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**The Role of Deputy Principal in Enhancing Students' Academic
Performance in Secondary Schools: A Case Study of Schools in Bungoma
South Sub-County, Kenya**

Ernest Sisa Wafula



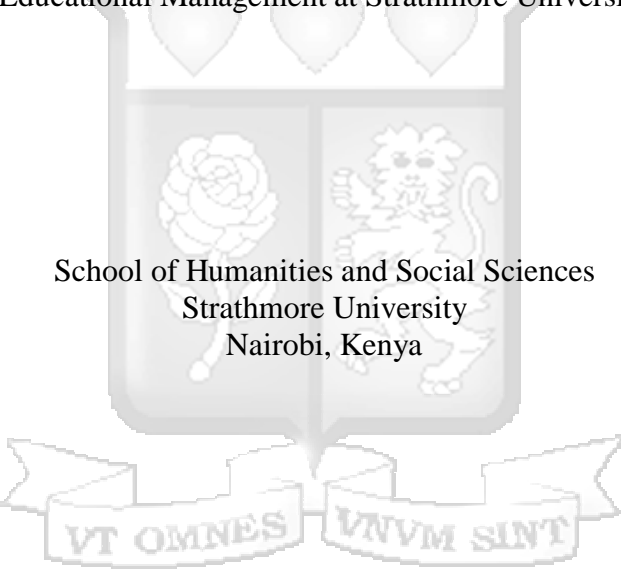
Master of Science in Educational Management

2022

The Role of Deputy Principal in Enhancing Students' Academic Performance in Secondary Schools, A Case Study of Schools in Bungoma South Sub-County, Kenya

Ernest Sisa Wafula

Submitted in partial fulfillment of the requirements for the Degree of Master of Science in Educational Management at Strathmore University



School of Humanities and Social Sciences
Strathmore University
Nairobi, Kenya

October 2022

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Ernest Sisa Wafula

..... 

.....15th August 2022.....

Approval

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Abstract

The administrative duties performed by the deputy principals tend to obscure their academic responsibilities. The purpose of this study was to explore the deputy principals' role in enhancing students' academic performance in secondary schools, in Bungoma South Sub-County, Kenya. A student's academic performance is the sum of all curriculum implementation achievements as depicted from formative, continuous and summative evaluations, both internal and external. This study was necessitated by the need for an elaborate framework that could be used to operationalize the academic functions of the deputy principal's office in secondary schools. The study was grounded on Elger's Theory of Performance of 2006, Hargreaves' Capital Theory of School Effectiveness and Improvement of 2001, and Glasser's Control Theory of 1985. From the findings, the mean of all the responses to the three research questions was 3.9773 out of 5, which was an equivalent 79.55% agreement with suggested academic performance enhancement indicators. The Pearson's correlational coefficients between the independent variables and the dependent variable ranged between 0.005 at 0.01 confidence level and 0.023 to 0.029 at 0.05 confidence level. This implied that a significant correlation between students' academic performance and the role of deputy principals in secondary schools in the Bungoma South sub-county was found to exist. The findings of the study have implications for policy, research and practice.



Table of Contents

DECLARATION AND APPROVAL	II
ABSTRACT	III
LIST OF TABLES	VII
LIST OF FIGURES.....	VIII
ABBREVIATIONS	IX
ACKNOWLEDGMENT.....	X
CHAPTER 1: INTRODUCTION	1
1.1. INTRODUCTION	1
1.2. BACKGROUND TO THE STUDY	1
<i>Instructional Leadership</i>	1
<i>Academic performance improvement activities</i>	2
<i>Disciplinary roles</i>	2
<i>Research Gaps</i>	3
1.3. PROBLEM STATEMENT	3
1.4. PURPOSE OF THE STUDY	4
1.5. RESEARCH OBJECTIVES	4
1.6. RESEARCH QUESTIONS	5
1.7. SCOPE OF THE STUDY	5
1.8. LIMITATIONS OF THE STUDY.	5
1.9. SIGNIFICANCE OF THE STUDY	5
1.10. DELIMITATION OF THE STUDY	6
1.11. SUMMARY OF THE INTRODUCTION.....	6
CHAPTER 2: REVIEW OF RELATED LITERATURE.....	7
2.0. INTRODUCTION	7
2.1. EMPIRICAL FRAMEWORK	7
2.2. THEORETICAL FRAMEWORK.....	9
2.2.1. <i>Theory of performance (ToP)</i>	9
2.2.2. <i>Capital theory of school effectiveness and improvement (CTSEI)</i>	10
2.2.3. <i>Control theory</i>	10
2.3. CONCEPTUAL FRAMEWORK	10
2.4. SUMMARY OF THE REVIEW OF RELATED LITERATURE.....	12
CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY	13
3.0. INTRODUCTION	13
3.1. RESEARCH DESIGN	13
3.2. LOCATION OF THE STUDY	13
3.3. TARGET POPULATION	14
3.4. SAMPLE AND SAMPLING TECHNIQUES	15
3.5. RESEARCH INSTRUMENTS	16
3.6. PILOT STUDY	16
3.7. RESEARCH QUALITY	17
3.7.1. <i>Validity</i>	17
3.7.2 <i>Reliability</i>	17
3.8. DATA COLLECTION PROCEDURES	18
3.9. DATA SCREENING.....	18
3.10. DATA ANALYSIS	19
3.11. ETHICAL CONSIDERATIONS.....	20
3.12. SUMMARY OF RESEARCH DESIGN AND METHODOLOGY	21

CHAPTER 4: ANALYSIS, PRESENTATION, AND INTERPRETATION OF FINDINGS	22
4.1. INTRODUCTION	22
4.2. RESPONSE RATE	22
4.3. DEMOGRAPHIC INFORMATION.....	22
4.3.1 GENDER	22
4.3.2. AGE.....	23
4.3.3. Type of school.....	24
4.3.4. KCSE performance, 2020.....	24
4.3.5. Enrolment characteristics, 2021	25
4.3.6 Number of years served as a deputy principal	25
4.3.7 How demographic data informed the study	26
4.4 STUDENTS’ ACADEMIC PERFORMANCE ENHANCEMENT ACTIVITIES.....	26
4.4.1. Internal examination management and supervision.	26
4.4.2 External examination management and supervision	26
4.4.3 Assurance of Quality teaching/ learning	27
4.4.5 Summary of responses on Students’ academic performance enhancement activities.....	27
4.4.6. INTERPRETATION OF FINDINGS ON STUDENTS’ ACADEMIC PERFORMANCE ENHANCEMENT ACTIVITIES (THE DEPENDENT VARIABLE).....	28
4.5. INSTRUCTIONAL LEADERSHIP ACTIVITIES.....	29
4.5.1 Instructional supervision	29
4.5.2 Instructional coordination.....	29
4.5.3 Instructional direction	30
4.5.4 Instructional evaluation	30
4.5.5 Instructional organization.....	30
4.5.6 Summary of instructional leadership activities.....	31
4.5.7. Interpretation of findings on the first research objective.....	32
4.6. STUDENTS’ ACADEMIC PERFORMANCE IMPROVEMENT ACTIVITIES	33
4.6.1 Knowledge development activities.....	33
4.6.2 Skills enhancement activities.....	33
4.6.3 Identity improvement activities	34
4.6.4 Personal factors identification and improvement programs.....	34
4.6.5 Fixed factors identifications and management programs.....	34
4.6.6 Summary of academic performance improvement activities	35
4.6.7. Interpretation of findings for the second research objective.....	36
4.7. DISCIPLINARY ROLES OF DEPUTY PRINCIPAL.....	37
4.7.1 PROFESSIONAL RELATIONSHIPS AMONG SCHOOL MEMBERS	37
4.7.2 Routine efficiency.....	37
4.7.3 Respect for school culture	37
4.7.4 Functional academic leadership team	38
4.7.5 Effective discipline control structure.....	38
4.7.6 Summary of disciplinary role deputy principals	38
4.7.7 Interpretation of findings on the third research objective.	40
4.8. DESCRIPTIVE STATISTICAL ANALYSIS OF THE FOUR MAIN VARIABLES.....	41
4.9. INFERENTIAL STATISTICAL ANALYSIS OF THE FOUR MAIN VARIABLES.....	42
CHAPTER 5: SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS.....	43
5.1 INTRODUCTION	43
5.2 SUMMARY OF FINDINGS.....	43
5.3 CONCLUSIONS	44
5.4 RECOMMENDATIONS.....	45

5.4.1 RECOMMENDATIONS FOR PRACTICE.....	45
1. <i>Recommendations to deputy principals</i>	45
2. <i>Recommendations to principals</i>	45
5.4.2 POLICY RECOMMENDATIONS	45
1. <i>Ministry of Basic Education</i>	45
2. <i>The Teachers Service Commission</i>	45
5.4.4 <i>Recommendation for further research</i>	45
REFERENCES	46
APPENDICES	48
APPENDIX A. BUNGOMA SOUTH SUB-COUNTY KCSE RESULTS ANALYSIS 2016-2019	48
APPENDIX B: QUESTIONNAIRES	50
APPENDIX C: PARTICIPANT CONSENT FORM.....	54
APPENDIX D: STRATHMORE UNIVERSITY INSTITUTIONAL ETHICAL REVIEW COMMITTEE APPROVAL	56
APPENDIX E: AN INTRODUCTORY LETTER FROM THE UNIVERSITY	57
APPENDIX F: NACOSTI RESEARCH PERMIT	58
APPENDIX G. SIMILARITY REPORT.....	59



List of tables

Table 3.1: Reliability Statistics.....	18
Table 4.1: Rate of response	22
Table 4.2: Gender	23
Table 4.3: Age	23
Table 4.4: Type of school	24
Table 4.5: KCSE performance, 2021.....	25
Table 4.6: Enrolment characteristics, 2021	25
Table 4.7: Length of stay	26
Table 4.8: Internal examination management and supervision	26
Table 4.9: External exams supervision and management.....	27
Table 4.10: Assurance of quality teaching/ learning	27
Table 4.11: Students’ academic performance enhancement activities	27
Table 4.12: Instructional supervision	29
Table 4.13: Instructional coordination.....	29
Table 4.14: Instructional direction.....	30
Table 4.15: Instructional evaluation	30
Table 4.16: Instructional organization	30
Table 4.17: Instructional leadership activities	31
Table 4.17: Knowledge development activities	33
Table 4.18: Skills enhancement activities	33
Table 4.19: Identity improvement activities	34
Table 4.20: Personal factors identification and improvement programs.....	34
Table 4.21: Fixed factors identifications and management programs.....	34
Table 4.22: Academic performance improvement activities.....	35
Table 4.23: Professional relationships among school members.....	37
Table 4.24: Routine efficiency	37
Table 4.25: Respect for school culture	38
Table 4.25: Functional academic leadership team.....	38
Table 4.26: Effective discipline control structure	38
Table 4.27: Disciplinary roles	39
Table 4.28: Descriptive statistics.....	42
Table 4.29: Correlational analysis	42

List of figures

Figure 2.1: Conceptual framework.....	11
Figure 3.1. Map of Bungoma south sub-county, Bungoma County, Kenya	14
Figure 4.1: Gender.....	23
Figure 4.2: Age	24
Figure 4.3. Students' academic performance enhancement activities.....	28
Figure 4.4: Instructional leadership activities.....	32
Figure 4.5: Academic performance improvement activities	36
Figure 4.6: Disciplinary roles	40



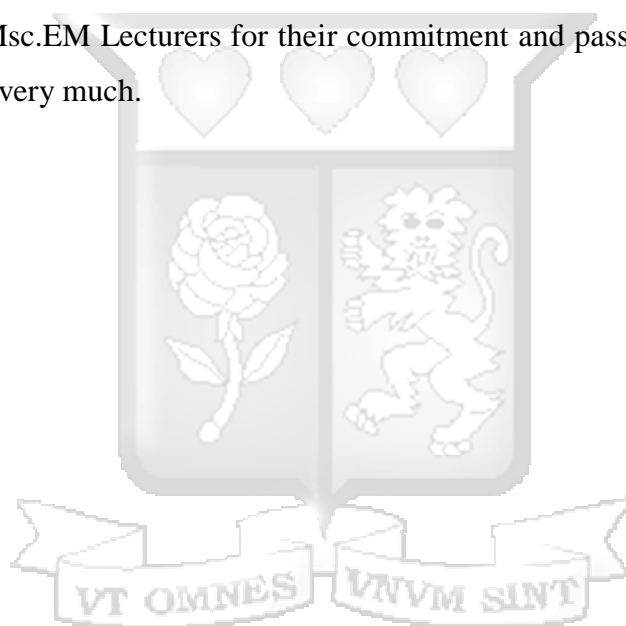
Abbreviations

CTSEI-	Capital Theory of School Effectiveness and Improvement
DP -	Deputy Principal
KCSE-	Kenya Certificate of Secondary Education
KNBS-	Kenya National Bureau of Statistics
SPSS -	Statistical Package for Social Sciences
ToP-	Theory of Performance
TSC -	Teachers Service Commission



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Chapter 1: Introduction

1.1. Introduction

This chapter presents the background of the study, statement of the problem, the purpose of the study, research objectives, research questions, scope of the study, the significance of the study, limitations of the study, and the delimitation of the study.

1.2. Background to the study

As the employer in Kenya, the Teachers Service Commission has provided a detailed job description of the deputy principal, the operationalization of these functions are still largely dependent on the principals' disposition. The education authorities may be aware of this dilemma, but fitting structures to address this situation are still lacking. As will be detailed in the review of related literature, some efforts in other parts of the globe have been seen, but the same efforts are still limited.

Instructional Leadership

According to the Teachers Service Commission (2018), there are at least five reasons why the role of a deputy principal is important to students' academic performance. These are;- (1) to ensure that the syllabus is covered in time for evaluation (2) to teach subjects of specialization to impart knowledge, skills, and attitudes to the learner (3) to evaluate learners on subjects of specialization and prepare learners for national and other examinations (4) Initiate new ideas and programs to ensure improvement in teaching and learning in the subjects of specialization and (5) embrace teamwork through collaborative planning and teaching to ensure consistency and improvement in curriculum delivery. These roles can be summarized as supervising, coordinating, directing, evaluating, and organizing school teaching and learning activities. According to Muasya (2018), Instructional leaders aim at improving the effectiveness of instruction in order to increase the achievement of all students. Instructional leadership is an essential ingredient for improving student learning (Awili & Nyakwara, 2021). In this regard, this study sought to establish the extent to which deputy principals in Bungoma south sub-county have been able to execute their professional mandates of instructional leadership, teaching of their subject of specialization, initiating high-leverage instructional strategies, and encouraging quality teaching and learning, for enhanced students' academic performance.

Academic performance improvement activities

Student academic performance improvement activities referred to in this study are the sum of curriculum achievements as depicted from both formative, continuous and summative assessments. This includes quality learning, satisfactory syllabus coverage pleasant levels of attainment in internal and external exams. Student performance improvement referred to herein is not an event, but rather a routine process that requires review and improvement to attain desirable students' academic performance standards.

Deputy Principals' are therefore expected to ensure:- high levels of knowledge and skills development; ensure members of the school identity well with the school; ensure personal factors in the school are well identified, managed, and tapped into, and fixed factors are precisely identified and adapted to (Elger, 2015). Chitamba (2019) contends that school leadership is usually shared amongst many actors in a school. This means that the traditional view of the Principal as the super-hero leader in the student's academic performance is gradually getting uncoordinated with global trends (Hallinger, 2015). A Previous studies by Ombonga & Ongaga, (2017), have however, concentrated on the role of the principal in bring about academic change in a school and has largely ignored the part that the deputy plays. Effective leadership is critical in cultivating a conducive atmosphere for learning and thus the need to establish the role of deputy principals in enhancing students' academic performance in secondary schools.

Disciplinary roles

Students' discipline is an important aspect for a school to achieve academic excellence. (Kosgei, 2020). School systems have come under scrutiny from stake holders such as the government and the community in instances where there has been lax discipline in schools. More often than not the deputy principal is charged with the duty of ensuring that discipline is maintained to enable leaning (Macharia, Thinguri, & Kiongo, 2014). Whereas guidance and counseling services in schools have been established to provide solutions of managing student discipline, the deputy principal is required to provide a positive view to learning (Odoyo , Kabuka, & Agak, 2016). Navarro-Corona and Slater (2017) in a comparative study that was done in Mexico, concluded that the role of the DP mainly focused on student discipline. They posit that deputy principals had little involvement in making essential decisions for schools, especially those decisions concerning students' academics.

The study further concluded that the primary roles of deputy principals were those of ensuring: - (1) professional relationships in a school (2) routine efficiency (3) admirable

school culture (4) functional leadership teams and (5) effective school control structures. Given the comprehensive deputy principals' tasks defined by the Teachers Service Commission in Kenya (2018) and detailed in this section under instructional leadership, the role of the deputy principal could directly impact the performance of a student's academics. This is because the five disciplinary roles of the deputy principals' are most likely to improve efficiency in the management of teaching and learning activities in schools.

Research Gaps

This research is built on what earlier researchers have pointed out. Bulawa & Mhlauli (2018) posits that DPs' perspectives of the role and responsibilities they perform have not been subjected to any extensive research. Navarro-Corona and Slater (2017) asserts that the duties performed by the deputy principals do not appear to be clearly defined, but are highly dependent on the school principal's dispositions. Chitamba (2019) observed that the DP is generally accepted as the abandoned participant and unremembered leader. Koma, Ouma, and Kilonzo (2020) noted that deputy principals should be used as a consultation hub for connecting the high office and the operation staff to realize quality grades and uplift students' academic performance. Habil (2015) in his study titled challenges facing deputy principals in Bungoma North sub-county found out that one of the challenges facing deputy principals was increased workload as the position came with additional responsibilities due to many delegated duties and many discipline cases deputy headteachers have to attend to. To this end, the deputy principal is not portrayed as an academic promoter, but as the school's frontline soldier, especially in disciplinary duties and other administrative, but non-academic duties. However, accountability requirements and the need to support the school principals in the leadership duties, requires that the deputy principal takes up a role in enhancing student academic performance. With increasing demands for good among performance, the deputy principal is likely to take up a prominent role. This study sought to find out the shape of that role. Hence the need for an investigation the role played by deputy principals in enhancing students' academic performance.

1.3. Problem statement

Whereas the role of promoting students' academic performance in schools had been left to school principals, recent appraisals of school leadership have redefined the role of the deputy principal to include ensuring that the syllabus is covered in time for evaluation;

teaching subjects of specialization to impart knowledge, skills, and attitudes to the learner; evaluate learners on subjects of specialization and prepare learners for national and other examinations; Initiate new ideas and programs to ensure improvement in teaching and learning in the subjects of specialization and embrace teamwork through collaborative planning and teaching to ensure consistency and improvement in curriculum delivery (Teachers Service Commission, 2018). This study, therefore, aims at getting responses on how these roles have been operationalized in secondary schools and their effect on students' academic performance.

Although a lot of research has been written on school principals, there is scanty research on DPs (Hallinger, 2015) (Koma, Ouma, & Kilonzo, 2020) and (Samoei, 2014). Being the second to the school principal in authority, it is therefore vital that the student's academic performance is reviewed against the performance of deputy principals in the three roles. This study hoped that examination of the DPs' leadership roles; the academic improvement activities; the disciplinary role of the DPs would bring forth the situation in Bungoma south sub-county and how they have impacted students' performance.

1.4. Purpose of the study

This study sought to explore Deputy Principals' role in enhancing the student's academic performance in secondary schools, focusing on Bungoma South Sub-County, Kenya. More precisely, the research aimed at establishing if there was any relationship between the deputy principal's instructional leadership activities; academic performance improvement activities; and disciplinary roles and students' academic performance in secondary schools.

1.5. Research objectives

The main objective of this study was to investigate the role of deputy principals in enhancing students' academic performance among public secondary schools in Bungoma South Sub County

The study was guided by the following specific objectives:

1. To identify instructional leadership activities, the deputy principal engages in improving students' academic performance in secondary schools in Bungoma south sub-county.
2. To determine the academic performance improvement activities, the deputy principal uses to improve students' academic performance in secondary schools in Bungoma south sub-county.

3. To examine the disciplinary roles of the deputy principal that enhance students' academic performance in secondary schools in Bungoma south sub-county.

1.6. Research questions

The study was guided by the following research questions; -

1. What are the instructional leadership activities that the deputy principal engages in to improve students' academic performance in secondary schools in Bungoma south sub-county?
2. What are the academic performance improvement activities, the deputy principal uses to improve students' academic performance in secondary schools in Bungoma south sub-county?
3. What are the disciplinary roles of the deputy principal that enhance students' academic performance in secondary schools in Bungoma south sub-county?

1.7. Scope of the study

The study mainly targeted the deputy principals of public secondary schools. However, Principals of the same schools were expected to form part of the respondents, to enrich the research since they may have previously served in the position of the deputy principal. It involved data that related to the period starting 2016 to 2021.

1.8. Limitations of the Study.

The study was limited to looking only at academic performance, not other forms of performance such as art, games and sports, societies and clubs. The aspects of students' academic performance examined were performance in national examinations, inter-schools examinations and contests, and internal examinations. Syllabus coverage and possession of coherent and concise class notes were to provide a formative evaluation basis of a positive indicator of the performance.

1.9. Significance of the study

First, this study would enable deputy principals to understand the academic enhancement strategies that can be utilized in promoting students' academic performance. Secondly, enhanced academic performance would benefit students and parents, this would enable the students to get into competitive courses at universities and colleges. Thirdly, the principal will benefit from the streamlined academic management strategies, which will bring about academic excellence, in Kenya Principals are known for the academic performance of their schools. Finally, the research brings on board new knowledge that can be utilized by educationists and educational institutions. This is by bringing out a framework that can be used by deputy principals to operationalize their academic roles in schools. In summary,

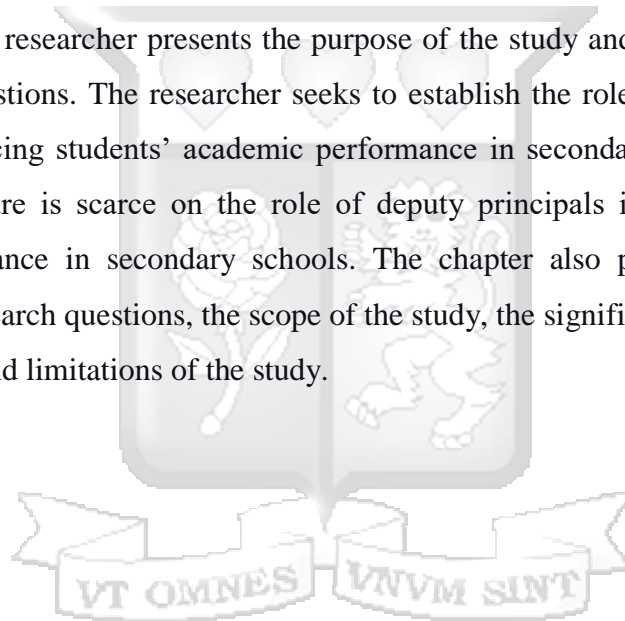
the results of this study may be utilized by various education stakeholders like school principals, deputy principals, and education officials, both in the ministry of education and the teacher service commission in their effort to strengthen the academic departments in their institutions.

1.10. Delimitation of the study

The geographical area of study was Bungoma South Sub-county of Bungoma County in the Western Region of Kenya. The study targeted deputy principals and principals of public secondary schools in the sub-county. The private schools' counterparts were not considered for this study due to the difference in the administrative structure of their schools and their roles.

1.11. Summary of the introduction

In chapter one, the researcher presents the purpose of the study and suggests the research objectives and questions. The researcher seeks to establish the role played by the deputy principal in enhancing students' academic performance in secondary schools. He further argues that literature is scarce on the role of deputy principals in enhancing students' academic performance in secondary schools. The chapter also presented the purpose, objectives, and research questions, the scope of the study, the significance of the study, and the delimitations and limitations of the study.



Chapter 2: Review of related literature

2.0. Introduction

This chapter reviews the literature related to the topic of study. It proposes the empirical, theoretical and conceptual framework that grounded the study.

2.1. Empirical framework

Habil (2015), in his study on the challenges facing deputy principals in public secondary schools, carried out in Bungoma North sub-county, Kenya, posits that in most schools, deputy headteachers are the most available school managers and as a result shoulder much of the responsibility and therefore have more influence on the attainment of educational objectives of most schools. This study positions the deputy principal strategically to provide academic leadership which may enhance students' academic performance in secondary schools. A study conducted in Mexico by Navarro-Corona and Slater (2017), titled "The integration of the functions of principals and deputy principals in the management of schools" found out that the role of the deputy Principal was not only limited to administration, and discipline, but also academic activities that were directly related to student learning. The study recommended that the partial picture of the deputy principal's role should be validated further with quantitative research to establish the requisite characteristics for the role. Hence this quantitative research aimed at shedding light on the role of deputy principals in enhancing students' academic performance in secondary schools.

According to Mercer (2016), in his study entitled "Analysis of the position of assistant principals of the year in Indiana: An analysis of what is important", deputy principals were the school's "de facto face" of the administration. They did not have the luxury of going to the board room to debate possible responses with a well-educated and appropriately skilled administrative team. Whenever they were asked direct questions, they had to respond positively and in a way that supported the school's best interests and the essence of why it exists. This portrays the deputy principal as a player in the academic arena from whom a lot is expected and yet he/she is less exposed to opportunities to enable him/her to deliver. This may be the reason deputy principals rank low when it comes to contribution to the academic success of most secondary schools. This current research seeks to provide a framework for operationalizing the role of deputy principals in enhancing students' performance in academics in secondary schools.

According to Usman (2016), in his study titled “The impact of instructional supervision on academic performance of schools in Nasarawa State, Nigeria”, the school administration was not only restricted to mere controlling the staff of the school, its finances and curriculum management, but it included other functions such as; - Supervision/inspection of instructional activities in the school system to ensure that the proper pedagogical techniques were in use during the instructional process. As an administrator/a deputy principal, keenness on the student's academic performance was crucial in this study. This provides a learning opportunity for the case of Bungoma County where Habil, (2015)’s findings show the deputy principal as a “spanner boy” of the principal literary doing everything as required by the Principal, which in most cases has little to do with student’ academics.

Chitamba (2019), in a study, carried out in Zimbabwe titled “The role and experience of deputy principals with instructional leadership in Zimbabwe” posited that deputy principals were instructional leaders who played a critical role in teaching and learning and, above all, students' achievement. The study also asserted that the deputy principals were in charge of the instructional leadership role of managing to teach and learning through supervision of lessons, monitoring students' progress, modeling good teaching behaviors, building a reading culture in the school, and incentivizing teachers. The study recommends that since the deputy principal was accountable to the principal, their nature of involvement in promoting instructional leadership needed to be explored. This is the gap that this current study seeks to fill.

Mphale and Mhlauli (2014) in their study titled “An investigation on students’ academic performance for junior secondary schools in Botswana” found that effective instructional leadership behavior of the school leader was very crucial in improving teachers' performance and students' academic achievement. This was by using their supervisory role to check what happens in the classroom, sparing some time to observe teachers' teaching. After lesson observation, his/her duty was to be advisory rather than castigation. He/she should give feedback on the teachers' strong and weak points. Always giving praise for the good work makes teachers valued and motivated to work the extra mile. Where proper advice was given, teachers became happy and worked on their weaknesses to enhance their performance. Teacher appraisal was part of the School's administrative duties. These findings were a great template for this current study, giving direction on instructional leadership in attempts to address research objective one.

Khalid (2014), in his study titled “Deputy Principals in Arab schools in Israel: an era of reforms”, identified seven areas of responsibility imposed on deputy principals, instructional leadership, personal/individual management, and staff development, among other functions. Khalid (2014)’s findings relate to the current study in that it speaks on the indicators in two of the independent variables, that is Instructional leadership and academic performance improvement activities.

Locally, Samoei (2014), in her study titled “Instructional supervision roles of principals and its influence on student's academic achievement in public secondary schools in Nandi North sub- county Nandi County, Kenya” posits that the purpose of instructional supervision is to support teachers in developing their professional skills and techniques to help students learn better and perform well. The current study utilized this to develop instructional supervision as one of the indicators of instructional leadership, which is research objective one.

According to Koma, Ouma, and Kilonzo (2020), the deputy principals should be used as a consultation hub for connecting the high office and the operation staff to realize quality grades and uplift academic performance. Further, an effective vice principal develops teachers, bringing about effectiveness in teaching which produces academically and economically good students, who become useful to themselves, parents, government, and society at large.

In a study by Kiptum (2018), the relationship between four teacher factors namely; instructional leadership, qualification, experience, attitude towards teaching, and students' academic achievement revealed that there was a significant relationship between students' achievement and teachers' instructional leadership.

2.2. Theoretical framework

2.2.1. Theory of performance (ToP).

Elger (2006) enumerated the six components on which the level of academic performance holistically depends, these include: - context, level of knowledge, level of skills, level of identity, personal factors, and fixed factors. This theory lends itself well as a basis for use by Deputy Principals to guide the teaching and learning activities in schools. The Theory of performance challenges educators to empower themselves while at the same time helping others learn and grow. This theory presented the indicators that were used to develop research question two and therefore address research objective two.

2.2.2. Capital theory of school effectiveness and improvement (CTSEI)

Hargreaves (2001) developed this theory of school effectiveness and improvement based on cognitive and moral foundations. The theory has the following concept of outcomes; - cognitive and moral leverage. Cognitive leverage refers to the relationship between teacher, input, and changes in students' intellectual while moral leverage refers to the results of the teacher's effort/educational outputs.

This theory also brings forward the concept of intellectual capital, which describes the concept of creating a school's vision, identifying a school's underpinning values, the conceptualization, and articulation of school-wide pedagogy, and insights about schools' improvement process and student academic achievement across learning areas. It is further founded on the concept of social capital which describes the professional relationship of trust and respect. High levels of social capital strengthen intellectual capital through sharing.

Hargreaves (2001) uses this model to present definitions of effective and improving schools stating that; an effective school mobilizes its intellectual and social capital to achieve the desired educational outcomes of intellectual and moral excellence. This theory was found relevant to this study because of its theoretical concepts: outcomes, leverage, intellectual capital, and social capital have a bearing on the performance and quality of education in a school. The researcher found this theory instrumental since it directly speaks to both the independent and dependent variables.

2.2.3. Control theory

Glasser (1985) translates control theory into a productive classroom model of team learning emphasizing satisfaction and excitement that result from working in small teams. Working in teams enables students to find that knowledge contributes to power, friendship, and fun.

As academic failure is observable to students, a teacher has to find a technique that would help him/her manage his/her class. This theory suggests that the teacher must go outside the box of traditional teaching because students need to have a sense of belonging, need to feel the importance of learning, and have fun and freedom during the learning process. This theory guided the researcher in identifying crucial indicators of instructional leadership that formed the basis of research question one.

2.3. Conceptual Framework

Figure 2.1 on the next page is the conceptual framework displaying the interrelationship between the independent variables and the independent variable. It shows how the

interplay of the selected factors demonstrates the role played by the deputy principal in enhancing the academic performance of secondary schools.

Figure 2.1: Conceptual framework

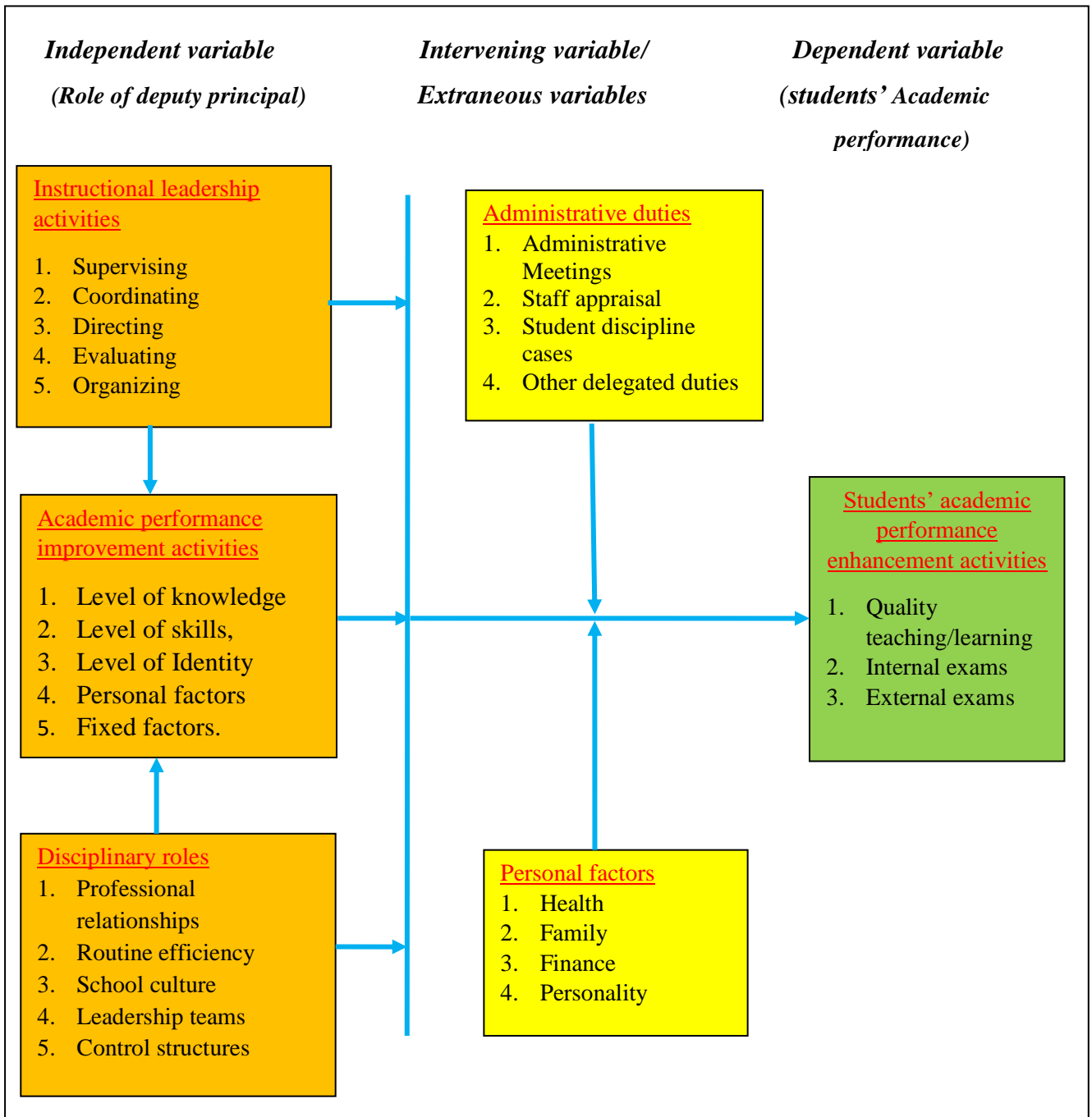


Figure 1.0: Conceptual framework *Adapted from:* (Kiptum, 2018)

This conceptual framework shows how several factors interplay to enhance students' academic performance in secondary schools. Figure 1.0 above illustrates how the variables related to ensuring the independent variables and dependent variables were presented.

The independent variables were instructional leadership activities, academic performance improvement activities, and the deputy principal's disciplinary roles. Instructional

leadership activities were activities that were aimed at supporting teachers to develop their professional skills and techniques to help schools realize their instructional objectives e.g. supervising, coordinating, directing, evaluating, and organizing teaching/learning activities. Academic improvement activities entailed engaging the performer in an optimal emotional state, immersing the performer in an enriching environment, and engaging the performer in reflective practice. The indicators of academic improvement activities were; - the level of knowledge, the level of skills, the level of identity, personal factors, and fixed factors.

Some disciplinary roles of the deputy principal were found to play a critical role in enhancing the academic performance of schools. These include; - Professional relationships in the school community, school routine efficiency, school culture, leadership teams, and school control structures.

Meanwhile, the intervening/extraneous variables were in the form of administrative duties and personal factors which affected the deputy principal's role in enhancing academic performance in a school either positively or negatively. Lastly, the dependent variable (students' academic performance) represented the expected academic results, which were influenced by the functions of the office of the deputy principal. Through the help of this framework, the study hoped to show how the deputy principals can be instrumental in enhancing students' academic performance in secondary schools.

2.4. Summary of the review of related literature

The empirical literature reviewed in this chapter indicated a gap that necessitated this study. The synopsis of the theories that guided the study was presented to guide a further understanding study of the role of the deputy principal in enhancing the student's academic performance in secondary schools. Therefore, this chapter aimed at providing this study with a foundation on findings of previous studies that were done and related to this study.

Chapter 3: Research design and methodology

3.0. Introduction

This chapter outlines the research methods that were used in this study. It presents the research design, target population, sampling procedures and sample size, research instruments, validity and reliability of instruments, data collection procedures, data analysis, and ethical considerations. This chapter provided means of achieving the objectives of this study.

3.1. Research design

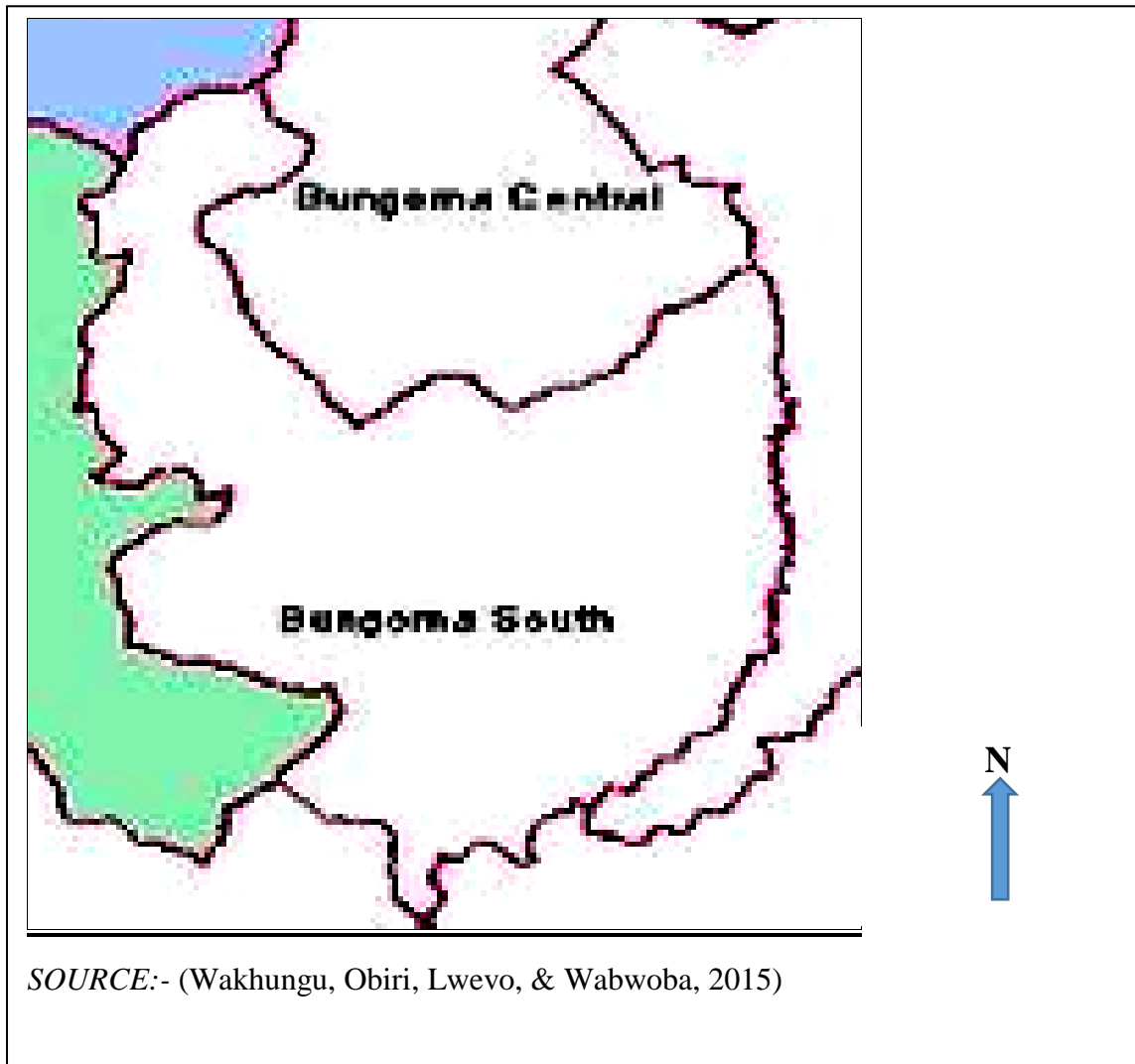
The descriptive survey research design was used in this study since a broad category of deputy principals and principals were involved. Kaimenyi (2013) employed descriptive survey research design in her study titled “Factors Influencing Academic Performance of Students in Kenya Certificate of Secondary Education in Imenti North District, Kenya” and she was able to generate both numerical and descriptive data that was used in effectively measuring the relationship between variables in her study. The descriptive study required statistical computations such as averages, percentages, and various coefficients e.g. Spearman rank correlation (Kothari, 2004). Descriptive survey research was used because of its ability to increase knowledge about the research topic. The design enabled the study to provide statistical information about the relationship between the roles of deputy principals and the student's academic performance in secondary schools in the Bungoma South sub-county.

3.2. Location of the study

The locale of this study was Bungoma south sub-county, in Bungoma County, in Western Kenya. The schools were significantly different in terms of composition, structure, level of development, and academic performance. A few schools were located in Bungoma town; the rest were in rural areas of the sub-county. Bungoma south sub-county has a total of 70 secondary schools, out of these, 63 were day and mixed schools, while 7 were boarding and same-sex schools. The choice of this locale was informed by poor students' academic performance in most secondary schools in Bungoma south sub-county (Appendix A).

The sub-county covers 318.8km² out of 3032.4 km² covered by Bungoma County. This constitutes 10.5% of Bungoma County. (Wakhungu, Obiri, Lwevo, & Wabwoba, 2015). Figure 3.1 on the next page shows the map of the Bungoma south sub-county. This study location was selected because the researcher was on duty and therefore this study was done on a work-based basis. Any other location would have caused workplace inconveniences.

Figure 3.1. Map of Bungoma south sub-county, Bungoma County, Kenya



3.3. Target population

The target population is defined as all the members of a real or hypothetical set of people, events, or objects to which a researcher wishes to generalize the results of the research study (Gall & Borg, 1989). According to Kaimenyi (2013) while citing Kombo and Tromp (2006). A target population is a group of individual objects or items from which samples are taken for measurement. The population must have at least one outstanding characteristic which makes it distinct from any other population. The target population was 140 (N=140), that is 70 Deputy Principals and 70 Principals of the public secondary schools in Bungoma South. Principals were also respondents in the study because of their experiences during their tenure as deputy principals.

3.4. Sample and sampling techniques

Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statements made about the sample should also be true of the population (Orodho & Kombo, 2002). The researcher drew his sample from a sampling frame of 70 deputy principals of Bungoma South Sub-county through stratified and systematic sampling based on the criterion of the K.C.S.E performance of the schools in the year 2019. The study sought to systematically sample its respondents because this type of sampling, was taken as an improvement over a simple random sample spread out more evenly over the entire population. Systematic sampling is also a less costly method of sampling, of course, with the assumption that the population doesn't contain a hidden periodicity, which can cause inefficiency. Stratified sampling was applied because the target population was highly heterogeneous. Therefore, this type of sampling enabled the researcher to obtain a much more representative, more reliable, and detailed sample (Kothari, 2004).

The schools were stratified into Top Performing (TP) with a mean of 7.00 to 12, High Performing (HP) with a mean of 6.00 to 6.99 in KCSE examinations, Average Performing (AP) with a mean of 5.00 to 5.9 in KCSE examinations, and Low Performing (LP) with a mean of 4.9 and below in KCSE examinations of 2016-2019. (SCDE- MOE, 2020).

Each deputy principal's characteristics were primarily defined by the KCSE, 2019 performance index of his/her school. The standard deviation, denoted by σ (delta) of the KCSE performance index of all the schools in 2019 KCSE was used in the calculation of the required sample size. Since the list of deputy principals alone, without a numerical value assigned to each deputy principal was statistically insignificant.

According to (Kothari, 2004), the sample size can be obtained by $n = \frac{z^2 \sigma^2}{e^2} = \left(\frac{z\sigma}{e}\right)^2$, where n is the required sample size, z is the standard variate at a given confidence level, σ is the standard deviation of the target population and e is the acceptable error (the precision). For this study, the z -statistic was 1.96 for a 95% confidence level, σ was 1.08, the standard deviation as estimated from the KCSE results of 2019 (appendix 2), and e was ± 0.5 - the acceptable error. Hence the sample size,

$$n = \frac{z^2 \sigma^2}{e^2} = \frac{1.96^2 1.08^2}{0.5^2} = \left(\frac{1.96 \times 1.08}{0.5}\right)^2, 17.92 \cong 18.$$

Thus this study focused on a sample of 36 deputy principals. Each school had 2 respondents. The total sample size was $2 \times 18 = 36$ ($n=36$). Participating deputy

principals/Principals were identified by both stratified and systematic sampling. Orodho (2008) says that systematic sampling involves selecting members at equal intervals. This was possible due to the availability of the performance list of schools that sat for KCSE in 2019. The interval of $\frac{N}{18} = \frac{70}{18} = 3.8889 \cong 4$ will be maintained to get the 21 average performers. For the Top, High and Low performers, proportions of their numbers were used. The sample for this study constituted 4 Top Performers (TP), 7 High Performers (HP), 21 Average Performers (AP), and 4 Low Performers (LP).

3.5. Research instruments

The study relied on both primary and secondary sources of data. The primary data comprised of information collected from the respondents. Each indicator was used to formulate a questionnaire question. The expected response was one of the choices provided in the five-point Likert scale; 1= *strongly disagree*, 2=*Disagree*, 3= *Neutral*, 4= *Agree* and 5= *Strongly Agree*. Questionnaires were administered to the 36 respondents from 18 schools. From each school, the deputy principal and principal were the respondent. Though the study focused on deputy principals, principals were considered on the strength that for one to become a principal, he/she must have served as a deputy principal (Teachers Service Commission, 2018). Secondary data was collected from relevant literature in libraries such as journals and annual reports. Questionnaires and secondary sources of data complemented each other in that, where secondary data was available, time was saved going to the field to seek for the same.

Closed-ended questionnaires were used because of the objectivity in the responses that they generate. They make numerical comparisons possible while allowing a high degree of respondents' objectivity (Kothari, 2004). The questionnaires were the research tool of choice because their cost is low, they are convenient, free from interviewee bias, allow time for the respondent to give a well-thought answer and a large sample can be reached (Kothari, 2004).

3.6. Pilot study

Mugenda and Mugenda, (2003) define a pilot study as a small study to test research protocols, data collection instruments, sample recruitment strategies, and other research techniques in preparation for a larger study. "The basic purpose of a pilot study is to determine how the design of the subsequent study can be improved and be used to identify flaws in the measuring instrument". Mugambi (2015) justifies a pilot study by saying it is

usually desirable to run a pilot test on a questionnaire and revise it based on the test results.

A pilot study was conducted in three schools in Bungoma South Sub-county drawn from the sampling frame. The pilot study should involve 1-10% of the target population (Mugenda & Mugenda, 2003). The pilot study involved 4 Deputy Principals, which was $(4 \div 70) \times 100 = 5.7\%$ of the target population. These schools were selected such that 1 school was drawn from every category i.e. TP, HP, AP, and LP. The purpose of piloting was to assess the instrument's clarity and suitability of the language to be used with the different respondents. The researcher made some improvements to the questionnaire based on the results of the pilot study.

3.7. Research quality

3.7.1. Validity

If a method of collecting evidence is reliable, it means that anybody else using this method, or the same person using it at another time, would come up with the same results. (McNeill & Chapman, 2005). The validity, therefore, implies, obtaining what is supposed to be measured. In this research, the questionnaires were reviewed by peers and ascertained for content validity. A pilot study was used to ensure that the questionnaires directed to respondents obtain information that was representative of the entire population. Data obtained from the pilot study were tested for response relevance before the format and content of the questionnaire got finalized.

3.7.2 Reliability

According to McNeill and Chapman (2005) reliability refers to an instrument giving the same or similar results consistently. Mugenda and Mugenda (2003) state that reliability measures the degree to which a research instrument yields consistent results or data after repeated trials. After the peer review of the research instrument, some amendments were made before conducting a pilot study in four secondary schools in Bungoma South Sub-county, which preceded the actual study to determine the reliability of the research instrument. The four secondary schools were of similar characteristics as the actual sample and were not included in the main study. The reliability of this study was determined using Cronbach's Alpha coefficient with the aid of SPSS. The reliability statistics obtained were as shown in table 1 below.

Table 3.1: Reliability Statistics

Cronbach's Alpha	Number of Items
0.940	23

Since the Cronbach's Alpha coefficient was 0.940, a value which is very close to positive 1(+1) in a range of $-1 \leq \alpha \leq +1$, where α is the Cronbach's Alpha coefficient, this showed that the questionnaires were very reliable.

3.8. Data collection procedures

After seeking approval from all relevant authorities (refer to section 3.11), the researcher personally visited the sampled schools and sought for permission from the Principal, explaining his mission. After being allowed to carry on with the study, questionnaires were presented to the respondents. Completed questionnaires were collected after one week. During the collection of the questionnaires, checking for completeness of the questionnaires was done in the area of study (in sampled schools). Anomalies detected were corrected immediately before proceeding to another school. Some respondents feared disclosing accurate information about themselves and their schools. This fear was eliminated by assuring the respondents that the information given would be treated with the utmost confidentiality. Some questionnaires were not returned while others were not completed in time. This problem was solved by patiently following up and where questionnaires were lost, extra questionnaires were issued to replace the lost ones. Secondary data was collected from sources like books, reports, and periodicals which had key information that was helpful to this research study. From both the deputy principals and principal, responses on questions formulated from the indicators under each variable were obtained.

3.9. Data screening

The filled questionnaires were checked for completeness in the area of study (in sampled schools). This was very helpful as some anomalies were detected and corrected immediately before the questionnaires were taken from the respondents. However, in one instance the respondent was not willing to complete the whole questionnaire citing personal reasons. The collected data was immediately entered into an excel spreadsheet and Missing Value Analysis was done with the help of SPSS Version 14. A few missing values were detected and after consulting the respective respondent, the values were included. A descriptive statistics analysis was run on SPSS to examine the range of values entered. This process did not reveal any erroneous data.

3.10. Data Analysis

According to Kothari (2004), analysis entails the computation of particular measures as well as the search for patterns of relationship among data groups. Data analysis started after all the data had been captured to obtain descriptive statistics using the statistical package for social sciences (SPSS Version 14). Data for principals and deputies was the same. Therefore the data was analyzed as one set.

Analysis of each objective

1. *To identify instructional leadership activities, the deputy principal engages in improving students' academic performance in secondary schools in Bungoma South Sub County.*

This objective had five indicators, namely; supervising, coordinating, directing, evaluating, and organizing instructional activities. Respondents were expected to respond by selecting an appropriate response from a five-point Likert Scale (1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, and 5= strongly agree) that was the preferred response to the question; -

"Do the Implementation of the following instructional leadership activities by your office lead to the desired students' academic performance of your school?"

The numerical value that represents each response from all the respondents was entered on an excel sheet and subsequently uploaded to the SPSS package for analysis. In SPSS, an analysis was done for frequencies, percentages, descriptive statistics (mean, mode, median, standard deviation, and skewness), and inferential statistics (Pearson's correlation coefficients). The output was presented in table form. A bar chart for the average response to this research question was obtained from SPSS. This analysis of instructional leadership activities was computed against that of school academic activities to find out if there was any correlation. The findings from the analysis informed the conclusions that were made in chapter five.

2. *To determine the academic performance improvement activities, the deputy principal used to improve students' academic performance in secondary schools in Bungoma south sub-county.*

This objective had five indicators, namely; level of knowledge, level of skills, level of Identity, personal factors, and fixed factors. Respondents were expected to respond by selecting an appropriate response from a five-point Likert Scale (1=Strongly Disagree, 2=

Disagree, 3= Neutral, 4= Agree, and 5= strongly agree) that was appropriate to respond to the question;-

“Have the following academic performance improvement activities enhanced students’ academic performance in your school?”

The numerical value that represents each response from all the respondents was entered into an excel sheet and subsequently uploaded to the SPSS package for analysis. In SPSS, the analysis was done for frequencies, percentages, descriptive statistics (mean, mode, median, standard deviation, and skewness), and inferential statistics (Pearson’s Correlation coefficients), and the output was presented in tabular form. A bar chart for the average response to this research question was obtained from SPSS. This analysis of performance improvement activities was done against that of school academic activities to find out if there was any significant relationship between the two. The findings from the analysis informed the conclusions that were made in chapter five.

3. *To examine the disciplinary roles of the deputy principal that enhance students’ academic performance in secondary schools in Bungoma South Sub County.*

This objective had five indicators, namely; professional relationships, routine efficiency, school culture, leadership teams, and discipline control structures. Respondents selected appropriate responses from a five-point Likert Scale (1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, and 5= strongly agree) that were meant to respond to the question; -

“Have the following discipline management tools assisted to enhance the student's academic performance of your school?”

The numerical values representing each response for all respondents were entered into an excel sheet and subsequently uploaded to the SPSS package for analysis. In SPSS, the analysis was done for frequencies, percentages, descriptive statistics (mean, mode, median, standard deviation, and skewness), and inferential statistics (Pearson’s Correlation coefficients), and the output was presented in table form. A bar chart for the average response to this research question was obtained from SPSS. This analysis of performance improvement activities was done against that of school academic activities to find out if there was any significant relationship between the two. The findings from the analysis informed the conclusions that were made in chapter five.

3.11. Ethical considerations

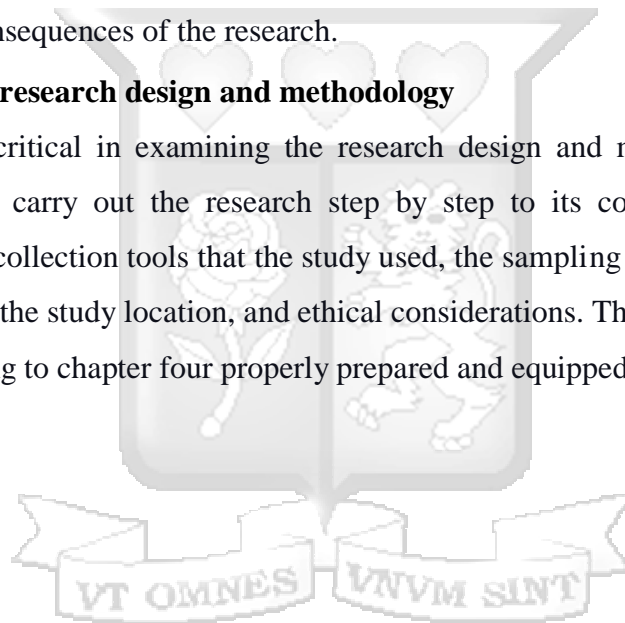
The researcher sought approval for the research from the Strathmore University School of Social Science, the Strathmore University Institutional Ethical Review Committee, and the

National Commission for Science, Technology & Innovation (NACOSTI) (the various approval documents appended) before proceeding to the sampled schools for the research. The researcher provided the respondents with the Participants' consent form before administering the questionnaire and assured them of total confidentiality.

These ethical considerations were put in place to ensure that no one is harmed or suffers adverse consequences from the research activities. Given the often sensitive relationships between researcher and respondents, this study built reasonable safeguards based on ethical considerations and requirements. Therefore, the information that the researcher received in this study was treated in confidence and purely for research purposes. Names of respondents or the institution they represent were not used or mentioned in this study. The researcher accepts individual responsibility for the conduct of the research and as far as foreseeable, the consequences of the research.

3.12. Summary of research design and methodology

This chapter was critical in examining the research design and methodologies that the researcher used to carry out the research step by step to its conclusion. The chapter examined the data collection tools that the study used, the sampling methodology used, the target respondents, the study location, and ethical considerations. This chapter provided the means of proceeding to chapter four properly prepared and equipped.



Chapter 4: Analysis, presentation, and interpretation of findings

4.1. Introduction

This chapter presents the findings obtained from the respondents, the analysis of the data, and the interpretation of the collected data. This is by the use of frequency tables, percentages, bar charts, descriptive statistics, and inferential statistics.

4.2. Response Rate

According to Mugenda & Mugenda (2003), “a response of 50% is adequate for analysis and reporting. A response of 60% is good and a response rate of 70% and over is very good”. The table below shows the response rate of the questionnaires that were sent out. Table 4.1 below shows that the response rate by Principals was 83% while that of Deputy Principals was 100%. The overall response rate was 91.7%. Hence the response rate can be said to be very good.

Table 4.1: Rate of response

Respondent	Frequency	Total Expected Respondent	Percent response
Principal	15	18	83.3
Deputy Principal	18	18	100.0
Total	33	36	91.7

4.3. Demographic information

The study sought to obtain information about the respondents and their type of schools, KCSE performance, Enrolment, length of stay in the current school by Deputy Principals, and length of time the Principal served as a Deputy Principal. The purpose of seeking these statistics was to bring out the characteristics of the respondents.

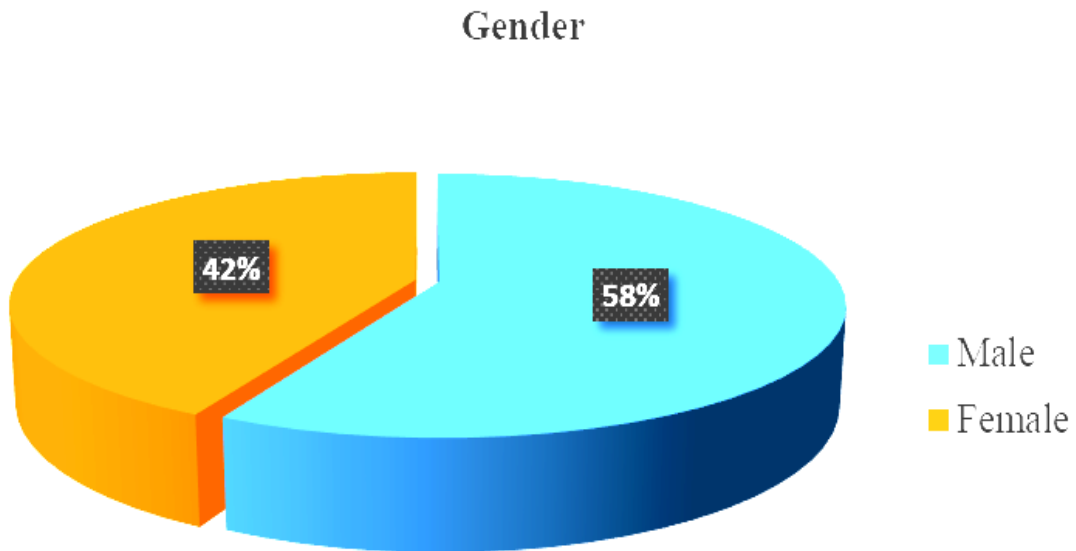
4.3.1 Gender

Table 4.2 on the next page shows the distribution of the respondents by gender. From the findings, male respondents were more than females, male respondents accounted for 58% whereas female respondents accounted for 42%. These findings are further summarized in figure 4.1 on the next page.

Table 4.2: Gender

Gender	Frequency	Percent	Valid Percent
Male	19	58	58
Female	14	42	42
Total	33	100	100

Figure 4.1: Gender



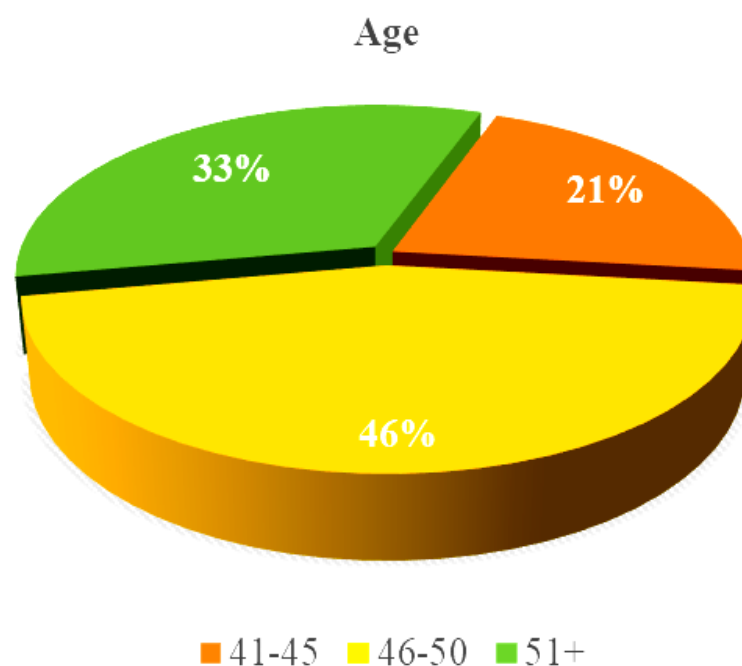
4.3.2. Age

The research also sought to find out the ages of respondents, table 4.3 below shows the results obtained. From the findings, 21% were aged from 41 years to 45 years, 46% were aged 46-50 years and 33% were aged 51 years and above. This shows that most respondents were aged between 41 and 45 years. These findings were further illustrated in figure 4.2 on the next page.

Table 4.3: Age

Age	Frequency	Percent	Valid Percent
41-45	7	21	21
46-50	15	46	46
51+	11	33	33
Total	33	100	100

Figure 4.2: Age



4.3.3. Type of school

From table 5 below, the types of schools in the sample were three, extra county schools were 4, translating to 12.1%, county schools were 4.4, which was 9.1% and sub-county schools were the majority, at 26, translating to 78.8%. The most dominant type of school from which respondents were drawn were sub-county schools, while the category of schools which least were county schools.

Table 4.4: Type of school

Type of School	Frequency	Percent	Valid Percent
Extra County	4	12.1	12.1
County	3	9.1	9.1
Sub County	26	78.8	78.8
Total	33	100.0	100.0

4.3.4. KCSE performance, 2020

Table 4.5 on the next page shows that 9.1% of the sampled schools were Low Performing (LP), 57.6% were Average Performing (AV), 21.1% were High Performing (HP) and 12.1% were Top performing (TP). KCSE performance shows that the schools that were sampled were a representation of all kinds of schools in Sub-County.

Table 4.5: KCSE performance, 2021

KCSE Index	Frequency	Percent	Valid Percent
LP	3	9.1	9.1
AP	19	57.6	57.6
HP	7	21.2	21.2
TP	4	12.1	12.1

4.3.5. Enrolment characteristics, 2021

The enrolment characteristics were also sought, and the findings revealed different schools based on the number of streams. One-streamed schools and two-streamed schools constituted 21.2% each. Four-streamed schools accounted for 24.2% and schools with five or more streams constituted 33.4%. Coincidentally, there were no three streamed schools among the sampled schools. Once again these varied schools provided an objective opportunity to investigate the role of the deputy principal in enhancing academic performance in secondary schools. See table 4.6 below.

Table 4.6: Enrolment characteristics, 2021

Streams	Frequency	Percent	Valid Percent
One Stream	7	21.2	21.2
Two Streams	7	21.2	21.2
Four Streams	8	24.2	24.2
Five or More Streams	11	33.3	33.3
Total	33	100.0	100.0

4.3.6 Number of years served as a deputy principal

Table 4.7 on the next page presents the duration respondents served as Deputy Principals. This will demonstrate the suitability of the respondents to speak on the topic of study. Respondents who had served for a short time (0-3years) constitute 27.3%, those who had served moderately (3-5 years), represent 21.2%, those who had served for a long time (5-8 years) represent 36.4% and 15.2% was the percentage representing respondents who had served for a very long time (>8 years). Respondents who had served as a deputy principal for “long” were the majority accounting for 36.4%.

Table 4.7: Length of stay

Length of stay	Frequency	Percent	Valid Percent
Short	9	27.3	27.3
Moderate	7	21.2	21.2
Long	12	36.4	36.4
Very Long	5	15.2	15.2
Total	33	100.0	100.0

4.3.7 How demographic data informed the study

This data was useful in informing the research detailed characteristics and professional capacity that will be significant in enabling them provide accurate or reliable information on the role of deputy principals in enhancing students' academic performance in Bungoma South sub county.

4.4 Students' academic performance enhancement activities**4.4.1. Internal examination management and supervision.**

Table 4.8 below represents the responses received on the role played by the deputy principal in the supervision and management of internal examination. 3% were neutral, 33.3% agreed and 63.6%, strongly agreed that they play a role in the supervision and management of internal examination. Respondents who strongly agreed were the majority while those who were neutral were the least.

Table 4.8: Internal examination management and supervision

Response	Frequency	Percent	Valid Percent
Neutral	1	3.0	3.0
Agree	11	33.3	33.3
Strongly Agree	21	63.6	63.6
Total	33	100.0	100.0

4.4.2 External examination management and supervision

Table 4.9 on the next page is a summary of responses that were received on whether external examination supervision and management were one of the roles of the deputy principal. In the findings, strongly disagree and disagree each had 1 respondent, translating to 3% each. Neutral respondents were 4, which was equivalent to 12.1%, those who agreed with the statement were 13, which accounts for 39.4%. 14 respondents strongly agreed with the statement. This was equivalent to 42.4%.

Table 4.9: External exams supervision and management

Response	Frequency	Percent	Valid Percent
Strongly Disagree	1	3.0	3.0
Disagree	1	3.0	3.0
Neutral	4	12.1	12.1
Agree	13	39.4	39.4
Strongly Agree	14	42.4	42.4
Total	33	100.0	100.0

4.4.3 Assurance of Quality teaching/ learning

In table 4.10 below shows responses on the role of the Deputy Principal in the Quality assurance of teaching/ learning. 3% Disagreed, 31.2 were neutral, 27.3% Agreed and 48.5 strongly agreed with the teaching/ learning quality assurance.

Table 4.10: Assurance of quality teaching/ learning

Responses	Frequency	Percent	Valid Percent
Disagree	1	3.0	3.0
Neutral	7	21.2	21.2
Agree	9	27.3	27.3
Strongly Agree	16	48.5	48.5
Total	33	100.0	100.0

4.4.5 Summary of responses on Students' academic performance enhancement activities

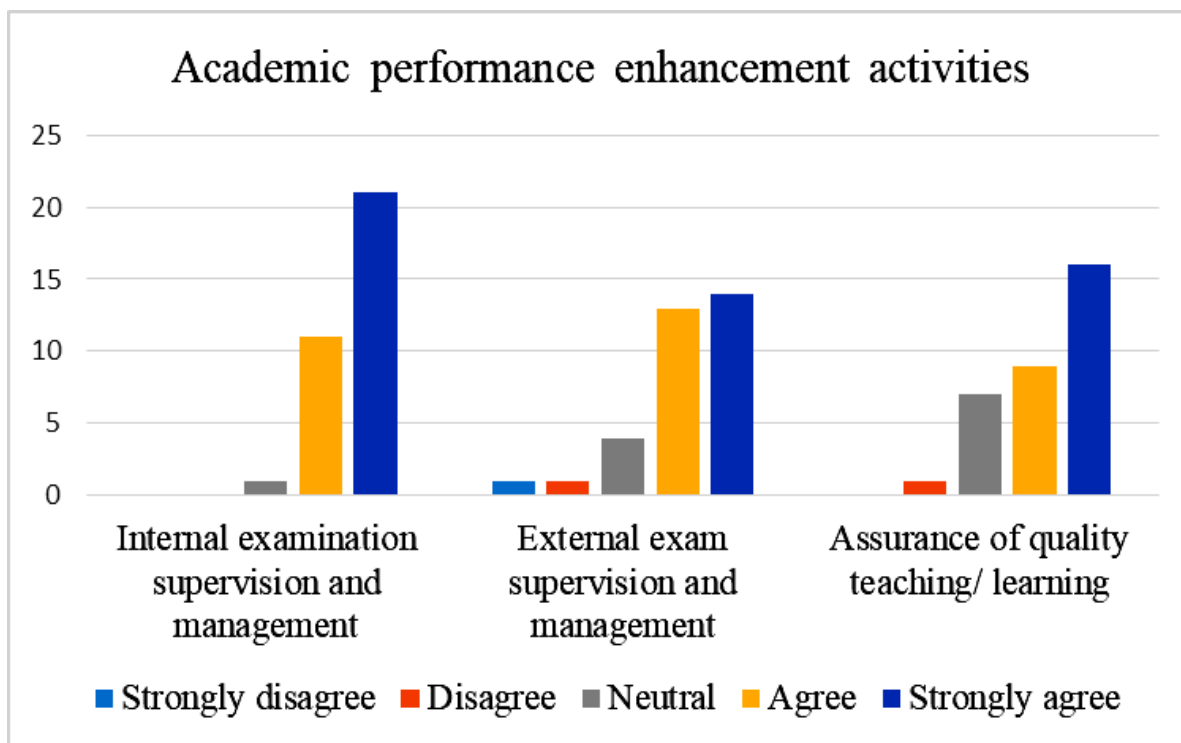
Table 4.11 below presents a summary of findings on school academic activities, which constituted the dependent variable in this research. In this summary. On average, 0.25 of the respondents strongly disagreed, 1 disagreed, 4 were neutral, 11.25 agreed and 16.5 strongly agreed that the academic activities presented in the questionnaire were part of their role in their schools. As a percentage, this was 0.76% for strongly disagree, 3.03% for disagreeing, 12.12% for neutral, 34.09% for agreeing, and 50% for strongly agree.

Table 4.11: Students' academic performance enhancement activities

School academic activities	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Internal examination supervision and management	0	0	1	11	21	33
External exam supervision and management	1	1	4	13	14	33
Assurance of quality teaching/ learning	0	1	7	9	16	33
Average of the responses	0.33	0.67	4	11	17	33
% Average responses	1.00	2.03	12.12	33.33	51.52	100

Figure 4.3 below is a graphical representation of the summary of responses that were obtained concerning school academic activities that deputy principals engage in to enhance students' academic performance. On average 0.33 of the respondents strongly disagreed, 0.67 disagreed, 4 were neutral, 11 agreed and 17 strongly agreed with the activities.

Figure 4.3. Students' academic performance enhancement activities



4.4.6. Interpretation of findings on Students' academic performance enhancement activities (The dependent variable)

The responses on the respondents' involvement in Students' academic performance enhancement activities in secondary schools were summarized in table 4.11 on the previous page and illustrated graphically in figure 4.3 above. The descriptive analysis of the findings revealed that 84.85% agreed or strongly agreed to be involved in Students' academic performance enhancement activities in their various schools. This may imply that the KCSE results (SCDE- MOE, 2020) reflect the efforts of deputy principals in the Bungoma south sub-county in the student's academic performance enhancement activities. Perhaps the 15.15% constitute those respondents who strongly disagreed, disagreed, or were neutral in their response were of a similar opinion as that of the findings by Habil (2015), in his study that employed a descriptive survey design in which the target

population was 30 headteachers and 30 deputy headteachers in public secondary schools in Bungoma North Sub-County. The study established that deputy principals were facing challenges of having to carry out ambiguous tasks as a result of a lack of clear delegation, tasks not being spelled out, conflicting tasks, and differences in expectations between them and headteachers. Hence one of the recommendations of this study is to establish the cause of KCSE results that do not tally with the general findings of this study on the dependent variable.

4.5. Instructional leadership activities

4.5.1 Instructional supervision

Table 4.12 below represents the frequency distribution of responses to instructional supervision. Neutral was at 6.1 %, agree at 36.4%, and strongly agree was at 57.6%, the response that had the highest frequency was “strongly agree” while that with the least frequency was “neutral”.

Table 4.12: Instructional supervision

Response	Frequency	Percent	Valid Percent
Neutral	2	6.1	6.1
Agree	12	36.4	36.4
Strongly Agree	19	57.6	57.6
Total	33	100.0	100.0

4.5.2 Instructional coordination

Table 4.13 below presents a summary of findings on the instructional coordination role of the deputy principal. The neutral response was at 3%, agree was at 42.4% and strongly agree was at 54.5%. The response with the highest frequency was “strongly agree” while that with the least frequency was “neutral”.

Table 4.13: Instructional coordination

Response	Frequency	Percent	Valid Percent
Neutral	1	3.0	3.0
Agree	14	42.4	42.4
Strongly Agree	18	54.5	54.5
Total	33	100.0	100.0

4.5.3 Instructional direction

The findings on the Instructional direction role of the deputy principal were tabulated as shown in table 4.14 below. Neutral accounted for 3.0%, agree accounted for 51.5%, and strongly agree accounted for 45.5%.

Table 4.14: Instructional direction

Response	Frequency	Percent	Valid Percent
Neutral	1	3.0	3.0
Agree	17	51.5	51.5
Strongly Agree	15	45.5	45.5
Total	33	100.0	100.0

4.5.4 Instructional evaluation

Table 4.15 below shows responses on whether Instructional evaluation is one of the roles of a deputy principal. 1 respondent was neutral, translating to 3.0%, 14 respondents agreed with the statement, which was 42.4% and 18 respondents strongly agreed with the statement, accounting for 54.5%.

Table 4.15: Instructional evaluation

Response	Frequency	Percent	Valid percent
Neutral	1	3.0	3.0
Agree	14	42.4	42.4
Strongly Agree	18	54.5	54.5
Total	33	100.0	100.0

4.5.5 Instructional organization

Findings on Instructional organization as one of the roles of a deputy principal were tabulated in table 4.16 below, the findings showed that 6.1% disagreed with the statement, 3.0% of the respondents were neutral, 33.3% agreed, and 57.6% strongly agreed with the statement. 57.6% of the respondents strongly agreed that instructional organization was one of the instructional leadership activities.

Table 4.16: Instructional organization

Response	Frequency	Percent	Valid Percent
Disagree	2	6.1	6.1
Neutral	1	3.0	3.0
Agree	11	33.3	33.3
Strongly Agree	19	57.6	57.6
Total	33	100.0	100.0

4.5.6 Summary of instructional leadership activities

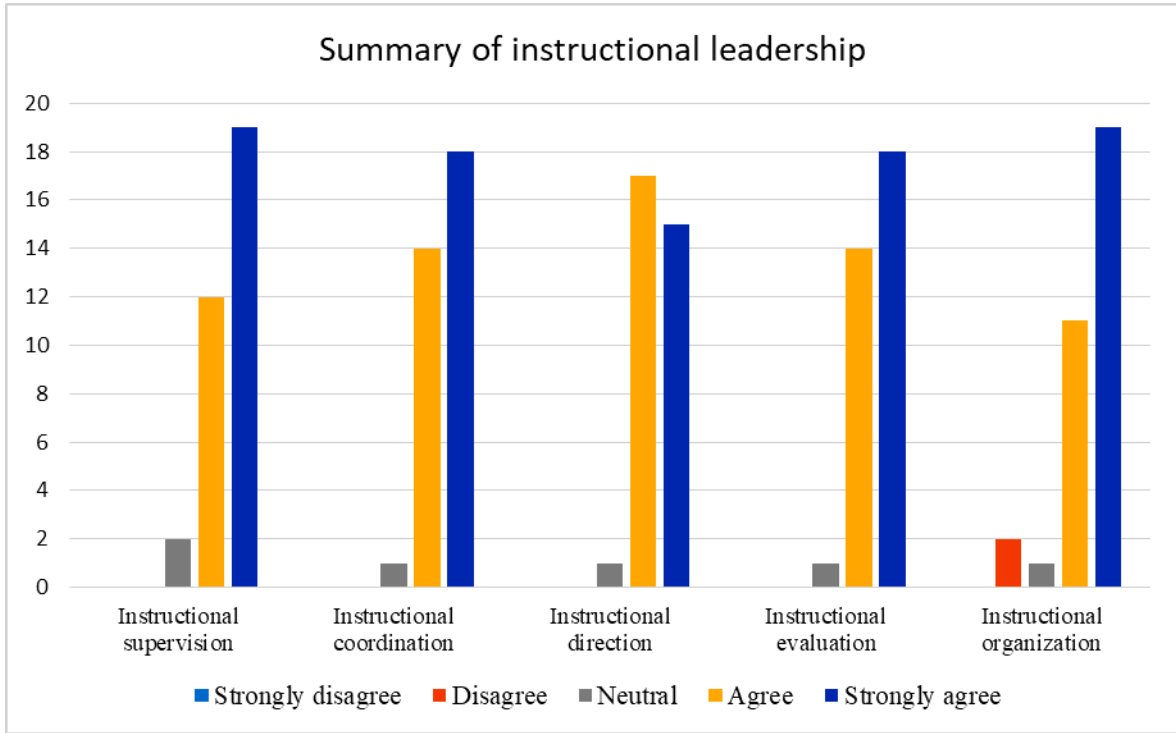
Instruction leadership activities were aimed at addressing objective one which stated: - To identify instructional leadership activities, the deputy principal engages in to improve academic performance in secondary schools in Bungoma south sub-county. Table 4.17 below presents a summary of findings on instructional leadership activities, which constituted the independent variable one in this research. On average, 0.0 of the respondents strongly disagreed, 0.4 disagreed, 1.2 were neutral, 13.6 agreed and 17.8 strongly agreed that the academic activities presented in the questionnaire were part of their role in their schools. As a percentage, this was 0% for strongly disagree, 1.21% for disagreeing, 3.64% for neutral, 41.21% for agreeing, and 53.94% for strongly agree.

Table 4.17: Instructional leadership activities

Summary of Instructional leadership	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Instructional supervision	0	0	2	12	19	33
Instructional coordination	0	0	1	14	18	33
Instructional direction	0	0	1	17	15	33
Instructional evaluation	0	0	1	14	18	33
Instructional organization	0	2	1	11	19	33
Average of the responses	0	0.4	1.2	13.6	17.8	33
% average responses	0	1.21	3.64	41.21	53.94	100

Figure 4.4 on the next page is a graphical representation of the summary of responses that were obtained concerning instructional leadership activities that deputy principals engage in to enhance academic performance. For every academic activity, it is evident that the highest response was from the respondents who strongly agreed, while the least was from those who strongly disagreed.

Figure 4.4: Instructional leadership activities



4.5.7. Interpretation of findings on the first research objective

The first research question as outlined in chapter one of this study was, “What are the instructional leadership activities that the deputy principal engages in to improve students’ academic performance in secondary schools in Bungoma south sub-county?” Findings concerning this research question, following a descriptive analysis of all the instructional leadership indicators, revealed that the majority of the respondents either agreed or strongly agreed that the implementation of the stated instructional leadership activities by their offices lead to desired students’ academic performance in the school. The subsequent correlation analysis, at a 95% confidence level, on whether the instructional leadership activities that the deputy principals engaged in had any meaningful relationship with the student's academic performance in secondary schools in Bungoma south sub-county, the results revealed that there existed a significant correlation between the instructional leadership activities and the student's academic performance in secondary schools in Bungoma south sub-county. The Pearson’s correlation coefficient was 0.023.

These findings were in agreement with Chitamba (2019)’s study of the role and experiences of deputy principals with instructional leadership in Zimbabwe, which found that deputy principals enact the instructional leadership role of managing teaching/learning through supervision of lessons, monitoring students’ progress, modeling good teaching

behaviors, building a reading culture in the school and incentivizing teachers. However, the same study found out there are challenges faced by deputy principals in enacting the instructional leadership role, including role ambiguity, lack of uniformity in their duties and the principal one deputizes. Perhaps this explains why 4.85% of the respondents who neither agreed nor were neutral in their response.

Orenaiya (2014) in a study titled “Instructional Improvement of Secondary School Teachers through Effective Academic Supervision by the Vice-Principals” in Nigeria, agrees with instructional supervision as a component of instructional leadership. The study found that teachers’ level of instruction arising from instructional supervision under the office of vice principals would ensure effectiveness resulting in the improved academic achievement of students in the secondary schools in Ogun State, Nigeria.

4.6. Students’ academic performance improvement activities

4.6.1 Knowledge development activities

Table 4.17 below shows responses to knowledge development activities by deputy principals. Those who disagreed accounted for 6.1%, neutral for 3.0%, and agreed for 54.5%, and those who strongly agreed accounted for 36.4%.

Table 4.17: Knowledge development activities

Response	Frequency	Percent	Valid Percent
Disagree	2	6.1	6.1
Neutral	1	3.0	3.0
Agree	18	54.5	54.5
Strongly Agree	12	36.4	36.4
Total	33	100.0	100.0

4.6.2 Skills enhancement activities

Table 4.18 below shows the responses on the role of the deputy principal in skills enhancement. Disagree was equivalent to 3.0%, neutral, 6.1%, agree, 45%, and strongly agree, 45%.

Table 4.18: Skills enhancement activities

Response	Frequency	Percent	Valid Percent
Disagree	1	3.0	3.0
Neutral	2	6.1	6.1
Agree	15	45.5	45.5
Strongly Agree	15	45.5	45.5
Total	33	100.0	100.0

4.6.3 Identity improvement activities

Identity improvement activities were proposed as some of the deputy principal's roles. The responses to this statement were tabulated in table 4.19 below. Disagree accounted for 6.1%, Neutral for 12.1%, Agree for 42.4%, and Strongly Agree, for 39.4%.

Table 4.19: Identity improvement activities

Response	Frequency	Percent	Valid Percent
Disagree	2	6.1	6.1
Neutral	4	12.1	12.1
Agree	14	42.4	42.4
Strongly Agree	13	39.4	39.4
Total	33	100.0	100.0

4.6.4 Personal factors identification and improvement programs

Identification of personal factors as one of the roles of the deputy principal was responded to as displayed in table 4.20 below. Those who strongly disagreed and who disagreed with the statement represented 3.0% each, those who were neutral constituted 21.2%, those who agreed accounted for 45.5%, and those who strongly agreed accounted for 27.3%.

Table 4.20: Personal factors identification and improvement programs

Response	Frequency	Percent	Valid Percent
Strongly Disagree	1	3.0	3.0
Disagree	1	3.0	3.0
Neutral	7	21.2	21.2
Agree	15	45.5	45.5
Strongly Agree	9	27.3	27.3
Total	33	100.0	100.0

4.6.5 Fixed factors identifications and management programs

Table 4.21 below shows the responses to the identification and management of fixed factors as a role of deputy principals. Neutral was equivalent to 12.1 %, Agree was 54.5%, and strongly agree was 33.3%. To graphically illustrate the finding.

Table 4.21: Fixed factors identifications and management programs

Response	Frequency	Percent	Valid Percent
Neutral	4	12.1	12.1
Agree	18	54.5	54.5
Strongly Agree	11	33.3	33.3
Total	33	100.0	100.0

4.6.6 Summary of academic performance improvement activities

Academic leadership activities were aimed at responding to research objective two, which sought to determine the academic performance improvement activities, the deputy principal uses to improve academic performance in secondary schools in Bungoma south sub-county.

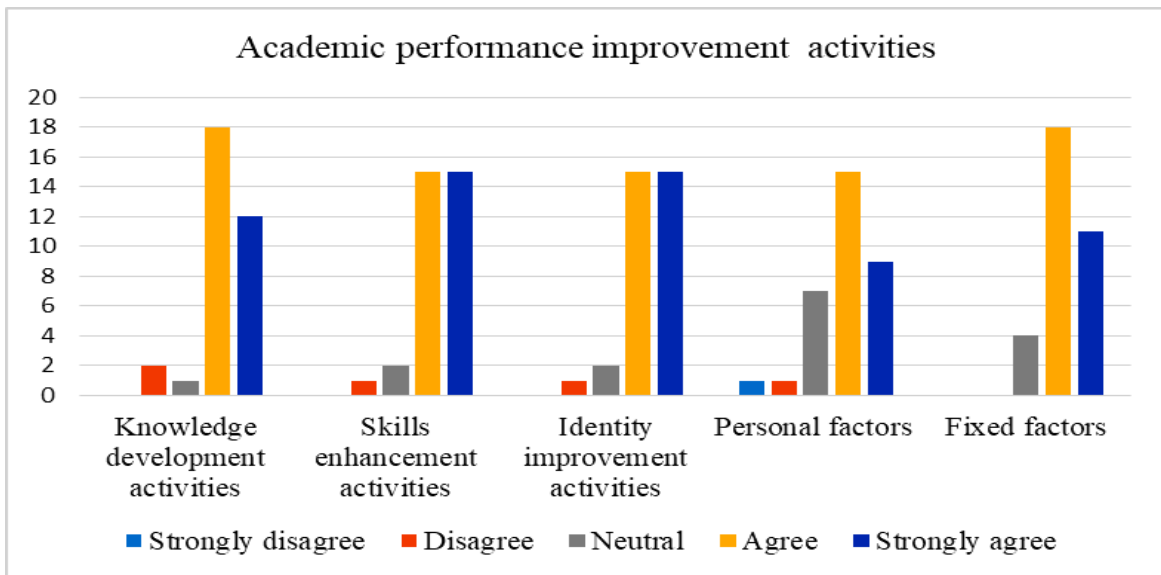
Table 4.22 below presents a summary of findings on academic performance improvement activities, which constituted the dependent variable in this research. In this summary. On average, 0.2 of the respondents strongly disagreed, 1 disagreed, 3.2 were neutral, 16.2 agreed and 12.4 strongly agreed that the academic activities presented in the questionnaire were part of their role in their schools. As a percentage, this was 0.61% for strongly disagree, 3.03% for disagreeing, 9.69% for neutral, 49.09% for agreeing, and 37.58% for strongly agree.

Table 4.22: Academic performance improvement activities

Academic performance improvement activities	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Knowledge development activities	0	2	1	18	12	33
Skills enhancement activities	0	1	2	15	15	33
Identity improvement activities	0	1	2	15	15	33
Personal factors	1	1	7	15	9	33
Fixed factors	0	0	4	18	11	33
Average of the responses	0.20	1.00	3.20	16.20	12.40	33
% average responses	0.61	3.03	9.69	49.09	37.58	100

Figure 4.5 on the next page is a graphical representation of the summary of responses that were obtained on academic performance improvement activities that deputy principals engage in to enhance academic performance. For every academic performance improvement activity, it is evident that the highest response was from the respondents who agreed, while the least was from those who strongly disagreed.

Figure 4.5: Academic performance improvement activities



4.6.7. Interpretation of findings for the second research objective

The second research question as outlined in chapter one of this document was, “What are the academic performance improvement activities, the deputy principal uses to improve students’ academic performance in secondary schools in Bungoma south sub-county?” Findings for this research question, following descriptive analysis of all items under academic performance improvement activities, revealed that 87.48% of the respondents either agreed or strongly agreed with the items of study. The subsequent inferential statistical analysis supported these findings, as it revealed a significant correlation between the academic performance improvement activities and students’ academic performance in secondary schools, with Pearson’s correlation coefficient of 0.005 at 0.01 level.

A study by Waweru (2012) on the “An Analysis on Factors Influencing Academic Performance among Secondary Schools in Embakasi Division of Nairobi Province” the study found out that to a large extent school environmental factors, teachers’ related factors, home environmental factors, and students’ characteristics influence academic performance of the secondary school in the division has been established. This is in total agreement with the findings of research question two. However, 12.52% of the respondents strongly disagreed, disagreed, or were neutral. Since this study mainly employed closed-ended questionnaires, views from respondents as to why they took this position would not be obtained.

4.7. Disciplinary roles of deputy Principal

4.7.1 Professional relationships among school members

Ensuring that professional relationships flourish in a school was identified as one of the disciplinary roles of the Deputy Principal. The responses received were as tabulated in table 4.23 below: Agree- 36.4 % and strongly agree- 63.6%.

Table 4.23: Professional relationships among school members

Response	Frequency	Percent	Valid Percent
Agree	12	36.4	36.4
Strongly Agree	21	63.6	63.6
Total	33	100.0	100.0

4.7.2 Routine efficiency

Ensuring school routine efficiency was advanced as one of the roles of a deputy principal. The responses to this statement were summarized in frequency table 4.24 below. Those who were neutral accounted for 3.0%, those who agreed were 54.5% and those who strongly agreed were 42.4%.

Table 4.24: Routine efficiency

Response	Frequency	Percent	Valid Percent
Neutral	1	3.0	3.0
Agree	18	54.5	54.5
Strongly Agree	14	42.4	42.4
Total	33	100.0	100.0

4.7.3 Respect for school culture

Ensuring respect for the school culture in a school factor was suggested as one of the roles of the deputy principal. Responses to this statement were summarized in table 4.25 on the next page. Neutral responses were 4, an equivalent of 12.1%, agree were 17 an equivalent of 51.5%, and strongly agree were 12, an equivalent of 36.4%.

Table 4.25: Respect for school culture

Response	Frequency	Percent	Valid Percent
Neutral	4	12.1	12.1
Agree	17	51.5	51.5
Strongly Agree	12	36.4	36.4
Total	33	100.0	100.0

4.7.4 Functional academic leadership team

Ensuring functional academic leadership teams (HODs) was proposed as one of the roles of the deputy principal that could enhance academic performance. Responses to this statement were tabulated in the frequency distribution table 4.25 below. Neutral= 9.1%, Agree=51.5% and strongly agree= 39.4%.

Table 4.25: Functional academic leadership team

Response	Frequency	Percent	Valid Percent
Neutral	3	9.1	9.1
Agree	17	51.5	51.5
Strongly Agree	13	39.4	39.4
Total	33	100.0	100.0

4.7.5 Effective discipline control structure

Responses to this statement were summarized in table 4.26 below. Those who agreed constituted 27.3%, and those who strongly agreed constituted 72.7%. Generally, a majority strongly agreed.

Table 4.26: Effective discipline control structure

Response	Frequency	Percent	Valid Percent
Agree	9	27.3	27.3
Strongly Agree	24	72.7	72.7
Total	33	100.0	100.0

4.7.6 Summary of disciplinary role deputy principals

Table 4.27 on the next page presents a summary of findings on the disciplinary role of deputy principals, which constituted the dependent variable three, and research objective three which examined the disciplinary roles of the deputy principal that enhances academic performance in secondary schools in Bungoma south sub-county. In this summary. On

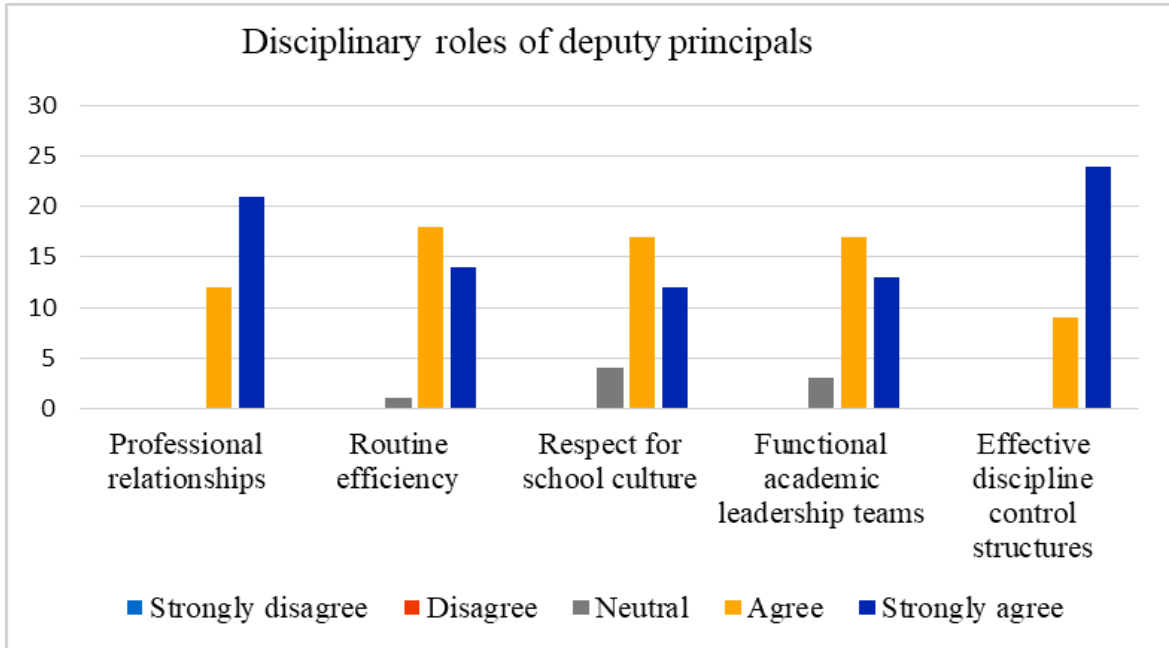
average, 0.0 of the respondents strongly disagreed, 0.0 disagreed, 1.6 were neutral, 14.6 agreed and 16.8 strongly agreed that the academic activities presented in the questionnaire were part of their role in their schools. As a percentage, this was 0% for strongly disagree, 0% for disagreeing, 4.85% for neutral, 44.24% for agreeing, and 50.91% for strongly agree.

Table 4.27: Disciplinary roles

Disciplinary academic enhancement activities	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Effective discipline control structures	0	0	0	9	24	33
Professional relationships	0	0	0	12	21	33
Routine efficiency	0	0	1	18	14	33
Respect for school culture	0	0	4	17	12	33
Functional academic leadership teams	0	0	3	17	13	33
Average of the responses	0	0	1.6	14.6	16.8	33
% Average responses	0	0	4.85	44.24	50.91	100

Figure 4.6 on the next page is a graphical representation of the summary of responses that were obtained on disciplinary roles that deputy principals engage in to enhance academic performance. For the first two disciplinary roles, the highest response was from the respondents who strongly agreed. However, for the last three disciplinary roles, agree had the highest number of respondents. The least number of respondents were those who strongly disagreed and disagreed.

Figure 4.6: Disciplinary roles



4.7.7 Interpretation of findings on the third research objective.

The third research question was “What are the disciplinary roles of the deputy principal that enhance students’ academic performance in secondary schools in Bungoma south sub-county?” Findings on all the five indicators on disciplinary roles revealed that 95.15% of the respondents agreed or strongly agreed with the indicators. In three of the five indicators, respondents who agreed exceeded those who strongly agreed. These were Routine efficiency, Respect for school culture, and Functional academic leadership teams. All the five indicators put together, it can be deduced from the correlational analysis between disciplinary roles and students’ academic performance at a 95% confidence level, showed that there was a significant correlation with a Pearson’s correlation coefficient of 0.029.

The findings are in harmony with Mukami & Nyabuto's findings in a study titled “Discipline as a Factor in Academic Performance in Kenya” in 2014 found out that Indiscipline led to poor academic results in schools, to the students causing it and the resultant ripple effect affects the innocent students learning and the overall academic performance. They conclude that discipline is a vital ingredient for the success of students' academic performance, both in and after school.

However, 4.85% of the respondents were neutral. They could not take a position of either agreeing or disagreeing. Since the questionnaire was closed-ended, explanations were not provided. However, 4.85% of the respondents were neutral. They could not take a position of either agreeing or disagreeing. Since the questionnaire was closed ended, explanations were not provided.

4.8. Descriptive statistical analysis of the four main variables

Table 4.28 on the next page is a summary of key descriptive statistics that this research sought to present. The average/mean of the findings was 3.9091 for school academic performance, 4.0909 for instructional leadership activities, 3.7576 for academic performance improvement activities, and 4.1515 for disciplinary roles. Comparing these means with the presented Likert scale (1 strongly disagree, 2= disagree, 3= neutral, 4= agree, and 5= strongly agree), the average response is 3.9768, equivalent to “agree”. Average values presented decimals this necessitated development of an interval scale to able to make meaningful conclusions, this Likert scale was (1.0 -1.5, =strongly disagree, 1.6-2.5, = disagree, 2.6-3.5, = neutral, 3.6-4.5, = agree, and 4.6 – 5.0 = strongly agree). The median response for all the variables was 4.0000, equivalent to “agree”. Similarly, the modal response was 4.00, once again equivalent to “agree”. The standard deviation, which is the square root of the variation of each response from the respective means ranged from 0.50752 for disciplinary roles to 0.72300 for school academic activities. The skewness of the responses on the variables ranged from 0.008 for instructional leadership activities to 0.502 for academic performance improvement activities.

Averagely, the mean of all the responses to the three research questions was 3.9773, which is equivalent to agree. The median response for all the variables was 4.0000, equivalent to “agree”. Similarly, the modal response was 4.00, once again equivalent to “agree”. The standard deviation, which is the square root of the variation of each response from the respective means ranged from 0.6402. The skewness of the responses on the variables was 0.2350.

Table 4.28: Descriptive statistics

	School Academic Activities	Instructional Leadership Activities	Academic Performance Improvement Activities	Disciplinary Roles
Valid	33	33	33	33
Missing	0	0	0	0
Mean	3.9091	4.0909	3.7576	4.1515
Median	4.0000	4.0000	4.0000	4.0000
Mode	4.00	4.00	4.00	4.00
Std. Deviation	0.72300	0.57899	0.75126	0.50752
Skewness	0.140	0.008	0.502	0.290

4.9. Inferential statistical analysis of the four main variables

Table 4.29 below presents Pearson's correlational coefficients of the school academic activities (dependent variable) against the instructional leadership activities, instructional leadership activities, and instructional leadership activities (the independent variables). At a 0.05 significance level, the correlation between school academic activities and instructional leadership activities was at 0.023 Pearson correlation coefficient, and the correlation between school academic activities and disciplinary roles at 0.029 Pearson correlation coefficient. While at a 0.01 significance level, the correlation between school academic activities and academic performance improvement activities was at 0.005 Pearson correlation coefficient.

Table 4.29: Correlational analysis

		School Academic	Instructional Leadership	Performance Improvement	Disciplinary Roles
School Academic Activities	Pearson Correlation	1	0.394(*)	0.476(**)	0.379(*)
	Sig. (2-tailed)		0.023	0.005	0.029
	N	33	33	33	33
Instructional Leadership Activities	Pearson Correlation	0.394(*)	1	0.340	0.590(**)
	Sig. (2-tailed)	0.023		0.053	0.000
	N	33	33	33	33
Academic Performance Improvement Activities	Pearson Correlation	0.476(**)	0.340	1	0.673(**)
	Sig. (2-tailed)	0.005	0.053		0.000
	N	33	33	33	33
Disciplinary Roles	Pearson Correlation	0.379(*)	0.590(**)	0.673(**)	1
	Sig. (2-tailed)	0.029	0.000	0.000	
	N	33	33	33	33

* Correlation is significant at the 0.05 level (2-tailed).

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

Chapter 5: Summary of findings, conclusions, and recommendations

5.1 Introduction

This chapter is presented in three sections. The summary of the findings, conclusions, and finally recommendations of the study.

5.2 Summary of Findings

Research Question one identified instructional leadership activities, the deputy principal engages in to improve students' academic performance in secondary schools in Bungoma South sub-county. The analysis of the data led to the following findings:

The instructional leadership role of the deputy principal was approved by 95.15% of the respondents as one of the roles of deputy principals that can enhance students' academic performance. The instructional leadership activities that respondents were expected to give their opinions on were: - instructional supervision; coordination; direction; organization and evaluation. Generally, instructional supervision received the highest approval of 93.94% (The number of those who agreed together with those who strongly agreed) while instructional organization received the lowest approval index of 90.94%. Further, it was found that the percentage of respondents who strongly disagreed and disagreed with the instructional leadership activities was less than those who strongly agreed and agreed with the instructional leadership activities. The general approval was at 95.94%, while the general disapproval was at 1.21% and those who were neutral were at 3.64%.

Research Question two determined the students' academic performance improvement activities, the deputy principal uses to improve academic performance in secondary schools in Bungoma South sub-county. The analysis of the data led to the following findings: -

Responses were sought on the following *Academic performance improvement activities*; - Knowledge development activities; Skills enhancement activities; Identity improvement activities; Personal factors identification and improvement programs and fixed factors identifications and management programs. Generally, the respondents who approved of these activities were 86.67%. Those who disapproved were 3.64%, while those who were neutral were 9.69%.

Research Question three examined the disciplinary roles of the deputy principal that enhances academic performance in secondary schools in the Bungoma South sub-county. The analysis of the data led to the following findings: -

Professional relationships and *discipline control structures* received an approval index of 100% of respondents who supported this school discipline indicator. Routine efficiency

was the second indicator of school discipline. 96.97% agreed and strongly agreed with an efficient school routine as a tool to enhance academic performance.

Thirdly, *functional academic leadership teams* were another key finding that was found to enhance academic performance. This indicator received an approval index of 90.91%. Last was ensuring *respect for the school culture*. 87.88% of respondents approved of this indicator.

5.3 Conclusions

Academic excellence among high school students depends on several factors. These factors are both school-based and external. Within the school setting, several players influence students' performance in academics. These are but are not limited to the school board of management's commitment to academic excellence, the parents' association support to the academic programs, the staff and student academic culture, and the focus of administrative offices on academic excellence.

Assistant school managers form an integral component of high school administration. This study sought to investigate the contribution of assistant school managers in fostering students' academic achievement. It was established that deputy principals can positively influence the performance of students in academics in three ways. The first is how they manage the teaching and learning activities in their work. Secondly, deputy headteachers' ability to develop and execute high-leverage learners' academic performance improvement strategies. Lastly, how the second in command in secondary schools align their disciplinary measures with learners' academic excellence. Well academically aligned disciplinary measures have been found to produce high levels of student academic achievement.

However, the researcher notes that the execution of the academic functions of the deputy principal is likely to encounter several roadblocks. Among them are; - the working relationship with their bosses, which must be purposeful, with a common position on academic excellence. Also, the deputy principals' working philosophies in spearheading academic leadership require a lot of effort and commitment. In addition, workloads for deputies emanate from their official administrative duties, delegated duties, and personal factors. These impediments must be positively identified and amicably settled to achieve the desired results. In summary, given an opportunity and requisite support, deputy school managers are better positioned to propel learners' academic achievements to admirable levels, because by the authority provided by their office, they are best placed to provide academic leadership in secondary schools.

5.4 Recommendations

This study has contributed to the understanding of the role of deputy principals in enhancing students' academic performance among public secondary schools in Bungoma South Sub County. As the study progressed, a few areas surfaced which this research presented as recommendations, these are: -

5.4.1 Recommendations for practice.

1. Recommendations to deputy principals

Since the presented roles of deputy Principals, as broken down in this research had revealed a significant correlation with the student's academic performance in secondary schools, deputy principals were urged to operationalize the stated roles/duties fully to enhance the academic of their schools. The study further revealed that the office of deputy principals was better positioned to propel school-wide academic activities.

2. Recommendations to principals

Research question one aimed at identifying instructional leadership activities, principals were urged to ensure that their deputy principals operationalize fully their basic roles of academic leadership in their schools since this would widen the deputy principals' view on academic undertakings within the school and supplement the efforts of all other academic offices. Instead of just narrowing it down to the disciplinary role.

5.4.2 Policy recommendations

1. Ministry of Basic Education

Education of Basic Education to develop a policy framework for the deputy principals' role in enhancing students' performance. Specifically, deputy principals should be assessed against students' academic performance during their school assessments.

2. The Teachers Service Commission

The Teachers Service Commission was urged to develop a policy framework that can provide enabling conditions for deputy principals to better operationalize their academic leadership roles.

5.4.4 Recommendation for further research

1. This study recommended further research into reasons why the academic roles of deputy principals as presented in the findings of this study are not reflected in the student's academic performance of most schools in Bungoma south sub-county.
2. This research further recommends a similar study to this one to be conducted in other regions.

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Appendices

Appendix A. Bungoma south sub-county KCSE results analysis 2016-2019

No	School	2019	2018	2017	2016
1	Cardinal Otunga Girls	7.27551	7.383085	5.95	7.317
2	Kibabii High School	6.880759	6.710674	6.644898	7.664
3	Highway Academy	5.958333	6	5	4.31
4	Namachanja High School	5.857651	5.170569	4.823529	5.199
5	Bungoma High School	5.848665	5.59396	5.271318	6.195
6	St. Peters Musikoma	5.448454	5.397436	4.187135	4.716
7	Sang'alo Secondary	5.190789	5.06015	3.853846	5.5306
8	Mabuusi Secondary	5.006452	5.144144	3.901099	4.38
9	St. Veronica Ranje	4.846154	4.568627	3.794872	3.739
10	Bungoma Baptist Girls	4.802632	4.581633	4.1125	4.863
11	Kitale Friends	4.632911	4.072917	3.012821	2.89
12	St. Teresas Sio High	4.632653	3.808943	3.576923	
13	Samoya Secondary	4.622449	4	3.247706	3.678
14	Misanga Friends Sec	4.507246	4	3.410714	3.566
15	Lwanda Friends (Girls)	4.462963	3.766129	3.776699	4.39
16	St. Martins Mwibale	4.455959	3.951515	3.54375	4.2766
17	St. Longinus Kongoli	4.380952	3.066667	2.777778	3.234
18	Kimugui Girls Sec	4.290909	2.963636	3.5	2.83
19	Beulah Girls High	4.222222	3.6875	3.666667	3.7143
20	Lwanda Friends (Boys)	4.076923	3.933333	2.805556	3.7705
21	Bukembe Friends (Boys)	3.970588	3.739583	3.115385	3.574
22	Bungoma Muslim Secondary	3.945946	4.214286	2.791667	3.6604
23	Starlight Nabukhisa Sec	3.846154	3.807692	3.133333	2.594
24	Namisi Secondary Sch.	3.82	3.375	3.037037	2.88
25	Chemche Sec. School	3.816327	2.918367	2.382979	2.4
26	St Tadeos Ndengelwa	3.805556	3.458333	3.136364	4
27	Nabongo Senior Aca.	3.777778	2.5	2.8	3.2353

28	St Monica's Mungeti	3.707317	3.391304	NEW	
29	Kimugui Secondary (Boys)	3.669118	3.614583	3.506173	3.641
30	Bungoma Adventist	3.625	3.058824	NEW	
31	St. Marys Kamba Sec.	3.586207	3	2.967742	
32	Nzoia Sugar Girls	3.567568	3.232143	3.125	4.1649
33	St Patricks Kimukungi Girls	3.560606	3.16	2.9625	3.54
34	Wamalwa Kijana High	3.511811	3.351351	3.313131	3.183
35	Butieli High School	3.473282	3.087379	3.012346	3.395
36	Namwacha Secondary	3.441558	3.17	2.693878	2.92
37	St. Martins Kitinda	3.410714	3.017857	2.733333	2.909
38	Sango Friends Secondary	3.395349	3.974359	3.642857	2.889
39	St. Paul's Wacheka Ack	3.350877	2.409836	NEW	
40	Friends Namaanga Secondary	3.274194	3.577465	NEW	
41	St. Josephs Bulondo	3.238806	2.946429	2.488372	3.77
42	Mwikhupo Baptist Sec	3.230769	3.695652	3.133333	
43	Nalutiri S.A Girls	3.2	2.227273	NEW	
44	Nzoia Industrial Boys Secondary School	3.151515	NEW		
45	Fuchani Friends Sec	3.068182	2.537037	2.548387	2.5
46	Namamuka Secondary School	3.052632	NEW		
47	Good Shepherd Kibabii S	3.027778	3.066667	2.16	1.8636
48	Sikalame S.A Secondary	3	3.315789	2.69697	3.154
49	Bethesda Girls High	3	3.75	1.68	3.02
50	Khaoya Friends Secondary School	3	NEW		
51	Bungoma South Sub-County Private Centre	3	NEW		
52	Siloba Secondary	2.958333	4.133333	2.545455	2.4
53	Lutungu Secondary School	2.944444			
54	Kenneth Lusaka S.A Sec.	2.942857	3.538462	2.791667	
55	Siaka Mixed Day	2.833333	2.482759	NEW	
56	Bukananachi Friends Sec	2.822222	2.466667	2.25	
57	Luyekhe Sec. School	2.8125	2.6	2.037037	
58	St. Johns Namasanda Bap	2.78125	3.255814	2.692308	3.447
59	Bukembe S.A Secondary	2.734848	2.943089	2.666667	
60	Kisuluni S.A Secondary	2.722772	2.818182	2.134615	
61	Khakula Rcea Sec	2.666667	2.705882	2.333333	3.024
62	Matumbufu Girls Sec	2.6	2.588235	2.558824	2.371
63	Tembelela S.A Mixed	2.52381	2.193548	NEW	
64	Nabichakha Friends Sec	2.5	3.254545	2.811321	3.03
65	Siritanyi Secondary School	2.461538	NEW		
66	Bungoma Adult Sec	2.458333	2.207317	2.081818	
67	Marakaru Ack Secondary School	2.4375	NEW		
68	Rehema High Sec	2.3125	2.866667	NEW	
69	Nabongo Secondary	2.126	3	2.466667	
70	Siangwe Secondary	2.125	3	2.466667	69
	Sub County Data 2019	4.484492	4.218809	3.76376	3.6966

SOURCE:- Sub- County Director of Education, Bungoma South. (SCDE- MOE, 2020)

Appendix B: Questionnaires

The Deputy Principal's Questionnaire

Dear Sir/Madam,

I am a postgraduate student at Strathmore University pursuing an Education Management course. I am conducting a research as a course requirement and as my contribution to the field of education. You have been identified as a possible respondent for the study, since the study involves the office of the Deputy Principal. Participation is entirely voluntary and very vital for the success of this study. Your participation will go a long way in enhancing the usefulness of this research to educational institutions. The data you will offer will be handled with utmost confidentiality and exclusively for this research purpose.

Thank you in advance for your participation.

Ernest Sisa Wafula.

0714685114/0735807636
ernest.wafula@gmail.com

1. Section A. Basic Information

Please tick (✓) in the box next to the right response:

a) Gender

Male Female

b). Age (years)

31-35 36-40 41-45 46-50 above 50

b) Type of school:

- National Extra County County Sub-County
- (a) 2020 KCSE Performance index of your school:
 1.00-3.00 3.01-5.00 5.01-7.00 7.01 -12.00
- (b) 2021 KSCE Target:
 1.00-3.0 3.01-5.00 5.01-7.00 7.01 -12.00
- (d) Current Enrolment:
 100-200 201-400 401-800 above 800
- (c) No. of years you have served as a Deputy Principal in this school:
 0-3 3.1-5 5.1-8 above 8

Section B: Research Questions:

From Question 1 – Question 4, kindly use the following instructions

Please circle the number that best describes your preferred response. The numbers represent the following responses:

1= Strongly disagree 2= Disagree 3= Neutral 4= Agree 5= strongly agree

Question 1

Are the following students’ academic enhancement activities part of your role in the school?

(a) Internal Exam Supervision and Management	1	2	3	4	5
(b) External Exams Supervision and management	1	2	3	4	5
(c) Assurance Quality teaching and learning	1	2	3	4	5

Question 2

Do the implementation of the following instructional leadership activities by your office lead to desired students’ academic performance of the school?

(a) Instructional Supervision	1	2	3	4	5
(b) Instructional Coordination	1	2	3	4	5
(c) Instructional Direction	1	2	3	4	5
(d) Instructional Evaluation	1	2	3	4	5
(e) Instructional Organization	1	2	3	4	5

Question 3

Have the following academic performance improvement activities enhanced academic performance in your school?

(a) Knowledge development activities (Educational facts, information, concepts, theories and principles)	1	2	3	4	5
(b) Skills enhancement activities (Induction workshops, exchange programs, further studies)	1	2	3	4	5
(c) Identity improvement activities (Team building, School mission review and discussion, enculturation activities and traditions and artifacts exhibitions)	1	2	3	4	5
(d) Personal factors identification/improvement programs (mental health talks, investment talks, family life talks, faith talks)	1	2	3	4	5
(e) Fixed factors identifications/management	1	2	3	4	5

programs(innovations, positive adaptations,)					
---	--	--	--	--	--

Question 4

Have the following discipline ideas enhanced the students’ academic performance of your school?

(a) Professional Relationships among school members	1	2	3	4	5
(b) Routine Efficiency	1	2	3	4	5
(c) Respect of School Culture	1	2	3	4	5
(d) Functional Academic Leadership Team(HODs)	1	2	3	4	5
(e) Effective Discipline Control Structure	1	2	3	4	5

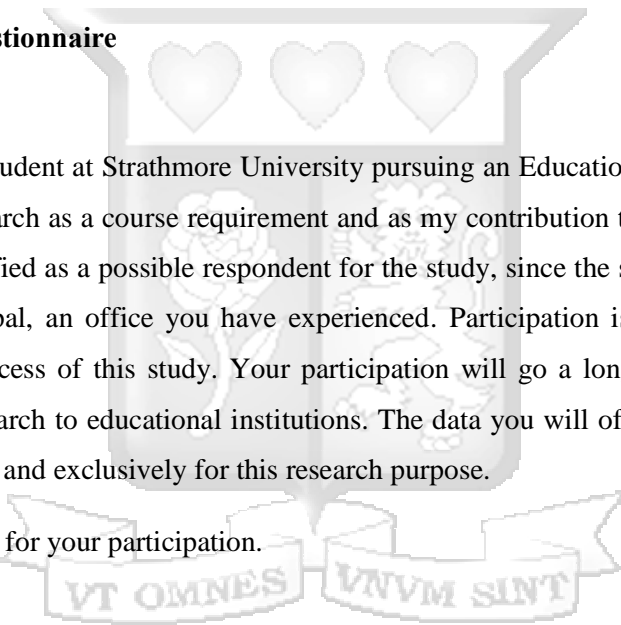
~~~~~Thank you for participating ~~~~~

**The Principal’s Questionnaire**

Dear Sir/Madam,

I am a postgraduate student at Strathmore University pursuing an Education Management course. I am conducting a research as a course requirement and as my contribution to the field of education. You have been identified as a possible respondent for the study, since the study involves the office of the Deputy Principal, an office you have experienced. Participation is entirely voluntary and very vital for the success of this study. Your participation will go a long way in enhancing the usefulness of the research to educational institutions. The data you will offer will be handled with utmost confidentiality and exclusively for this research purpose.

Thank you in advance for your participation.



Ernest Sisa Wafula.

0714685114/0735807636  
[ernest.wafula@gmail.com](mailto:ernest.wafula@gmail.com)

**Section A: Basic Information**

Please tick (✓) in the box next to the right response:

c) Gender

Male  Female

b). Age (years)

31-35  36-40  41-45  46-50  above 50

d) Type of school:

National  Extra County  County  Sub-County

5

(d) 2020 KCSE Performance index of your school:  
 1.00-3.00    3.01-5.00    5.01-7.00    7.01 -12.00

(e) 2021 KSCE Target:  
 1.00-3.0    3.01-5.00    5.01-7.00    7.01 -12.00

(d) Current Enrolment:  
 100-200    201-400    401-800    above 800

(f) No. of years you have served as a Deputy Principal in this school:  
 0-3    3.1-5    5.1-8    above 8

### Section B: Research Questions:

From Question 1 – Question 4, kindly use the following instructions

*Please circle the number that best describes your preferred response. The numbers represent the following responses:*

**1=Strongly disagree 2= Disagree 3= Neutral 4= Agree 5= strongly agree**

#### Question 1

Are the following students' academic enhancement activities part of your Deputy Principal's roles in the school?

|                                                |   |   |   |   |   |
|------------------------------------------------|---|---|---|---|---|
| (a) Internal Exam Supervision and Management   | 1 | 2 | 3 | 4 | 5 |
| (b) External Exams Supervision and management  | 1 | 2 | 3 | 4 | 5 |
| (c) Assurance of Quality teaching and learning | 1 | 2 | 3 | 4 | 5 |

#### Question 2

Do implementation of the following instructional leadership activities by Deputy Principal's office lead to desired students' academic performance of the school?

|                                |   |   |   |   |   |
|--------------------------------|---|---|---|---|---|
| (a) Instructional Supervision  | 1 | 2 | 3 | 4 | 5 |
| (b) Instructional Coordination | 1 | 2 | 3 | 4 | 5 |
| (c) Instructional Direction    | 1 | 2 | 3 | 4 | 5 |
| (d) Instructional Evaluation   | 1 | 2 | 3 | 4 | 5 |
| (e) Instructional Organization | 1 | 2 | 3 | 4 | 5 |

#### Question 3

Have the following academic performance improvement activities enhanced students' academic performance in your school?

|                                                                                                                                                      |   |   |   |   |   |
|------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| a) Knowledge development activities (Educational facts, information, concepts, theories and principles)                                              | 1 | 2 | 3 | 4 | 5 |
| b) Skills enhancement activities (Induction workshops, exchange programs, further studies)                                                           | 1 | 2 | 3 | 4 | 5 |
| c) Identity improvement activities (Team building, School mission debates, school enculturation activities and traditions and artifacts discussions) | 1 | 2 | 3 | 4 | 5 |
| d) Personal factors identification/improvement programs (mental health talks, investment talks, family life talks, faith talks)                      | 1 | 2 | 3 | 4 | 5 |
| e) Fixed factors identifications/management                                                                                                          | 1 | 2 | 3 | 4 | 5 |

|                                               |  |  |  |  |  |
|-----------------------------------------------|--|--|--|--|--|
| programs(innovations, positive adaptations, ) |  |  |  |  |  |
|-----------------------------------------------|--|--|--|--|--|

**Question 4**

Have the following discipline management ideas enhanced the students’ academic performance of your school?

|                                                    |   |   |   |   |   |
|----------------------------------------------------|---|---|---|---|---|
| a) Professional Relationships among school members | 1 | 2 | 3 | 4 | 5 |
| b) Routine Efficiency                              | 1 | 2 | 3 | 4 | 5 |
| c) Respect of School Culture                       | 1 | 2 | 3 | 4 | 5 |
| d) Functional Academic Leadership Team(HODs)       | 1 | 2 | 3 | 4 | 5 |
| e) Effective Discipline Control Structure          | 1 | 2 | 3 | 4 | 5 |

~~~~~Thank you for participating ~~~~~

Appendix C: Participant consent form

Participant consent form

Title: The role of deputy principals in enhancing academic performance in secondary schools, a case study of schools in Bungoma south sub-county, Kenya.

Please mark the appropriate answers to each of the following questions.

- I have read the study's Information Sheet and have had the study's specifics conveyed to me.
YES NO
- My study-related questions have been satisfactorily answered, and I realize that I may ask additional questions at any time. YES NO
- I understand that I have the right to withdraw from the study at any time during the time period specified in the Information Sheet without giving a reason, and that I also have the right to refuse to answer any specific questions in the study without affecting my future treatment by the researcher YES NO
- I agree to submit information to the researchers under the terms of the Information Sheet's confidentiality agreement. YES NO
- I agree to take part in the study under the terms outlined in the Information Sheet.
YES NO
- I agree that the information obtained for the objectives of this research study may be used for any other research purposes after it has been anonymized (so that I cannot be identified).
YES NO

Participant’s Signature: _____ **Date:** _____

Participant’s Name : _____

Contact details: _____

Researcher’s Name: ERNEST SISA WAFULA



Researcher's Signature:

Researcher's contact details:

P.O.BOX 1038-50200, BUNGOMA

0714688514/0735807636

ernest.wafula1@gmail.com

Please keep your copy of the consent form and the information sheet together.



Appendix D: Strathmore University Institutional Ethical Review Committee Approval



6th June 2022

Mr Wafula Sisa Ernest
ernest.wafulal@gmail.com

Dear Mr Wafula,

RE: The Role Of The Deputy Principal In Enhancing Academic Performance Of Secondary Schools: A Case Study Of Schools In Bungoma South Sub-County, Kenya

This is to inform you that SU-IERC has reviewed and approved your above SU Masters' research proposal. Your application reference number is SU-IERC1334/22. The approval period is 6th June 2022 to 5th June 2023.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including (informed consents, study instruments, MTA) will be used
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by SU-IERC.
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to SU-IERC within 48 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to SU-IERC within 48 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions.
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days upon completion of the study to SU-IERC.

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology, and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke/> and obtain other clearances needed.

Yours sincerely,

for: Dr Ben Ngoye,
Secretary, SU-IERC

Cc: Prof Fred Were,
Chairperson; SU-IERC



Ole Sangale Rd, Madaraka Estate, PO Box 59857-00200, Nairobi, Kenya. Tel +254 (0)703 034000
Email admissions@strathmore.edu www.strathmore.edu

Appendix E: An Introductory Letter from the University



Strathmore University

School of Graduate Studies

2nd June 2022

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: REQUEST TO CONDUCT RESEARCH

This is to certify that **Ernest Sisa Wafula** is a final term Master of Science in Education Management (MSc.EM) student at Strathmore University. To complete his Masters, he is required to write a dissertation applying the knowledge and skills he has acquired.

Ernest has titled his dissertation '*The role of the deputy principal in enhancing academic performance of secondary schools: A case study of schools in Bungoma south sub-county, Kenya*'. We shall be grateful for any assistance you can give him.

He commits to follow all confidentiality regulations and submit the findings to your institution's management before publishing or disseminating them.

We shall appreciate any assistance given to him.

VT OMNES VNVM SINT

A handwritten signature in blue ink, appearing to read 'Brian Njeru'.

Yours truly,






Brian Njeru

Research and Masters Coordinator

Master of Science in Education Management

Ole Sangale Rd, Madaraka Estate. PO Box 59857-00200, Nairobi, Kenya. Tel +254 (0)703 034000
Email bdnjeru@strathmore.edu www.strathmore.edu

Appendix F: NACOSTI Research Permit

| | |
|---|---|
| 
REPUBLIC OF KENYA | 
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION |
| Ref No: 801974 | Date of Issue: 10/June/2022 |
| RESEARCH LICENSE | |
|  | |
| <p>This is to Certify that Mr. ERNEST SISA WAFULA of Strathmore University, has been licensed to conduct research in Bungoma on the topic: The Role of the Deputy Principal in Enhancing Academic Performance of Secondary Schools, A Case Study of Schools in Bungoma South Sub-County, Kenya for the period ending: 10/June/2023.</p> | |
| License No: NACOSTI/P/22/18218 | |
| 801974
Applicant Identification Number | 
Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION |
| | Verification QR Code
 |
| <p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p> | |

Appendix G. Similarity report



Document Information

| | |
|-------------------|--|
| Analyzed document | ERNEST SISA WAFULA RESEARCH WORK 124170.doc (D141974760) |
| Submitted | 7/12/2022 10:35:00 AM |
| Submitted by | |
| Submitter email | Ernest.Wafula@strathmore.edu |
| Similarity | 5% |
| Analysis address | library.strath@analysis.orkund.com |

Sources included in the report

| | | | |
|-----------|---|--|---|
| SA | Research Project_Draft Similarity test Final.docx
Document Research Project_Draft Similarity test Final.docx (D140450354) | | 1 |
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Document FACTORS INFLUENCING ACADEMIC PERFORMANCE OF LEARNERS WITH VISUAL IMPAIRMENT IN INTEGRATED PRIMARY SCHOOLS IN URIRI.doc (D132659124) | | 3 |
| SA | Chrp-01280- Grace Mueke Kasimu Research Project.docx
Document Chrp-01280- Grace Mueke Kasimu Research Project.docx (D118316004) | | 1 |
| SA | WANYANGU PROJECT 2021.docx
Document WANYANGU PROJECT 2021.docx (D118463235) | | 3 |
| SA | Research Project _ Robert Wainaina _ June 10.docx
Document Research Project _ Robert Wainaina _ June 10.docx (D139960891) | | 2 |
| SA | Caroline edited word.docx
Document Caroline edited word.docx (D110012181) | | 1 |
| SA | MARTIN KAPCHANGA-PROPOSAL.docx
Document MARTIN KAPCHANGA-PROPOSAL.docx (D128526186) | | 3 |
| SA | THESIS 2021 WITH LICENSE.docx
Document THESIS 2021 WITH LICENSE.docx (D109416904) | | 1 |
| SA | THESIS 2021 WITH LICENSE(1).docx
Document THESIS 2021 WITH LICENSE(1).docx (D109989921) | | 2 |
| SA | Research Project - Grace.docx
Document Research Project - Grace.docx (D140080601) | | 4 |

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| SA | Strathmore University / METHODOLOGY CHAPTER THREE.docx
Document METHODOLOGY CHAPTER THREE.docx (D126047029)
Submitted by: Raphael.Akotha@strathmore.edu
Receiver: ponyoni.strath@analysis.urfkund.com | ☐☐ | 1 |
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