



**ASSESSMENT OF THE PRINCIPALS' ADMINISTRATIVE STRATEGIES ON ADEQUATE STAFFING AND ITS INFLUENCE ON STUDENTS' PERFORMANCE IN KCSE IN MASABA SOUTH SUB COUNTY, KISII COUNTY, KENYA**

**Mitieka Okemwa Denis<sup>1</sup>,**

**Mabel Mudulia<sup>2i</sup>**

<sup>1</sup>Department of Educational Administration,  
Leadership and Management,  
Mount Kenya University,  
Kenya

<sup>2</sup>Lecturer, School of Education,  
Mount Kenya University,  
Kenya

**Abstract:**

The expansion of secondary education has been accelerated by demand for education by the 100% transition requirement from primary schools. With this expansion there is increased demand for qualified, competent and effective school teachers. The study was to assess the principals' influence of adequate staffing on students' academic performance in KCSE examinations in Masaba south sub county, Kisii County in Kenya. The study review empirical studies that have been conducted by different scholars as well as the theoretical framework adopted by the study. The study was guided by scientific management theory. The study adopted quantitative and qualitative research design through a mixed methods approach. The study sampled 8 principals and 80 teachers from the target population of 25 principals and 250 teachers. Two sets of Questionnaires were administered to head teachers and teachers respectively. The results show that majority of the head teachers indicated that teachers were not adequate for all the classes, 37.5% of head teachers used combine classes 50% of head teachers used volunteer teachers while 12.5% of head teachers left classes untaught due to shortage of teachers. The results indicated that not all students were taught by trained teachers hence contributing to poor performance. The study found that most teachers attended fewer courses and seminars for their professional development. Therefore, the study concluded that; lack of adequate staff, low in-service training through courses and seminars and low professional development levels affected students' performance in KCSE. The study recommends the Teacher Service Commission to offer adequate staffing to have effective teaching and improved

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<sup>i</sup> Correspondence: email [denisokemwa365@gmail.com](mailto:denisokemwa365@gmail.com), [mmudulia@mku.ac.ke](mailto:mmudulia@mku.ac.ke)

academic performance. The study also recommends MOE to offer adequate courses and seminars for the professional development of teachers to enhance academic performance.

**Keywords:** organizational climate, commitment organization, job satisfaction

## 1. Introduction

The expansion rate of training in Kenya is increasing; secondary education has been accelerated by demand for education and the 100% transition from primary schools. With this expansion there is increased demand for qualified, competent and effective school head teachers. The adjustments in training administration and academic performance, requires that the head teachers, their deputies and teachers should be very much equipped with appropriate knowledge, skills and attitudes in order to play their role effectively (McEwan, 2015). Poor performance in the Masaba sub county has persevered despite the fact that the schools in Masaba south sub county have well trained teachers and qualified head teachers.

The purpose of this study was to assess the principals' influence of adequate staffing on students' academic performance in KCSE examinations in Masaba south sub county, Kisii County in Kenya. Therefore, the research sought for information to answer the following research question: how does adequate staffing influence students' performance in KCSE in Masaba south- Sub County, Kisii County?

The researcher purposefully chose Masaba south-Sub County, Kisii County since the researcher was teaching there and has been there for long time hence making data collection easy. The researcher also realized that poor academic performance denied most students in Masaba south Sub-County an opportunity to progress up in the academic ladder. The study will be useful to school administrators to improve academic performance of students. The study was also significant in that it generated data that will be used by planners in the Director of Quality Assurance and Standards Officers (DQSO) and the ministry of education (MoE) with necessary information that can be used for allocation of resources based on the findings.

The study was conducted in public secondary schools in Masaba South Sub County Kisii County and it involved head teachers, teachers. The study relied on instruments for data collection in this study by using questionnaires and interview schedules.

The researcher was not able to control the attitude of respondents hence this affected the validity of some results. The study relied on the recall capacity of the respondents and their ability to provide objective responses in the questionnaire. The researcher also in restricting himself to public secondary schools did not consider speculation capacity of the discoveries. With these limitations, the study was however delimited to public secondary schools in Masaba south Sub-County and was conducted using sampled head teachers and teachers. Other stake holders involved in students`

academic performance in secondary schools were not included in this study. The study was also delimited to only principals' administrative strategies influencing students' academic performance.

## 2. Literature Review

The study reviewed literature in relation to the principals' influence of personnel management and provision of teaching staff on students' academic performance in KCSE. The literature review focused on empirical studies that have been conducted by different scholars based on the principals' administrative strategies on students' academic performance as well as the theoretical framework adopted by the study.

### 2.1 Principals' Influence of Personnel Management on Students' Performance

The principal's personnel management refers to a process in which the head teacher manages the teaching human resource concerned with the student's academic performance (Glewwe & Muralidharan, 2015). The personnel management process consists of four functions namely; acquisition, development, motivation and maintenance of the teaching human resources. Winn and Green (2015) characterized the teaching administration as the successful assembling of teaching human resource in light of suitable enrollment, choice, preparing and arrangement of a selected staff to accomplish the set objectives and goals.

Ngimbudzi (2009) also noted that work force administration as a critical administration work concerned about acquiring, creating and inspiring the human resource required by an association to accomplish its goals which is enhanced scholastic execution. In an education setting, student academic is the significant target. In the instructive framework, educator is focal figure in improving understudy scholarly execution. Subsequently, no instructive framework may transcend the nature of its instructors (Ayere *et al.*, 2010).

According to Wanzare (2012) human resources is the most imperative resource in the influence of adequate staffing levels on students' academic performance in a school organization. Teachers are the most critical staff in the school and the commitment made by other staff individuals like; secretaries, treasurers, accounts agent, lady, medical attendants, delivery people and gatekeepers is additionally vital in influencing the institution to accomplish its goals. Ayere *et al.* (2010) observes that the most important purpose of a school is to provide children with equal and enhanced opportunities for learning to acquire knowledge, skills and life experiences. Teachers therefore need to be well managed so that they can effectively play their role of making students perform well in examinations.

Caras & Sandu (2014) observes that the head teachers' responsibility in human resource management involves; leading and motivating staff, delegating responsibilities effectively and conflict management. These responsibilities enable effective teaching and learning which impacts on students' academic performance. With increased

number of students, the teacher-students ratio is likely to be high leading to increased workload for teachers and hence the nature of training might be traded off. Therefore, the principal's influence of adequate staffing levels on students' academic performance is necessary.

The Teachers Service Commission (TSC) has recently been mandated to enroll new instructors to supplant the people who leave the organization. The country's ministry of education has recommended an extent of one teacher to 45 students, yet various instructors are managing classes of up to 60 students (Ministry of Education, 2013). Lacking enough teachers in schools leads to increment in instructor's workload making teachers unready to viably educate and prompts poor education performance (Skaalvik & Skaalvik, 2011). As a human asset supervisor, the principals need to guarantee that there are sufficient educators in the school for powerful instructing and learning process which enhances student academic performance. This incorporates employing BOM teachers in situations where there are insufficient teachers.

Wanzare, (2012) declares that a motivated human resource is a crucial factor in teaching-learning circumstances. Any hint of insufficiency motivated human resource prompts dissatisfaction among parents and students and adversely influences academic performance. The availability of motivational factors promotes the viability of teachers' outcomes in providing learners with adequate education. Cerit (2009) says that the quality of education the learners receive bears direct relevance to the availability of adequate human resource and provision of instructional materials. As indicated by The Global Monitoring Report on Education (GMRE) for all, the teaching human resource entrance to instructing and learning is an essential factor in quality of education the learners acquire (UNESCO 2008).

Ololube (2006) did an examination to set up how the accessibility of human resource's influence on the poor performance in Botswana. The study revealed that the quality and quantity of human resource had a direct link to the education quality measured in terms of students' performance. This implies that the head teachers should ensure that schools have the required teaching human resource which impact on good academic performance. It therefore goes that availability of quality human resource has an impact on student performance. This suggests the Head teachers ought to guarantee that schools have adequate teaching human resource which effect on great academic performance.

Studies have been conducted on principal's administrative strategies on students' academic performance however the study was seeking to fill the gap in Masaba south sub county. Poor academic performance in the sub- County has been declining persisted despite the way that the schools in Masaba south sub-county have gifted teachers, and qualified head teachers. Therefore, the study sought to assess the principals' administrative strategies in influencing of adequate staffing on students' academic performance in KCSE examinations in Masaba south sub county, Kisii County in Kenya.

## **2.2 Theoretical Framework**

This study was guided by scientific management theory developed by Ludwig von Bertalanffy in 1968. Taylor (2001) in his book *Principles of Scientific Management* postulates that a worker ought to be given standardized conditions and apparatuses to achieve the task with conviction. Taylor also showed that maximum prosperity can exist only as the result of maximum productivity. Taylor argued that the most important object of both the employee and the management should be the training and development of each individual in the establishment, so that he can do the highest class of work for which his natural abilities fit him. Workmen were quite inefficient. Oyadonghan & Eke (2011) notes that when applying the scientific management theory to the study, the head teachers are required to put in place strategies that will increase efficiency in teaching and learning in the school which will lead to improved student academic performance.

The relevance of the scientific management theory is that it integrates the concepts of administrative strategies and performance. To realize quality and economy in production the central management has to exercise close supervision in accordance with clearly stated task performance standards. The purpose of this hierarchical structuring of authority is to achieve control and coordination of the organization members' efforts. This inevitability involves supervision of the subordinates' performance.

To acknowledge the relevance of the scientific management theory, the administration needs to practice close supervision as per plainly expressed errand performance norms. The reason for this progressive organizing of specialist is to accomplish control and coordination of the association individuals' endeavors. Administration ought to be the preparation and advancement of every person in the organization, with the goal that he can do the most astounding class of work for which his regular capacities fit him. Applying the guideline to the study, the head teachers are required to set up systems that will build effectiveness in educating and learning in the school which will prompt enhanced poor performance.

## **3. Research Methodology**

The study adopted quantitative and qualitative research design through a mixed methods approach. Respondents were reached through interviews and questionnaires. The quantitative research design was useful in seeking empirical support for research questions while qualitative research helped in emphasizing the importance of looking variables in the natural setting which they were found. Quantitative data was collected using questionnaires. According to Kothari (2004), quantitative methods involve any kind of data that can be measured numerically. Qualitative data was necessary to complement quantitative data by exploring participants' feelings and meaning associated with head teachers' administrative strategies on academic performance of

students KCSE among public secondary schools. The gathered quantitative and qualitative data was analyzed.

This study targeted all secondary school principals and teachers in public secondary schools in Masaba South Sub-County. The Target population of the study for this study comprised of 25 principals because of their positions and responsibility and 250 teachers since they were crucial in the implementation of policies and teaching primarily through teaching roles in public secondary schools in Masaba South Sub-County.

The study used simple random sampling technique since it involves giving a number to every subject or number of target population placing the numbers in the container and any number is picked at random (Mugenda and Mugenda, 2003). This ensured that each member of the target population had equal chance of being selected in the sample. The sampling made it possible to draw valid generalization on the basis of careful observations of variables with relatively small portion of the population. Best and Khan (2008) recommends a sample size of 10-30% of the target population for small populations or populations that are less than 1000. The study therefore sampled 8 principals and 80 teachers from the target population of 25 principals and 250 teachers

Two sets of Questionnaires were administered to head teachers and teachers respectively. According to Kothari (2004), questionnaire gives respondents time and freedom to express their views and also to make suggestions. The questionnaires were divided into section A that dealt with demographic information of the respondents and section B that dealt with the study variables. The validity and reliability of the questionnaire was established using pilot study and test-retest methods. The pilot study was done in three schools in detecting possible errors in the measurement procedures, identification of unclear questions in the questionnaire and determining the validity and reliability of the data were collected for this study and questionnaires were handed delivery to them.

The piloting data was analyzed using SPSS to determine the validity and reliability of the research questionnaire. Consultations were made from the department of educational administration and management and curriculum studies, Mount Kenya University. The SPSS results from the test and retest and pilot study had a Pearson's correlation coefficient 0.87. Harwell (2011) posits that a Pearson's correlation coefficient which is greater than 0.8 is considered to be very strong correlation while that which is between 0.6 and 0.8 is said to be strong. The pilot study results show that the questionnaires were valid and reliable for usage in data collection.

The researcher obtained an approval letter from the school of post graduate studies at Mount Kenya University and a research authority from National commission of Science, technology and innovation before embarking on data collection. The researcher also recognized writers of the literature and trusted subjects of the study. The members were informed that the reactions will be kept confidential. The study was also conducted with utmost integrity and did not have any negative effect on the respondents as the data collected was only used for academic purposes.

## 4. Research Findings and Discussion

The research findings presents results on: questionnaire return rate, demographic characteristics of the study of respondents and influence of head teachers' personnel management on students' academic performance in KCSE.

### 4.1 Questionnaire Return Rate

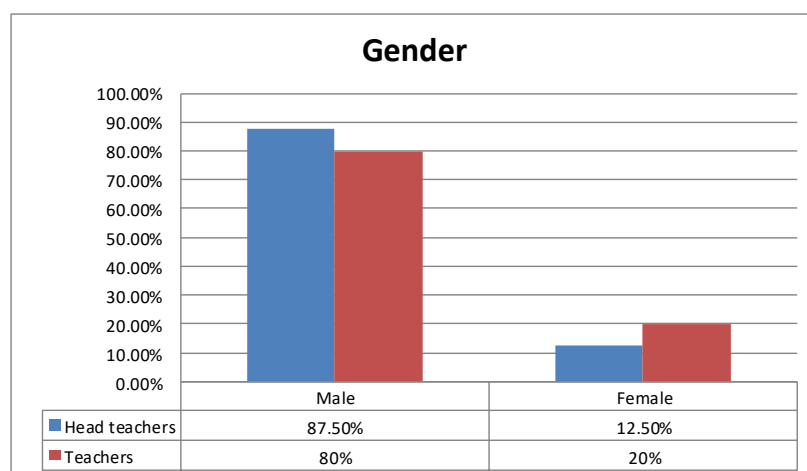
Out of 8 questionnaires issued to the head teachers, all of them were returned representing 100% return rate. Of the 80 questionnaire issued to teachers, 75 were returned representing 93.75%.The high return rate was due to the researcher himself administering questionnaires personally. The questionnaire return rate was above the recommended rate at 80% and above, considered necessary for the study (Mugenda and Mugenda, 2003).

### 4.2 Demographic Characteristics of the Study of Respondents

The demographic data of the principals were based on their gender, age, academic qualification, job group, the duration they had served as head teacher and the position they held prior to assuming the position of a principal.

#### 4.2.1 Gender of Head Teachers and Teachers

The results show that the male head teachers dominated as the school heads, representing 87.5% while female head teacher represented 12.5%.This was because there was only one girls` secondary school among the sampled schools in the sub-county headed by female head teacher. The number of male and female teachers who participated in the study were male 60 representing 80% while female were 15 representing 20%.This was a clear indication that male teachers were more than female teachers in the sub-county. These findings revealed that one third gender representation in institutions has not tenable in secondary schools in Masaba south sub-county. These results are portrayed in the bar graph below.



**Figure 1:** Distribution of Head teachers and Teachers by Gender

#### 4.2.2 Academic Qualification of Head Teachers and Teachers

The distribution of head teachers and teachers in schools is shown in Table 1.

**Table 1:** Distribution of the Head Teachers and Teachers by Professional Qualification

Gender	Head teachers		Teachers	
	F	%	F	%
Diploma in education	2	25	20	26.7
B.ed	5	62.5	50	66.7
M.ed	1	12.5	5	6.6
Phd	0	0	0	0
<b>Total</b>	<b>8</b>	<b>100</b>	<b>75</b>	<b>100</b>

Table 1 shows that five of the head teachers representing 62.5% had first degree as their highest qualification and one of the head teachers representing 12.5% had masters' degree while two head teachers representing 25% had a diploma. These findings shows that the respondents had the required qualification to head secondary schools in Masaba south sub-county and would understand the administrative strategies influencing students' academic performance among public secondary schools. Similarly from Table 1 there were more teachers with bachelor`s degree 50 representing 66.7%. Those who had diploma in education were 20 representing 26.7% and those with master`s degree were 5 representing 6.7%. From these findings majority of the teachers had the required qualification for the study since the minimum qualification for the one to teach at secondary level in Kenya is a diploma in education.

#### 4.2.3 Length of Service of Head Teachers and Teachers in the Current Station

Distribution of head teachers and teachers according to the length of the service in the current station is shown in the Table 2.

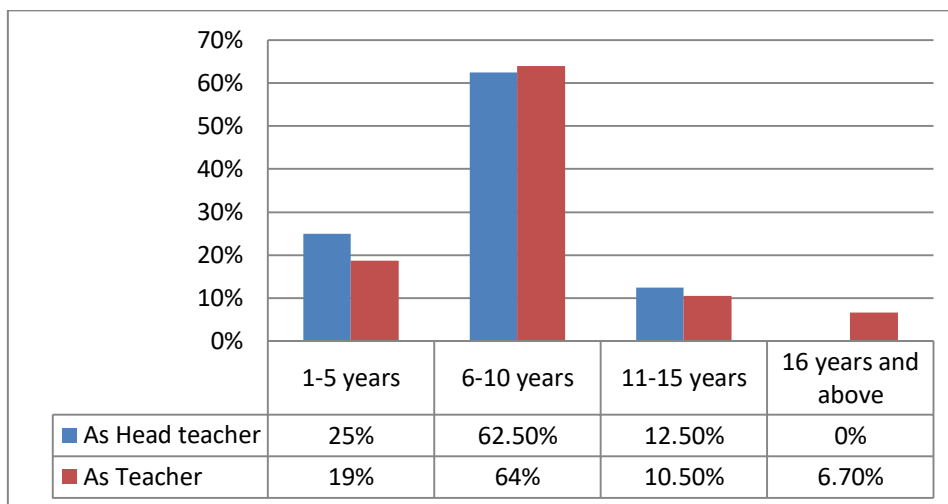
**Table 2:** Length of Service of Head Teachers and Teachers in the Current Station

Gender	Head teachers		Teachers	
	F	%	F	%
1-5 years	2	25	14	18.7
6-10 years	5	62.5	48	64
11-15 years	1	12.5	8	10.7
16 years	0	0	5	6.6
<b>Total</b>	<b>8</b>	<b>100</b>	<b>75</b>	<b>100</b>

Findings from Table 2, it is observed that majority of the head teachers five representing 62.5% had headed schools for a period of between 6-10 years, three head teachers had headed between 1-5 years representing 25% and one head teacher had headed between 11-15 years representing 12.5%. There was no head teacher who had headed any school for 16 years and above. Teachers on the other side, majority of them (48 out of 75) representing 64% had a teaching experience of 6-10 years, 14 teachers had a teaching experience of between 1-5 years representing 18.7%, 8 teachers had a teaching



experience of 11-15years representing 10.7% and 5 teachers had above 16 years of teaching experience representing 6.7%.The findings show that head teacher and teachers had adequate experience and knowledge in heading and teaching schools in Masaba south sub-county. Based on the number of years in the current station, they would give information about the administrative strategies affecting students' academic performance in Masaba south sub-county. The bar graph below shows the distribution of length of service of head teachers and teachers in the current station.



**Figure 2:** The Head Teachers and Teacher's Working Experience

Figure 2 shows that majority (64.0%) of principals had served as head teacher for below 10 years. The data implies that they are in a position to provide information on how various administrative strategies influence performance.

#### 4.2.4 General School Performance

Distribution of head teacher's responses on school performance in the Table 3

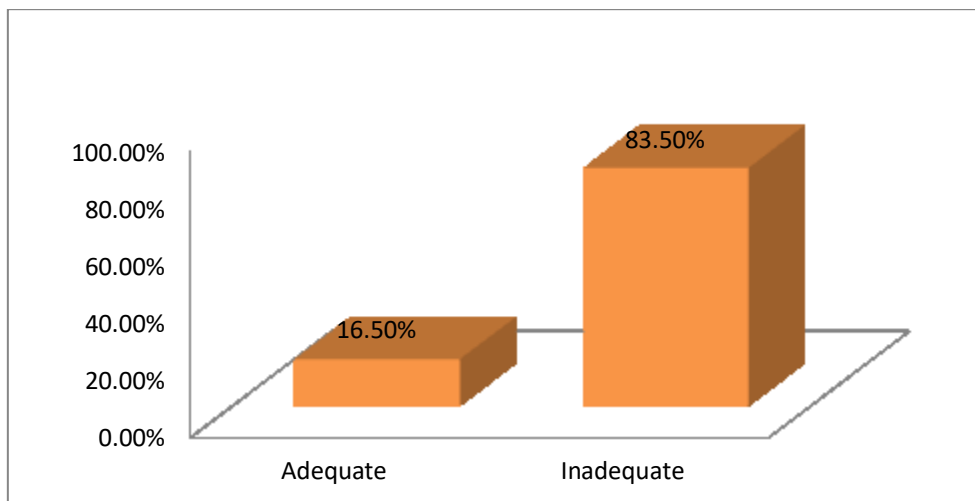
**Table 3:** Head Teachers' Response on School Performance

Rating	Response F	Percentage (%) %
Very Good	0	0
Good	1	12.5
Satisfactory	2	25
Not Satisfactory	5	62.5
<b>Total</b>	<b>8</b>	<b>100</b>

The results in the Table 3 shows that most schools (5 out of 8) representing 62.5% had a performance that was non-satisfactory, two schools representing 25% had satisfactory performance while only one school representing 12.5% had good results. This was an indication that most students had performed poor and research was necessary to assess the contributing factors to this poor performance.

#### 4.2 Influence of Head Teachers' Personnel Management on Students' Academic Performance in KCSE

According to the purpose of the study, the research sought to determine the influence of adequate staffing on students' academic performance in KCSE in Masaba south Sub - County, Kisii. The head teacher was asked to rate the adequacy of teachers in their schools. Their responses are shown in Figure 3.



**Figure 3:** Head Teachers' Rate on the Adequacy of Teachers in their School

Figure 3 above shows that majority of head teachers 83.5% indicated that teacher were not adequate while 16.5% of the head teachers said that teachers in the schools were adequate for all classes. Findings shows that majority of the schools did not have adequate teachers which makes teaching and learning may not be effective which may affect the students' performance. The head teachers were asked to state whether lessons were missed or not as a result of adequacy of teachers. The result is presented in Table 8.

**Table 4:** Head Teachers' and Teachers' Response on Missed Lessons

Gender	Head teachers		Teachers	
	F	%	F	%
Yes	6	75	61	81.3
No	2	25	14	18.7
<b>Total</b>	<b>8</b>	<b>100</b>	<b>75</b>	<b>100</b>

Findings of the study in Table 4 show that six head teachers indicated yes representing 75% and those indicated no were two representing 25%. The teachers who said yes were 61 representing 81.3% while those who said no were 14 representing 18.7%. The findings indicates that lessons are missed by teachers. The finding shows that inadequate teachers made students to be taught by untrained teachers which could have lead to poor performance. The findings showed that head teachers faced challenges of inadequate teachers hence contributing to poor performance. The study also sought to

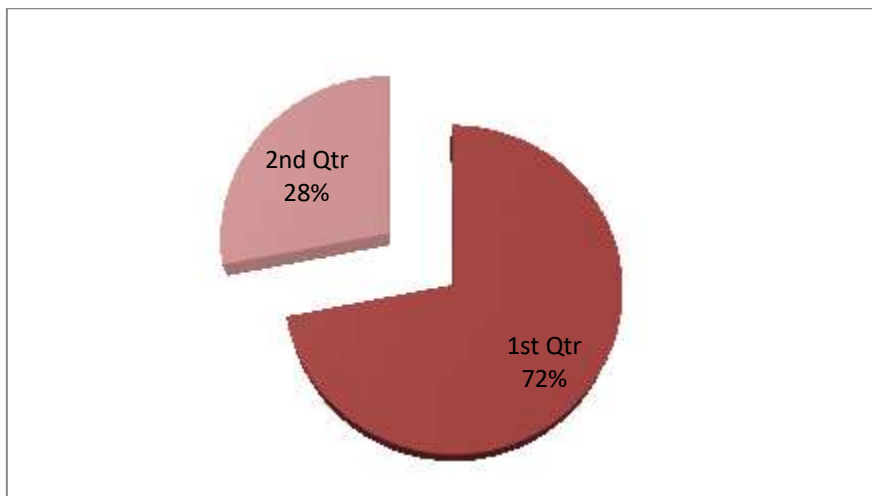
establish how the school coped with the shortage of teachers. Table 5 shows head teachers' response.

**Table 5:** Head Teachers' Responses on how They Coped with the Shortage of Teachers

Responses	F	%
Combined Classes	3	37.5
Use of volunteer teachers	4	50.0
Left untaught	1	12.5
<b>Total</b>	<b>8</b>	<b>100</b>

Findings shows that 37.5% of head teachers used combine classes 50% of head teachers used volunteer teachers while 12.5% of head teachers left classes untaught due to shortage of teachers. The data shows that head teachers faced challenges of inadequate teachers hence contributing to poor performance.

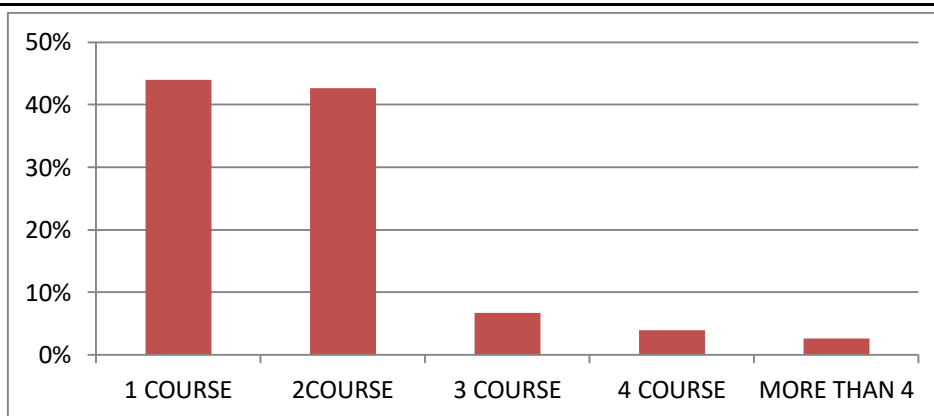
To assess on how the head teachers' strategy on facilitation of teachers' development affect students' performance in KCSE, the study further sought on whether teachers were allowed to attend seminars they have been invited to as shown in Figure 5.



**Figure 4:** Shows Head Teachers' Responses on Seminar Attendance for Teachers

Majority of the head teachers allowed their Teachers to attend seminars they have been invited to. Six head teachers further indicated that their teachers were interested in attending seminars and workshops once invited. Majority of the teachers indicated that their head teachers allowed them to attend seminars. Teachers are important in passing on existing public knowledge to their students. The decisions of the schools made by head teachers should include the facilitation of teachers' development (Sushila, 2004).

Mitieka Okemwa Denis, Mabel Mudulia  
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 ON ADEQUATE STAFFING AND ITS INFLUENCE ON STUDENTS' PERFORMANCE  
 IN KCSE IN MASABA SOUTH SUB COUNTY, KISII COUNTY, KENYA



**Figure 5:** Teachers' Responses on the Number of Courses They Had Attended in the Last Five Years

Figure 6 show that 44.0% of the teachers had attended one course in the last 2 years, while 42.7% of teachers had attended two courses. The results also show that 4.0% of teachers attended 3 courses in the last two years and only 2.6% of the teachers attended more than four courses.

**Table 6:** Teachers' Responses on the Number of Courses They Had Attended in the Last Years

Course	F	%
1 Course	33	44
2 Course	32	42.7
3 Course	5	6.7
4 Course	3	4
More than 4	2	2.6
<b>Total</b>	<b>75</b>	<b>100</b>

Table 9 shows that 44.0% of the teachers had attended one course in the last 2 years, while 42.7 of teachers had attended two courses, 4.0% of teachers attended 3 courses in the last two years and only 2.6% of the teachers attended more than four courses. Effective teacher development can increase productivity, lead to greater job satisfaction and lower turnover. It also enables workers to develop better understanding of their work and provide the ability to cope with organizational, social and technological changes.

## 5. Summary, Conclusion and Recommendations

The study was to assess the influence of principals' administrative strategies on students' academic performance in Kenya Certificate of Secondary Education (KCSE) in Masaba South sub County, Kisii County, Kenya. Specifically, the study was to determine the strategy on how adequate staffing levels influence students' performance in KCSE in Masaba sub county, Kisii County.

Findings revealed that head teachers' strategy on ensuring adequate staffing levels affected students' performance in KCSE. To start with, majority of the head

teachers indicated that teachers were not adequate for all the classes. 37.5% of head teachers used combine classes 50% of head teachers used volunteer teachers while 12.5% of head teachers left classes untaught due to shortage of teachers. Therefore, results indicate that not all students were taught by trained teachers hence contributing to poor performance.

The results show head teachers did face the challenges of adequate motivation and professional development hence contributing to poor performance. The study revealed that majority of head teachers allowed their teachers to attend seminars they have been invited and majority of teachers indicated that their principals allowed them to attend seminars. Majority of head teachers further indicated that their teachers were interested in attending seminars and workshops once invited. However, most teachers indicated that they attend fewer courses and seminars for their professional development. Therefore, the study concluded that head teachers' strategy on ensuring adequate courses and seminars for their professional development levels affected students' performance in KCSE.

### 5.1 Recommendations

To improve on students' academic performance, the study after assessing the influence of principals' administrative strategies on students' academic performance in Kenya Certificate of Secondary Education (KCSE) in Masaba South sub County, Kisii County, it made the following recommendations:

- The Teacher Service Commission should ensure there is an adequate staffing level so that teaching and learning can be effective and hence improved academic performance.
- The secondary school principal should ensure that there is adequate provision of courses and seminars for their professional development levels to enhance students' academic performance.
- The ministry of education should seek ways of facilitating teachers' development which will equip them with skills that will enhance students' academic performance.

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Mitieka Okemwa Denis, Mabel Mudulia  
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