

## Determining the Relationship Between Delocalisation Process and the Psychosocial Wellbeing of Public Secondary School Principals in Selected Counties in Eastern Region, Kenya

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**How to Cite:** Munyiri, S., Kinyua, S., & Ogembo, J. (2025). Determining the Relationship Between Delocalisation Process and The Psychosocial Wellbeing of Public Secondary School Principals in Selected Counties in Eastern Region, Kenya. *Journal of Education*, 5(2), 1-14.

### Abstract

The study sought to determine the relationship between delocalisation process and the psychosocial wellbeing of public secondary school Principals in selected Counties in Eastern Region, Kenya. The study was adopted descriptive cross-sectional survey research design. The study targeted 924 Principals of public secondary schools, 12 Education Officials, and 18 Union Officials in the selected Counties in Eastern Region, Kenya. SPSS software was used to analyze descriptive and binary logistic regression statistics. In regards to descriptive results, the study analyzed frequencies, percentages, and mean. Descriptive findings illustrated that a majority of the delocalised Principals (67.3%) have an unfavorable conception of the process of implementation of the delocalisation process of public secondary school Principals. In particular, more than half of the respondents acknowledged adverse influence of delocalisation on their level of anxiety, self-esteem, marriage and relationship and social interaction, each indicator having more than 50% influence. The adverse influence of interpersonal relationships was however felt by fewer respondents. An inquiry made from education officers and union officials within the study area illustrated that overstay in one station (93.3%) was considered as the main reason for delocalizing a principal. Other reasons suggested include promotion (13.4%), and routine transfer (16.7%). Delocalisation negatively and significantly predicted public secondary school psychosocial wellbeing,  $Wald\chi^2(1) = 84.05, p < 0.001, Exp(B) = .056$ . The study's conclusion illustrated a negative and significant relationship between delocalisation process and the psychosocial wellbeing of public secondary school Principals. It can therefore be concluded that implementation of delocalisation policy negatively and significantly influences the public secondary Principals' psychosocial wellbeing. The study recommended that public secondary school Principals should be consulted in the course of implementation of the policy to help prepare them for any eventuality. Further, Schools Board of Management should strive to provide an enabling environment to the delocalised Principals so that they can easily fit into the new environment.

**Keywords:** *Delocalisation Process, Psychosocial Wellbeing, Public Secondary School Principals, Eastern Region*

## 1. Introduction

The psychosocial wellbeing of the principals tasked with delivering the education agenda of a country is of paramount importance and everything that affects it needs to be looked at in depth. The overall intention should be to take corrective action to reduce the negative impact on the performance of the school and the principal. Delocalisation of Principals from one station to another across different geographic locations and to stations of different cultural and social settings has a bearing on their psychosocial wellbeing (Omolo et al., 2019). This influence can either be positive or negative depending on how well the principal can adjust to the new setting, the support structure which the delocalised Principals have to assist them to settle, and the general acceptance of the community to the principal. These factors affect different Principals differently based on the individual personalities, geographic locations, and the unique conditions in the new school.

In Europe, cases of delocalisation among school Principals occur with the highest resistance coming from Principals transferred to high-poverty schools and those with a pool of students from diverse backgrounds (Cochran et al., 2016). Studies done in Nigeria indicated that there has been a consistent complaint regarding the administration abilities of school Principals with accusations ranging from cultism, delinquent behavior, and examination theft cases among others (Olorunsola & Belo, 2018). This has been attributed to challenges of the leadership style, funding of school programs, incessant school transfers, lack of physical facilities, and indiscipline among students and teachers among others.

In Kenya, it is the Teachers Service Commission (TSC), an independent institution within the Ministry of Education that has the responsibility of recruiting and posting personnel to all public institutions especially those in basic education sub-sector (TSC Act, 2012). Besides recruiting and posting personnel to public institutions, TSC also promotes transfers, remunerates and disciplines the teaching profession personnel. Amongst the personnel posted and transferred by the TSC to schools are Principals. Delocalisation process was introduced with the aim of enhancing the management of public schools within the country (Muchanje, 2021). The policy of delocalisation indicates that an employee of Teachers Service Commission can be posted anywhere within the country especially far from the personnel's region of origin. At that point in time, implementation of delocalisation process may bring about either negative or positive emotions in the affected Principal. The effect may depend on personal factors and the prevailing circumstances. For the sake of the principals' mental health and social wellbeing, it would be important for the policy to be implemented in such a way that it doesn't affect the delocalised Principal negatively.

### 1.1 Problem Statement

Delocalisation which implies a transfer of Principals from Counties considered to be their homes of origin to other counties has been met with mixed reactions by education stakeholders. On the one hand education officials consider implementation of the policy as a move to enhance cohesion in the country by giving the management of schools a national outlook, addressing various issues like school mismanagement, poor academic performance, students' indiscipline, and financial misappropriation in schools.

Some school Principals who are directly affected along with their union officials on the other hand associate implementation of the policy with a negative influence on the affected Principals' psychosocial wellbeing. They allege experiencing social difficulties, communication issues, psychological issues, health issues, and difficulties in running their new

schools. Others are reporting behaviors symptomatic of deteriorated unhealthy lives with cases of job dissatisfaction, irritation, broken relationships, suicidal thoughts, poor time management, school absenteeism, and aggression among others.

However, some Principals report appreciation of the process especially those delocalised to schools with high students' enrollment, good academic performance, those located in urban settings, and those with a friendly surrounding environment among others, as compared to the schools from which they came. Implementation of the policy is considered an added advantage to those who are promoted. The mixed observations, most of which are from uncorroborated reports, present a contradiction that require further studies to objectively assess the relationship between delocalisation process, coping mechanisms, and psychosocial wellbeing of public secondary school Principals. From a counseling psychology standpoint, it was also necessary to investigate the effectiveness of the strategies which the delocalised Principals were adopting to mitigate the influence of implementation of the policy. This study therefore in an attempt to contribute to the study gaps highlighted sought to establish the relationship between delocalisation process, coping mechanisms, and psychosocial wellbeing of public secondary school Principals in selected Counties in Eastern Region, Kenya.

## 1.2 Research Hypothesis

H<sub>01</sub>: There is no significant relationship between delocalisation process and the psychosocial wellbeing of public secondary school Principals in selected Counties in Eastern Region, Kenya.

## 2. Literature Review

### 2.1 Theoretical Review

The Crisis theory was developed by Caplan in 1986. It describes a crisis as an occurrence or change that comes out of some change in an individual's life and results in modified relationships with one's social circle and affects one's perceptions of the self (Efimova, 2015). It is a period of high anxiety and psychological disequilibrium that results in major changes that affect an individual's personality (Efimova, 2015). The crisis may arise either slowly or suddenly due to avoidable or unavoidable circumstances. A crisis is characterized by events that are seen to be threatening; have an impact that cannot be modified or reduced; lead to cases of confusion, fear and tension; cause high levels of subjective discomfort, and rapidly progress from a state of disequilibrium to an active state of crisis. Delocalisation of Principals to stations outside their home Counties may result in immediate and unexpected emotional, physical, and social changes that may have been unforeseen by the delocalised Principals leading to a crisis in their lives. A crisis has four stages according to Miller (2010). These stages are; the initial rise in tension in response to an event, disruption of daily living due to an increase in tension, depression as a result of unresolved tension, and psychological breakdown which may result from a failure to address the crisis. Miller (2010) points out that individual behavior in crisis is unique and related to the nature of the crisis itself as opposed to the individual's state of mind. Thus, the overall outcome of a crisis is based more on the interaction of internal and external forces during the crisis period. Behavior is therefore determined by the actions of the individual facing the crisis in reaction to the crisis, intervention by other subjects, and the reaction of the driving factors of the crisis.

In accordance with these four phases of crisis, the delocalised Principal may experience the onset of tension once they realize that they are either due to being delocalised or once they receive news of their transfer. These results in cases of anxiety and tension as they await the news of who has been delocalised (Wright et al., 2014). Once the delocalised Principal gets the confirmation of disruption in the form of official notice, the onset of psychological pressure

sets in as they battle the various emotions that flood them and try to figure out to what extent the transfer will disrupt their lives. If not well addressed at this stage, the principals may move on to stage two where their lives are disrupted as they are unable to deal with the stress (Wright et al., 2014). This leads to an increase in anxiety levels over the period as they try to settle into their new work centers.

Due to this inability to handle the psychological issues well, the individual Principal may be enveloped in feelings of helplessness and ineffectiveness. The third stage is the period when the individual tries to address the situation by exacting their individual will and strength (Wright et al., 2014). This is pushed by the need to preserve some sense of self-esteem and self-worth. Individuals try to resolve the crisis at hand based on prior experience and coping mechanisms. If successfully done, the delocalised Principal under crisis may accept the situation at hand integrate the solution, and affect it. If not done well, the unresolved tension may result in the affected Principal going through depression which may be detrimental to their emotional, physical, and social wellbeing. The fourth stage comes into play if the individual has not addressed the crisis successfully. The failure to resolve the crisis may result in a psychological breakdown with the principal progressing beyond the threshold of rational response. The individual may experience a distortion of their reality and identity, develop compulsive and ineffective behavior patterns, unacceptable social behavior, and go through withdrawals (Miller, 2010). Failure in the case of Principals to handle the crisis associated with their delocalisation to new stations well consequently may lead to depression, abuse of alcohol, poor interpersonal relationships, and low self-esteem, and suicide cases in some rare instances.

## 2.2 Empirical Review

According to Boyd et al. (2010), that transfer of employees is a common occurrence across many organizations with frequent changes happening over time. The changes can be done from one department to another, from one location to another in the same department, or from one institution to another. Transfers happen either at the request of the staff member or at the request of a manager to address a particular business need or to suit the organization's needs and the convenience of the employee. Delocalisation process was started by TSC in conjunction with the Kenyan government in 2017 December under the influence of several factors. The delocalisation process has been justified by the need to implement a change in government policy to enhance cohesion in the country by giving the management of schools a national outlook (Nyarima, 2019).

There has been a need to address various issues like school mismanagement, poor academic performance, and financial misappropriation in schools. Delocalisation process has also been advised by the need to transfer Principals who have overstayed in particular institutions, address students' indiscipline, and cases of corruption in schools. As a result, all delocalised Principals are transferred from their working stations to other Counties. The transfers have also been guided by the fact that no one is to be transferred within his home county. The only Principals unaffected by the move are those who have unique documented medical conditions and those who have a few years to retirement (Amollo et al., 2019). However, the process may have been faced with mixed feelings among the affected stakeholders across the country with some Principals and stakeholders probably appreciating the move while others may have expressed negative reactions towards it. This study, therefore, intends to analyze the psychosocial effects of the process of delocalisation and the coping mechanisms among public secondary school Principals in the Eastern Region, Kenya with a view to advising further delocalisation plans and assisting the principals who may have been affected in the process.

According to M'itiiri (2011), delocalisation of teachers to stations outside their Home Counties was marred with mixed reactions. When the initial transfers were done, secondary schools in the country were going through a spate of strikes and burning of school infrastructure. Thus, one of the reasons why the initial transfers were done was to address these issues. The reduction in the cases of students strikes and burning down of school infrastructure may be said to be evidence of success of the delocalisation process. This may be attributed to several factors. Some of the causes of the students' strikes are congestion in schools, high cases of corruption among the administration, poor teacher-student relationships, poor syllabus coverage, and exam fever among others. The main duty of the delocalised principals was thus to address these issues and many may have achieved a high level of success while others are still struggling to achieve their goals.

A study on strategies used to deal with issues of transfer of public Secondary School Principals in Rachuonyo South District conducted by Amollo et al. (2019) found out that majority of transferred Principals had resisted the transfer. There were a few suicide cases amongst such Principals who were unable to handle the stress associated with the delocalisation process. Principals who achieved job satisfaction recorded very encouraging results, a reduction of cases of students' unrest in their schools; improved academic performance of students; growth in the infrastructure of the school; better relations with the community, and a happier workforce overall were witnessed.

### **3. Methodology**

The study was descriptive in nature and adopted descriptive cross-sectional survey research design. The study targeted 924 Principals of public secondary schools, 12 Education Officials, and 18 Union Officials in the selected Counties in Eastern Region, Kenya. The study adopted the Yamane method to determine the sample size of Principals to take part in the study. To enable proportionate sampling of Principals to participate in the study, stratified random sampling was adopted with the county being the sampling unit from which proportionate sample was drawn. Additionally, census survey was used to pick all the TSC, MOE officers and union officials to participate in the study. The total study sample was therefore 310. This study used questionnaires to collect quantitative data from the respondents who were sampled to take part in the study. Pilot study was conducted in selected schools in Kirinyaga County, Central Region, Kenya. The pilot study involved 50 principals from public secondary schools in Kirinyaga county Reliability and validity were measured. SPSS software was used to analyze descriptive and binary logistic regression statistics. In regards to descriptive results, the study analyzed frequencies, percentages, and mean. The findings were presented using tables, figures, and explanations.



## 4. Results and Discussion

### 4.1 Response Rate

Data was collected from 277 delocalised Principals and 30 education and union officials. Therefore, the total number of study samples whose response was received was 307.

**Table 1: Response Rate**

Sample Category	Expected Response	Actual Response	Percentage
Principals	280	277	98.93%
Education Union Officials	30	30	100.0%
<b>Total</b>	<b>310</b>	<b>307</b>	<b>99.0%</b>

Table 1 shows that the projected sample was 280 Principals and 30 officials, the study achieved a return rate of 98.93% for Principals and 100% for education and union officials. The response rate is deemed reliable for data analysis as per Babbie and Muoton (2002) who reported that any response rate of 50% and above is adequate for analysis.

### 4.2 Reliability Results

The pilot study involved 50 principals from public secondary schools in Kirinyaga County. The results are shown in Table 2.

**Table 2: Reliability Results**

Study Variable	No. of Items	Alpha Score ( $\alpha$ )
Delocalisation	11	0.673
Psychological wellbeing	9	0.862
<b>Overall Instrument Reliability</b>	<b>20</b>	<b>0.768</b>

Table 2 shows that all indicators in each study variable was reliable since all the alpha values are greater than 0.5. Further, it can be seen that even in the overall instrument reliability, the alpha value is 0.768, an indication that the overall instrument was reliable.

## 4.2 Descriptive Statistics

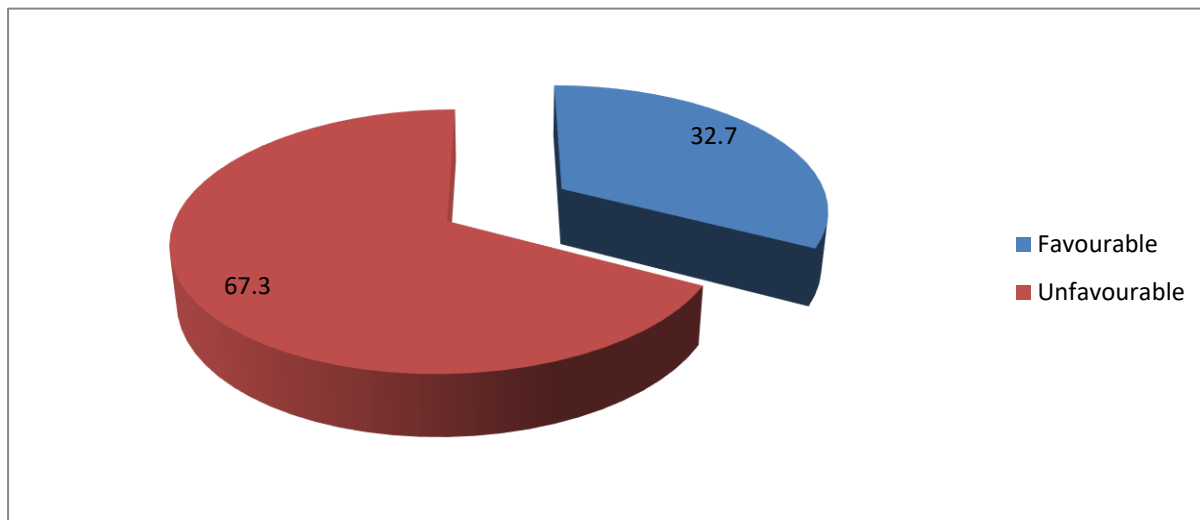
### 4.2.1 Delocalisation

To achieve the study purpose, delocalised Principals were provided with a set of eleven (11) statements regarding issues pertaining delocalisation. Table 3 presents a summary of the responses obtained from the delocalised principals.

**Table 3: Principals Conception of Delocalisation Process (N=277)**

Statement	SD	D	NS	A	SA	Total
I had stayed for too long in my previous school	27.1	17.3	23.5	16.2	15.9	100.0
I had stayed for only a short period in my previous school	45.1	20.2	17.0	7.9	9.7	100.0
The school community was uncomfortable with my stay	75.5	10.8	3.6	6.5	3.6	100.0
I requested for transfer	82.0	3.6	3.2	4.3	6.9	100.0
The transfer was initiated by the office	24.5	4.7	5.1	11.6	54.1	100.0
I was ready for the transfer	40.8	12.6	18.8	11.2	16.6	100.0
Given a chance, I would remain in my former school.	28.9	15.5	13.7	14.1	27.8	100.0
My transfer was on promotion	62.2	6.1	7.2	6.1	18.4	100.0
There were benefits attached to my transfer	57.9	10.9	9.1	9.1	13.0	100.0
I was happy when I got the news of the transfer	51.6	12.6	13.8	9.7	12.3	100.0
I feel I should have been given a chance to give my opinion on the transfer	15.2	5.4	9.7	10.5	59.2	100.0

Table 3 indicates Data obtained show that fewer Principals (32.1%) had stayed for too long in their previous school to have necessitated their delocalisation. Similarly, very few (10.1%) felt that the school community was uncomfortable with their stay. At the same time, those who had requested a transfer (11.2%), those who were ready for the transfer (27.8%), or those whose transfer was with benefits attached to it (22.1%) especially on promotion (24.5%) constituted a small proportion of the delocalised Principals. However, a significant majority (65.7%) indicated that their transfer was initiated by the office and slightly more (69.7%) felt that at least they should have been given a chance to give their opinion on the transfer. Consequently, those who were happy when they got the news of their transfer (22.0%) were few and a considerable proportion of the delocalised Principals (41.9%) would rather have remained in their former station. Generally, data obtained show that a majority of the delocalised Principals (67.3%) have an unfavorable conception of process of implementation of the delocalisation policy of public secondary school Principals. Figure 1 below summarizes this information.



**Figure 1: Principal's Overall Conception about Delocalisation Process**

Consequently, the study sought to establish the perceived influence of implementation of the process on the psychosocial wellbeing of the delocalised Principals based on psychological and social aspects of their wellbeing. Specifically, an analysis of psychological wellbeing was assessed based on anxiety and self-concept domains while that of social wellbeing was based on marriage relationships, social interaction as well as interpersonal relationships.

#### 4.2.2 Anxiety

Influence of delocalisation on public secondary school Principals' psychological wellbeing based on anxiety was assessed using a set of nine statements. Table 4. presents a summary of the outcome.

**Table 4: Delocalised Principals' Level of Anxiety**

Statements	SD	D	NS	A	SA	Total
I got frightened after receiving the news.	12.6	12.6	17.7	22.4	34.7	100.0
I experienced sudden unexpected panic spells.	17.7	13.7	15.5	23.1	30.0	100.0
It cost me several sleepless nights	20.7	13.0	14.8	22.6	28.9	100.0
I have difficulties in concentration at work.	28.9	22.7	14.8	14.1	19.5	100.0
I experience a lot of tension.	25.3	25.6	14.1	17.7	17.3	100.0
My way of thinking and doing things was disoriented.	17.7	17.0	19.5	22.7	23.1	100.0
I was excited to receive the news.	39.0	20.9	15.5	9.7	14.8	100.0
Travelling to my workplace is a big challenge.	13.0	13.7	14.1	19.1	40.1	100.0
Being away from my family gives me mental stress.	9.7	10.8	11.9	20.6	46.9	100.0

Information contained in Table 4. expresses respondent's conception of the extent to which implementation of delocalisation policy had influenced their psychological wellbeing based on anxiety. Data obtained show that more than half of the respondents (57.1%) got frightened on receiving the news about their delocalisation, slightly less than this proportion experienced sudden unexpected panic spells (53.1%) and had sleepless nights (51.5%). Similarly, more respondents indicated that traveling to their workplace is a big challenge (59.2%), being away from their family gives them mental stress (67.5%), and were sad about receiving the news



about delocalisation (75.6%). However, less than half of the respondents have had difficulties in concentration at work (33.6%), experienced a lot of tension (35.0%), and have had their way of thinking and doing things disoriented by the news about delocalisation (45.8%). Collectively, therefore, more than half of the respondents (53.2%) acknowledged having high levels of anxiety signifying adverse influence of delocalisation on their psychological wellbeing.

#### 4.2.3 Self – Esteem

The influence of delocalisation process on public secondary school Principals’ psychological wellbeing based on self-esteem was also assessed using a set of nine statements. Table 5 presents a summary of the outcome.

**Table 5: Delocalised Principals’ Level of Self-Esteem**

Statements	SD	D	NS	A	SA	Total
I feel productive and worthwhile just as I was before.	15.9	18.1	14.1	27.8	24.1	100.0
In general, I have taken myself as having succeeded though I went through a number of challenges.	8.7	10.8	18.4	41.5	20.6	100.0
I am sincerely happy with my new workstation.	13.7	15.5	24.5	26.4	19.0	100.0
I admire the way I work nowadays.	15.5	16.2	23.5	26.7	18.1	100.0
I accomplish all the tasks that entail my duties.	6.1	14.8	22.7	37.2	19.1	100.0
My levels of time management have been interfered with.	18.4	17.0	17.3	28.2	19.1	100.0
I can honestly say that my self-esteem has improved.	18.1	20.2	20.6	24.5	16.6	100.0
I feel cheated when I compare myself with those who are working in their home Counties.	20.9	12.6	15.9	15.2	35.4	100.0
My morale and motivation for the job has been lowered.	14.2	16.2	17.3	25.9	26.4	100.0

Data obtained on respondents’ self-esteem show that more than half of them (51.9%) feel productive and worthwhile just as they were before delocalisation, slightly more than this proportion shas taken themselves as having succeeded though they acknowledge that they went through a number of challenges (62.1%). Over half of the respondents (56.3%) indicated accomplishing all the tasks that entail their duties while about half (50.6%) feel cheated when they compare themselves with those who are working in their home counties.

Data collected showed that less than half of the respondents (45.4%) were sincerely happy with their new workstations, almost a similar proportion (47.3%) felt that their levels of time management have been interfered with and slightly less than this proportion (44.8%) admire the way they work nowadays. Of the respondents, those who could honestly say that their self-esteem had improved (41.1%) and those whose morale and motivation for the job had not been lowered (47.7%) were fewer than those who felt to the contrary. Slightly more than half (50.3%) of the respondents indicate a negative influence of delocalisation on their self-esteem.

#### 4.2.4 Marriage Relationships

Further, the influence of delocalisation process on public secondary school Principals’ social wellbeing based on marriage relationships was assessed using a set of seven statements. Table 6 presents a summary of the outcome.

**Table 6: Marriage Relationships**

Statements	SD	D	NS	A	SA	Total
Sexual intimacy with my spouse was affected	15.5	9.7	10.8	19.5	44.4	100.0
My children suffered psychologically	14.8	12.6	13.4	24.2	35.0	100.0
My commitment to family responsibilities was lowered	13.0	11.9	10.8	25.3	39.0	100.0
A state of suspicion and mistrust arose between me and my spouse	26.7	14.4	17.3	16.6	24.9	100.0
My marriage relationship was strained	22.4	15.9	17.0	19.9	24.9	100.0
I have challenges in coordinating my family affairs while away	10.5	8.7	12.3	28.2	40.4	100.0
My family is straining financially	14.4	18.4	14.4	20.2	32.5	100.0

Information contained in Table 6 expresses respondents' conception of the extent to which implementation of delocalisation policy had influenced their social wellbeing based on marriage relationships. Data obtained show that more than half of the respondents (63.9%) indicated that sexual intimacy with their spouse was affected, almost a similar proportion (64.3%) confessed that their commitment to family responsibilities was lowered, and slightly less than this proportion acknowledged that their children suffered psychologically (59.2%). Similarly, those who had challenges in coordinating their family affairs while away (68.6%) and those whose families were straining financially (52.7%) due to delocalisation process were in the majority. However, those who felt that a state of suspicion and mistrust had arisen between them and their spouse (41.5%) and those whose marriage relationships were strained (44.8%) were in the minority. Consequently, therefore, more than half of the respondents (56.4%) indicated that their marriage relationships had experienced adverse influences of delocalisation process.

#### 4.2.5 Social Interactions

The influence of delocalisation process on public secondary school Principals' social wellbeing based on social interaction was assessed using twelve statements. Table 7 presents a summary of the outcome.

**Table 7: Extent of Social Interaction**

Statements	SD	D	NS	A	SA	Total
I feel isolated and discriminated against.	23.5	18.1	16.2	14.8	27.4	100.0
My old friends have been lost in the process.	9.0	10.8	15.5	33.6	31.0	100.0
My contribution to the society has been watered down.	10.5	16.2	12.6	32.1	28.5	100.0
I feel inadequate to hold responsibilities in the society.	15.5	14.8	18.8	29.6	21.3	100.0
I am usually out of touch with community affairs.	10.8	13.0	17.0	31.4	27.8	100.0
My contribution to the church has been minimized	9.0	13.0	12.6	37.5	27.8	100.0
Many people feel my absence in the society.	6.9	11.2	17.0	37.2	27.8	100.0
My social networks have been lost.	7.6	14.1	24.2	31.8	22.4	100.0
I feel lonely most of the time	11.6	16.6	16.6	25.3	30.0	100.0
I find myself visiting social places more often than before.	24.2	19.5	17.7	19.5	19.1	100.0
My network of friends has been expanded.	15.2	21.9	21.7	20.7	20.6	100.0
My social standing in the new school has been improved.	15.5	12.6	23.5	29.0	19.5	100.0

Data obtained on respondents' social interaction show that less than half of them (42.2%) felt isolated and discriminated against; more than half (64.6%) had lost old friends in the process and slightly less than this proportion (60.6%) felt their contribution to the society had been watered down. At the same time, slightly more than a half of the respondents (50.9%) felt inadequate to hold responsibilities in society, more than this proportion (59.2%) indicated usually being out of touch with community affairs and that their contribution to the church has been minimized (65.3%). Further, those who felt that many people in the society felt their absence (65.0%), that they had lost their social networks (54.2%) and those who felt lonely most of the time (55.3%) were the majority. However, those who find themselves visiting social places more often than before (38.6%), whose network of friends has been expanded (41.3%), or whose social standing in the new school had been improved (48.5%) were in the minority. Generally, therefore more than half of the respondents (53.8%) reported an adverse influence of delocalisation on their social interactions.

#### 4.2.6 Interpersonal Relationships

Lastly, the influence of delocalisation process on public secondary school Principals' social wellbeing based on self-esteem was assessed using six statements. Table 8 presents a summary of the outcome.

**Table 8: Interpersonal Relationship**

Statements	SD	D	NS	A	SA	Total
I relate well with my teachers in the staffroom.	4.0	6.9	11.6	44.8	32.9	100.0
My relationship with my colleague Principals has been affected.	16.6	25.6	20.6	24.9	12.3	100.0
My fellow Principals give me moral support.	5.8	4.3	20.9	42.6	26.4	100.0
I enjoy working with members of the school BOM.	6.5	6.5	17.7	41.5	27.8	100.0
I discuss issues to do with transfer freely with my friends.	7.2	10.8	15.5	40.1	26.4	100.0
I enjoy the company of my peers.	8.7	5.8	22.7	35.0	27.8	100.0

Information contained in Table 8 expresses respondents' conception of the extent to which implementation of delocalisation process had influenced their social wellbeing based on interpersonal relationships. Data obtained show that more than three-quarters of the respondents (77.7%) relate well with their teachers in the staffroom and slightly less than this proportion (69.0%) receive moral support from their fellow Principals. Similarly, those who acknowledged enjoying working with members of the school BOM (69.3%), those who discussed issues to do with transfer freely with their friends (66.5%) or those who enjoyed the company of their peers (62.8%) were the majority. However, less than half of the respondents (37.2%) indicated that their relationship with their colleague Principals had been affected due to delocalisation process. Collectively, therefore, a majority of the delocalised Principals (63.8%) maintained that their interpersonal relationships had not been adversely affected by delocalisation process. This means that only about a third (36.2%) of the delocalised Principals had their interpersonal relationships adversely affected by delocalisation process.

Descriptive statistics established that delocalisation process had a variable influence on respondents' indicators of psychosocial wellbeing. Specifically, more than half of the respondents acknowledged adverse influence of delocalisation on their level of anxiety, self-esteem, marriage and relationship, and social interaction, each indicator having more than 50% influence. The adverse influence of interpersonal relationships was however felt by fewer respondents.

An inquiry was also made from education officers and union officials within the study area on the dynamics of delocalisation process implementation. Key issues addressed included a rationale for implementation of the policy, impediments to the implementation, and possible outcomes. Data obtained illustrated that overstay in one station (93.3%) was considered as the main reason for delocalizing a principal. Other reasons suggested include promotion (13.4%), and routine transfer (16.7%). According to the officers, major impediments to the implementation of the policy include negative perception, advanced age of Principals, and resistance. According to them, the impediments were to some extent hindering achievement of the rationale for implementation of the policy. On the contrary, the officers indicated that to a great extent, implementation of the policy had resulted in increased stress among Principals, broken family relationships, and poor parenting.

### 4.3 Hypothesis Testing

The study thus proceeded to assess the inferential relationship between delocalisation process and psychosocial wellbeing of public secondary school Principals. The study sought to determine the relationship between delocalisation process and the psychosocial wellbeing of public secondary school Principals in selected Counties in Eastern Region, Kenya. The first hypothesis,  $H_{01}$  formulated for this purpose sought to establish whether there existed a significant relationship between delocalisation process and the psychosocial wellbeing of public secondary school Principals in selected Counties in Eastern Region, Kenya. Binary logistic regression was used for this purpose. Table 9 presents a summary of the findings.

**Table 9: Influence of Delocalisation on Psychosocial Wellbeing**

Variable	B	S.E.	Wald $\chi^2$	df	Sig.	Exp(B)
Delocalisation	-2.879	.314	84.049	1	.000	.056
Constant	1.012	.195	27.016	1	.000	2.750

The independent variable in the model was delocalisation process. The model was significant,  $\chi^2(1) = 84.05, p < 0.001$ , Test confirmed model fit,  $\chi^2(1) = 6.04, p = 0.014$ . Cox & Snell R Square predicted a variance of 32.7% while Nagelkerke R Square predicted 43.9% variation in psychosocial wellbeing explained by the model. The model with independent variables explained 80.1% of respondents' psychosocial wellbeing due to delocalisation, an improvement from the 57.4% initially predicted. Delocalisation negatively and significantly predicted public secondary school Principals' psychosocial wellbeing,  $\text{Wald}\chi^2(1) = 84.05, p < 0.001, \text{Exp}(B) = .056$ . Therefore, the first hypothesis,  $H_{01}$  which stated that there is no relationship between delocalisation process and the psychosocial wellbeing of public secondary school Principals in selected Counties in Eastern Region, Kenya was rejected.

### 4.4 Summary

Descriptive findings illustrated that a majority of the delocalised Principals (67.3%) have an unfavorable conception of the process of implementation of the delocalisation process of public secondary school Principals. In particular, more than half of the respondents acknowledged adverse influence of delocalisation on their level of anxiety, self-esteem, marriage and relationship, and social interaction, each indicator having more than 50% influence. The adverse influence of interpersonal relationships was however felt by fewer respondents. An inquiry made by education officers and union officials within the study area illustrated that overstay in one station (93.3%) was considered as the main reason for delocalizing a principal. Other reasons suggested include promotion (13.4%), and routine transfer (16.7%). Delocalisation negatively and significantly predicted public secondary school psychosocial wellbeing,  $\text{Wald}\chi^2(1) = 84.05, p < 0.001, \text{Exp}(B) = .056$

### 5. Conclusion

The study's conclusion illustrated a negative and significant relationship between delocalisation process and the psychosocial wellbeing of public secondary school Principals. It can therefore be concluded that implementation of delocalisation policy negatively and significantly influences the public secondary Principals' psychosocial wellbeing.

## 6. Recommendation

Public secondary school Principals should be consulted in the course of implementation of the policy to help prepare them for any eventuality. Further, Schools Board of Management should strive to provide an enabling environment to the delocalised Principals so that they can easily fit into the new environment.

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