



Theoretical Foundations for Evaluating School-Based Mental Health Support Services on Attendance and Academic Outcomes in Southern Kenya's Schools

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Abstract

Southern Kenya's schools face significant challenges in maintaining high attendance rates and achieving academic outcomes due to various socio-economic factors. No empirical data will be presented; instead, a conceptual analysis will outline key themes and mechanisms influencing student engagement and learning outcomes. Theoretical insights suggest that targeted mental health support can significantly enhance educational success, but further empirical research is needed to validate these mechanisms. School administrators should consider integrating comprehensive mental health services into their curricula to complement existing academic programmes.

Keywords: *African Geography, Mental Health Interventions, School Effectiveness Studies, Socio-Economic Factors, Community Engagement, Quantitative Research Methods, Qualitative Data Analysis*

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