



INFLUENCE OF INNOVATIVENESS ON PERFORMANCE OF WOMEN OWNED PRIVATE PRIMARY SCHOOLS IN UASIN GISHU COUNTY, KENYA.

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Abstract: Women's Small and Medium Enterprises (SMEs) play a critical role in economic growth of a country. However, they face social and cultural challenges hindering their enterprises from faster growth. Studies have been conducted to investigate the influence of entrepreneurial competence on performance of the SMEs but the effect of innovativeness is unknown. This study therefore sought to examine the influence of innovativeness on performance of women owned private primary schools in Uasin Gishu County. The study was anchored on the Joseph Schumpeter's innovation theory and guided by conceptual framework. Descriptive research design was used and the target population was 85 women owners of private primary schools in Uasin Gishu County. The sample size was 70 women entrepreneurs and simple random sampling was used to select the respondents. Primary data was collected by using questionnaires and secondary data was obtained from annual reports. Data was analyzed by use of Pearson product-moment correlation analysis and multiple regression analysis with the help of Statistical Package for Social Science (SPSS version 24). The study found that innovativeness has significant influence on performance of women owned primary schools in Uasin Gishu County ($t=11.010$, $p<0.05$). The study concluded that innovativeness has significant influence on performance of women owned primary schools in Uasin Gishu County. The study recommends that women owned private primary schools should set aside financial resources for business research and development activities so as to ensure continuous innovativeness in products and services. In addition, the management of the schools should support new.

Key Words: Performance, Innovativeness, Women-Owned Enterprises, Primary Schools

Introduction

Entrepreneurship, all over the world, is emerging today as an avenue for gainful employment, a means of helping women to assert themselves in the world of work, and a way of improving both their economic and social status (Zizile & Tendai, 2018). Entrepreneurship is considered key driver of social and economic development in both developed and developing countries. Mainly, they represent a large number of businesses and generate wealth and employment. Despite playing a major role in the economic and social development of different countries around the world, entrepreneurship has been found to vary with gender. Therefore, there are more men owned businesses around the world compared to women owned businesses (Al-Mamun & Fazal, 2018). Across the globe, women owned businesses account for 25 to 33 per cent of all businesses (Ndiwa, 2017). In addition, Lappalainen and Niskanen (2012) indicate that men have more access to information and market and have better entrepreneurial skills compared to women.

Both developed and developing countries have witnessed an influx of the number of women venturing in the field of entrepreneurship in recent years; this mainly being attributed to advocacy on women empowerment programs and policies advanced by both government and non-governmental organizations (McDermott & Prajogo, 2012). In spite of the success stories recorded on the increase of women entrepreneurship, the literature on women entrepreneurship in developing countries literally depict women-owned micro and small enterprises recording poor performance compared to male owned SMEs (Boermans & Willebrands, 2017).

Neneh (2017) noted that in Sub-Saharan Africa, 50 per cent of SMEs owned by women recorded deteriorating performance, in terms of sales turnover and profitability, five months after they were started. According to Olawoye, Namusonge and Muturi (2016), innovativeness reflects an individuals' tendency to engage in and support new ideas, novelty, experimentation and creative processes that may result in new products, services and technological processes (Neneh, 2017). In Ghana, Oni *et al.* (2016) secondary school teachers yearn for introduction of innovative strategies to enhance the skills of delivery of instructions following the massive trend in today's technologies. Githinji and Rugami (2017) indicate that in developed countries women entrepreneurs compared to developing countries enjoy an advantage in that they have access to ways of improving their innovativeness and greater support from mentors and role models and easier access to formal training and in the principles of business planning and organization. Gitonga (2016) notes that despite the considerable government's support and support of bodies interested in promoting gender equality in all areas (business included), many female-owned businesses still perform poorly and fail. Ndiwa (2017) indicate that innovativeness is positively and significantly associated with performance in the public transport industry. Gichuki, Mulu-Mutuku and NkathaKinuthia (2014) indicate that innovativeness can be termed as applying new knowledge to change organizational processes while generating commercially viable services and products. Innovativeness also involves the willingness to adopt novelty and uniqueness in the products or services, through creative processes and experimentation.

According to Kenya National Bureau of Statistic (2016), a total of 2.2 million SMEs were closed in the last five years (KNBS, 2016). Most of the enterprises were wholesale, retail trade and motor vehicle repairing sector that accounted for 73.5% of the total business entities that were closed. On average, business entities were closed at the age of 3.8 years. Establishment that were acquired within a period of two years were more susceptible or vulnerable to closure and they accounted for 61.3% of the total enterprise that were closed. On average, women owned businesses were closed at the age of 3.8 years for poor performance. Out of 2.2 million businesses that closed in the year between the year 2012 and 2016, 54.9 per cent were owned by women (KNBS, 2016).

Statement of the Problem

The ever changing business environment presents challenges in which it is difficult not only to survive but also to sustain an enterprise performance. Entrepreneurs operate in a competitive and dynamic business environment and as the environment becomes more complex, owner/managers encounter many challenges which interfere with their chances of success (Boermans & Willebrands, 2012). Also growth rate of women owned businesses is slow and closure rate is high (KNBS, 2016). Most of the women lack entrepreneurial competences that include innovativeness (Qaanita & Mustafid, 2014).

Women have shown interest in establishing SMEs, on their own, including schools. Survey conducted in 2016 showed that 2.2 million SMEs (73.5%) were closed whereby 54.9% of them were owned by women (KNBS, 2016). The causes of high failure can be attributed to inadequate entrepreneurial

competence. Studies have been conducted on entrepreneurial competence and performance of organization, however, the issues of risk taking propensity, pro-activeness, innovativeness and competitive aggressions by women owned enterprises are unknown. Therefore, this study examined the influence of entrepreneurial competence on performance of women owned private primary schools in Uasin Gishu County.

The following is the alternative hypothesis that was tested in this study:

Ho1: There is an influence innovativeness on performance of women owned private primary schools in Uasin Gishu County.

Theoretical Framework

Joseph Schumpeter's innovation theory of was developed in 1949. The theory holds that an entrepreneur as one having three major characteristics: innovation, foresight, and creativity. Entrepreneurship takes place when the entrepreneur creates a new product introduces a new way to make a product discovers a new market for a product finds a new source of raw material and finds new way of making things or organizations (Bălan, Florea & Scarlat, 2017). He also believed that innovation is the centre of economic change causing gales of "creative destruction", which a term is created by Schum-peter in Capitalism, Socialism and Democracy. According to Schumpeter innovation is a process of organizational mutation, that incessantly revolutionizes the economic structure from within, incessantly destroying the old one, incessantly creating a new one (Silverberg & Verspagen, 2003).

Entrepreneur does not even have guarantee that it remain entrepreneur in future. Everything depends only on the talent and the will to act. Besides that Schumpeter finds for entrepreneur three more motives to act, there are: the desire to create "own kingdom." Modern man, through his successes in industry or trade, can get a sense of power and independence similar to the situation of the European medieval lord; the desire for gain. Entrepreneur can realize his wish to fight, to compete, to showing his superiority over others, winning for the sake of winning. Comparing to the sport, in economic life, there are "financial racing" but there is "financial boxing" too; the joy of creation, to achieve something, or just exercise the energy and ingenious-ness (Pitorac & Cismaş, 2012). In relation to this study, generation of innovation no longer depends on individual personalities but involves the cooperation of many different actors including innovativeness that increase the diffusion and thus the understanding of innovation leading to improvement in performance of women-owned enterprises (Callegari, 2018).

Conceptual Framework

The purpose of a conceptual framework is to help the reader to quickly see the proposed relationship between variables in the study. The conceptual framework for this study spells out the relationship between risk taking and performance (Figure 1). The independent variable was innovativeness and the dependent variable was performance.

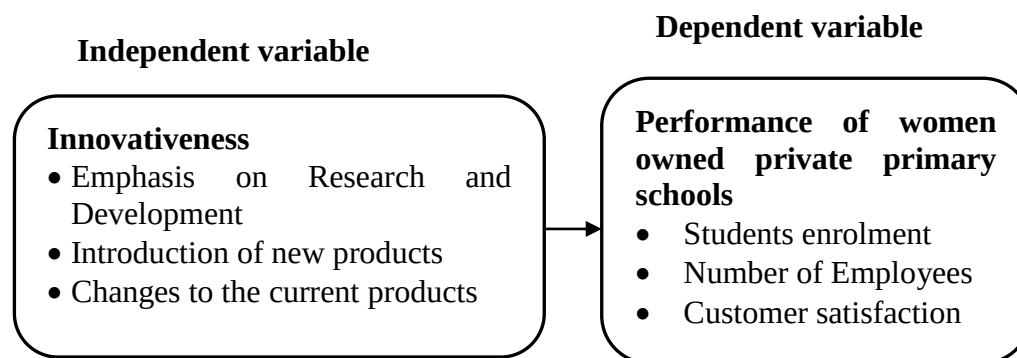


Figure 1: Relationship among the Variables

Source: Researcher, 2019

Empirical Review

Haelermans and Kristof (2011) determined the effect of educational innovations on school performance in Netherlands. The study applied a tailored, fully nonparametric conditional efficiency model to study secondary school efficiency in the Netherlands. The results revealed that innovations are positively related to efficiency. The study also established that profiling, pedagogic; process and education chain innovations are significantly related to school efficiency, whereas innovations in the professionalization of teachers are insignificantly related to school efficiency. Richard, Fariborz and Carlos (2011) conducted a study to determine the effect of management innovativeness on organizational performance in United Kingdom. The study used structural equation models with data from three sources in English local governments. The findings indicate that management innovativeness has significant effect on organizational performance.

Tonkin (2016) conducted a study on the effect of innovation on performance of academic institutions in Australia. The research uses a multiple case study approach with multiple perspective interviews, relying on qualitative methodology. The study established that innovation has significant effect on performance of academic institutions. The results also revealed that understanding what works in successful and innovative schools is the first step in developing the connections required to move what is happening in a few schools at the innovative edges to the center where most schools can share and learn from the practice of others. Further, the study found out that principals are being very successful at establishing innovative cultures and this includes behaviors that can be learned by others aspiring to innovative consequently resulting to improvement performance in academic institutions.

Rahim (2015) assessed the relationship between innovativeness and performance of firms in China. The study used a survey research method. The study found that there was positive and significant relationship between innovativeness and performance of firms. Chen *et al.* (2019) determined the effect of innovativeness on performance of private schools in Taiwan. The researchers used a survey research method. The study established that there was a positive and significant relationship between innovation and performance of private schools. Further, the results revealed that organizational innovation performance of the schools is unrelated to school attributes; instead, it is associated with creative organization culture and organizational learning. Tuncer (2012) determined the effect of innovative management at schools in Turkey. The researcher used a survey research design. The

findings of this study revealed that Innovation Management Scale at Schools is a valid and reliable measuring tool that can be used to determine the competence beliefs of school administrators on innovation management. Jenkins (2015) investigated on the relationship between innovativeness and performance of schools in New Zealand. The study employed a survey research technique. The study found out that there is significant relationship between innovativeness and performance of schools. The results also revealed that schools that are able to develop innovative solutions that match students' needs tend to meet high quality standards. This, in turn, enable them to attract students who have previously not been well served by the education system and lead to equitable achievement outcomes for those students.

Oni (2016) researched on the effect of innovativeness on performance of schools in Schools in Anambra State, Nigeria. The design for the study was a survey. The study found that there was significant relationship between innovativeness and performance of schools. Moreover, findings indicated that secondary school teachers yearn for introduction of innovative strategies to enhance the skills of delivery of instructions following the massive trend in today's technology. Further, the results revealed that organization of regular workshop and seminars for teachers aiming at inculcating the importance of classroom management for effective implementation of innovative strategies. Njeri (2017) determined the effect of innovativeness on performance of organizations in Kenya. The research adopted a descriptive survey research design. The correlation analysis showed that there was a positive and significant correlation between innovativeness and performance. In addition, the study found that there was a positive and significant association between market innovation and performance. Further, the study found that product innovation has positive and significant effect on performance of organizations. Nonetheless, marketing innovation had the most significant effect on organizational performance compared to product innovation.

The literature reviewed above, Haelermans and Kristof (2011) determined the effect of educational innovations on school performance in Netherlands; Richard *et al.* (2011) conducted a study to determine the effect of management innovativeness on organizational performance in United Kingdom; Tonkin (2016) conducted a study on the effect of innovation on performance of academic institutions in Australia; Rahim (2015) assessed the relationship between innovativeness and performance of firms in China; Tuncer (2012) studied the effect of innovative management at schools in Turkey; Jenkins (2015) investigated on the relationship between innovativeness and performance of schools in New Zealand; Omoha (2013) researched on the effect of innovativeness on performance of schools in Schools in Anambra State, Nigeria while Njeri (2017) studied the effect of innovativeness on performance of organizations in Kenya. Therefore, no attempt has been made to study the influence of innovativeness on the performance of women owned private primary schools, which this study has addressed.

Research Design and Methodology

The study adopted a descriptive research design. Descriptive research design was adopted in this study since it provides an opportunity for combining qualitative and quantitative data so as to determine the characteristic of a phenomenon or population that is being investigated. The target population comprised of all the 85 women owners of private primary schools in Soy, Turbo, Moiben, Ainabkoi, Kapseret and Kesses sub-counties in Uasin Gishu County.

The sample size of 70 was determined using Slovin's Formula (Ryan, 2013). The formula is shown below:

$$n = \frac{N}{1 + NE^2}$$

Where by: n = no. of samples; N = total population; E = error margin / margin of error (0.05)

$$n = \frac{85}{1 + (85 * 0.05^2)}$$

$$n = 70$$

Table 1: Sample Size Distribution

Sub-County	Private Schools Owned By Women	Formula	Sample Size
Soy	16	$n_h = \frac{16}{85} * 70$	13
Turbo	18	$n_h = \frac{18}{85} * 70$	15
Moiben	13	$n_h = \frac{13}{85} * 70$	11
Ainabkoi	9	$n_h = \frac{9}{85} * 70$	7
Kapseret	15	$n_h = \frac{15}{85} * 70$	12
Kesses	14	$n_h = \frac{14}{85} * 70$	12
Total	85		70

Source: Researcher (2019)

The study used simple random sampling to select 70 women entrepreneurs from the target population. A simple random sample is a subset of a statistical population in which each and every member of the subset has an equal opportunity of being chosen. This study used both primary and secondary data. Secondary data was obtained from the annual and financial reports of the 85 private primary schools in Uasin Gishu County with the help of a document analysis guide. Semi structured questionnaires were administered to the respondents so as to facilitate collection of primary data. The validity of the instrument was improved through consultation of the supervisors, colleagues and research experts, who critically evaluated the clarity of the research instruments and data collection process. Their advice aided in improving the quality of the instrument. Reliability of the instrument was tested using the pilot test that included two schools. The average Cronbach's alpha mean was (0.850) above 0.70, it indicates that the instrument was reliable.

The research instruments generated both qualitative and quantitative data. Qualitative data was analyzed by use of thematic analysis, which involves pinpointing, examining, and recording patterns within data. The study analyzed quantitative data using both descriptive and inferential statistics with the help of Statistical Package for Social Sciences (SPSS version 24) as a tool. Under descriptive statistics the study used frequencies and percentages while correlation was used under inferential statistics. Descriptive analysis of the research data entailed describing the data through the measures of central tendencies such as mean, percentage, frequency and standard deviation. Regression technique was used to test the weight of the influence of independent variables on the dependent variable. The regression model is given below;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where; β_0 = Constant; β_1 = Beta Coefficients; X_1 = Innovativeness; ε = Error term

Presentation, Discussion and Interpretation of Findings

The questionnaires sent out were 70 and 62 received representing 88.6% response rate. According to Kothari (2012), a response rate of 75% and above is considered an excellent for inference making. Therefore, the response rate of this study was good at 88.6%.

Influence of Innovativeness on Performance of Private Schools

The respondents were requested to indicate their agreement level on various statements relating to the effect of innovativeness on performance of women owned private primary schools in Uasin Gishu County. The results are indicated in table 2.

Table 2: Results of Innovativeness and Performance of Private Schools

	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
We encourage employees to think and behave in original and distinctive ways	0	0.0	0	0.0	0	0.0	46	74.2	16	25.8
Our school has tendency of supporting new ideas	0	0.0	0	0.0	3	4.8	36	58.1	23	37.1
We encourage new ideas from workers regardless of their positions in the school	0	0.0	0	0.0	2	3.2	34	54.8	26	41.9
We set aside financial resources for business research and development activities	0	0.0	1	1.6	8	12.9	28	45.2	25	40.3
We offer training sessions that teach my team on everything they need to know about the products and services	0	0.0	1	0.0	2	3.2	39	62.9	21	33.9
Everyone believes in the efficiency of the new product and service we introduce in the market	0	0.0	1	1.6	7	11.3	41	66.1	13	21.0
We introduce new product or services that stand out from competition	3	4.8	3	4.8	7	11.3	34	54.8	15	24.2
Diversification ensures new products and services are distributed in new markets	0	0.0	1	1.6	12	19.4	35	56.5	14	22.6
Change management plans are set when old products, services and processes are phased out	4	6.5	2	3.2	4	6.5	41	66.1	11	17.7
It is critical to identify the focus and to clarify goals when changing the current products/services	0	0.0	0	0.0	2	3.2	41	66.1	19	30.6
Provision of clear and open lines of communication throughout the process is a critical element in changing of products and services	0	0.0	3	4.8	3	4.8	44	71.0	12	19.4
We always encourage development of employees ideas for the purpose of business improvement or change of products and services	0	0.0	0	0.0	1	1.6	42	67.7	19	30.6

From the findings, 46(74.2%) of the respondents agreed that they encourage employees to think and behave in original and distinctive ways while 16(25.8%) strongly agreed. The results also show that

36(58.1%) of the respondents agreed that their school has tendency of supporting new ideas, 23(37.1%) strongly agreed and 3(4.8%) were neutral. In addition, 34(54.8%) of the respondents agreed that they encourage new ideas from workers regardless of their positions in the school, 26(41.9%) strongly agreed and 2(3.2%) were neutral.

The results show that 28(45.2%) of the women agreed that they set aside financial resources for business research and development activities, 25(40.3%) strongly agreed, 8(12.9%) were neutral and 1(1.6%) disagreed. In addition, 39(62.9%) of the respondents agreed that they offer training sessions that teach their teams on everything they need to know about the products and services, 21(33.9%) strongly agreed and 2(3.2%) were neutral. The results also show that 41(66.1%) agreed that everyone believes in the efficiency of the new product and service i introduce in the market, 13(21%) strongly agreed, 7(11.3%) were neutral and 1(1.6%) disagreed. Further, the results show that 34(54.8%) agreed that they introduce new product or services that stand out from competition, 15(24.2%) strongly agreed, 7(11.3%) were neutral, 3(4.8%) disagreed and 3(4.8%) strongly disagreed.

According to the results, 35(56.5%) of the respondents agreed that diversification ensures new products and services are distributed in new markets, 14(22.6%) strongly agreed, 12(19.4%) were neutral and 1(1.6%) disagreed. The results also show that 41(66.1%) of the respondents agreed that change management plans are set when old products, services and processes are phased out, 11(17.7%) strongly agreed, 4(6.5%) were neutral, 2(3.2%) disagreed and 4(6.5%) strongly disagreed. In addition, 41(66.1%) of the respondents agreed that it is critical to identify the focus and to clarify goals when changing the current products/services, 19(30.6%) strongly agreed and 2(3.2%) were neutral. Further, 44(71.0%) of the respondents agreed that the provision of clear and open lines of communication throughout the process is a critical element in changing of products and services, 12(19.4%) strongly agreed, 3(4.8%) were neutral, and 3(4.8%) disagreed. In addition, 42(67.7%) of the respondents agreed that they always encourage development of employees ideas for the purpose of business improvement or change of products and services, 19(30.6%) strongly agreed and 1(1.6%) were neutral.

The participants were requested to comment on the effect of innovativeness on performance of women owned private primary schools in Uasin Gishu County. According to their views, they specified that innovativeness result enahnced improvement in service delivery, development of new products and services, identification of new business ideas, development of managerial skills and improved on efficiency of marketing strategy consequently resulting to improvement in performance of the private primary schools.

Performance Women Owned Private Primary Schools

The respondents were asked to indicate their agreement level on various statements relating to performance of women owned private primary schools in Uasin Gishu County. The findings on performance women owned private primary schools is shown in Table 3.

Table 3: Results of Performance Women Owned Private Primary Schools

	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
The number of pupils in the schools have increased	0	0.0	0	0.0	1	1.6	46	74.2	15	24.2
Our school has improved on the process of enrolling new pupils	0	0.0	0	0.0	1	1.6	36	58.1	25	40.3
The institution uses feedback from parents, teachers and pupils to improve on its services	0	0.0	1	1.6	1	1.6	32	51.6	28	45.2
The number of employees in the institution has increased in the last three years	0	0.0	0	0.0	1	1.6	36	57.4	25	41.0
The skills and competence of employees has improved over the years	0	0.0	0	0.0	4	6.5	36	58.1	22	35.5
The school retains competent staffs	0	0.0	1	1.6	9	14.5	33	53.2	19	30.6
The parents are satisfied with the quality of education offered in our school		0.0		0.0	2	3.2	46	74.2	14	22.6
Parents in our school get value for their money	0	0.0	0	0.0	1	1.6	35	56.5	26	41.9
The pupils are satisfied with school facilities including furniture and playing grounds	0	0.0	0	0.0	3	4.8	38	61.3	12	33.9

From the findings, 46(74.2%) of the respondents agreed that the number of pupils in the schools have increased, 15(24.2%) strongly agreed and 1(1.6%) were neutral. The results also show that 36(58.1%) of the respondents agreed that their schools have improved on the process of enrolling new pupils, 25(40.3%) strongly agreed and 1(1.6%) were neutral. The results show that 32(51.6%) of the respondents agreed that their institutions use feedback from parents, teachers and pupils to improve on its services, 28(45.2%) strongly agreed, 1(1.6%) were neutral and the same percent 1(1.6%) disagreed. In addition, 36(57.4%) of the respondents agreed that the number of employees in their institution has increased in the last three years, 25(41.0%) strongly agreed and 1(1.6%) were neutral. Further, 36(58.1%) of the respondents agreed that the skills and competence of employees has improved over the years, 22(35.5%) strongly agreed and 4(6.5%) were neutral. Also, 33(53.2%) of the respondents agreed that the school retains competent staffs, 19(30.6%) strongly agreed, 9(14.5%) were neutral and 1(1.6%) disagreed.

The results show that 46(74.2%) of the respondents agreed that the parents are satisfied with the quality of education offered in our school, 14(22.6%) strongly agreed and 2(3.2%) were neutral. In addition, 35(56.5%) of the respondents agreed that parents in our school get value for their money, 26(41.9%) strongly agreed and 1(1.6%) were neutral. Further, 38(61.3%) of the respondents agreed that the pupils are satisfied with school facilities including furniture and playing grounds, 12(33.9%) strongly agreed and 3(4.8%) were neutral.

Regression Analysis

The hypothesis tested was: there is an influence of innovativeness on performance of women owned private primary schools in Uasin Gishu County. The results are indicated in table 4.

Table 4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.818 ^a	.669	.663	.15679

a. Predictors: (Constant), Innovativeness

The model was used to determine the variation in the dependent variable (performance of women owned primary schools) that could be explained by the independent variable (innovativeness). The R was 0.818, which indicates that the model was good. Also for the variance the result showed that 66.9% ($R^2=0.669$) of the variability in performance of women owned private primary schools was due to independent variables while only 33.1% was due to other factors. Hence, the model was considered as a good fit for the data.

Table 5: Analysis of Variance (ANOVA^a)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.980	1	2.980	121.224	.000 ^b
	Residual	1.475	60	.025		
	Total	4.455	61			

a. Dependent Variable: Performance of women owned private primary schools

b. Predictors: (Constant), Innovativeness

The ANOVA was used to determine whether there was statistical significance between independent variables and dependent variable. The results show that the independent variables statistically significantly predict the dependent variable ($F=121.224$, $F_{1,57}=4.0012$).

Table 6: Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.860	.313		2.743	.008
	Innovativeness	.825	.075	.818	11.010	.000

a. Dependent Variable: Performance of women owned private primary schools

The regression equation was as follows:

$$Y = 0.860 + 0.825 X_1 + \varepsilon$$

Hypothesis: There is an influence of innovativeness on performance of women owned private primary schools in Uasin Gishu County.

The results revealed that innovativeness has significant influence on performance of women owned primary schools in Uasin Gishu County ($t=11.010$, $p<0.05$). Therefore, the hypothesis has been confirmed. Also an increase in one unit of innovativeness leads to an increase in performance by 0.188.

Discussion of the Results

The study that women owned private primary schools encourage employees to think and behave in original and distinctive way. The study also found that provision of clear and open lines of communication throughout the process is a critical element in changing of products and services. The study established that the private schools always encourage development of employees ideas for the purpose of business improvement or change of products and services. Moreover, the study found that the private schools offer training sessions that teach their team on everything they need to know about their products and services. The findings are in line with the findings of Chen *et al.* (2019) that provision of training programmes and involving staff in decision making play a fundamental role in setting achievable goals and development of new products or services in private schools.

The results also showed that it is critical to identify the focus and to clarify goals when changing the current products/services and change management plans are set when old products, services and processes are phased out. The study found that the private schools believe in the efficiency of the new product and service introduce in the market. In addition, the study established that the private schools have a tendency of supporting new ideas. The study found out that diversification ensures new products and services are distributed in new markets. Further, the results showed that the private schools encourage new ideas from workers regardless of their positions in the school and introduce new product or services that stand out from competition. Further, the study found that the private schools set aside financial resources for business research and development activities. The findings agreed with the findings of Omoha (2013) that emphasis on research and development through channelling of adequate financial resources result to generation of new ideas that enhance performance of schools.

Furthermore, the findings showed that innovativeness result to improvement in service delivery, development of new products and services, identification of new business ideas, development of managerial skills and improved on efficiency of marketing strategy consequently resulting to improvement in performance of the private primary schools. The findings are in line with the findings of Haelermans and Kristof (2011) that innovativeness enhanced management of risk, team work and critical thinking among private schools consequently resulting to improvement of performance schools.

The study accepted the alternative hypothesis that innovativeness has significant influence on performance of women owned primary schools in Uasin Gishu County. These findings concur with Haelermans and Kristof (2011) who indicated that educational innovations has a positive and significant effect on school performance in Netherlands.

Interpretation of the Findings

Women owned private primary schools encourage employees to think and behave in original and distinctive way. In addition, the study found that the provision of clear and open lines of communication throughout the process is a critical element in changing of products and services. Further, private schools always encourage development of employees' ideas for the purpose of business improvement or change of products and services. Moreover, private schools offer training sessions that teach their team on everything they need to know about their products and services. Further, it is critical to identify the focus and to clarify goals when changing the current products/services and change management plans are set when old products, services and processes are phased out.

Women owned private primary schools believe in the efficiency of the new product and service introduced in the market. In addition, these private schools have a tendency of supporting new ideas and diversification ensures new products and services are distributed in new markets. Further, the results show that the private schools encourage new ideas from workers regardless of their positions in the school and introduce new product or services that stand out from competition. Further, majority of the private schools set aside financial resources for business research and development activities. In addition, the findings showed that innovativeness lead to improvement in service delivery, development of new products and services, identification of new business ideas, development of managerial skills and improved on efficiency of marketing strategy consequently resulting to improvement in performance of the private primary schools.

The study found that innovativeness has statistically positive significant influence on performance of women owned primary schools in Uasin Gishu County. This implies that an increase in one unit of innovativeness leads to an increase in performance by 0.825.

Conclusions

The study concluded that innovativeness has significant influence on performance of women owned primary schools in Uasin Gishu County. The study established that the schools set aside financial resources for business research and development activities. The private schools encourage new ideas from workers regardless of their positions in the school and introduce new product or services that stand out from competition.

Recommendations

The study concluded that innovativeness has significant influence on performance of women owned primary schools in Uasin Gishu County. The study recommends that women owned private primary schools should set aside financial resources for business research and development activities so as to ensure continuous innovativeness in products and services. In addition, the management of the schools should support new ideas and diversification ensures new products and services are distributed in new markets.

Recommendations for Further Research

The current study only focused on women owned private primary schools in Uasin Gishu County. There is need to conduct further studies on the influence of innovativeness on performance of women owned private primary schools other counties in Kenya. The study found that 66.9% of the variation in the dependent variable (performance of women owned primary schools) that could be explained by the independent variables. Hence, the study recommends that further studies should be conducted to determine other innovativeness that influence performance of women owned private primary schools.

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