in public secondary schools in Kisumu Central Sub-County, (d) to explore measures that teachers take to help the bereaved students in public secondary schools in Kisumu Central Sub-County.

The study found that there is a statistically significant positive relationship between grief reactions and psychological wellbeing of parentally bereaved students in public secondary schools in Kisumu Central Sub County. The grief reactions varied from low moderate to high and the most significant feelings were anxiety, depression, denial, fear, denial, anger and guilt, while the psychological wellbeing domains; self-acceptance, supportive relationships, autonomy, having a purpose in life. This means that the respondents experienced grief reactions lowered whenever their psychological wellbeing was increased.

The study also found a statically significant positive relationship between the psychological wellbeing and coping strategies in parentally bereaved students in public secondary schools in Kisumu Central Sub County. The psychological wellbeing of the parentally students increased whenever they used positive and resilient coping strategies. The coping strategies; family support, peer support, use of professional help from their guidance and counselling teachers either as a group or an individual, having strong social support from friends and classmates and also being positive. The study also discovered some participants who were not coping well due to lack of awareness, difficulty in accessing professional help

and stigma. Similarly, those who approached their peers for help cited that they experienced some discomfort as some will discredit their feelings and ignore them all together.

5.4 Recommendations

This study made recommendations to the following stakeholders:

- The government through the Ministry of Education to come up with a short programs or coursework on grief counselling for students to be taught in the secondary schools. This may help equip the learners with important grief knowledge and can see them adopt very good coping styles that are favorable to student's psychological wellbeing. Such education, tailored to the students' ages and knowledge of death, may be a powerful tool with which to provide students with emotional and coping resources. Second, Ministry of Education to train guidance and counselling teachers on how to offer counseling to those who require it, such as those affected by progressional factors while attempting to cope with grief and loss. This is so that students can focus on the primary goal of academic performance. Professionalism in therapy may assist guidance and counselling teachers in identifying and administering therapy.

- The school administrators to periodically organize short seminars for guidance and counselling to help sharpen their skill and also them how to be good parents. Schools should improve peer counseling among their own student bodies. This is due to research showing that the majority of orphaned pupils sought out peer support from their peers. The school administrators to also put-up plans to sensitize the teachers, students and parents on the need for inclusion of the learners with grief experiences in counselling programs so as increase their psychological wellbeing.

- Guidance and counselling teachers should constantly organize grief counselling for in-school adolescents who have lost their parents. This will help the bereaved

96

students in identifying their grief reactions in time and salvage the effects on their school activities. Secondly, guidance and Counselling teachers should coordinate different response strategies, such as Bereavement Support Group (BSG), that could instantly give attention to grief reactions among students with loss of parent.

- Counselling Associations, in collaboration with school authorities and social workers should develop grief therapy programme which could help to manage various levels of grief reactions among students and improve their coping strategies.

5.5 Recommendations for Further Research

As previously noted, the size of the sample and the personal content of focus group data have presented a number of themes that should be explored with larger and more diverse populations. Larger studies could also examine differences related to age, gender, years of experience, and grade level perspectives. While the current study has developed a beginning understanding of what is needed to transform knowledge about the needs of grieving students into best practice in the school environment, more work must also be done to learn about the types of training that are most effective in terms of their sustainable impact on teachers after a longer period of time has passed. A case study approach following teachers through a typical year after training had occurred would be most valuable to further this knowledge. Also, because the motivations of a voluntary group of subjects may be very different from the realities of a typical school faculty, a similar study could be conducted as action research, using a schoolwide setting to add the perspectives of teachers who might not be represented in the current study. Finally, because of the prominence of systemic variables in the data collected, a similar study conducted with school administrators might shed light on the practical barriers and concerns that school leaders face when they consider the implications of best-practice recommendations.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION FROM THE RESEARCHER

Dear Participants,

My name is Juma Vincent Damiano, a master's student of Counselling Psychology at the Catholic University of Eastern Africa (CUEA) Nairobi. I am currently conducting research on Parental Bereavement and Psychological wellbeing of Students in Public Secondary Schools in Kisumu Central Sub-County, Kisumu County. This study has been approved by the Research Ethics Committee of CUEA.

This study is designed to examine parental bereavement and psychological wellbeing of students in public secondary schools in Kisumu East Sub-County, Kisumu County. Participation in the study requires you to answer all the questions which takes approximately 30mins in the first phase. Some of you may be selected for face-to-face interview which may last for about 30-45mins. The interview will be conducted by me and recorded and later transcribed for the purpose of credible data analysis. The result of the study will be published as a master's dissertation, journal articles or presented at professional meetings.

This study involves no known risk to participants and contains no deception. All respondents will be treated strictly confidential. No participants' result will be presented individually but only on aggregated form. Participation in the study is voluntary and there will be no monetary compensation. A refusal to take part or withdraw from the study will not lead to individual being penalized in anyway.

Thank you for your availability to participate in this study.

Signature_____ Date _____

APPENDIX II: Informed Consent Form for Participants

To be signed by the participants

I confirm that the organizer of the research has explained fully the nature of the study and the range of activities which will be asked to undertake. I understand that this study is for academic purposes and it involves no known harm. I confirm that I have had adequate opportunity to ask questions about the research. I understand that my participation is voluntary and that I may withdraw at any time during the research, without having to give a reason. I agree to take part in this research exercise without any monetary incentives.

Participant's   Signature   _____   Date

_____

APPENDIX III : Questionnaire for Participants

Instructions:

Dear participants, this section of the questionnaire requires you to give socio-demographic information about yourself. In line with the principle of confidentiality, you are not expected to write your name. This study takes approximately 30 to 40 minutes to complete. Kindly read through this section and indicate that which applies to you by ticking the appropriate item or box.

Section A: Demographic Details of Participants

Tick as appropriate any option you think is correct about you. √

1. Gender? Male ☐   Female ☐

2. Age? 11-13 years ☐   14-16 years ☐   17-19 years ☐   Above 19 ☐

3. Loss which of the parent(s)? Father ☐   Mother ☐   Both ☐

Section B: Indicators of Parental Bereavement (Depression and Anxiety Stress Scale 21 (DASS-21))

A number of statements describing thoughts that parentally bereaved students might have been listed below. Kindly read these statements carefully and indicate your level of agreement with each one by circling the most appropriate number. Please respond honestly. The rating scale is as follows: **(0) Did not apply to me at all (1) Applied to me to some degree, or some of the time (2) Applied to me to a considerable degree or a good part of time (3) Applied to me very much or most of the time**

NO	Item	0	1	2	3
	I was aware of dryness of my mouth				
	I couldn't seem to experience any positive feeling at all				
	I experienced breathing difficulty (e.g., excessively rapid breathing, breathlessness in the absence of physical exertion)				

I found it difficult to work up the initiative to do things					
I experienced trembling (e.g., in the hands)					
I was worried about situations in which I might panic and make a fool of myself					
I felt that I had nothing to look forward to					
I felt down-hearted and blue					
I felt I was close to panic					
I was unable to become enthusiastic about anything					
I felt I wasn't worth much as a person					
I was aware of the action of my heart in the absence of physical exertion (e.g., sense of heart rate increase, heart missing a beat)					
I felt scared without any good reason					
I felt that life was meaningless					

Section C: Scale of Psychological Well-Being (SPWB)

A number of statements describing thoughts that students might have about parental bereavement are listed below. Kindly read these statements carefully and indicate your level of agreement with each one by circling the most appropriate number. Please respond honestly. **1 = strongly agree; 2 = somewhat agree; 3 = a little agree; 4 = neither agree or disagree; 5 = a little disagree; 6 = somewhat disagree; 7 = strongly disagree**.

		1	2	3	4	5	6	7
	I like most parts of my personality							
	When I look at the story of my life, I am pleased with how things have turned out so far							
	Some people wander aimlessly through life, but I am not one of them							
	The demands of everyday life often get me down							
	In many ways I feel disappointed about my achievements in life							

Maintaining close relationships has been difficult and frustrating for me							
I live life one day at a time and don't really think about the future							
In general, I feel I am in charge of the situation in which I live							
I am good at managing the responsibilities of daily life							
I sometimes feel as if I've done all there is to do in life							
For me, life has been a continuous process of learning, changing, and growth							
I think it is important to have new experiences that challenge how I think about myself and the world							
People would describe me as a giving person, willing to share my time with others							
I gave up trying to make big improvements or changes in my life a long time ago							
I tend to be influenced by people with strong opinions							
I have not experienced many warm and trusting relationships with others							
I have confidence in my own opinions, even if they are different from the way most other people think							
I judge myself by what I think is important, not by the values of what others think is important							

Section D: Brief Coping Resilient Scale.

A number of statements describing thoughts that students might have about parental bereavement are listed below. Kindly read these statements carefully and indicate your level of agreement with each one by circling the most appropriate number. **Please respond honestly.**

(1) Does not describe me at all (2) Does not describe me (3) Neutral (4) Describes me (5) Describes me very well.

		1	2	3	4	5
	I look for creative ways to alter difficult situations.					
	Regardless of what happens to me, I believe I can control my reaction to it.					
	I believe I can grow in positive ways by dealing with difficult situations.					
	I actively look for ways to replace the losses I encounter in life					

APPENDIX IV: Interview Schedule for Bereaved Students

Please note that this interview is confidential and will not be traced back to you and that your comments will remain anonymous. Please be honest and feel free to stop me at any time if you feel uncomfortable or need clarity on some questions.

A: Biographical Details

AGE_____   **GENDER**_____

B. Interview Questions

1. Whom did you lose?

2. Could you tell me a bit about the person who has died? (If the interviewee has lost more than one person, the interview will focus on the loss that was most important for the interviewee).

3. Have you received any help after the loss?

4. Looking back, since the loss, do you feel that the loss has changed your life? Have you learned anything from the whole experience?

5. What has contributed to these changes? What has brought you there? (Prompt: the help that you received after the loss? Your coping mechanisms? Feeling connected with the deceased person?)

6. Is there any advice that you would like to give to other young persons who have lost someone important in their life?

7. Is there anything that you would like to add? Something that is important for you and that we have not discussed?

APPENDIX V: Interview Questions – Guidance and Counselling Teacher

Please note that this interview is confidential and will not be traced back to you and that your comments will remain anonymous. Please be honest and feel free to stop me at any time if you feel uncomfortable or need clarity on some questions.

A: Biographical Details

AGE_____   GENDER_____

B. Interview Questions

1. How many years have you worked as a guidance and counselling teacher in the school?

2. How are grieving students in your school identified and referred?

3. What types of losses are students grieving?

4. What support systems are in place in the school for grieving students?

5. How often do you work with grieving students?

6. How prepared do you feel to provide services to grieving students?

7. What barriers exist, if any, that prevent you from providing services to grieving students?

8. If yes, what are they and what would you like to see done differently?

9. How do you involve or not involve a grieving student's family?

APPENDIX VI: Letters of Permission for Standardized Instruments

THERESA M BERRIE <berrie@wisc.edu>

to me

Greetings,

Thanks for your interest in the well-being scales. I am responding to your request on behalf of Carol Ryff. She has asked me to send you the following: You have her permission to use the scales for research or other non-commercial purposes. They are attached in the following files: "Ryff PWB Scales" includes: - psychometric properties- scoring instructions how to use different lengths of the scales (see note about the 18-item scale, which is not recommended) "Ryff PWB Reference Lists" includes - a list of the main publications about the scales - a list of published studies using the scales. There is no charge to use the scales and no need to send us the results of your study. We do ask that you please send us copies of any journal articles you may publish using the scales to:berrie@wisc.edu and cryff@wisc.edu.

Best wishes for your research,

Peter Lovibond

to me

Dear Juma,

You are welcome to use the DASS in your research. You can download the questionnaires (including translations in certain languages) and scoring key from the DASS website www.psy.unsw.edu.au/dass/ . Please also see the FAQ page on the website for further information.

Best regards,
Peter Lovibond

APPENDIX VII: Research Letter from CUEA

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

Faculty of Arts and Social Sciences
Department of Counseling Psychology

Our Ref: CUEA/DVC-ACAD/FASSc/Psychology/NACOSTI/012/May 2022

Date: 13th May 2022

The Director
National Commission for Science, Technology and Innovation
NAIROBI

RE: VINCENT JUMA DAMIANO   REG. NUMBER: 1039313

I am writing to introduce to you Juma Vincent Damiano who is a final year Masters student at The Catholic University of Eastern Africa, Nairobi – Kenya, and to request you to assist him to accomplish his academic research requirements.
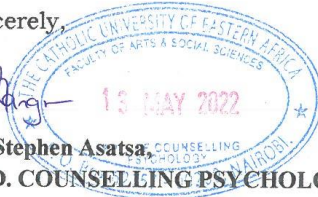
Juma's Masters specialization is in Counseling Psychology. He has completed all course work requirements for this programme. However, every student in the programme is required to conduct research and write a report/dissertation submitted during the final year of studies.

Accordingly, Juma's research topic has been approved. He will conduct research on the following topic:

"Grief Reaction and Psychological Wellbeing of Students in Public Secondary Schools in Kisumu Central Sub County, Kenya".

Thanking you in advance for any assistance you give to Francis.

Sincerely,

Dr. Stephen Asatsa
HOD. COUNSELLING PSYCHOLOGY.

APPENDIX VIII: Letter of Permission to Conduct the Survey from the County Director

of Education

REPUBLIC OF KENYA

MINISTRY OF EDUCATION
State Department of Early Learning & Basic Education

Telegrams:"schooling",Kisumu Telephone: Kisumu 057 - 2024599 Email: countyeducation.kisumu@gmail.com	COUNTY DIRECTOR OF EDUCATION KISUMU COUNTY PROVINCIAL HEADQUARTERS NYANZA 3RD FLOOR
When replying please quote	P.O. BOX 575 - 40100 KISUMU

REF: CDE/KSM/GA/3/24/VOL.V. V/ (16)

14th July 2022

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION JUMA VINCENT DAMIA - NACOST1/P/22/18343

The above named is a student from the Catholic University of Eastern Africa.

This is to confirm that he has been granted authority by NACOSTI to conduct research in Kisumu County on the topic "Grief Reactions and Psychological Well Being of Parentally Bereaved Students in Public Secondary Schools in Kisumu Central Sub County, Kenya" for the period ending 17th June, 2023.

Any assistance accorded to him to accomplish the assignment will be highly appreciated.

nk you.   Than

PET   'ER MUNENE

JNTY DIRECTOR OF EDUCATION

COUNTY D

KISUMU COUNTY

APPENDIX IX: Letter of Permission to Conduct the Survey from the Sub County Director of Education

MINISTRY OF EDUCATION

Department of Early Learning and   Basic Education

Telegrams: "Education", KisumuSUB   COUNTY EDUCATION OFFICE
Telephone: 057 - 2022626KISUMU CENTRAL
Email: deokisumucentral@yahoo.comP.O. Box   1914 - 40100
When replying please quote:KISUMU

26th July, 2022

REF: KSM/C/MISC/5/VOL.1/111

To Principals
All Public Secondary School

RE: <u>REQUEST TO CONDUCT RESEARCH ON GRIEF REACTIONS AND PSYCHOLOGICAL WELLBEING OF PARENTALLY BEREAVED</u>

<u>STUDENTS</u> The above subject refers.

The bearer of this letter has been granted authority to carry out a learning assessment in our schools as per the County Director's letter Ref. No.CDE/KSM/GA/3/24/VOL.V.V/ (16).

Any assistance accorded to him to accomplish the assignment will be highly appreciated.

Omogi A. Jane

For Sub County Director of Education
Kisumu Central

APPENDIX X: Research Permit from NACOSTI

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **806466**

Date of Issue: **17/June/2022**

RESEARCH LICENSE

This is to Certify that Mr.. JUMA VINCENT DAMIANO of Catholic University of Eastern Africa, has been licensed to conduct research in Kisumu on the topic: GRIEF REACTIONS AND PSYCHOLOGICAL WELLBEING OF PARENTALLY BEREAVED STUDENTS IN PUBLIC SECONDARY SCHOOLS IN KISUMU CENTRAL SUB-COUNTY, KENYA for the period ending : 17/June/2023.

License No: **NACOSTI/P/22/18343**

806466

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR
SCIENCE,TECHNOLOGY &
INNOVATION

Verification QR Code

For :County Director of Education
Kisumu County
P. O Box 575 - 40100,
KISUMU.
14-7-2022

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APENDIX XI: Article Published

Grief Reactionsand Psychological Wellbeing of Parentally Bereaved Students in Public Secondary Schools in Kisumu Central Sub-County, Kenya

JUMA Vincent Damiano[1], Dr. Joel Kiambi Muriithi[2]& Dr. Josephine Muthami[3]

(Counselling Psychology/ The Catholic University of Eastern Africa, Kenya)

ABSTRACT: *This study investigates grief reactions and psychological wellbeing of parentally bereaved students in public secondary schools in Kisumu Central Sub-County. The study adopted a descriptive survey research design, the study target population was 841 parentally bereaved students in public secondary school students in Kisumu Central Sub County. Stratified random sampling was used to draw a sample size of 271 students. The participants completed an adapted version of the Depression and Anxiety Stress Scale 21 (DASS-21) and the Psychological Well-being (SPWB). There was a significant negative relationship between grief reactions and psychological wellbeing. The study recommends that Counselling Associations, in collaboration with school authorities and social workers should develop a grief therapy programthat could help to manage various grief reaction symptoms among students to improve their psychological wellbeing. Secondly, guidance and counseling teachers should constantly organize grief counseling for in-school adolescents who have lost their parents. It will help to identify their grief reactions in time and salvage the effects on their school activities*

I.   INTRODUCTION

Loss, grief, and bereavement are part of human experience and are natural, painful, unpredictable events of life. The loss of a parent is a potentially devastating life event that can affect the child's life in many ways, it has been related to adverse health, social, psychological, and educational outcomes throughout life (Berg, Rostila & Hjern, 2016; Hoeg et al., 2018). Mentec and Flahault (2015) referred to the parental loss as a dramatic experience in life for children with long-term effects. The experience of death, especially of a parent, has been identified as the most stressful event in the life of children and adolescents (Hollingshaus & Smith, 2015).According to   ng to the United Nations International Children's Emergency Fund (UNICEF 2017), the global orphan population is estimated at 130 million children. In 2017, approximately 13 million children lost their parents, according to data collected by UNICEF. A study conducted by Koblenz (2015) found that

, 2.5 million children under the age of 18 were said to have witnessed the death of a parent in the United States. In Sweden, about 4 percent of all children in Sweden witness the death of a parent before their 18 birthday (Berg, Rostila & Hjern 2016).

In Africa, Eastern and Southern Africa are the regions hardest hit by Human Immunodeficiency Virus (HIV) pandemic, and it is said to be home to around 6.2% of the world's population but over half (54%) of the total number of people living with HIV in the world (20.6 million people). In 2018, there were 800,000 new HIV infections, just under half of the global total (UNAIDS 2019). These infections lead to significant mortality rates; approximately 800,000 deaths were attributed to AIDS-related causes in 2015 (Fact Sheet 2016). Due to
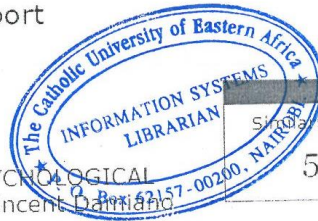
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APPENDIX XII: Plagiarism Analysis Report

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1039313

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I HEREBY CONFIRM THAT **JUMA VINCENT DAMIANO** REG NO: **1039313**, SUBMITTED A CHECK OF ANTIPLAGIARISM ON CRITICAL EVALUATION OF **GRIEF REACTIONS AND PSYCHOLOGICAL WELLBEING OF PARENTALLY BEREAVED STUDENTS IN PUBLIC SECONDARY SCHOOLS IN KISUMU CENTRAL SUB-COUNTY, KENYA.** A THESIS SUBMITTED TO THE DEPARTMENT OF COUNSELLING PSYCHOLOGY IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF THE MASTER'S DEGREE IN COUNSELLING PSYCHOLOGY OF THE CATHOLIC UNIVERSITY OF EASTERN AFRICA.

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IN KISUMU CENTRAL SUB-COUNTY, KENYA By
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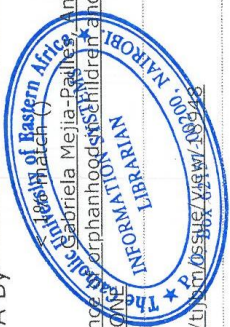
Hosegood. "Trends in the prevalence and incidence of orphanhood: Children and adolescents <20 years in rural
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School Adolescents in Kwara State, Nigeria", Anatolian Journal of Education, 2019

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APPENDIX XIII: Map of Kisumu County

Figure 2: Map of Kisumu County showing the 7 sub counties.