ADMINISTRATIVE STRATEGIES ADOPTED BY PRIVATE PRIMARY SCHOOLS TO IMPROVE ACADEMIC PERFORMANCE IN MARAKWET EAST AND WEST SUB COUNTIES, KENYA

JULIUS KOSGEY CHELANGA

A Thesis Submitted to the School of Post-Graduate Studies in Partial Fulfilment of the Requirements of the Degree of Masters of Education Management (Administration), Faculty of Education and Human Resource Development, Department of Education Management and Administration, Kisii University

NOVEMBER, 2016
DECLARATION

DECLARATION BY CANDIDATE

This thesis is my original work and has not been presented for a degree in any other University.

JULIUS KOSGEY CHELANGA
Signed: __________________ Date: _____________

EM17/03540/13

DECLARATION BY SUPERVISORS

This thesis has been submitted for examination with our approval as university supervisors

DR. KAPKIAI MOSES
Signed: ________________ Date: ______________
Faculty of Education and Human Resource Development
Department of Education and Administration
Kisii University

DR. KIPROP DAVID
Signed: ________________ Date: ______________
Faculty of Education and Human Resource Development
Department of Education and Administration
Kisii University
PLAGIARISM DECLARATION

Definition of plagiarism
Is academic dishonesty which involves, taking and using the thoughts, writings, and inventions of another person as one's own.

DECLARATION BY STUDENT

1. I declare I have read and understood Kisii University rules and regulations, and other documents concerning academic dishonesty.
2. I do understand that ignorance of these rules and regulations is not an excuse for a violation of the said rules.
3. If I have any questions or doubts, I realize that it is my responsibility to keep seeking an answer until I understand.
4. I understand I must do my own work.
5. I also understand that if I commit any act of academic dishonesty like plagiarism, my thesis/project can be assigned a fail grade (“F”).
6. I further understand I may be suspended or expelled from the University for academic Dishonesty.

Name: John Koege Cheonga
Reg. No: EM17/03640/13
Date: 21/1/2016

DECLARATION BY SUPERVISOR (S)

1. I/we declare that this thesis/project has been submitted to plagiarism detection service.
2. The thesis/project contains less than 20% of plagiarized work.
3. I/we hereby give consent for marking.

Name: Dr. Kapkai Ngeto
Affiliation: Kisii University
Date: 22/11/2016

Name: Dr. Wanjohi Kagiti
Affiliation: Kisii University
Date: 20/11/2016

Name: __________________________
Affiliation: ______________________
Date: __________________________

Our vision: A world-class University and advancement of education, excellence research & social welfare.
UNIVERSITY IS ISO 9001:2008 CERTIFIED

22 Nov 2015
Tel: 0721091919
DECLARATION OF NUMBER OF WORDS

DECLARATION OF NUMBER OF WORDS FOR MASTERS/PROJECT/PHD THESES

This form should be signed by the candidate and the candidate’s supervisor(s) and returned to the Director of Postgraduate Studies at the same time as you submit copies of your thesis/project.

Please note at Kisii University Masters and PhD thesis shall comprise a piece of scholarly writing of not more than 20,000 words for the Masters degree and 50,000 words for the PhD degree. In both cases this length includes references, but excludes the bibliography and any appendices.

Where a candidate wishes to exceed or reduce the word limit for a thesis specified in the regulations, the candidate must enquire with the Director of Postgraduate about the procedures to be followed. Any such enquiries must be made at least 2 months before the submission of the thesis.

Please note in cases where students exceed/reduce the prescribed word limit set out, Director of Postgraduate may refer the thesis for resubmission requiring it to be shortened or lengthened.

Name of Candidate: JULIUS KOSARY CHELANGA

Faculty: EDUCATION

Thesis Title: ADMINISTRATIVE STRATEGIES ADOPTED BY PRIVATE PRIMARY SCHOOLS TO IMPROVE ACADEMIC PERFORMANCE IN ARID AND SEMI-ARID WEST SUB-COUNTIES, KENYA.

I confirm that the word length of:

1) the thesis, including footnotes, is 21,466
2) the bibliography is 1,266
3) the appendices are 2,616

and, if applicable, 3) the appendices are

I also declare the electronic version is identical to the final, hard bound copy of the thesis and corresponds with those on which the examiners based their recommendation for the award of the degree.

Signed: ........................................ Date: 21/11/2016
(Candidate)

I confirm that the thesis submitted by the above-named candidate complies with the relevant word length specified in the School of Postgraduate and Commission of University Education regulations for the Masters and PhD Degrees.

Signed: ........................................ Email: ........................................ Date: 26/11/2016
(Supervisor 1)

Signed: ........................................ Email: ........................................ Date: 22/11/2016
(Supervisor 2)

REPEAT NAME(S) OF SUPERVISORS AS MAY BE NECESSARY
COPYRIGHT

All rights reserved. No part of this Thesis may be produced, stored in a retrieval system or transcribed in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior permission of the Author or Kisii University on that behalf.

Julius Kosgey Chelanga
DEDICATION

This thesis is dedicated to my mother Talaa, Father Lochaita, Sisters Jemaiyo, Felishana and Margaret, brothers Elijah and Philemon, wife Tecla J. Kosgey, Sons Hosea and Obadiah for their aspirations for education during my studies.
ACKNOWLEDGEMENT

I am particularly grateful to my supervisors Dr. Kapkiai Moses and Dr. Kiprop David and my lecturers who prepared me for the study. student colleagues Evans and Michael for encouragement, for their invaluable and timeless guidance and encouragement which made this work a reality, their comments, constructive criticism were of keen interest in the development of the research thesis.

To entire community of Tirap for their financial and moral support, entire staff of St. Michael’s Embobut for their encouragement, advice and support extended to me throughout the study. Further I would like to acknowledge my cousins John, Benjamin, Gideon, Easmon, Richard and Anyiga, Lortong, Philaries Jerono, Kipsikirey, Uncle Kimutai and the entire staff of St. Michael’s Embobut as well as others without whose efforts and contribution towards the research thesis success would not have been realized for their tireless sacrifices, patience, assistance, understanding and encouragement were of instrumental to its successful completion. Special dedication and gratitude goes to Evans who helped to type and Edit the thesis.

Special thanks goes to all respondents such as head teacher’s, teachers and pupils, county commissioner and county director of education Elgeyo Marakwet county and sub-county directors of education Marakwet East and West sub-counties for authorizing me to collect the data in their area of Jurisdiction. Appreciation goes to my parents for providing me with initial Education and support. I am deeply indebted to my wife Tecla J. Kosgey for her advice, encouragement and provision of humble time throughout the study.
ABSTRACT

The purpose of this study was to determine effective administrative strategies adopted by private primary schools to improve academic performance. The study was conducted in Marakwet East and West Sub counties where private schools perform better than public primary schools. The objectives of the study were to; determine how curriculum delivery and supervision enhance academic performance, examine how financial control measures enhance academic performance, investigate the extent to which provision of physical resources influence academic performance and to establish how human resource and motivational level of staff influence academic performance. The study adopted a descriptive survey design and used systems theory developed by Ludwig Van Bertalanffy and Weihrich, (1988). The target population was 60 head teachers, 600 teachers and 3600 pupils making a total of 4260 respondents. The sample size for the study was 18 headteachers, 180 teachers and 360 pupils. Simple random sampling, systematic sampling, stratified sampling and purposive sampling were used to select respondents in the study. Questionnaires, interview guides and an observation guides were used to collect data. The validity of the instruments was ascertained through expert judgement while reliability was ascertained through test-retest method. The data was collected and analyzed using descriptive statistics and presented in form of frequency tables, graphs, pie charts, percentages and narrative forms. The study found that the frequency of teacher’s supervision in private primary schools was on daily basis. In addition, it emerged that learner centered teaching approach was adopted and teachers gave homework and assignment to learners regularly. The finances in private primary schools were used to pay salaries and staff motivation among others. The staff remuneration was made in monthly basis. The proper utilization of finances by private primary schools enhanced academic performance. The teaching and learning materials in private primary school were adequate. Most private primary school had enough classrooms and toilets, as well as a school library that was stocked yearly. The private primary school had teacher-pupil ratio of below 1:30 and the teachers were motivated to teach thus increased productivity, efficiency and effectiveness in discharging duties. The study recommended that school administration should introduce non-monetary motivation such as recognition. The private school management should strive to reduce the workload of the headteachers to ensure that they have adequate time to carry out their supervisory function. The findings are expected to be of great importance to the policy makers to chart the ways of improving performance in primary schools.
# LIST OF ABBREVIATIONS AND ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADEA</td>
<td>Association for the Development of education in Africa</td>
</tr>
<tr>
<td>C.C</td>
<td>County Commissioner</td>
</tr>
<tr>
<td>C.D.E:</td>
<td>County Director of Education</td>
</tr>
<tr>
<td>EFA:</td>
<td>Education for all</td>
</tr>
<tr>
<td>GOK:</td>
<td>Government of Kenya</td>
</tr>
<tr>
<td>K.C.P.E</td>
<td>Kenya Certificate of Primary Education</td>
</tr>
<tr>
<td>NESP:</td>
<td>National Education Sector Plan</td>
</tr>
<tr>
<td>S.C.D.E:</td>
<td>Sub-county Director of Education</td>
</tr>
<tr>
<td>U.N.D.P:</td>
<td>United Nations Development Programme</td>
</tr>
<tr>
<td>U.P.E:</td>
<td>Universal Primary Education</td>
</tr>
<tr>
<td>UNESCO:</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
</tr>
<tr>
<td>W.B:</td>
<td>World Bank</td>
</tr>
</tbody>
</table>
TABLE OF CONTENTS

DECLARATION.................................................................................................................. ii

PLAGIARISM DECLARATION ............................................................................................. iii

DECLARATION OF NUMBER OF WORDS ......................................................................... iv

COPYRIGHT .......................................................................................................................... v

DEDICATION ........................................................................................................................ vi

ACKNOWLEDGEMENT ....................................................................................................... vii

ABSTRACT .......................................................................................................................... viii

LIST OF ABBREVIATIONS AND ACRONYMS ................................................................. ix

TABLE OF CONTENTS ...................................................................................................... x

LIST OF TABLES .................................................................................................................. xvi

LIST OF FIGURES ............................................................................................................. xviii

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study .............................................................................................. 1

1.2 Statement of the Problem ............................................................................................ 8

1.3 Purpose of the Study .................................................................................................... 9

1.4 Objectives of the Study .............................................................................................. 9

1.5 Research Questions .................................................................................................... 9

1.6 Assumptions of the Study .......................................................................................... 10

1.7 Significance of the Study .......................................................................................... 10

1.8 Scope of the Study ..................................................................................................... 11

1.9 Limitation of the Study ............................................................................................. 11
1.10 Theoretical Framework ........................................................................................................... 11
1.12 The Conceptual Framework .................................................................................................... 12
1.13 Operational Definition of Key Terms ..................................................................................... 14

CHAPTER TWO
LITERATURE REVIEW ................................................................................................................ 15

2.1 Introduction

2.2 General Administrative Strategies .......................................................................................... 15

2.2.1 Curriculum Delivery Strategy ............................................................................................... 33

2.2.2 Supervision Strategy ............................................................................................................. 36

2.3 Utilization or Control Measures of Finance Strategy .............................................................. 37

2.4 Physical Facility /Resource Strategy ....................................................................................... 40

2.5 Human Resource and Motivational Strategy .......................................................................... 42

2.5.1 Human Resource Strategy .................................................................................................. 42

2.5.2 Motivation Strategy ............................................................................................................. 45

CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY ............................................................................. 46

3.1. Introduction

3.2 Research Design ...................................................................................................................... 46

3.3 Study Area ............................................................................................................................... 47

3.4 Target Population .................................................................................................................... 48

Table 3.0: Target Population ......................................................................................................... 49

3.5 Sample Size and Sampling Techniques ............................................................................... 49

Table 3.1 Sample Size .................................................................................................................. 51
3.6 Research Instruments ........................................................................................................... 51
3.6.1 Questionnaires ............................................................................................................. 51
3.6.3 Observation Guide ....................................................................................................... 52
3.7 Validity and Reliability of the Research Instruments ..................................................... 52
3.7.1 Validity of the Instruments ........................................................................................ 52
3.7.2 Reliability of the Instruments ..................................................................................... 53
3.8 Data Collection Procedures ............................................................................................ 54
3.9 Data Analysis and Presentation ....................................................................................... 54
3.10 Ethical Considerations ................................................................................................... 55

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION ........................................... 57

4.1 Introduction

4.2 Response Rate ................................................................................................................... 57

4.3 Background Information of Respondents ........................................................................ 58
4.3.1 Age of Pupils ............................................................................................................. 60
4.3.2 Duration pupils have spent learning in current school.................................................. 61
4.3.3 Number of Pupils ..................................................................................................... 61
4.3.4 Number of Pupils in a Class ...................................................................................... 62
4.4 Pupil’s Academic performance ......................................................................................... 62
4.5 Curriculum Delivery and Supervision Services Offered in Private Primary Schools ........ 64
4.5.1 Number of Trained teachers ...................................................................................... 64
4.5.2 Frequency of vetting of professional documents.......................................................... 65
4.5.3 Frequency of pupil evaluation by teachers .................................................................. 66
4.5.4 Steps taken to improve performance ................................................................. 67
4.5.5 Source of test administered to pupils ................................................................. 68
4.5.6 Performance of Learners ................................................................................... 68
4.5.7 Ways of Improving Academic Performance in Private Schools ....................... 69
4.5.8 Number of Lessons Covered Per Day ................................................................. 69
4.5.9 Frequency of Supervision by Administration ..................................................... 70
4.5.10 Mode of Learners Arrangement ...................................................................... 70
4.5.11 Technique used to Improve Academic Performance ........................................ 71
4.5.12 Teaching Approach ......................................................................................... 71
4.5.12 Like the way Teachers Teach ........................................................................... 72
4.5.13 Head Teachers Supervise Teachers on Pupil’s Assignments .......................... 72
4.5.14 Pupils given Homework and Assignment by teachers .................................... 73
4.5.15 Assignments and homework marked by the teachers ...................................... 75
4.6 Financial management strategy in private primary schools ............................... 75
4.6.1 Uses of finances in private primary schools ....................................................... 76
4.6.2 Finances are audited every month ..................................................................... 76
4.6.3 School Provide Meals ....................................................................................... 77
4.6.4 Funds well utilized to improve performance ...................................................... 77
4.6.6 Financial Motivation improves learners Performance ......................................... 78
4.7 Available essential physical assets in private primary schools ........................... 80
4.7.1 Adequacy of teaching materials ...................................................................... 81
4.7.2 School library .................................................................................................. 82
4.7.3 Frequency of stocking school library ............................................................... 82
4.7.4 Water point ........................................................................................................................................ 83
4.7.5 Water Availability in school ............................................................................................................ 84
4.6.6 Average pupil-desk ration ................................................................................................................ 84
4.7.7 Pupil-Desk Ratio per Class ............................................................................................................. 85
4.7.8 Are there enough classrooms and toilets ....................................................................................... 85
4.8 Human resource and motivational level of staff in private primary schools ............................... 86
4.8.1 Teacher- pupil Ratio ...................................................................................................................... 87
4.8.2 Close supervision and motivation of teachers improves academic performance .................... 87
4.8.3 Teachers are motivated .................................................................................................................. 88
4.8.4 Teachers are motivated to teach in class ....................................................................................... 89
4.8.5 Motivated teachers increase productivity, efficiency and effectiveness in discharging duties ........................................................................................................................................ 89
4.8.6 Supervision and motivation of staff increases efficiency ............................................................... 90
4.8.7 Parents and teachers monitor the exams pupils do ...................................................................... 91

CHAPTER FIVE

SUMMARY OF FINDINGS AND DISCUSSION ...................................................................................... 93

5.1 Introduction

5.2 Summary of findings .......................................................................................................................... 93
5.2.1 Pupil’s Academic performance .................................................................................................... 93
5.2.2 Curriculum delivery and supervision services offered in private primary schools ............... 94
5.2.3 Financial management strategy in private primary schools ....................................................... 95
5.2.4 Available essential physical assets in private primary schools .................................................... 95
5.2.5 Human resource and motivational level of staff in private primary schools .......................... 96
CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS ............................................................................ 98

6.1 Introduction ..................................................................................................................... 98

6.2 Recommendations ......................................................................................................... 100

6.3 Areas for further studies .............................................................................................. 100

REFERENCES .................................................................................................................. 102

APPENDIX: 1 CONSENT LETTER OF RESPONDENTS .................................................. 107

APPENDIX 2: INTERVIEW GUIDE FOR HEAD TEACHERS ............................................. 108

APPENDIX 3: QUESTIONNAIRE FOR TEACHERS ............................................................. 114

APPENDIX 4: QUESTIONNAIRE FOR PUPILS ................................................................. 120

APPENDIX 5: OBSERVATION GUIDE .............................................................................. 126

APPENDIX 6: MAP OF THE STUDY AREA ....................................................................... 128

APPENDIX 7: RESEARCH PERMIT .................................................................................. 129

APPENDIX 8: RESEARCH AUTHORIZATION LETTERS ..................................................... 130

APPENDIX 9: PLAGIARISM CHECKER ............................................................................. 135
LIST OF TABLES

Table 3.0 Target Population ............................................................................................................. 49
Table 3.1 Sample Size .......................................................................................................................... 51
Table 4.1: Background Information of Respondents ........................................................................ 60
Table 4.2 Number of Pupils .................................................................................................................. 62
Table 4.3 Number of Pupils in a Class ................................................................................................. 62
Table 4.4 Pupil’s Academic performance ............................................................................................ 63
Table 4.5 Frequency of pupil evaluation by teachers ......................................................................... 66
Table 4.6 Steps taken to improve performance .................................................................................. 67
Table 4.7 Source of test administered to pupils .................................................................................. 68
Table 4.8 When learners perform well ............................................................................................... 69
Table 4.9 Number of Lessons Covered per day .................................................................................. 70
Table 4.10 Frequency of Supervision by Administration .................................................................. 70
Table 4.11 Mode of Learners Arrangement ....................................................................................... 71
Table 4.12 Technique used to Improve Academic Performance ....................................................... 71
Table 4.13 Teaching Approach ........................................................................................................... 72
Table 4.14 Uses of finances in private primary schools .................................................................... 76
Table 4.15 School Provide Meals ......................................................................................................... 77
Table 4.16 Funds well utilized to improve performance ................................................................... 78
Table 4.17 Financial Motivation improves learners Performance ..................................................... 79
Table 4.18 Adequacy of teaching materials ....................................................................................... 81
Table 4.19 Have a school library ....................................................................................................... 82
Table 4.20 Frequency of stocking school library ................................................................................ 83
Table 4.21 Is there a water point ................................................................. 83
Table 4.22 How often is water available in school? ........................................ 84
Table 4.23 Average pupil-desk ration ............................................................ 85
Table 4.24 Pupil-Desk Ratio per Class ........................................................... 85
Table 4.25 Are there enough classrooms and toilets ....................................... 86
Table 4.26 Teacher-pupil Ratio ..................................................................... 87
Table 4.27 Close supervision and motivation of teachers improves academic performance ..... 88
Table 4.28 Teachers are motivated to teach in class ....................................... 89
Table 4.29 Motivated teachers increase productivity, efficiency and effectiveness in discharging duties ......................................................................................... 90
Table 4.30 Supervision and motivation of staff increases efficiency ................. 91
LIST OF FIGURES

Figure 1.1 Conceptual Framework ................................................................. 14

Figure 4.1 Age of Pupils .............................................................................. 60

Figure 4.2 Duration spent learning in current school ...................................... 61

Figure 4.3 Motivation to learn in the current school ....................................... 64

Figure 4.4 Number of Trained teachers ........................................................ 65

Figure 4.5 Frequency of vetting of professional documents ............................ 66

Figure 4.6 Liked the way teachers teach ....................................................... 72

Figure 4.7 Head teachers Supervise Teachers on Pupil’s Assignments .......... 73

Figure 4.8 Give Home Work to Learners ...................................................... 74

Figure 4.9 Given homework and assignment by teachers ............................... 74

Figure 4.10 Assignments and homework marked by the teachers .................. 75

Figure 4.11 Finances are audited every month .............................................. 77

Figure 4.12 The school administration has done all the best to ensure that pupils perform well in academic performance ................................................. 80

Figure 4.13 Teachers are motivated ............................................................. 88

Figure 4.14 Parents and teachers monitor the exams pupils do ....................... 92
CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Effective administrative strategy is generally expected to have positive effect on performance (Bass & Avolio, 1997). There are different factors that contribute to the development of Administrative strategies in private primary schools. One is self-concepts which are the overall sum of self-referent information that a child has processed, stored and organized in a systematic manner. Therefore, during a test a teacher tries to administer questions set from areas/topics children never learned, it immediately interferes with the information stored in the brain of the learners thus leading to disturbances and worries and make them to perform poorly.

An outcome of the effective administrative strategies in private primary schools in terms of research has been published in reports (U.S. Department of Education, 1999). In this report, a team of researchers 300 research studies were studied comprehensively in the previous five years. The administrative strategies adopted were: commitment to high academic expectations, small learning environments, strategies learning around career/pupil interest, professional development focused on instruction, tying out-of-school learning to learning in classroom, higher education learning and career; flexible relevant segments of instruction, assessment of what Pupils can do, partnerships with higher education, and support for alliances with parents and community. The searches culminated with the passing of the law in U.S., which placed heavy emphasis on scientific research (UNESCO, 2007).
Amoloye and Lezotte (2010), indicated that, administrative strategies on the effective school management in Britain include: strong instructional management, high expectations climate for success, monitoring frequently of pupil progress, positive home-school relations, and opportunity to learn. Tupeiya (2014) confirms effective schools have seven correlates that are powerful; regardless of socioeconomic status or ethnicity. In comparison, administrative strategies in private primary schools in France have their unique systems. France Federation of Teachers (2000) discovered that schools that are performing poorly are characterized by lack of academic standards, high levels of disruptions and violence, high rates of pupils and staff absenteeism, high dropout rates, high rates of staff turnover (Barnet, McCormick & Conners, 2001). This study investigated the administrative strategies adopted by private primary schools in Marakwet East and West Sub-Counties of Kenya.

Teacher’s perception on an individual child may have impact on performance (Ngaroga, 2010), which means that, the way children perceive a teacher who is in their classroom during a test will rise or lower their anxiety. Meaning that if a teacher is friendly, interacts well and communicates well to the children in the previous days, they will be comfortable with him or her but if a teacher is harsh, unfriendly, beats the children even in the days back, they will develop anxiety which will make them score low.

The classroom environment with bright light, tidy and well displayed with plenty of chart’s classroom during their learning sessions, will make them feel comfortable and motivated. But if during the time of tests learners are taken to different classroom environment, they will develop anxiety and phobia. Hence they will not remember anything they have been taught. So if a teacher wants to get high performance, he/she
should maintain them in a conducive classroom. Effective Administrative strategies research indicates that, tests are used more frequently and are much more important to Pupils and in as early as pre-education level and continue to college level (Benton, 1995).

Mugwera (2013) noted that, the following characteristics of successful schools in U.K have strong administrative leadership skills; high expectations for pupil success, focus on basic skills; frequent monitoring of pupil performance, and safe and orderly schools. Amoloye (2010) conducted a research on a wide variety of school changes activities. The characteristics identified were: monitoring of Pupil progress, focus on achievement, creating a safe and orderly climate, parental involvement, strong leadership, focused curriculum, cooperative working environment and time on task.

Bless and Higson (1995) research on what determines education quality in sub-Saharan Africa (SSA) identified the following: classroom factors (time, instructional strategies grouping procedures,) are key, school factors (leadership, emphasis on academic achievement and staff development) enable and reinforce, system factors provide direction, and community factors (home environment, support for education) ensure local relevance and ownership. The Association for the Development of Education in Africa (ADEA, 2006) notes that, in addition to these quality-affecting factors, improvements in quality of education quality and best achievements of learning of pupils in SSA will ultimately the skills and resources to respond effectively to pupils learning needs. ADEA (2006) continued to state that, effective schools are schools that create a supportive environment for such teachers and for classrooms where all Pupils have the opportunity to learn and acquire the knowledge, skills and the attitudes specified in the curriculum.
Therefore, as noted by Amoloye (2008), moving towards an in-depth understanding of how schools in Africa can be helped on the path towards effectiveness is thus a central element of the continuing quest for quality. Nyambongi (2014) reported findings of two school effectiveness research works. The researchers argued for a shift from educational production function emphasis to qualitative approaches to capture the nuances and interests, and the plurality of tensions and conflicts in the social relations of the school, so as to better understand the intricacies of everyday school realities and various issues surrounding school effectiveness. Therefore, this study investigated the administrative strategies that have been put in place by private schools in marakwet East and West sub-Counties to improve on the academic performance of learners.

Mbiti, (2007) indicates that, Burundi employed the model of school effectiveness using path analyses to establish what contributed to effective instruction at classroom level. Their findings demonstrated that the most powerful feature of school effectiveness had to do with school management in terms of school director visits, the direct impact of visits on learning outcomes as well as the indirect impact through teacher punctuality. Some instructional practices such as providing extra hours of instruction had a relatively weak impact on learning outcomes, both directly and indirectly as estimated through path models (Mugweru,.2013). On the other hand, Kithinji(2014) established that, low performing schools in Tanzania were characterized by high teacher-pupil ratio which led to teachers being overworked and high rates of indiscipline among Pupils.

Kenya Education Support Institute (KESI)(2011) indicated that, the government had developed a sessional paper on Education that seeks to improve access, quality, equity, and completion rates. The sessional paper No 1 of 2005 on a policy framework for
education, training, and research provides new direction on the provision of education and training at all levels. Based on the 2012 report of task force on re-alignment of education sector to the Kenya vision 2030 and constitution of Kenya 2010, the government developed sessional paper no. 2 of 2015 on reforming education and training in Kenya. The sessional paper states that the education sector is guided by the national philosophy. The sessional paper recommends reforming the education and training sector to provide for development of individual learners’ potential in a holistic and integrated way, while transforming learners into emotionally, intellectually, and physically balanced citizens. It further recommends a competency based curriculum; establishment of national resource system, early identification and nurturing of talents, introduction of national cohesion, national values, and integration in the curriculum and introduction of three learning pathways at secondary school level. This study investigated the administrative support that have been put in place by private primary schools in Marakwet East and West sub-counties to enhance the performance of learners.

In a bid to keep committee a possible “fit” for the post and beyond is government strategy in basic education Act 2013, the sessional paper No, 14 of 2014 on reforming education and training, the national education sector plan (NESP) 2013-2018 to emphasize the provision of quality and basic education. The training organized by KESI through the school management, equip head teachers with skills in planning, management, curriculum supervision, budgeting, and financial accounting, as well as cross-cutting issues such as unity and reconciliation, environmental protection, gender, hygiene and HIV/AIDS (Ndetei. 2010). Adult Education act policy acknowledges that, there was lack of guidelines for curriculum content delivery and certification, hence
proposes a regulatory framework to ensure quality youth literacy and continuing education. To this end, the government committed itself to developing a mechanism for quality training, supervision, curriculum, and material development. At the same time, the government pledges to improve monitoring and evaluation systems to guarantee standards (Wango, 2009). Transformative administrators seek to raise the consciousness of followers by appealing to higher ideas and morale values such as equality, liberty, peace, justice, and humanitarianism, not based on emotions such as fear, good, jealousy or hatred. Such leaders inspire people towards common goals and shared values, they must anticipate change, lead change, and empower people to embrace the change. Without transformative leadership in an organization, it would be difficult to improve the level of service delivery (Wagura, 2012).

According to the ministry of education, Kenyan education and its administrative strategies has shown to be the best in East and Central Africa. Private primary schools do perform well since they try to implement what is required to improve their academic performance though they are not treated fairly when it comes to ranking and selection of candidates by the government. Performances of private schools were impressive in national exams. Tupeiya (2014) shows that, out of the top 100 candidates nationally in 2013, 90% of the candidates came from private schools. According to statistics at the sub counties education offices indicates that, in 2013 K.C.P.E results, private primary schools performed well in the two Marakwet Sub counties where they took eighty (80) slots in the top hundred candidates. In comparison to public primary schools, private primary schools in Marakwet West and East Sub-Counties perform well and therefore this study
investigated the administrative strategies that have been put in place by private primary schools to enhance academic performance of their learners.
1.2 Statement of the Problem

It is viewed that effective administrative strategies lead to high academic performance while ineffective administrative strategies leads to low academic performance (Muiruri.2012). The public policy on private primary education in Kenya is an important factor that influence on effective administration strategy. Many private primary schools are doing well despite the existence or non-existence of this policywhich may encourage or discourage development of private schools. For Kenyan education system has come a long way for instance in the 1980s there were policies such as those of ‘cost sharing’, UPE, and EFA. All these have had a big influence on the running of primary schools. Some Kenyan private schools had been performing excellently over a long period of time. This resulted to good performance in the national examination (KCPE) from inception of private primary schools to date while others perform poorly. Tupeiya,(2014) indicates that, in 2013 KCPE results, out of the top hundred candidates nationally, 90% of the candidates were from private primary schools. Statistics at the Sub-Counties Education officer’s offices in Chesoi and Kapsowar respectively indicated that, in 2013 KCPE results, private primary schools performed well in the two sub-counties of Marakwet East and West, where by candidates from private schools took eighty (80) slots in the top hundred candidates and therefore this study investigated the administrative strategies that have been put in place by private primary schools to enhance academic performance of their learners.
1.3 Purpose of the Study

The purpose of this study was to investigate administrative strategies adopted by private primary schools to improve their academic performance in Marakwet East and West Sub Counties.

1.4 Objectives of the Study

This study was guided by the following research objectives

i. To determine how curriculum delivery and supervision services offered enhance academic performance in private primary schools in Marakwet East and West Sub Counties.

ii. To examine how financial control measures enhance academic performance in private primary schools in Marakwet East and West Sub Counties.

iii. To investigate the extent to which provision of physical resources influence academic performance in private primary schools in Marakwet East and West Sub Counties.

iv. To establish how motivational level of staff influence academic performance in private primary schools in Marakwet East and West Sub Counties.

1.5 Research Questions

The study sought answers to the following research questions

i. What curriculum delivery and supervision strategies used in private primary schools do enhance academic performance in Marakwet East and West Sub Counties?

ii. How do private primary schools financial control measures enhance academic performance in Marakwet East and West Sub Counties?

iii. To what extent does provision of physical resources influence academic performance in Marakwet East and West Sub Counties?
iv. How do private primary schools’ motivation of staff influence academic performance in Marakwet East and West SubCounties?

1.6 Assumptions of the Study

The following were the assumptions of the study; the respondents read and understood the research instruments, respondents co-operated, and the research findings will result in improved academic performance in private primary schools in the two Sub Counties.

1.7 Significance of the Study

The study could enable private primary school managers to ensure that, classrooms are suitable for learners according to their age, and these will enable children to have low anxiety leading to high academic performances. To administrators of the school including principals, deputy principals, and heads of departments, the study will provide data that could be used to improve management practices for improved academic performance. By identifying the strategies adopted by well performing private primary schools, poorly performing private schools could learn lessons that could enable them improve academic performance of their pupils. Through this, administrators in poorly performing schools could be encouraged to adopt strategies employed by well performing schools in order to improve their academic performance. The study will be significant to the community in that, their investment in education is expected to translate to quality education, and the findings will show how this can be achieved. The study will add to the existing body of knowledge on the correlates of effective management strategies and determinants of academic performance of schools in Kenya.
1.8 Scope of the Study

In Marakwet East and West Sub Counties most of the learners are pupils aged 14 years and below. Therefore, the respondents included teachers, head teachers of private primary schools, and some learners from class six to class eight, to find out the effects of effective administrative strategies adopted to improve performance in private primary schools. The research was carried out between June and July 2016. The research covered 60 private primary schools with 3600 pupils, 60 head teachers and 600 teachers making a total population of 4260.

1.9 Limitation of the Study

During data collection, the researcher incurred some problems of accessibility due to weather conditions and bad roads to various schools. The researcher also incurred high expenses in sampling procedures since private primary schools in the Sub Counties were scattered. The respondents did not understand the data collection instruments well.

1.10 Theoretical Framework

The theory adapted for this study is derived from the System’s Theory Input – Output model developed by Ludwig Van Bertalanffy and Weihrich, (1988) which postulates that an organized enterprise does not exist in isolation; it’s dependent on its environment in which it’s established. They add that the inputs from the environment are received by the organization which then transform them into output after processing such inputs. Robbins (1980) argued that organizations were increasingly described as absorber, processors and generators and that the organization system could be envisioned as made up of several interdependent variables (system advocate). According to Robbins (1980),
it could be observed that a change in a variable within the organization have an impact on all other organizational variables and sub system components. Thus, the inputs, the processors and the generators should function well in order to achieve the desired outcome. For achievement of set goals in terms of academic performance in private schools, the management need put in place strategies such as curriculum supervision, financial control measures, infrastructure development and staff motivation. Saleem (1997) in agreement with Robbins (1980) state that all systems must work in harmony in order to achieve the overall goal of such system. According to the input – output model, its assumed that the school with high level of variables will enable the students produce a high level of output which can be measured in term of their academic performance. Therefore, student will perform well in an academic environment with the best facilities, motivated staff, efficient use of finances and effective curriculum supervision. Oso and Onen (2005) states that the inter relationship among the parts of a system have to be understood by all parties to ensure their inter-dependent nature of the parts. The outcome of the student academic performance is dependent on the level of availability of basic school variables.

1.12 The Conceptual Framework
The goal of the study was to investigate effective administrative strategies adopted by private primary schools in Marakwet East and West Sub counties in Elgeyo Marakwet County in Kenya. The independent variables such as effective curriculum delivery and supervision services, proper utilization of finance, availability of physical assets, and availability of human resource and motivation will cause effect on the dependent variable
(academic performance). When the independent variables are well co-ordinated, managed, and executed will result to improved academic performance. Therefore, school administrators need to be in control of all that entails to excellent academic performance in their respective schools. Moderating variables such as board of directors and board of management are there to provide support (cushion) to the school manager’s in order for excellent performance to be realized in their respective schools. Extraneous variables such as learner’s attitude and teacher’s qualification need to be controlled because learners’ attitude and teachers’ qualification may impair performance of an institution. The intervening variables were integrated while designing the research instruments to minimize their effects on the study findings.

**Moderating variables**

<table>
<thead>
<tr>
<th>Independent variables</th>
<th>Board of management</th>
<th>Board of directors</th>
<th>Government policies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum delivery and supervision</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilization of finance.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Availability of human resources and motivation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Availability of physical Facilities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dependent variable</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic performance</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>Average</td>
</tr>
<tr>
<td></td>
<td>High</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extraneous variables</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner’s attitude</td>
<td></td>
</tr>
<tr>
<td>Teacher’s qualifications</td>
<td></td>
</tr>
</tbody>
</table>
1.13 Operational Definition of Key Terms

**Academic performance:** Achievements of studying or teaching

**Administrative strategies:** These are techniques used by private schools head teachers to enhance academic performance.

**Administrator:** Leader of an institution or headteacher

**Curriculum Delivery:** This refers to the lessons and academic content taught in private and public primary schools as provided for by the Kenya Institute of Curriculum development and supervised by head teachers.

**Financial Control:** This is the utilization of financial resources in the most cost efficient manner so as to maximize on returns and benefit the organization. It is how finances are spent with the aim of minimizing waste in private schools and improving on academic performance of learners.

**Learning:** Acquiring knowledge and skills

**Management Strategies:** This is the function that coordinates the efforts of people to accomplish goals and objectives using available resources efficiently and effectively.

**Motivational Level:** Incentive or reward value provided by the administration to teachers after achieving set goals in academic performance at KCPE.
Physical facilities: These are the structures and interior surfaces of private school establishment that have an influence on teaching and learning thus affecting academic performance of learners.

Private schools: These are schools owned by private investors/individuals

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The review of literature featured on general administrative strategies and effective administrative strategies adopted by private primary schools on academic performance of their schools. Therefore, literature review focused on parameters of administrative strategies such as effective curriculum delivery and supervision, proper utilization of finance or control measures, physical facilities or resources, human resource and motivation of staff.

2.2 General Administrative Strategies

The quest for improved academic performance of students necessitated the ability of principals to demonstrate or use certain administrative strategies to ensure a complete well-round education and production of quality students from the secondary school system. The government, parents, and other stakeholders in education expect principals to work effectively for the enhancement of students’ academic performance. Principals, as schools’ chief executives, are charged with the daunting task of managing the school for effectiveness. Towards this end, Lydiah and Nasongo (2009), were of the view that students’ academic performance depends on effective leadership. Educators, government
and the general public, overtime, have expressed concern over the causes of poor performance of students in West African School Certificate Examinations (Ayeni, 2010).

In order to improve the academic performance, the government in recent times has renovated schools in almost the South-Western States. Some states procured computer sets for students to improve their electronic learning techniques, yet the academic performance seems not to have improved as expected. The question bothering the heart of people as to the poor academic performance still lingers on. There appears to be poor monitoring of teachers’ activities, with poor performance appraisal of teachers, which often result in poor instructional delivery in schools. For instance, Ayeni and Akinfolarin (2014) noted that to improve students’ academic performance, principals are required to improve the administrative strategies in schools. This can be done by setting a clear vision for the school, adequate job analysis and work plan, regular staff meeting, delegation of duties, effective monitoring of teachers, involvement of teachers in decision making and committee system

For the effective Management of the modern leadership challenges and drawbacks, it is critical that school leaders acquire particular skills and certain qualities. Most of the critical leadership and management skills are indispensable in the curbing and alleviation of the institutional challenges presented by the 21st century schools (Nguthuku, 2012). The larger external public normally assumes that the school leadership personnel have been sufficiently trained and skilled to effectively manage the school systems for the inspiring and potential school leaders, it is fundamentally basic that acquisition of the
essential leadership skills can be prioritized during the training session to avoid management lapses and adequate seal potential leadership failures (Wagura, 2012).

Kapera, (2011) observes that, it is particularly desirable for any leader to possess personality qualities that are essential even though most leaders. May not possess all of them in the same measure. It is fundamental for any leader to cultivate and inwardly desire to attain and be in possession of the leadership qualities provided in Kapena`s articles which include; decisiveness, firmness of purpose, perseverance, active participation, dedication, readiness to take the initiative, optimism, energy, enthusiasm, hardwork, confidence, courage, reliability, concern for others, emotional resilience, honesty among others. Key strategies which have been revealed and discussed as vital in dealing with school conflict include; ignoring, dominating, accommodating, compromising and collaborating.

Nguthuku (2012) indicates that, effective leadership personnel need to possess and operate under particular qualities in order to enhance quality performance in their duties and responsibilities. One of the characteristics of the good instructional and administrative leaders is that, they must be able to take and accommodate pressure from a variety of sources emanating from Pupils, other teachers, parents and visitors. In cognizance of the fact that excess pressure and stress emanating from the leadership turmoil and confusion may not only be damaging and emotionally erosive, it may turn to be inevitable and sometimes necessary for the running of the school system. For easier management of the leadership challenges and troubles, it is paramount that the school
executives’ leaders be able to work closely with each other in the running of the institution as an organization. The dual leaders must constantly pursue integrity and social dignity as well as possess good personality to enable them positively interact with all members of the school community. (Thinguri & Kiongo. 2014). Therefore, this study investigated the administrative strategies put in place by private schools in Marakwet East and West Sub-Counties to enhance pupils’ academic performance since private schools performed better in KCPE as compared to public primary schools.

Most scholars have provided the following as essential skills and qualities necessary for effective school leaders which include: have the ability to develop an excellent working relationship with school administrator, staff, Pupils, parents, board of management and partners in education, have the ability to lead effectively within a team environment. Have the ability to communicate effectively in writing and orally with staff, Pupils, parents and the overall school. Have the ability to work all staff to create an effective staff development plan for all employees in the school, have the ability to create and maintain a climate of respect and fairness for all staff and Pupils, have the ability to establish a method of shared decision making agreed upon by all stakeholders involving a particular internal management team. Have the ability to create and maintain a safe, orderly, positive and effective learning and working environment. Exhibit and promote multicultural awareness, gender sensitivity, racial and ethnic appreciation. Have the ability to employ, monitor and maintain acceptable accounting procedures in the maintenance of all fiscal records, demonstrate up to date teaching competence and excellence and show commitment to continuous and ongoing personal professional
development. Therefore, the researchers concur with Warren Bennis that “Leadership is the capacity to translate vision into reality”.

Thinguri and Kiongo(2014). Asserted that, it is quite crucial that upcoming and existing performing leaders be well versed with essential leaders be well versed with essential virtues, qualities and traits necessary for achieving school excellence and quality achievement, modern scholars, management experts and experienced leaders which are indispensable for contemporary school leadership: hardworking, disciplined, committed, God relying (Prayerful), persistent in their work determined, courageous, good time managers, effective communicators, humble, self-evaluative, accept correction cover their boss weakness, work the 3Cs; Coordination, collaboration and consultation ), Never give up embrace teamwork, promote high self-esteem, patients and practice perseverance, self-driven and passionate for success accept criticism and failure and use it to rise higher.

Wagura.(2012), indicates that, it is only fair to keep improving the manner of the relating between the two school heads not only for smooth running of the institution but also to build team work and cohesiveness in managing school related issues. A stronger bond between the critical school management impurities that may form fertile ground for teachers` gossip administrative weakness and school instability. The researchers suggest that, antagonism within the leadership cadre only exhibits useless and selfish management pursuits. A mismanaged professional relationship between the head-teacher and deputy head-teacher is a healthy investment for school management squabbles and a
perfect ground for swaggering administrative endeavors headed for failure. The two administrative figures must be super-glued to oneness in management and demonstrate pursuance of commonality of school goals and target. The researcher also concurs with John C, Maxwell that, “Leaders must be close enough to relate to others, but far enough ahead to motivate them”.

As the school leadership personnel struggle to live with the realities of modern challenges from their professional duties, it is of personal benefit to venture into the world of improving academic qualifications and professional experience. There would be no harm to hunt for extra certificate when the opportunity arises to strength your academic background. Handling of office issues professionally guided by patience and commitment-based procedures would go a long way towards the creation of better school leadership. When the opportunity arises, it is critical to bench-mark in other performing school and borrow, adopt and incorporate school policies and procedures that establish lasting positive impacts (Kithinji, 2014).

The researcher recommends that, it would be wise to invest in resource and recreational facilities that provide an avenue for relaxation of executive leaders as a means of curbing stress and burnout emanating from their packed school schedules. Kithinji (2014) opined that “leadership is not about position but mind-set and the ability to see opportunity in every challenge”. From a survey conducted in secondary school leaders’ forum, a high percentage of school leaders indicated the following common problems experienced within the leadership fabric in the course of curriculum management. Curriculum management challenges, packed school schedules with little time for personal growth and
development activities, stagnant and stunted academic standards, technology adoption limitations and substandard school communication. Excess pressure from higher authorities for quality school achievement and excellence among others. The researcher concurs with Henry Ford saying that, “Don’t find fault, find a remedy.” Therefore, management is the art of making problems so interesting that everyone wants to get to work and deal with them.

The modern school system has presented the administrators with particulars challenges which require adoption of certain management strategies and mechanisms. Nandwah.(2011) observed that managing learners from different backgrounds can be an uphill task for public secondary school principal through observation that; the work of the public secondary principal is very challenging especially dealing with Pupils from diverse socio-economic backgrounds who are at the peak of their adolescence stage, (Nandwah. 2014). Wikipedia free encyclopedia defines a virtue as a “positive trait or quality deemed to be morally good and this is valued as a foundation of principle and good moral being personal virtues are characteristics valued as promoting collective and individual greatness.

Ndetei (2010) indicates that, brilliant school leadership demands essential virtues for institutional improvement and quality achievement. Leadership virtues are powerful ingredients and fundamental lubricants in the management of institutional troubles that are barriers of school excellence. In an era of smart work, quality improvement, pressure for academic perfection, within a background of internal institutional conflicts and
systems failures, modern school leaders cannot shy away from the critical virtues that enhance school reforms. Amidst school challenges and troubles, executive leaders need coping strategies, survival techniques, transformational mechanism, outcome-driven approaches, visionary measures, and quality-assured systems all which required the utilization of leadership virtues. Headteachers and their deputies must not use their poor achievements and failures as institutional merchandise in exchange of executive school positives while learners continue to languish in intellectual poverty.

Nandwah (2011) shows that, in pursuit of school excellence and perfection outcomes, executive school leaders must fervently prevail upon cardinal virtues that safeguard their efforts to overcome their institutional challenges. It is virtual that the school leadership personnel rely on God’s assistance as they prevail upon continuous school improvement as revealed by (Muinuri. 2012). Who asserted that “as school managers, we encounter challenges but its only through maintaining a positive attitude that God can help you cope and bless you with good results. This study therefore investigated the administrative strategies that have been put in place by private schools in Marakwet East and West Sub-Counties in order to improve on their academic performance since they performed better than the public primary schools in the region. The following remain critical virtues for the 21st century school leaders towards effective, qualitative, and improved leadership.

(i) Seriousness

Nandwah (2011) indicates that, this virtue greatly helps school leaders to harvest and attract respect by acting with dignity. This virtue helps them to implement school policies, teach and generally lead others as is expected. They accord their duties the seriousness they deserve transforming their institutions into modern centers of
excellence. Seriousness rapidly seals potential lapses of failure and lubricates the path towards set school goals. School leaders thus cultivate on assured and calming presence of critical need the ability to rise when they fail and move on.

(ii) **Silence**
A great virtue that possess the power to sharpen a leader`s knowledge and understanding of the power of the spoken word. The leader thus talks sparingly and wisely when necessary, choosing words carefully, spicing his or her leadership with silence, consequently enriching modern leadership. Silence is essential during meditation and contemplation so as to clearly see what needs to be done for success to be achieved. Silence should not be misconstrued to imply sign of fear or insufficiency in words, rather a strong defense weapon in times of great need for walking in the rough road towards success (Nguthuku, 2012).

(iii) **Humility**
Thinguri and Kiongo (2014) indicates that, through this virtue, contemporary school administrators engage in actions that exhibit enormous distance from pride, actions that empower their subjects with a feeling of respect. Such leaders therefore, focus on their customers and offer quality services geared towards improved leadership. Humility binds the school leader with simplicity and marks departure from complexity. Humility facilitates leader`s approachability and availability.

(iv) **Prudence**
A virtue which greatly enables institutional leaders to utilize their common sense, knowing what to do and what to avoid when managing their daily school life issues.
Treating all school members as they would wish to be treated facilitating their subjects to do the right thing at the right moment. Prudence rescues school leaders from potential school financial troubles and other eminent school challenges (Wagura, 2012).

(v) **Wisdom**

This is a virtue that may take time to acquire. It involves invoking the use of sound judgement in empowering a leader to display expertise in own specialization. Wisdom sharpens a leader’s zeal to stay updated with the current educational and leadership development. By engaging wisdom, a leader consistently remains a gatherer of knowledge with a purpose of transmitting and sharing with others (Ndetei, 2010).

(vi) **Patience**

It drives a school leader into calmness, perseverance, tolerance and helps in keeping hot temperedness abbey. A core virtue which every contemporary leader requires to compart in school clients in the journey of migrating towards quality performance and improved achievements. The institutional leader thus forms a thick skin for the purpose of wading through the thorny landscape of school challenges, rocky moments and painful leadership troubles (Muiruri, 2012).

(vii) **Self-Control**

A critical virtue which teachers school leaders to embrace self-control and display strong restrain from anger and annoyance. The leader who has reserve understanding when to speak and knows what and how to speak. The leader wisely utilizes appropriate forms of communication and deeply understands their effects to the school members. Self-control
triggers the leader’s need to create the right environment for quality leadership purposed to take the institution into the next progressive level (Thinguri, & Kiongo, 2014).

(Viii) Gentleness

The leader’s ability to remain firm is neutralized by kindness and courtesy resulting into ease in the leader’s approachability. The leader therefore, accepts constructive criticism, positive suggestions and advice which become part of effective leadership. The school administrator thus corrects softly and applauds openly and loudly (Thinguri, & Kiongo, 2014).

(viii) Zeal

Feloni (2014) states that, a great leader is driven by passion to facilitate achievement of the school leadership vision. The power to keep actualizing own dreams into achievable goals becomes the purpose of every school leader. Passion sustains the leaders focus towards the set vision. Zeal enhances a school leader’s capacity to translate vision into reality. The great leader keeps inspiring others to possess the same passion in working towards their vision and dream.

(ix) Vigilance

A caring leader upholds keen observation and discernment necessary to safely sail an institutional exercises great care to evade leadership troubles and barriers of victory. The modern school leaders stay keen to harvest and share current educational policies and practices in tandem with the expectations of higher authorities and concerned stakeholders. Through stringent vigilance and keenness, the educational administrator thus facilitates environment necessary for the development, progress and advancement of all members (Ndetei, 2010).
(x)  **Piety**

Thinguri and Kiongo. (2014) asserts that, the modern institution’s manager understands that all school members belong to God and thus surrenders them to God’s secure care while keeping every effort to sustain productive and quality leadership. Piety heavily lubricates the servant-hood leadership enabling every school manager to treat all members with love. Piety supplies the modern leader with the patience and perseverance necessary to maneuver through unexpected leadership troubles and challenges. The researcher therefore concurs with Thinguri and Kiongo (2014) that a leader full of piety is perceived as a minister of God who possesses honest passion in the course of interacting with those entrusted under his or her leadership.

(xi)  **Generosity**

Ndetei. (2010). Argues that, an institutional leader possessed with generosity attends to the needs of others first before own. The school leader selflessly serves all under his or her leadership stretches availability to all in need of service and is always conveniently approachable. The school leader prompt dedicated own time and other resources for the common advantage of maximizing the potential to serve all clients. The leader is thus passionate to ensure all clients access customized care focused upon theirs needs, thus creating lasting positive impact to all. The researchers agree with Ndetei that; generosity creates a selfless customer service package that leaves a lasting impact in the lives of all who are served by the generosity-driven leader.

The following virtues are also paramount for school leader in the facilitation and promotion of school improvement leading to quality performance: Determination, passion, self-sacrifice, commitment, hard work, perseverance, prayerfulness, consistency,
integrity, professionalism, positive attitude, self-esteem, forgiveness, persuasion and tolerance, self-evaluation, effective monitoring and assessment, humility, persistence and self-discipline (Ndetei. 2010).

The school leadership is inevitably subjected to public negativity under the microscope of the media which rapidly derives pleasure in magnifying the leadership failures and weak points. In a bid to prevent, curb or evade some of the above incidents, it greatly pays to the modern school leader to uphold and sustain professionalism, personal integrity, wisdom and use of dignified survival tactics. The contemporary executive school leadership must learn to lean on sustained tolerance, commitment, determination and hardwork to improve the status of institutions and craft departure from the said school tragedies. Regular life-changing counselling programmes should be well integrated within the school schedules designed to protect, guide and rehabilitate stray learners from deviant habits (Thinguri & Kiongo. 2014). The researcher suggests that, adherence to the laid down ministerial school premise guidelines and procedures can be an envisioned mechanism for evading potential school trouble. As school leader, sticking to approaches can help avoid school craft and sustain school leadership devoid of financial management impurities. Wisdom in creating professional relations with learners and instructors is critical for administrators and other managers.

It is imperative that institutional leaders operate within the realm of seriousness and professionalism in all manner of practices and be determined to work diligently (Muturi, 2014). “Accordingly, issues of quality can no longer be taken for granted”. “Quality improvement approaches need to be accompanied by effective leadership with a passion and desire for improved quality, embracing openness to new ideas and to engaging
people in challenging the status quo and nurturing an environment with a huge appetite for self-renewal and organizational change (Muturi. 2014).

Visionary leadership and result oriented management strategies should be well exposed to such leaders by relevant authorities. While encouraging such leaders to prevail upon change-oriented school policies and guidelines, safeguarding of learners’ right through adaptation of modern school managerial strategies must be sustained by relevant stakeholders. “Bringing something into existence, finding a better way of living, gaining a more rewarding income, are joys of life which come seldom by chance but too often by hardwork”. “Creative people are thinking, in gaining new skills, constantly giving new dimension to their goals (Maurus. 2010). The researcher suggests that, quality assurance and standards officers can make lasting impacts on such leadership systems through frequent and periodic visits to institutions governed by such leaders to instigate change.

As a school manager, just in case you encounter failure in the course of your leadership, the better option is get into a restoration of sanity in amending the situation in any case, backsliding into backwardness in school leadership may have no room in the modern competitive world. Be encouraged that the moment you develop self-discipline in your administrative and managerial duties forms your opportunity. “Discipline is the bridge between thought and accomplishment. The glue that binds inspirations to achievement. Discipline is the master key. Discipline attracts opportunity. Discipline is that unique process of intelligent thought and activity that puts a lid on temper and a faucet on ---- anyone can begin the process of being discipline (Rohn. 2007).
Proper conceptualization and integration of the virtue forms a perfect conduct towards easy institutional success. For a school leader to effectively meet the modern office demands, there must be a growing zeal to continually instill an unending high level of personal discipline (Rohn, 2007). The researchers concur with Rohn that different perspective, self-discipline can also destroy and minimize the chances of future failure. Finally, success belongs to the school managers who possess and practices the virtue of self-discipline. “Effective leadership is putting first thing first. Effective management is discipline, carrying it out.” The essential tips provided and outline below shall not only help a leader to become a dynamic instructor but also lead to the growth and development towards a great improvement manager. The tips offered below are great ingredients towards achieving that:

a) **Learn to effectively deal with your stress at work:**
Kapena(2011), asserts that, stress is nothing than a socially acceptable form of mental illness. It is however worrying that stress can escalate into damaging and self-destructive levels in a school leader`s health especially if poorly managed. Stress is good, necessary and useful at times to help us strive to achieve our goals within a stipulated period. For the safe survival of an administrator, it is wise to get armed with fundamental but simple strategies and valuable mechanisms of handling school stress which would bail you out of moments of anger, useless anxiety or insomnia which results from excess stress. The researcher agrees with Kapena that, a school leader who runs short of such techniques may easily get bundled by stress into the dark corners of uselessness and hopelessness.

b) **Be an effective agent of change**
Any school administrator worthy of institutional leadership should be perceived to be an initiator and facilitator of change in all spheres of school growth. Smoking learners and instructors out of their cocoons of ignorance depends on a leader`s proactive role as the implementer of the school curriculum. For that “analogue” teacher to be fully converted into a contemporary “digital” teacher equally and heavily depends on how an administrator initiates favorable programmes and relevant policies that create the right framework for the desired change (Kapena, 2011). Moral and ethical Pupil`s change from one level to the next strongly depends on a leader`s ability and capacity to cause and sustain relevant disciplinary cause and sustain relevant disciplinary programmes. At various levels, administrators play a key role as an agent of institutional change into the right direction.

The researchers concur with Kapena that, administrator or teacher who absconds role as an effective agent of change unfortunately forges partnership with failure and must rise to the occasion and correct such anomaly.

**c) Learn to effectively manage annoying school community members**

Bukhari and Keanney (2009) states that, being driver and captain of leadership in the institution, and administrator will never fail to have diverse enemies amongst parents, Pupils, colleague`s teachers and local community members. Conduct deviants and those who get difficulties adjusting to stipulated school guidelines and regulations may accuse the school leaders of being too strict as either a defense mechanism. While some parents will obviously be too annoying to the school administrative team due to one reason or the other, some Pupils can be over annoying particularly when they manage to win their parents` favour against the school leaders. A worse school situation can be registered
when such teams gang up with particular staff members against the administration. As an administrator, expect such annoying parties to find their way to your office or get in touch with you through phone call (Bukhari, & Kenney, 2009).

Ndetei. (2010) states that, a majority of annoying parents have been known to act aggressively and sometimes violently to the school administrators. Others haul insults to school leaders while others disgruntled learners and parents may incite local community members against the school leaders. Simple tactics to handle and manage such annoying people include embracing stretched patience use of wisdom, in managing their matters and tolerance. Some leaders intelligently ignore such members, being too good to them and sending them away in such a nice, courteous and honorable manner to the level that they don’t even notice it. The researcher therefore, suggests that creativity and innovativeness should be adopted depending on the uniqueness of a situation and being extra careful as some cases may bounce back and back fire on you.

d) Self-discipline, Firmness and Respect

Akinyemi (2014) states that, personal discipline is only a product of self-initiative and drive into particular positive habits that build and add value to a school leader’s life. A leader who consistently practices a particular positive habit or tendency for twenty-one days succeeds in forming a habit. It would be practically impossible to drive a school into good discipline if the deputy is not in the category of school disciplined. Firmness and consistency in justice and implementation of school policies is all that makes a good administrator. Being respectful to everyone crowns an administrator’s characteristics and polishes his or her impression to others. In any case, common courtesy demands that an
administrator’s characteristics and polished his or her impression to others. In any case, common courtesy demands that an administrator treats everybody with respect and behaves professionally at all times. It is only fair for an administrator to maintain and observe social etiquette in his or her duties and responsibilities.

The researcher agrees with Akinyemi (2014) that, in the short and long run, an administrator is bound to discover that respect is only two-way traffic where all will respect you after realizing that you respect them first.

e) **Accepting criticism and use it to build yourself.**

Kithunguri and Kiongo. (2014) asserted that, as a school manager, how do you deal with your critics? Well accomplished school tasks and duties may attract a high level of complements from internal and external spectators. Equally, it is perfectly normal to receive a high number of those who derive pleasure in hauling criticism received by a school leader, the more the opportunities to rectify and build one self by taking positive measures towards a productive direction.

Criticism moments in special leadership are wonderful opportunities for introspection and evaluation purposed for building and individual leader. Positive criticism is positive too for a school manager’s growth. It should be taken as a catalyst in discovering and unearthing areas of weakness. Positive criticism is only a spring board to administrators, leadership improvement and quality service delivery in a school (Ndetei. 2010) confirms.

The researchers agree with the above researchers that, avoiding criticism gracefully and consider the benefits associated with it.
A school is as good as its headteacher” is an old and often used adage. The headteacher is the leader and manager of the learning institution, responsible for the school’s academic standards and the welfare of both the Pupil and teaching bodies. Head teachers are recognized in the NEP as critical to successful implementation of the proposed reform programmes especially in the areas of governance, accountability and quality of education, in their learning institutions. “Education is not preparation for life; education is life itself” (John Jewey). Failure to acquire 21st century skills by learners such as creative and critical thinking, collaboration and communication skills, will reduce the chances of the country achieving the goals of vision 2030. This study therefore investigated the administrative strategies put in place by private schools in Marakwet East and West Sub-Counties to enhance their academic performance since private schools were seen to be performing better in KCPE as compared to public primary schools.

2.2.1 Curriculum Delivery Strategy

Azzara, (1980). Stated that, other people’s perception of the individual may have an impact on performance. In this case, the way in which a teacher will behave to a child may lower or increase academic performance. In that if a teacher is warm, interacts well with children and communicates effectively to a child will develop a positive self-esteem which will lead him or her to perform highly. But if a teacher is harsh, doesn’t interact with children well the moment they see that teacher they will start to worry, mostly during a curriculum delivery, if the harsh teacher enters the classroom all children get disturbed and develop fear which leads to low performances. This also refers to the condition aprimary school class room is expected to have. Primary school classroom is supposed to be tidy, bright, displayed with plenty attractive charts, arrangement of teach
corners systematically and also a teacher who interacts well with the learners (Wanja, 2008).

World Bank (2005) concurs that, if the classroom has a good climate as mentioned above, the child is able to get the information the teacher teaches them, process it and store it systematically. But if the curriculum is opposite of the above classroom, children will not be interested in the learning and thus will not understand or take in what is being taught. So, at the time the teacher brings in a test, it will sound as new to them which will make them develop high anxiety and lead to low performances (Wasanga, 2004). Barnett, Cormick and Conners.(2001). Asserts that, administration of questions arouses anxiety which interferes with performances. They further stated that planned curriculum is where questions are set from learned topics leading to high performances, hence with planned questions learners are able to remember, which could counteract their anxiety level and bring it down to a more reproductive state/ high performance. Therefore, the researcher concurs, with the above researchers that, unplanned curriculum will make children to worry and get disturbed about the new information in question paper which is different from what they have in their brains.

Schools that perform well are those that have effective instructional leadership (Lezotte. 2010). Studies were identified showing that effective instructional leadership correlates with school improvement and effectiveness (Thuku. 2010). Focus on school mission has also emerged as an important determinant of school effectiveness, with (Lezotte .2010) stating that in effective schools there is a clearly articulated school mission through
which the staff shares an understanding of and commitment to instructional goals, priorities, assessment procedures, and accountability (Riechi, 2006). Studies conducted in Kenya (KESI, 2012) shows that, schools in the country do not demonstrate focus on mission and vision. Frequent monitoring of Pupil’s progress also emerged as an important determinant of academic performance. Other researchers have argued that, home-school relations are the most important predictors of educational outcomes of Pupils (Bless & Higson, 1995). The review finally shows that time on task is an important predictor of academic performance. While studies have been conducted in Kenya on factors influencing KCPE performance. The researchers did not come across any that addresses all the factors in the Effective Schools Model (Lezotte, 2010). Ruhiel (2006) argued that, effective schools are characterized by strong instructional leadership, clear and focused mission, safe and orderly schools, climate of high expectations for success, frequent monitoring of Pupil progress, positive home-school relations, and opportunity to learn/time on task. The researcher concurs with (Ruhiel, 2006) for the argument made will help in the development of the research process.

Kapena (2011) argued that, it is particularly desirable for any leader to possess’ personality qualities that are essential even though most leaders may not possess all of them in the same measure. It is thus fundamental for any administrator to cultivate an inwardly desire to attain and be in possession of the leadership qualities provided by the Kapena’s research which include: decisiveness, firmness of purpose, perseverance, active participation, dedication, readiness to take the initiative, optimism, energy, enthusiasm, hard work confidence, courage, reliability, concern for others, emotional resilience and
honesty among others. The key strategies which have been revealed as vital in dealing with school conflict include; ignoring, dominating, accommodating, compromising and collaborating (Murori, 2012).

The researcher asserts that, effective leadership personnel need to possess and operate under particular qualities in order to enhance quality performance in their duties and responsibilities. One of the characteristics of good instructional and administrative leaders is that they must be able to take and accommodate pressure from a variety of sources emanating from pupils, other teachers and parents. It is paramount that the school executive leaders (the principal and the deputy) be able to work closely with each other in the running of the institution as an organization “leaders must be close enough to relate to others, but far enough ahead to motivate them” (Kiongo & Thinguri, 2015). Therefore, this study investigated the administrative strategies that have been put in place by private schools in order to enhance academic performance among learners.

2.2.2 Supervision Strategy

Management is the process of acquiring and utilizing resources in order to achieve organizational goals (Greensburg, & Brown, 2008). The 21st century school leadership personnel have been prevailed upon by their supervisors to persist on quality improvement, pursue institutional excellence and continuous perfection in achievement (Kiongo & Thinguri, 2015). In the current era of devolution and pressure to excel, administrators are called upon to focus more on structures that increase productivity and quality performance. Creation of strong teamwork in modern schools is a prerequisite to
the sustenance of high performance culture. The administrators have the potential to consistently cultivate internal cohesion and stability to positively impact amongst staff with an objective to creating positive attitudes that thrive throughout the contemporary institutions (Nyambongi, 2014).

The researcher states that, lunch for teachers and pupils’ acts as an incentive to teachers and the pupils. This ensures that everybody has met their basic needs. After all we say that “a satisfied person is a happy person”. It goes a long way in motivating the staff to put in extra effort to ensure the achievement of the school goals (Kingo & Thinguri, 2015). Therefore, this study investigated the effect of supervision by head teachers on pupils’ academic performance in private primary schools in Marakwet East and West Sub-counties where private schools perform better than public primary schools.

2.3 Utilization or Control Measures of Finance Strategy

Researchers believe that if individuals who have higher levels of financial knowledge would have made more fiscally responsible decisions and do not suffer the consequences of the economic downturn (Lusardi, Mitchell, & Curto, 2010). The probable benefits of financial literacy have led many organizations and states to begin developing, promoting, and implementing financial education programs for individuals of various ages (Huston, 2010; McCormick, 2009). Many head teachers and managers still lack the skills required to effectively manage resource funds (Chetambve & Sakwa, 2013; Kasoa, 2012).

Mbiti. (2007) defines budgets as annual projected estimates of income and expenditure in respect to a given organization. He further explains that budgets are comprehensively thought out plans on various sources of income. The estimates amount from each source
and the anticipated expenditure categorized according to different costs or vote heads. (Ndetei. 2010) defines a budget as a document that details the expenditure requirements of an institution, prioritizes the expenditures and groups the same under vote heads prescriptions. (Ndetei, 2010) further states that the use of commitment registers and other budgetary controls prudent management of the budgetary process. This is strengthened by control mechanisms for example; commitment registers is a document that enable the head to ascertain the amount available for a particular vote head. It contains total amount approved in the budget, payments made, and the balance at a given period of time. Contracts register is a record of ongoing contracts. It contains details of contract value, activity dates, contract variation and payment summaries. Other monitoring instruments include, trial balance document and performance contract.

The researcher concurs with Ndetei(2010) that, the basic content of a commitment register is how much money is remaining for stated vote heads after spending and committing to spend stated amount is a prudent way of utilizing finances; after budgeting we need to implement the budget and keep records of all transactions for accountability purposes. The records include trial balance, income – expenditure accounts, balance sheets, commitment registers among others.

Olembo and Cameron (1986) shows that, Utilization of finance is a key factor in the running of any institution. Finance also causes chaos in terms of spending especially when the head teacher misuses the funds from parents (Ngaroga, 2010). The administrator must have skills on the act of spending in schools. Private primary schools have well strategies of spending on the education and the staff in general. That’s why they perform
better than public primary schools (Republic of Kenya, 2007). Head teachers and managers in Primary schools must have knowledge and skills on how children grow and develop and have good management skills since they are part of administration. Through this, they will make sure that quality services are given to children. To accomplish this, they should employ trained teachers, motivate them well in terms of salary payment, giving of rewards, promotion and other things which will encourage them to give quality services to learners, there must be a smart control of the finances of the school (Riechi, 2006).

Riechi, (2006). Further asserts that, they should make sure that tests which are administered to learners are set by qualified people. They should never involve themselves in buying exam papers from business men who are interested with money (Wanja, 2008). Obviously the questions set by this people does not follow even the primary school curriculum so for the improvement of academic performance of the school, tests should be set by qualified teachers only (Wanja, 2008). Most teachers are incompetent to their work. It may be for personal reasons or poor salaries and lack of motivation from the management. But teachers should remember statement that teachers play a major role in building confidence, self-esteem and aspiration to their learners “you are gifted you are so special” so give those small children the quality service you trained for and you will be blessed (Ben Carson, 1992). Teachers should be competent in whatever condition to uplift the academic performance of their learners. On child rights (2001) parents have a duty to give quality education to their children.
The researcher concurs, with all named above researchers, that good finance management by the school administrators will make it easy to promote learning in schools; therefore, parents should let him/her not consider the amount of school fees paid, but consider quality education. A parent also must visit the school where his/her child is studying to know the quality of education and services given to his/her child. He/she should know the type of relationship between a teacher and his/her child (Brooks, 1999). The study investigated the utilization and control measures of finance strategy that enhances academic performance among learners in private schools in Marakwet East and West Sub-Counties.

2.4 Physical Facility /Resource Strategy

Physical assets are very important because they are used more frequently. This importance occurs as early as pre-educational level and continuous through college level (Bolman & Deal, 2011). So it is important to find out how physical assets are utilized in accordance to administrative systems, they should also make sure that, each and every primary schools has trained manager, trained P.E teachers and quality services are given to learners. The manager should ensure that physical activities like classroom and furniture are good and enough for primary school learners (UNESCO, 2007).

Classroom is supposed to be tidy, bright, displayed with plenty attractive charts, arrangement of teach corners systematically and also a teacher who interacts well with the learners (Waele, 2003). If the classroom has a good climate as mentioned above, the child is able to get the information the teacher teaches them, process it and store it
systematically. But if the classroom is opposite of the above classroom, children will not be interested in the learning and thus will not understand or take in what is being taught. So at the time the teacher brings in a test, it will sound as new to them which will make them develop high Pupilfever and lead to low performances. However, Benton (1995) indicates that, academic performance can be influenced by a number of factors. Location/setting of school is one of the environmental factors that influence the academic performance of primary school pupils. Wango (2009) confirms that, conducive environment enhances a child's growth and development. School buildings are one of the school facilities that influence academic performance of Pupils. The designs of classroom and its lighting also determine if Pupils will perform well or not. Bolman and Deal (1994) Stated that, Pupils perform well where there is light than in a dark. Without light it is obvious that Pupils may develop bad sight. Carlson. (1981) argued that, colour influences pupils’ attitude, behaviours and learning, colour affects pupil’s academic achievement. A proper use of colour in schools can convert an atmosphere that is depressing and monotonous into one that is pleasing, existing, and stimulating (UNESCO, 2007).

Another factor identified is school safety and orderliness, whereby reviewed literature shows multiple factors within the area of school climate that are positively linked to Pupils academic achievement and social well-being (Creswell, 2003, 2005). Although, it emerges from the literature that, expectations for success significantly influences academic performance (Mugweru, 2013). Teaching aids can be another factor that can contribute to the performance of Selected Public and Private Primary Schools learners in Academic performance (Muiruri, 2012). The researcher proposes that, teachers should
use teaching aids to enhance their presentation of their lessons. Teachers should use certain materials because they help to promote subject learning skills such as speaking, writing, listening and reading. Teaching aids should be used during a learning activity to arouse learners’ interest. The school managers should ensure that there are enough physical assets in their institutions.

2.5 Human Resource and Motivational Strategy

2.5.1 Human Resource Strategy

Riechi (2006) shows that there are many teaching aids that could be used in the classroom to communicate information which could have otherwise been difficult to explain. These teaching aids include videotapes, slides, overhead projectors or, transparencies, worksheets, and work cards, as well as computers. Aids serve to open up many more channels for the communication of information and create a variety of sensory impressions”. Before teachers can use teaching aids it is important to familiarize themselves on their use and application, this will help them deal with any difficulties that may arise. It is important to familiarize yourself with the content of such materials if you have not used them before or for some time since it may prove difficult to deal with any problems that may arise unexpectedly. Before using the teaching aids teachers should always check their quality and appropriateness to the lesson” (Cohen& Scheer, 1995).

The distribution and supply of textbooks to the school may fall short and therefore the presence of the photocopier can assist in the production of handouts thereby lessening the problem of textbook shortage to some learners (Akinson, 1987). Availability of photocopiers and offset printing, it is increasingly preferable to use handouts materials
rather than relying on class – issued textbooks.” The use of teaching aids in the classroom stimulates learners’ activity, fights boredom and promotes learners’ attention rate therefore this is possible through the presence of teachers (Ajayi & Ayedole, 2002).

States that, “it is extremely difficult to maintain attention for periods longer than about fifteen minutes without involving the learners in active participation”. Regarding the reading material, the teacher should recognize learners for what they are capable of and then adjust the reading program in whatever is necessary to meet the learner’s needs (Feloni, 2014).

Carlson (1996) refers self-concept as the overall sum of self-referent information that a child has processed, stored and organized in systematic manner. Maria Montessori believed that each child must be respected as unique being. In this case a child should not be disturbed in any way during tests.

A teacher should set questions from the topics he/she has taught the learners because at the moment the children will get a new information in a form of questions they get disturbed in the mind because their minds have not stored the information thus it will lead to test anxiety and this lowers their performance (Tupeiya, 2014).

Murori (2012) adds that, Non-teaching staff has played a critical role in the performance of the school through the authority of the management of the school. Administration will tend to show staff how to handle children whenever they are in school to assist the teachers and head teachers in handling pupils. They are given a watchdog time upon pupils who may be misbehaving in school, and report them so that administration can give preferred punishment. They also offer other services like providing food on time and
serving as role models. The researcher concurs with (Murori. 2012) that, supportive staff have a big role to play in school performance apart from being grounds men, cook, watchmen, and untrained teachers (Thuku.2010).

The researcher concludes that, available human resource help promote performance of the school. But, lack of salaries and motivation from the management lower performance, this will be due to poor utilization of the resources available to motivate learning. Ben Carson (1992) statement that teachers play a major role in building confidence, self-esteem and aspiration to their learners “you are gifted you are so special” so give those small children the quality service you trained for and you will be blessed. Teachers should be competent in whatever condition to uplift the academic performance of their learners (UNESCO, 2007).

Administrators and contemporary school managers are caught up in stagnation scenarios, it is significant that every effort aimed at broadening their capacities to accommodate new change in their professional lives be embraced (Kingo & Thinguri. 2015). Attributes inactivity as a key cause for failure. One’s inaction creates negative impact which should be a self-motivator and advises that one should; “take time today and evaluate the cost of your inactivity. If you can afford it then good for you”. “better to fail at something than to be a success at nothing”. “Better to fail acting than to succeed waiting” (Akinyemi. 2014).

The researcher asserts that, it is imperative that institutional leaders operate within the realm of seriousness and professionalism in all manner of practices and be determined to work diligently. Muturi. (2014) argues that, accordingly, issues of quality can no longer be taken for granted, quality improvement approaches need to be accompanied by effective leadership with a passion and desire for improved quality, embracing openness.
to new ideas and to engaging people in challenging the status quo, and nurturing an environment with a huge appetite for self-renewal and organizational change.

The researcher concurs with Muturi that, there is a great need to prevail upon quality in all school procedures and practices to avoid poor leadership services, and habits in school. This was fundamental for the research since private schools have put in place different administrative strategies that enhance learners’ academic performance.

2.5.2 Motivation Strategy

An important part of managing people is to let them know how they are performing. Various methods of performance appraisal can be used and an important output from this process should be assessment of employee training needs to enable them perform better (Kithinji, 2014). Motivating staff can increase productivity, performance, and loyalty to the institution as staff will feel valued for their work. Motivation works by setting a goal for the employee to work towards, causing the employee to push themselves in the workplace and accomplish an end goal. Feloni, (2014) indicates that, knowing there is a reward at the end will incentivize staff and motivate them to work harder to achieve goals set and therefore this study investigated the influence of motivation of teachers on pupils’ academic performance in private schools in Marakwet East and West Sub-Counties.

For the staff motivation to work there needs to be a combination of financial and non-financial incentivesto work efficiently. Non-financial incentives involve the school
supporting their staff and having a good organizational culture (Feloni. 2014). Giving employees empowerment increases motivation of staff. This can be done through: Giving more authority, providing extra training, improving resources to inspire staff, and giving power and responsibility to make decisions (Mugweru. 2013). This will boost morale and motivate staff to work harder. When the staff is motivated you will notice among others increased productivity and good examination results, increased staff performance, loyalty to the school, and increased staff retention (Muiruri. 2012). Therefore, this study investigated the influence of teachers’ motivation on pupil’s academic performance in private schools in Marakwet East and West Sub-Counties.

CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the following; research designs, study location, target population, sample size and sampling techniques, instrument of data collection, validity, reliability, research ethics and methods of data analysis.

3.2 Research Design

A research design can be regarded as an arrangement of conditions for collection and analysis of data in a manner that aims to combine reference with research purpose (Creswell.2003). It is the conceptual structure within which research is conducted (Cohen,, Manion,,& Morrison, 2001). It constitutes the blue print from which the collection, measurement, and analysis of data is done (Orodho& Kombo, 2002). The
study adopted a descriptive survey design, because it allowed collection of information by interviewing, observation and administering questionnaire to sample of individuals (Orodho, 2008). Mutai (2001) indicates that, the design gives an accurate account of particular phenomena, situation of community or a person. Therefore, descriptive research design was considered appropriate for this study since it allows for rapid collection of data from a large sample within the shortest time possible by use of questionnaires, interview schedules and document analysis.

3.3 Study Area

The study location was Marakwet East and Marakwet West sub counties. It was considered suitable for the study because it is in Elgeyo Marakwet County, one of the counties which had not been researched on administrative strategies adopted by private primary schools in Kenya. The Choice of the study location included the location social cultural background since it attracts pupils from different backgrounds, economic and social, its population which is almost from the same ethnic group with a tandem culture was cost effective for the researcher to study in that location. The study was representative and free from bias. Report from Elgeyo Marakwet Education office (2015) showed private primary schools performed better than public primary schools in Marakwet East and West sub-County. Therefore, this study was undertaken with an aim of investigating administrative strategies that have been put in place by private schools to enhance academic performance.
3.4 Target Population

This refers to the group of people to be studied from the population. In this case the target population was pupils, teachers, and head teachers/managers (Creswell 2003). There were 60 private primary schools in the area. The researcher worked with 60 head teachers/managers, 600 teachers, and 3600 pupils. The target population was 4260 as shown in the table 3.
Table 3.0: Target Population

<table>
<thead>
<tr>
<th>Designation</th>
<th>Target Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>60</td>
</tr>
<tr>
<td>Teachers</td>
<td>600</td>
</tr>
<tr>
<td>Pupils</td>
<td>3600</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4260</strong></td>
</tr>
</tbody>
</table>

3.5 Sample Size and Sampling Techniques

Sampling technique is a description of the strategies where the researcher used to select representative elements, subjects or respondents from the target population. Sampling is the procedure a researcher uses to gather people, places or things to study (Orodho& Kombo, 2002). To obtain the objectives of the research or the study, the researcher combined probability sampling techniques of simple random sampling, systematic sampling, stratified sampling and non-probability sampling techniques of purposive. Purposive sampling was used to sample schools. In purposive sampling the researcher hand-picked the cases to be included in the sample. In this case the researcher picked 6 schools with average population from sub Counties of Marakwet East and Marakwet West, 6 with small population and 6 with large population making a total of 18 schools.

Systematic sampling was used to select 11 pupils from each school with an average population, small population and 16 pupils from large population. This method ensured equal representation of all pupils in each class. The total pupils sampled from class 6 -8 were 360 in total. All head teachers were sampled using stratified method, this translated to 18 headteachers. The head teachers were grouped by clustering them according to Sub County and size of the schools they were manning or in charge. Marakwet East
had 9 headteachers and Marakwet West had 9 headteachers. This means 6 headteachers came from average schools, 6 headteachers came from small schools and 6 headteachers came from large schools. Simple random sampling is the best in selecting subjects in an attempt to form a representative sample in a population (Orodho, 2005). Therefore, simple random sampling was used by the researcher to sample 180 classroom teachers. 10 teachers were selected from each school with, 3 teachers from classes (1-3), 3 teachers from classes (4-5), and 4 teachers from classes (6-8) making a total of 180 teachers. The researcher used folded papers depending on the number of streams in each school with 10 papers bearing a YES mark in large, average and small schools respectively. All the other papers were marked with a NO mark. A teacher who picked a paper with a YES Mark was included in the sample.

Sample is a part of the target population that has been procedurally selected to represent it (Orodho, 2008). The researcher used a sample size of 30% of the teachers and head teachers target population (Orodho, 2008) and a sample size of 10% of pupils target population (Mugenda & Mugenda, 2003). The researcher used purposive sampling to sample 30% of the schools from 60 schools to obtain 18 schools, the researcher also used systematic sampling to sample 10% of the pupils from 3600 pupils to obtain 360 pupils as proposed by (Mugenda & Mugeda, 2003) that at least 10% of the target population is a good representation where the population is large, the researcher further used stratified sampling to sample 30% of the head teachers from 60 head teachers to obtain 18 head teachers (Patton, 2002), and finally the researcher used simple random sampling to sample 30% of the teachers from 600 teachers to obtain 180 teachers (Orodho, 2008). The total sample size was 558 as shown in the table below.
Table 3.1 Sample Size

<table>
<thead>
<tr>
<th>Designation</th>
<th>Target population</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>60</td>
<td>18</td>
</tr>
<tr>
<td>Teachers</td>
<td>600</td>
<td>180</td>
</tr>
<tr>
<td>Pupils</td>
<td>3600</td>
<td>360</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4260</strong></td>
<td><strong>558</strong></td>
</tr>
</tbody>
</table>

3.6 Research Instruments

The instruments used were questionnaires, interview guide, and an observation guide.

3.6.1 Questionnaires

Orodho (2005), indicates that, questionnaires save time and has no bias. Questionnaires were completed at the same time information on the questionnaire was interpreted by the researcher.

3.6.1.1 Pupil’s questionnaire

This instrument used to collect information from pupils on text books ratio, assessment of pupils’ performance and school infrastructure.

3.6.1.2. Teacher’s questionnaire

Teacher’s questionnaire was used to collect information on teacher’s pupils’ ratio, assessment of learners, teaching learning material, and motivational level.

3.6.2 Interview Guide

Wiersma (1996) stated that, interviews elicited in depth information not possible with questionnaires and reasons for particular response can be determined.

3.6.2.1 Head teacher’s interview guide

The interview guide was used to collect information on general running of schools and its management to enhance learning and smooth running of schools.
3.6.3 Observation Guide

Observation guide was used to determine the nature of classes, and the way buildings are or whether children have enough or availability of toilets and latrines. The researcher carried out the observation in person.

3.7 Validity and Reliability of the Research Instruments

This section covers the validity and reliability of the research instruments used in this study.

3.7.1 Validity of the Instruments

Validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under the study (Orodho, 2008). For this study, instruments validity ensured that content items are representative through piloting of the instruments. The researcher used purposive sampling to select 3 schools from the neighbouring Sub County of Keiyo North. This translates that, one school with small population was sampled, one school with average population was sampled, and one school with large population was sampled. This preceded questionnaire administration which also meant to create good rapport with respondents and to reveal ambiguities, inconsistencies, and bringing into light any weakness of questions (Cohen, Manion & Morrison, 2001). Data and experience gained from piloting within one school was used to analyze and used to fine tune and improve on questionnaire items, interview guides, and observation guides. The validity was also ascertained through supervisors and objectives of the research.
3.7.2 Reliability of the Instruments

Reliability refers to the constituency that an instrument demonstrates when applied repeatedly under similar conditions (Orodho, 2009). It is therefore, the degree of constancy or whether it can be relied upon to produce the same results when used in two of more attempts to measure theoretical concepts. To determine the reliability of the instrument, questionnaires were piloted on small sample of teachers in the neighbouring Keiyo North Sub-County. Cronbach Alpha Coefficient was used to test on the reliability of the instruments. It is commonly used as a measure of internal consistency.

Theoretically, alpha varies from zero to one, since it is the ratio of two variances. Empirically, however, alpha can take on any value less than or equal to one. Higher values of alpha are more desirable. Some professionals as a rule of thumb require a reliability of 0.70 or higher before they use an instrument (Nunnally, 1978). Cortina, (1993) opines that Cronbach alpha generally increase as the intercorrelation among test items increase, and is thus known as an internal consistency estimate of reliability of test scores. Because intercorrelations among test items are maximized when all items measure the same construct, cronbach alpha is widely believed to indirectly indicate the degree to which a set of items measures a single unidimensional latent construct.

A correlation coefficient of equal or more than 0.70 was considered adequate to allow the researcher proceed with the study. In this study a correlation coefficient of 0.79 was obtained on teachers’ questionnaire while 0.721 was obtained on pupils’ questionnaires. This implies that both the students’ and teachers’ questionnaires had acceptable Cronbach alpha coefficient
3.8 Data Collection Procedures

The data collection involved self-administered questionnaires, interview guides, and observation guides. The researcher was required to get an introductory letter from the institution, then proceeded to the National Commission for Science, Technology and Innovations (NACOSTI) to obtain a permit for Data Collection Exercise. The researcher presented the permit to the County Commissioner (CM) and the County Director of Education (CDE) for authorization to carry on with the research in the study location. The researcher visited the relevant schools for introductory purposes as well as to request for appointments from the respective head teachers. The researcher also informed the headteachers about the nature and extend of the research study.

On the appointment dates, the researcher sampled respondents in each class and separated them from other pupils, then explain to them the purpose of the study and what was required of them. The questionnaire was administered respondents and further, a 30-minute interview was conducted by the researcher to the head teachers. In addition, the researcher observed the school infrastructure and related with the academic performance of pupils. Information obtained from it is meant to supplement what was obtained from interviews and questionnaires.

3.9 Data Analysis and Presentation

The data was collected and analyzed by breaking into manageable units according to themes of the study and coded manually before subjecting it to statistical methods using statistical packages of social science (SPSS). The data obtained from open ended questions was analyzed qualitatively (using themes, categories and codes) and
quantitatively using descriptive statistics. The findings were presented on frequency tables, graphs, pie charts, percentage, and in narrative forms. These findings were vital during conclusion and recommendation. The findings could be of great use to the government policy makers in education, NGO, head teachers, parents among others. Further information will be for seminar, workshop, conference and any further research in future.

3.10 Ethical Considerations

In addition to conceptualizing the writing process of the proposal, a researcher needs to anticipate the ethical issues that may arise during a study (Hesse-Biber & Leavey, 2007). Research does involve collecting data from people, about people (Punch, 2005). Researchers need to protect their research participants; develop trust with them; promote the integrity of research: guard against misconduct and impropriety that might reflect on the researcher and university; and cope with new, challenging problems (Israel, Mark & Iain 2006). The following ethical issues helped to enhance ethics during the study:

First the researcher sought permission from the National Council for Science, Technology and Innovations (NACOSTI), County director of Education and head teachers of the sampled schools before conducting research. The respondents’ participation was voluntary and free. There was no promise of benefits for participation and was required to sign the informed consent letter. The respondents were assured of privacy and confidentiality of the information obtained from them. They were also informed that they were free to withdraw from the study at any time they deem fit.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the results of data analysis, presentation and interpretation. The study explored the effective Administrative Strategies Adopted by Private Primary Schools To Improve Academic Performance In Marakwet East And West Sub Counties, Elgeyo Marakwet County. Results Presented was based on the following objectives of the study; To determine how curriculum delivery and supervision services offered enhance academic performance in private primary schools in Marakwet East and West Sub Counties, To examine how financial control measures management strategy enhance academic performance in private primary schools in Marakwet East and West Sub Counties, To investigate the extent to which provision available essential physical assets or resources influence academic performance in private primary schools in Marakwet East and West Sub Counties and to establish how available human resources and motivational level of staff influence academic performance in private primary schools in Marakwet East and West Sub Counties. The collected data was analyzed using descriptive statistics. The analyzed data was presented using tables, bars, and pie charts for further interpretation and consumption.

4.2 Response Rate

The data for this study were collected through questionnaires, interview guide and observation guide, of which the resulting data were analyzed using descriptive statistics (frequencies, bars, pie chart, percentages and narrative form). The study sought to investigate effective administrative strategies adopted by private primary schools.
to improve their academic performance in Marakwet East and West Sub Counties. The objectives that guided the study were to determine the extent of curriculum delivery and supervision services offered, examine financial management strategy, investigate the available essential physical assets and establish available human resource and motivational level of staff influence on academic performance in private primary schools in Marakwet East and West Sub Counties.

The questionnaire response rate is the proportion of the questionnaire returned after they had been issued to the respondents. The researcher sampled 18 private primary school head teachers, 180 teachers and 360 pupils. Therefore, 540 questionnaires were administered and 18 interview guides. All 18 interview guides from head teachers were returned and give a response rate of 100%. The response rate of teachers was 93.3%, since only 168 questionnaires were returned and Pupils had 92.2% response rate as 332 Pupil’s questionnaires were returned. This indicates that the response rate for all the respondents were above 90 percent thus considered satisfactory for the purpose of the study. According to Sekaran (2006), a response rate of thirty percent (30%) is regarded as acceptable for most research purposes. This good response rate was attributed to the inter alia where the participants were informed well in advance of the purpose and objectives of the research.

4.3 Background Information of Respondents
This section summarizes the respondents background information sought during the study. The information includes their gender, age, education level, durations Pupils spent in school as shown in Table 4.1. The results indicate that majority of head teachers (72.2%), 101(60.1%) teachers and 199(59.9%) pupils were male. However, a smaller
proportion 5 (27.8%) headteachers, 67(39.9%) teachers and 133(40.1%) pupils were female. This implies that there were more male headteachers, teachers and pupils than female who participated in the study. These results indicate that the study took into consideration the gender representation, hence the responses represent views of both gender. From the study findings, the responses present a contrary fact in the public primary schools where most headteachers, teachers and pupils are female.

Highest level of education of head teachers and teachers may affect the administrative strategies adopted to improve their academic performance in private primary schools. Majority of the head teachers 7(38.8%) and 67 (39.9%) teachers had Diploma in Education, 6 (33.4%) heads and 52 (35.0%) teachers had P1 qualification while 4(22.2%) headteachers and 49(25.1%) had Bachelor’s Degree. A few proportion of head teachers 5.6% had master’s degree in education. The findings indicate that most of the head teachers and teachers had relevant education and training and would be able to adopt administrative strategies in order to improve academic performance in private primary schools. This was a reflective of head teachers and teachers teaching in private schools had invested in personal self-development by advancing their studies driven by the fact that most of the teachers enter the profession at the certificate level.
Table 4.1: Background Information of Respondents

<table>
<thead>
<tr>
<th>Variable</th>
<th>Category</th>
<th>Head teacher</th>
<th>Teacher</th>
<th>Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>Gender</td>
<td>Male</td>
<td>13</td>
<td>72.2</td>
<td>101</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>5</td>
<td>27.8</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>18</td>
<td>100.0</td>
<td>168</td>
</tr>
<tr>
<td>Education level</td>
<td>Diploma</td>
<td>7</td>
<td>38.8</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>P1</td>
<td>6</td>
<td>33.4</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>Bachelors' Degree</td>
<td>4</td>
<td>22.2</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>Master's Degree</td>
<td>1</td>
<td>5.6</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>18</td>
<td>100.0</td>
<td>168</td>
</tr>
</tbody>
</table>

4.3.1 Age of Pupils

From the study most of pupils 232 (70%) were aged between 11 and 15 years and a few 100 (30%) below 10 years. The data is shown in Figure 4.1. This means that the pupil’s respondents were mature enough to provide appropriate responses to the questionnaires.

![Figure 4.1 Age of Pupils](image)

Figure 4.1 Age of Pupils
4.3.2 Duration pupils have spent learning in current school

From the study most of pupils 232 (70%) had spent between 5 and 8 years in the current school, with 100 (30%) have been there for between 2 and 4 years as summarized in Figure 4.2. This indicated that most of the pupil’s had spent enough time in the current schools to provide appropriate responses to the questionnaires.

![Duration spent in Current school](image)

**Figure 4.2 Duration spent learning in current school**

4.3.3 Number of Pupils

From the study most of the head teachers 13 (72.2%) identified the pupil population in their school was between 201 and 300, with 16.7% below 200 learners and 11.1% between 301 and 400 pupils as shown in Table 4.2. This indicates that the learner’s population in private primary school was low.
Table 4.2 Number of Pupils

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>101-200</td>
<td>3</td>
<td>16.7</td>
</tr>
<tr>
<td>201-300</td>
<td>13</td>
<td>72.2</td>
</tr>
<tr>
<td>301-400</td>
<td>2</td>
<td>11.1</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.3.4 Number of Pupils in a Class

From the study most of the pupils 166 (50%) identified that there was between 31 and 40 learners in a class, with 30.1% below 30 learners and 19.9% between 41 and 50 pupils as shown in Table 4.3. This indicates that the learner’s population in private primary school class was below 40 and low compared to public primary schools.

Table 4.3 Number of Pupils in a Class

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-30</td>
<td>100</td>
<td>30.1</td>
</tr>
<tr>
<td>31-40</td>
<td>166</td>
<td>50.0</td>
</tr>
<tr>
<td>41-50</td>
<td>66</td>
<td>19.9</td>
</tr>
<tr>
<td>Total</td>
<td>332</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.4 Pupil’s Academic performance

During the study the pupil’s academic performance was the dependent variable. This was important to establish the status of academic performance in private primary schools in order to determine the various administrative strategies adopted. The head teachers, teachers and pupils were requested to rate the status of academic performance in private primary schools. From the study, majority of the head teachers 11(61.1%) and 100
(59.5%) teachers rated the academic performance in private primary schools to be above average as shown in Table 4.4. However, 7(38.9%) head teachers and 68 (40.5 %) of the teachers rated the academic performance in private primary schools to be average. Most of the pupils 166(50%) rated the academic performance in private primary schools to be good, with 20.2% excellent and 29.8% as poor. This indicated that the academic performance in private primary schools was above average and various administrative strategies adopted to make it excellent. Some of the administrative strategies adopted by private primary schools in Marakwet East and West Sub Counties include; curriculum delivery and supervision, financial management, provision of adequate teaching and learning materials and motivation of teaching staff.

**Table 4.4 Pupil’s Academic performance**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Head teacher</th>
<th>Teacher</th>
<th>Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
</tr>
<tr>
<td>Poor</td>
<td>99</td>
<td>29.8</td>
<td>68</td>
</tr>
<tr>
<td>Average</td>
<td>7</td>
<td>38.9</td>
<td>11</td>
</tr>
<tr>
<td>Above average</td>
<td>11</td>
<td>61.1</td>
<td>100</td>
</tr>
<tr>
<td>Good</td>
<td></td>
<td></td>
<td>166</td>
</tr>
<tr>
<td>Excellent</td>
<td></td>
<td></td>
<td>67</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100.0</td>
<td>168</td>
</tr>
</tbody>
</table>

**4.4.1 Motivation to learn in the current school**

From the study most of pupils 233 (70.2%) were motivated to learn in the current school because of good performance, with 66(19.9%) due to the amount of school fees paid and 33(9.9%) because the school is beautiful as summarized in Figure 4.3.
Figure 4.3 Motivation to learn in the current school

This indicated that most of the pupils were motivated to learn in the current school because of good performance.

4.5 Curriculum Delivery and Supervision Services Offered in Private Primary Schools

The first research objective was to determine the curriculum delivery and supervision services offered in private primary schools in Marakwet East and West Sub Counties. This was achieved by establishing the number of trained teachers, frequency of vetting of professional documents, frequency of pupil evaluation by teachers, source of test administered to pupils, steps taken to improve performance, number of lessons covered per day, teaching approach, mode of learners arrangement, frequency of supervision by administration, assignments and homework given to learners. The descriptive statistics were used to answer this objective as summarized below.

4.5.1 Number of Trained teachers

From the study most of head teachers 11 (61%) had between 3 and 5 trained teachers and a few 7 (39%) had below 2 trained teachers as summarized in Figure 4.4.
This indicated that majority of the private primary schools in Marakwet East and West Sub Counties had more than 3 trained teachers. This implies that the implementation of curriculum was done fully in private primary schools in order to improve their academic performance will be effective, since most of the teachers were trained.

4.5.2 Frequency of vetting of professional documents

The frequency of vetting of professional documents is an important indicator of implementation of administrative strategies adopted in private primary schools such as monitoring. This is important in enhancing the performance of the teacher. Majority of the head teachers 11(61%) did vetting of professional documents every term with 7(39%) on yearly basis as summarized in Figure 4.5. This indicated that professional documents vetted every term in most private primary schools.
4.5.3 Frequency of pupil evaluation by teachers

The frequency of pupil evaluation is an important indicator of implementation of administrative strategies adopted towards enhancing the performance in private primary schools. Majority of the teachers 134 (79.8%) evaluate learners on monthly basis, while 8(44.4%) of head teachers evaluate pupils termly and monthly as summarized in Table 4.5. Few head teacher’s 11.1% and 20.2% teachers evaluate learners on weekly basis. This indicated that frequency of pupil evaluation in most private primary schools was on monthly basis.

Table 4.5 Frequency of pupil evaluation by teachers

<table>
<thead>
<tr>
<th>Head teacher</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly</td>
<td>Freq</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Termly</td>
<td>8</td>
</tr>
<tr>
<td>Monthly</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
</tr>
</tbody>
</table>
This agrees with Ruhiel (2006) that, effective schools are characterized by strong instructional leadership, clear and focused mission, safe and orderly schools, climate of high expectations for success, frequent monitoring of Pupil progress, positive home-school relations, and opportunity to learn/time on task.

4.5.4 Steps taken to improve performance

The head teacher’s undertook some steps in order to improve performance in private primary schools. Most of the head teachers 11(61.1%) employed trained teachers to improve performance with 7(38.9%) through setting tests from areas taught as summarized in Table 4.6. This indicates that head teacher’s employed trained teachers and ensured tests were set from areas taught in order to improve performance in private primary schools.

Table 4.6 Steps taken to improve performance

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting tests from areas taught</td>
<td>7</td>
<td>38.9</td>
</tr>
<tr>
<td>Employing trained teachers</td>
<td>11</td>
<td>61.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

This concurs with Wanja (2008) that the questions set by this people does not follow even the primary school curriculum so for the improvement of academic performance of the school, tests should be set by qualified teachers only. Thuku (2010) agrees that effective instructional leadership correlates with school improvement and effectiveness.
4.5.5 Source of test administered to pupils

Majority of the head teachers 13(72.2%) identify the source of test administered to pupils to be topics taught and 5(27.8%) through exam vendors as summarized in Table 4.7. This indicates that most private primary schools obtained the source of test administered to pupils from topics taught.

Table 4.7 Source of test administered to pupils

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics taught</td>
<td>13</td>
<td>72.2</td>
</tr>
<tr>
<td>Exam sellers</td>
<td>5</td>
<td>27.8</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100.0</td>
</tr>
</tbody>
</table>

This agrees with Riechi, (2006) that, head teachers should make sure that tests which are administered to learners are set by qualified people. Wanja (2008) argues that teachers should never involve themselves in buying exam papers from business men who are interested with money.

4.5.6 Performance of Learners

Most of the head teachers 15(83.3%) identify the learners perform well on tests taught compared to the 3 (16.7%) on tests bought as summarized in Table 4.8. This indicates that most private primary schools have ensured that their learners perform well through setting tests from areas taught. This agrees with Tupeiya (2014) that a teacher should set questions from the topics he/she has taught the learners because the moment the children
will get new information in a form of questions they get disturbed in the mind because their minds have not stored the information thus it will lead to test anxiety and this lowers their performance. This also agrees with Lezotte (2010) that schools that perform well are those that have effective instructional leadership.

Table 4.8 When learners perform well

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>On tests taught</td>
<td>15</td>
<td>83.3</td>
<td>83.3</td>
</tr>
<tr>
<td>On tests bought</td>
<td>3</td>
<td>16.7</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

4.5.7 Ways of Improving Academic Performance in Private Schools

The head teacher’s undertook various approaches in order to improve performance in private primary schools. This was obtained through establishing the number of lessons covered per day, frequency of supervision by administration and number of pupils.

4.5.8 Number of Lessons Covered Per Day

Majority of the teachers 84(50%) had more than 6 lessons per day, with 50(29.9%) had 4 lessons and 34 (20.2%) had 2 lessons as summarized in Table 4.9. This indicates that most of the teacher’s had more than four lessons per day and increased the pupil-teacher interaction in class and improves performance in private primary schools.
Table 4.9 Number of Lessons Covered per day

<table>
<thead>
<tr>
<th>Lessons</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>34</td>
<td>20.2</td>
</tr>
<tr>
<td>4</td>
<td>50</td>
<td>29.8</td>
</tr>
<tr>
<td>More than 6</td>
<td>84</td>
<td>50.0</td>
</tr>
<tr>
<td>Total</td>
<td>168</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.5.9 Frequency of Supervision by Administration

Most of the teachers 84 (50%) were supervised by school administration daily, while 50 (29.8%) monthly and 34 (20.2%) weekly as summarized in table 4.10. This indicated that frequency of teacher’s supervision in most private primary schools was on daily basis. This agrees with Barnett, Cormick, and Conners (2001) that, administration of questions arouses anxiety which interferes with performances but planned curriculum is that questions set from learned topics will lead to high performances.

Table 4.10 Frequency of Supervision by Administration

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>84</td>
<td>50.0</td>
</tr>
<tr>
<td>Weekly</td>
<td>34</td>
<td>20.2</td>
</tr>
<tr>
<td>Monthly</td>
<td>50</td>
<td>29.8</td>
</tr>
<tr>
<td>Total</td>
<td>168</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.5.10 Mode of Learners Arrangement

Majority of the teachers 84 (50%) change classes mode of learners arrangement, while 50 (29.8%) were in rows and 34 (20.2%) used one on one mode as summarized in table
4.11. This indicated that mode of learners arrangement in most private primary schools was changing of classes.

Table 4.11 Mode of Learners Arrangement

<table>
<thead>
<tr>
<th>Mode of Learners Arrangement</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change of classes</td>
<td>84</td>
<td>50.0</td>
</tr>
<tr>
<td>In rows</td>
<td>34</td>
<td>20.2</td>
</tr>
<tr>
<td>One by one</td>
<td>50</td>
<td>29.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>168</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

4.5.11 Technique used to Improve Academic Performance

The head teacher’s undertook various techniques in order to improve academic performance in private primary schools. Majority of the head teachers 11(61.1%) change classroom size and 7(38.9%) reducing teacher-pupil ratio as summarized in Table 4.12. This indicates that head teacher’s change classroom size in order to improve performance in private primary schools.

Table 4.12 Technique used to Improve Academic Performance

<table>
<thead>
<tr>
<th>Technique Used</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reducing teacher-pupil ratio</td>
<td>7</td>
<td>38.9</td>
</tr>
<tr>
<td>Changing classroom size</td>
<td>11</td>
<td>61.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

4.5.12 Teaching Approach

Most of the teachers 100(59.5%) used learner centered teaching approach and 68(40.5%) used teacher centered approach as summarized in Table 4.13. This indicates that in order
to improve performance in private primary schools the learner centered teaching approach had been adopted.

**Table 4.13 Teaching Approach**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner centered</td>
<td>100</td>
<td>59.5</td>
</tr>
<tr>
<td>Teacher centered</td>
<td>68</td>
<td>40.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>168</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

4.5.12 Like the way Teachers Teach

Majority of the pupils 265(80%) liked the way teachers teach and 67 (20%) did not like as summarized in Figure 4.6. This indicated that mode of learners in most private primary schools liked the way their teachers teach in class.

![Figure 4.6 Liked the way teachers teach](image)

4.5.13 Head Teachers Supervise Teachers on Pupil’s Assignments

The Homework and Assignment given to Learners is part of assessment of pupils in private primary schools in order to improve their academic performance. Majority of the
head teachers 15(83.3%) supervise teachers on assignments given to pupils and 3(16.7%) did not supervise teachers on assignments as summarized in Figure 4.7. This indicates that head teacher’s supervise teacher’s assignments given to pupils in order to improve performance in private primary schools.

Figure 4.7 Head teachers Supervise Teachers on Pupil’s Assignments

4.5.14 Pupils given Homework and Assignment by teachers

Majority of the teachers 152(90%) give home work to learners and 16(10%) did not give home work as summarized in figure. This indicates that most teachers give home work to learners regulaly in order to improve performance in private primary schools.
Majority of the pupils 266(80%) agree that they were given homework and assignment by teachers and 66 (20%) were not given homework and assignment as summarized in Figure 4.9. This indicated that most learners in private primary schools were given homework and assignment by teachers always.
4.5.15 Assignments and homework marked by the teachers

Majority of the pupils 266(80%) agree that homework and assignment were marked by the teachers and 66 (20%) were not marked by the teachers as summarized in Figure 4.10. This indicated that most learners in private primary schools were given homework and assignment and marked by the teachers always.

**Figure 4.10 Assignments and homework marked by the teachers**

4.6 Financial management strategy in private primary schools

The second research objective was to examine financial management strategy in private primary schools in Marakwet East and West Sub Counties. This was achieved by identifying the use of finance in private primary schools, frequency of staff remuneration, auditing, provision of meals in the school, financial motivation improves children’s performance and how funds were well utilized to improve school performance. The descriptive statistics were used to answer this objective as summarized below.
4.6.1 Uses of finances in private primary schools

From the study 6 (33.3%) of the head teachers identify that they use finances to pay salaries, 33.3% in staff motivation, 22.2% in purchase exams and 11.1% in buying school land as summarized in Table 4.14. This indicated that finances in private primary schools were used to pay salaries, staff motivation, purchase exams and school farm.

Table 4.14 Uses of finances in private primary schools

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pay salaries</td>
<td>6</td>
</tr>
<tr>
<td>Staff motivation</td>
<td>6</td>
</tr>
<tr>
<td>Purchase of Exams</td>
<td>4</td>
</tr>
<tr>
<td>Buying school land</td>
<td>2</td>
</tr>
</tbody>
</table>

Total 18 100.0

4.6.2 Finances are audited every month

The findings indicate that all the head teachers 100% agreed that staff remuneration was made in monthly basis. However most of the head teachers 15 (83.3%) agreed that finances were audited monthly and 3 (16.7%) were not audited monthly as summarized in Figure 4.11. Finances in private primary schools were audited on monthly basis.
Figure 4.11 Finances are audited every month

4.6.3 School Provide Meals

The findings indicate that all the teachers 100% agreed that they provide meals always in private primary schools and all pupils 100% agreed that they get meals from the school as shown in table 4.15. The provision of meals is important because it enable the pupils have a lot of time to study compared to public primary schools.

Table 4.15 School Provide Meals

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th>Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>168</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>168</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.6.4 Funds well utilized to improve performance

The pupils were required to establish whether funds were well utilized to improve performance in private primary schools. The findings indicate that 233 (70.2%) of the pupils agreed that funds were well utilized to improve their academic performance and
29.8% disagree that it was not well utilized as shown in table 4.16. This indicated that funds were well utilized in private primary schools to improve performance.

**Table 4.16 Funds well utilized to improve performance**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>233</td>
<td>70.2</td>
</tr>
<tr>
<td>No</td>
<td>99</td>
<td>29.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>332</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

This agrees with Olembo and Cameron (1986) that, utilization of finance is a key factor in the running of any institution. The administrator must have skills on the act of spending in schools. It also agrees with Republic of Kenya (2007) that private primary schools have well strategies of spending on the education and the staff in general. That’s why they perform better than public primary schools.

**4.6.6 Financial Motivation improves learners Performance**

The teachers were required to rate whether financial motivation improves learners performance using a five point likert scale. The findings indicates that 84 (50%) of the teachers strongly agreed that financial motivation improves learners performance as well as 50% disagree that it does not improve learners performance as shown in table 4.17. This indicated that performance in private primary schools was not limited to financial motivation only. This agrees with Feloni (2014) that the staff motivation to work there needs to be a combination of financial and non-financial incentives to work efficiently. Non-financial incentives involve the school supporting their staff and having a good organizational culture.
Table 4.17 Financial Motivation improves learners Performance

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>84</td>
<td>50.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>84</td>
<td>50.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>168</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The pupils were required to rate whether school administration has done all the best to ensure that they perform well in academic performance using a five point likert scale. The findings indicates that 165 (49.7%) of the pupils agreed and 68 strongly agreed that school administration has done all the best to ensure that they perform well in academic performance as shown in Figure 4.12. However 33 (9.9%) strongly disagreed, disagreed and were undecided that school administration has done all the best to ensure that they perform well in academic performance. This indicated that school administration in private primary schools has done all the best to ensure that pupils perform well.
Figure 4.12 The school administration has done all the best to ensure that pupils perform well in academic performance

This finding agrees with Oluoch, (2010) that the use of commitment registers and other budgetary controls prudent management of the budgetary process is strengthened by control mechanisms for example; commitment registers; this is a document that enables the head to ascertain the amount available for a particular vote head. The researcher concurs with (Oluoch 2010) that, the basic content of a commitment register is how much money is remaining for stated vote heads after spending and committing to spend stated amount is a prudent way of utilizing finances; after budgeting we need to implement the budget and keep records of all transactions for accountability purposes.

4.7 Available essential physical assets in private primary schools
The third research objective was to investigate the available essential physical assets in private primary schools in Marakwet East and West Sub Counties. This was achieved by establishing the teaching and learning resources in public primary schools and includes,
adequacy of teaching materials, teaching text books and aids, library, pupil-desk ration, water points, classrooms and toilets. The descriptive statistics were used to answer this objective as summarized below.

4.7.1 Adequacy of teaching materials

The respondents were required to rate whether the teaching and learning materials, teaching text books and aids were adequate in private primary school. The findings indicates that 61.1% of head teachers, 81% teachers and 69.9% of the pupils rated the teaching and learning materials to be adequate as shown in table 4.18. However, 27.8% of head teachers, 19% teachers and 30.1% of the pupils rated the teaching and learning materials to be inadequate. This indicated that teaching and learning materials in private primary school was adequate. This agrees with Muiruri (2012) that teaching aids contributes to the performance of Selected Public and Private Primary Schools learners in Academic performance.

Table 4.18 Adequacy of teaching materials

<table>
<thead>
<tr>
<th></th>
<th>Head teacher</th>
<th>Teacher</th>
<th>Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
</tr>
<tr>
<td>Inadequate</td>
<td>5</td>
<td>27.8</td>
<td>32</td>
</tr>
<tr>
<td>Adequate</td>
<td>11</td>
<td>61.1</td>
<td>136</td>
</tr>
<tr>
<td>More than adequate</td>
<td>2</td>
<td>11.1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100.0</td>
<td>168</td>
</tr>
</tbody>
</table>

This agrees with Riechi (2006) that teaching aids should be used in the classroom to communicate information which could have otherwise been difficult to explain. Before teachers can use teaching aids it is important to familiarize themselves on their use and
application, this will help them deal with any difficulties that may arise. It also concurs with Ajayi and Ayedole (2002) argues that the use of teaching aids in the classroom stimulates learners’ activity, fights boredom and promotes learners’ attention rate therefore this is possible through the presence of teachers. Teaching aids should be used during a learning activity to arouse learners’ interest. The school managers should ensure that there are enough physical assets in their institutions.

4.7.2 School library

The respondents were requested to rate whether there is a school library in private primary school. The findings indicate that 88.9% of head teachers, 90.5% teachers and 69.9% of the pupils identify that they had a school library as shown in table 4.19. However, 11.1% head teachers, 9.5% of teachers and 30.1% of the pupils had no school library. This indicated that many private primary a school had a school library.

**Table 4.19 Have a school library**

<table>
<thead>
<tr>
<th></th>
<th>Head teacher</th>
<th>Teacher</th>
<th>Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
</tr>
<tr>
<td>Yes</td>
<td>16</td>
<td>88.9</td>
<td>152</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>11.1</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100.0</td>
<td>168</td>
</tr>
</tbody>
</table>

4.7.3 Frequency of stocking school library

The respondents were required to identify the frequency of stocking school library in private primary school. The findings indicate that 100% of head teachers, 80.4% teachers and 70.2% of the pupils identify that school library was stocked once a year as shown in table 4.20. However, 19.6% of teachers and 9.9% of the pupils had their library stocked
once in two years. This indicated that many private school had their school library stocked yearly.

Table 4.20 Frequency of stocking school library

<table>
<thead>
<tr>
<th></th>
<th>Head teacher</th>
<th>Teacher</th>
<th>Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
</tr>
<tr>
<td>Once a year</td>
<td>18</td>
<td>100.0</td>
<td>135</td>
</tr>
<tr>
<td>Once in two Years</td>
<td>33</td>
<td>19.6</td>
<td>33</td>
</tr>
<tr>
<td>Rarely</td>
<td>66</td>
<td>19.9</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
<td><strong>100.0</strong></td>
<td><strong>168</strong></td>
</tr>
</tbody>
</table>

4.7.4 Water point

The respondents were requested to rate whether there is a water point in private primary school. The findings indicate that 88.9% of head teachers, 80.4% of teachers and all 100% of the pupils identify that they had a water point as shown in table 4.21. However, 11.1% of head teachers and 19.6% of teachers had no water point. This indicated that most private primary school had a water point.

Table 4.21 Is there a water point

<table>
<thead>
<tr>
<th></th>
<th>Head teacher</th>
<th>Teacher</th>
<th>Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
</tr>
<tr>
<td>Yes</td>
<td>16</td>
<td>88.9</td>
<td>135</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>11.1</td>
<td>33</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
<td><strong>100.0</strong></td>
<td><strong>168</strong></td>
</tr>
</tbody>
</table>
4.7.5 Water Availability in school

The respondents were required to rate the frequency water availability in private primary school. The findings indicate that 88.9% of head teachers, 89.9% of teachers and 90.1% of the pupils identify that the water was available in the school daily as shown in table 4.22. However, 11.1% of teachers and 10.1% of the teachers and 9.9% of the pupils had water was available in the school once a week. This indicated that many private schools had water available in the school daily.

Table 4.22 How often is water available in school?

<table>
<thead>
<tr>
<th></th>
<th>Head teacher</th>
<th>Teacher</th>
<th>Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
</tr>
<tr>
<td>Everyday</td>
<td>16</td>
<td>88.9</td>
<td>151</td>
</tr>
<tr>
<td>Once a week</td>
<td>2</td>
<td>11.1</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100.0</td>
<td>168</td>
</tr>
</tbody>
</table>

4.6.6 Average pupil-desk ration

The respondents were requested to rate the average pupil-desk ration in private primary school. The findings indicate that 61.1% of head teachers and 40.1% of the pupils identify that the average pupil-desk ratio was 1:3, with 27.8% of the head teachers and 29.8% of the pupils identify the average pupil-desk ratio was 1:2 as shown in table 4.23. This indicated that many private schools had average pupil-desk ratio of 1:3 in the school.
Table 4.23 Average pupil-desk ration

<table>
<thead>
<tr>
<th>Pupil-desk ration</th>
<th>Head teacher</th>
<th>Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>1:2</td>
<td>5</td>
<td>27.8</td>
</tr>
<tr>
<td>1:3</td>
<td>11</td>
<td>61.1</td>
</tr>
<tr>
<td>1:4</td>
<td>2</td>
<td>11.1</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.7.7 Pupil-Desk Ratio per Class

The teachers were requested to rate the average pupil-desk ratio per class in private primary school. The findings indicate that 59.5%, 89.9% and 39.9% of teachers in class 1-3, 4-6 and 5-8 respectively had an average pupil-desk ratio per class of 1:2 as shown in table 4.24. However 30.4% of teachers, 10.1% and 39.9% of teachers in class 1-3, 4-6 and 5-8 respectively had an average pupil-desk ratio per class of 1:3. This indicated that many private schools had average pupil-desk ratio per class of 1:2 in the school.

Table 4.24 Pupil-Desk Ratio per Class

<table>
<thead>
<tr>
<th>Pupil-Desk Ratio -</th>
<th>Class 1-3</th>
<th>Class 4-6</th>
<th>Class 5-8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
</tr>
<tr>
<td>1:2</td>
<td>100</td>
<td>59.5</td>
<td>151</td>
</tr>
<tr>
<td>1:3</td>
<td>51</td>
<td>30.4</td>
<td>17</td>
</tr>
<tr>
<td>1:4</td>
<td>17</td>
<td>10.1</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>168</td>
<td>100.0</td>
<td>168</td>
</tr>
</tbody>
</table>

4.7.8 Are there enough classrooms and toilets

The respondents were requested to identify whether there were enough classrooms and toilets in private primary school. The findings indicate that 88.9% of head teachers, 70.2% of teachers and all 50% of the pupils identify that they had enough classrooms and toilets as shown in table 4.25. However, 11.1% of head teachers and 29.8% of teachers
and 50% of the pupils had no enough classrooms and toilets. This indicated that most private primary school had enough classrooms and toilets.

Table 4.25 Are there enough classrooms and toilets

<table>
<thead>
<tr>
<th></th>
<th>Head teacher</th>
<th>Teacher</th>
<th>Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
</tr>
<tr>
<td>Yes</td>
<td>16</td>
<td>88.9</td>
<td>118</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>11.1</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100.0</td>
<td>168</td>
</tr>
</tbody>
</table>

Physical assets are very important because they are used more frequently. This agrees with Bolman & Deal (2011) that it is important to find out how physical assets are utilized in accordance to administrative systems. UNESCO (2007) the manager should ensure that physical facilities like classrooms, furniture are good and enough for primary school learners.

On observation, it was found out that private primary schools in the region had adequate infrastructure in terms of classes, adequate toilets for boys and girls, libraries, wall charts in all classes, adequate furniture for students, offices and presence of nature corners in lower primary. These facilities enhanced conducive learning which in turn positively affected pupils’ academic performance.

4.8 Human resource and motivational level of staff in private primary schools

The fourth research objective was to establish available human resource and motivational level of staff in Marakwet East and West Sub Counties. This was achieved by establishing the teacher to pupil ratio and motivation of teachers. The descriptive statistics were used to answer this objective as summarized below.
4.8.1 Teacher-pupil Ratio

The head teachers were requested to identify teacher-pupil ratio in private primary school. The findings indicate that 50% of head teachers, 50% of head teachers and 50% teachers identify that they had teacher-pupil of 1:30 as shown in table 4.26. However, 38.9% of head teachers and 40.5% of teachers had a teacher–pupil ratio of 1:20. This indicated that most private primary school had teacher-pupil ratio of below 1:30. This agrees with Feloni (2014), that teacher-pupil ratio is important as the teacher will recognize learners for what they are capable of and then adjust the reading program in whatever is necessary to meet the learner’s needs.

**Table 4.26 Teacher-pupil Ratio**

<table>
<thead>
<tr>
<th>Ratio</th>
<th>Head teacher</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>1:10</td>
<td>16</td>
<td>9.5</td>
</tr>
<tr>
<td>1:20</td>
<td>7</td>
<td>38.9</td>
</tr>
<tr>
<td>1:30</td>
<td>9</td>
<td>50.0</td>
</tr>
<tr>
<td>1:40</td>
<td>2</td>
<td>11.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

4.8.2 Close supervision and motivation of teachers improves academic performance

The head teachers were requested to identify whether there is close supervision and motivation of teachers improves academic performance in private primary school. The findings indicate that 11(61.1%) of head teachers agreed that there was close supervision and motivation of teachers improves academic performance in private primary school, with 5 (27.8%) strongly disagree and 11.1% undecided as shown in table 4.27. This indicated that most private primary school had close supervision and motivation of teachers to improve their academic performance.
Table 4.27 Close supervision and motivation of teachers improves academic performance

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>5</td>
<td>27.8</td>
</tr>
<tr>
<td>Undecided</td>
<td>2</td>
<td>11.1</td>
</tr>
<tr>
<td>Agree</td>
<td>11</td>
<td>61.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

4.8.3 Teachers are motivated

The teachers were requested to identify whether they were motivated to teach in private primary school. The findings indicate that 151 (90%) of teachers agreed they were motivated to teach in private primary school, with 17 (10%) were not motivated as shown in figure 4.13. This indicated that most private primary school teachers were motivated to teach.

![Figure 4.13 Teachers are motivated](image)

**Figure 4.13 Teachers are motivated**
4.8.4 Teachers are motivated to teach in class

The pupils were requested to identify whether teachers were motivated to teach in class in private primary school. The findings indicate that 200 (60.2%) of pupils agreed that teachers were motivated to teach in class in private primary school, with 66 (19.9%) strongly agree and 9.9% strongly disagree and disagree respectively as shown in table 4.28. This indicated that most private primary school teachers were motivated to teach in class. This agrees with Feloni (2014) that knowing there is a reward at the end will incentivize staff and motivate them to work harder to achieve goals set. Motivation works by setting a goal for the employee to work towards, causing the employee to push themselves in the work place and accomplish an end goal.

**Table 4.28 Teachers are motivated to teach in class**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>33</td>
<td>9.9</td>
</tr>
<tr>
<td>Disagree</td>
<td>33</td>
<td>9.9</td>
</tr>
<tr>
<td>Agree</td>
<td>200</td>
<td>60.2</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>66</td>
<td>19.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>332</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

4.8.5 Motivated teachers increase productivity, efficiency and effectiveness in discharging duties

The head teachers were requested to identify whether motivated teachers increase productivity, efficiency and effectiveness in discharging duties in private primary school. The findings indicate that 11 (61.1%) of head teachers strongly agreed and 16.7% agreed
and 11.1% disagreed and strongly disagreed that motivated teachers increase productivity, efficiency and effectiveness in discharging duties in private primary school as shown in table 4.29. This indicated that motivated teachers had increased productivity, efficiency and effectiveness in discharging duties in private primary school. Motivating staff can increase productivity, performance, and loyalty to the institution as staff will feel valued for their work. This agrees with Mugweru 2013 that giving employees empowerment increases motivation of staff. This may be giving more authority, providing extra training, improving resources to inspire staff, and giving power and responsibility to make decisions. This will boost morale and motivate staff to work harder.

Table 4.29 Motivated teachers increase productivity, efficiency and effectiveness in discharging duties

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>2</th>
<th>11.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>2</td>
<td>11.1</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>16.7</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>11</td>
<td>61.1</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.8.6 Supervision and motivation of staff increases efficiency

The teachers were requested to identify whether supervision and motivation of staff increases efficiency in private primary school. The findings indicate that most of the teachers 101(60.1%) agreed that supervision and motivation of staff increases efficiency,
with 20.2% and 29.8% respectively strongly agreed that supervision and motivation of staff increases efficiency in private primary school as shown in table 4.30. This indicated that most private primary school teacher’s agreed that supervision and motivation of staff increases efficiency. This agrees with Muiruri (2012) that when the staff is motivated you will notice among others increased productivity and good examination results, increased staff performance, loyalty to the school, and increased staff retention.

Table 4.30 Supervision and motivation of staff increases efficiency

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Undecided</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
</tr>
<tr>
<td>Supervision of staff increases</td>
<td>34</td>
<td>20.2</td>
<td>33</td>
</tr>
<tr>
<td>Motivation of staff increases</td>
<td>50</td>
<td>29.8</td>
<td>101</td>
</tr>
</tbody>
</table>

4.8.7 Parents and teachers monitor the exams pupils do

The pupils were requested to identify whether parents and teachers monitor the exams they do in private primary school. The findings indicate that 232 (70%) of pupils agreed parents and teachers monitor the exams they do and 100 (30%) do not monitor the exams as shown in figure 4.14. This indicated that most private primary school had parents and teachers monitor their pupil’s exams.
Figure 4.14 Parents and teachers monitor the exams pupils do
CHAPTER FIVE

SUMMARY OF FINDINGS AND DISCUSSION

5.1 Introduction
This chapter presents the summary and discussions of findings based on the objectives of the study.

5.2 Summary of findings
The summary of the findings were based on the study objectives; to determinetheextent of curriculum delivery and supervision services offered to enhance performances, examine how financial control measures management strategy enhance academic performance, investigate how available essential physical assets and establish how available human resource and motivational level of staff influence academic performance in private primary schools in Marakwet East and West Sub Counties.

5.2.1 Pupil’s Academic performance
The learners population in private primary school was low and below 40 in a class. Majority of the head teachers 11(61.1%) and 100 (59.5%) teachers rated the academic performance in private primary schools to be above average. At least 7(38.9%) head teachers and 68 (40.5 %) of the teachers rated the academic performance in private primary schools to be average. Most of the pupils 166(50%) rated the academic performance in private primary schools to be good, with 20.2% excellent and 29.8% as poor. The academic performance in private primary schools was above average and various administrative strategies adopted to make it excellent. Most of the pupils were motivated to learn in the current school because of good performance.
5.2.2 Curriculum delivery and supervision services offered in private primary schools

The first research objective was to determine the curriculum delivery and supervision services offered in private primary schools in Marakwet East and West Sub Counties. Majority of the private primary schools in Marakwet East and West Sub Counties had more than 3 trained teachers and professional documents were vetted every term in most private primary schools.

Majority of the teachers 134 (79.8%) evaluate learners on monthly basis, while 8(44.4%) of head teachers evaluate pupils on monthly basis. The head teacher’s employed trained teachers and ensured tests were set from areas taught and ensured their learners perform well through setting tests from areas taught in order to improve performance in private primary schools.

Most of the teachers had more than four lessons per day and increased the pupil-teacher interaction in class and improved performance in private primary schools. The frequency of teacher’s supervision in most private primary schools was on daily basis. The head teacher’s undertook various techniques such as changing classroom size and reducing teacher-pupil ratio in order to improve performance in private primary schools.

Most of the teachers 100(59.5%) used learner centered teaching approach and 68(40.5%) used teacher centered approach. Majority of the pupils 265(80%) liked the way teachers teach and 67 (20%) did not like. Majority of the head teachers 15(83.3%) supervise teachers on assignments given to pupils and 3(16.7%) did not supervise teachers. Most teachers gave homework and assignment to learners regularly and marked.
5.2.3 Financial management strategy in private primary schools

The second research objective was to examine financial management strategy in private primary schools in Marakwet East and West Sub Counties. The finances in private primary schools were used to pay salaries, staff motivation, purchase exams and school farm. The staff remuneration was made on monthly basis. Most of the head teachers 15 (83.3%) agreed that finances were audited monthly and 3 (16.7%) were not audited monthly. The funds were well utilized in private primary schools to improve performance. The private primary schools provide meals always and all pupils get meals from the school. The provision of meals is important because it enable the pupils have a lot of time to study compared to public primary schools. The performance in private primary schools was not limited to financial motivation only. The school administration in private primary schools has done all the best to ensure that pupils perform well.

5.2.4 Available essential physical assets in private primary schools

The third research objective was to investigate the available essential physical assets in private primary schools in Marakwet East and West Sub Counties. The findings indicates that 61.1% of head teachers, 81% teachers and 69.9% of the pupils rated the teaching and learning materials to be adequate. The teaching and learning materials in private primary schools were adequate. The findings indicate that many private schools had average pupil-desk ratio of 1:3 in the school with an average pupil-desk ratio per class of 1:2. From the study 88.9% of head teachers, 70.2% teachers and 50% of the pupils identify that they had enough classrooms and toilets. This implies that most private primary school had enough classrooms and toilets.
From the study 88.9% of head teachers, 90.5% of the teachers and 69.9% of the pupils identify that they had a school library. This indicates that most private primary schools had a school library that was stocked yearly. The findings indicate that 88.9% of head teachers, 80.4% of teachers and all 100% of the pupils identify that they had a water point. Most private primary schools had a water point and water was available on daily basis.

5.2.5 Human resource and motivational level of staff in private primary schools

The fourth research objective was to establish available human resource and motivational level of staff in Marakwet East and West Sub Counties. The findings indicate that 50% of head teachers and 50% of teachers identify that they had teacher-pupil of 1:30. However, 38.9% of head teachers and 40.5% of teachers had a teacher–pupil ratio of 1:20. This indicated that most private primary school had teacher-pupil ratio of below 1:30.

Most of the head teachers 11(61.1%) agreed that there was a close supervision and motivation of teachers improve academic performance in private primary school, with 5 (27.8%) strongly disagree and 11.1% undecided. Most private primary school had close supervision and motivation of teachers to improve academic performance. The findings indicate that 151(90%) of teachers agreed they were motivated to teach in private primary school, with 17 (10%) were not motivated. This indicated that most private primary school teachers were motivated to teach.

Most of pupils 200(60.2%) agreed that teachers were motivated to teach in class in private primary school and 66 (19.9%) strongly agree. Most private primary school teachers were motivated to teach in class. The findings indicate that 11(61.1%) of head teachers strongly agreed and 16.7% agreed that motivated teachers increase productivity,
efficiency and effectiveness in discharging duties in private primary school. The motivated teachers had increased productivity, efficiency and effectiveness in discharging duties in private primary school.

Most of the teachers 101 (60.1%) agreed, with 20.2% and 29.8% strongly agreed that supervision and motivation of staff increases efficiency in private primary school. Most of the private primary school teacher’s agreed that supervision and motivation of staff increases efficiency.

The findings indicate that 232 (70%) of pupils agreed parents and teachers monitor the exams they do and 100 (30%) do not monitor the exams. Most private primary school had parents and teachers monitor their pupil’s exams.
CHAPTER SIX
CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter deals with conclusion and makes recommendations based on the findings from the study.

The academic performance in private primary schools was above average and various administrative strategies had been adopted to make it excellent. Teachers evaluate learners on monthly basis. The head teachers employed trained teachers and ensured tests were set from areas taught.

The finances in private primary schools were used to pay salaries, staff motivation, purchase exams and school farm. The staff remuneration was made in monthly basis. The funds were well utilized in private primary schools and this improved academic performance of learners in private schools.

The private primary school had teacher- pupil ratio of below 1:30 and the teachers were motivated to teach. The motivated teachers had increased productivity, efficiency and effectiveness in discharging duties in private primary school.

The supervision and motivation of staff members in private schools was shown to increase their efficiency leading to improved academic performance. Most private primary school had parents and teachers monitor their pupil’s exams.

6.2 Recommendations

The performance in private primary schools was not limited to financial motivation only. The school administration should introduce non-monetary motivation such as
recognition. The private school management should strive to reduce the workload of the headteachers to ensure that they have adequate time to carry out their supervisory function. It should bridge the staffing shortfalls to assure schools of the requisite numbers of teachers at any given time and equally employ enough staff to help perform the many managerial functions. This will free the headteachers from many responsibilities and ensure that they can effectively conduct supervision and liaise with teachers in a greater manner to ensure better results for the schools.

The headteachers should enforce the preparation of professional documents by teachers. This will have the net effect of adequate planning, organization and execution of obligations. It will ensure that the schools have yardsticks to observe progress in terms of work plans and the schemes of work.

The private school directors and other relevant stakeholders should devise strategies or scheme towards headteachers’ professional training and academic development to enhance headteachers’ professional qualifications for sustained influence on pupils’ performance.

The headteachers should ensure that the assessment of pupils’ notebooks is done regularly. This will always ensure that the teachers prepare well for the lessons and provide notes assignments and get to mark them well in the knowledge that the work will be verified by way of the conduct of physical checks.

Private primary schools management should ensure that there is adequate provision of teaching learning resources to enhance pupils academic performance. The private primary schools management should ensure that they create enabling environment to
facilitate teaching and learning which will eventually lead to improved academic performance.

Private primary schools management should find various ways of motivating the teachers such as presentation of awards, prizes, gifts and presents can be used to raise higher performance in various subjects, proper criteria and procedure in promotion and assistance related to teachers’ personal problems. The quality assurance and standards directorate should carry out audits of the state of affairs in schools throughout the system and devise an urgent plan of action to close the gaps in the provision of support and resources to schools.

The ongoing review of school curriculum should be sensitive to the problems identified in the previous curriculum, which research showed was overloaded and exam oriented. It must emphasize on moral and spiritual development

### 6.3 Areas for further studies

This study looked at administrative strategies such as curriculum delivery and supervision services offered, examine financial management strategy, available essential physical assets and available human resource and motivational level of staff in private primary schools in Marakwet East and West Sub Counties. There is need to conduct a similar study in public primary school and make comparison. Other studies should be carried outside the Elgeiyo Marakwet County.

The study equally suggested that a study on the role of headteachers in ensuring effective supervisory functions in private primary schools should be carried out. This is with a view of finding out how the headteachers ensure the effective supervision of the schools that they head.
REFERENCES


Mugwera. (2013, November ). Promotion of secondary school teachers by gender, experience and school type, a case in Kenya. retrieved w.w.w.majersite.org/issue.6/3mugweru.pdf 15th Nov. 2104, 20:35p.m


Nguthuku A. (2012). The Glory that will Distinguish you from others. Nairobi: KLB.


Dear sir/madam,

RE: RESEARCH QUESTIONNAIRE

I am a postgraduate student from Kisii university, Eldoret Campus, carrying out a research on effective administrative strategies adopted by private primary schools to improve academic performance in Marakwet East and Marakwet West sub-counties Elgeyo-Marakwet county. The information provided will be treated with confidentiality it deserves as the information provided will be for this research purposes only. You are lucky to be one of my respondents. I beg for your cooperation and may God bless you abundantly.

Yours faithfully,

JULIUS KOSGEY CHELANGA
KISII UNIVERSITY-ELDORET CAMPUS
APPENDIX 2: INTERVIEW GUIDE FOR HEAD TEACHERS

Consent letter

Dear respondent,

I am a postgraduate student from Kisii University carrying out a research on Effective Administrative Strategies Adopted by Private Primary Schools to Improve Academic Performance. You are lucky to be one of my respondents.

I beg for your co-operation and may God bless you abundantly.

Part A: Background information about bio data of respondent (respondents profile)

Thick ✓ if you say yes leave it blank to mean No,

1. What is your gender?

Male □ Female □

2. What is your marital status?

Married □ Single □

3. What is your qualification?

Diploma □ Degree □ masters □ P1 □

4. How many trained teachers do you have?

1-2 □ 3-5 □ None □
5. How many pupils do you have?

50-100 □ 200-500 □

Part B: Specific information

1. Effective curriculum delivery and supervision

(a) How often do your teachers test their learner’s achievements?

Weekly □ every term □ yearly □

(b) How do your ECDE learners perform academically?

Average □ above average □ low average □

(c) What is the source of the tests administered to your learners?

From topics taught □ from exam sellers □ past papers □

(d) How often do you approve professional documents in your institutions?

Weekly □ every term □ yearly □

(e) When do your learners perform well?

from test taught □ from tests bought □

(f) What step have you taken to improve academic performance of your learners?

Setting tests from taught areas □ employing trained teachers □
(g). which technique are you going to use to improve the academic performance of your learners?

Reducing the child- teacher ratio  
changing size of classroom

(h) Do you supervise whether homework and assignments are given by your teachers?

YES  
NO  (tick one)

(I) After administration of homework by your teachers. Do you do a follow-up to assess whether they are marked?  
YES  
NO  (tick one)

2. Utilization of finances

(a) How do you use your finances in your school

i. To pay staff salaries  
ii. To motivate staff  
iii. To purchase exams  
iv. To buy school land

(b) How often do you pay your staff?

i. At the end of the month  
ii. Mid month  
iii. Rarely

(c) Are the finances accounts audited every month? (Tick one)

Yes  
No  

(If No, specify)
3. Physical assets or facilities

(a) How adequate are textbooks and teaching aids

Inadequate □  adequate □  more than adequate □

(b) Do you have a library? Yes □  No □  (tick one)

(If No, where do you store your books?)

.................................................................

(c) How often do you stock your library?

Once a year □  in two year □  ly □

(d) What is the most common complaint by teachers as far as the teaching learning process requirements are concerned?

i. .................................................................

ii. .................................................................

iii. .................................................................

(e) What is the average pupil-desk ratio per grade?

Grade 1-3

1:2 □  1:3 □  1:4 □  (tick one)

Grade 4-6

1:2 □  1:3 □  1:4 □  (tick one)
Grade 4-8

1:2 [ ] 1:3 [ ] 1:4 [ ] (tick one)

(f) How many toilets do you have for:

Boys ....................

Girls ....................

(g) Do you have a water point in your school? Yes ……No……..(tick one)

If yes, how often is water available in school?

Every day………….once a week…………

Thrice a week………rarely………………

(h) Given the population in your school, do you have enough classrooms and toilets?

Yes ………………..No……………… (Tick one)

4. Human resource and motivation

(a) What is the teacher-pupil ratio?

1:4 [ ] 1:15 [ ] 1:30 [ ] 1:40 [ ] (tick one)

(b) Close supervision and motivation of staff improves academic performance in your institution.

(Tick where appropriate)

i. Strongly agree [ ]

ii. Strongly disagree [ ]

iii. I disagree [ ]

iv. Agree [ ]

v. Undecided [ ]
(c) If you agree with the statement in (b) above, how has this improved the performance in your institution?

i) ..............................................................

ii) ................................................................

iii) ................................................................

(d) Do you think motivated teachers increase productivity, efficiency and effectiveness in discharging their duties?

(Tick where appropriate)

i. Strongly agree ☐

ii. Strongly disagree ☐

iii. I disagree ☐

iv. Agree ☐

v. Undecided ☐

If you agree with the statement in (d) above, has this improved the performance in your institution?

i) ..............................................................

ii) ................................................................

iii) ................................................................
APPENDIX 3: QUESTIONNAIRE FOR TEACHERS

Consent letter

Dear respondent,

I am a postgraduate student from Kisii University carrying out research on Effective Administrative Strategies Adopted by Private Primary Schools to Improve Academic Performance. You are lucky to be one of my respondents.

I beg for your co-operation and may God bless you abundantly.

Part A: Background information about bio data of respondent (respondent’s profile).

1. What is your gender?

Male [ ] Female [ ]

2. What is your marital status?

Married [ ] Single [ ]

3. What is your qualification?

P1 [ ] Degree [ ] Diploma O’ Level [ ]

[ ]
Part B: Specific information.

1. Effective curriculum delivery and supervision

(a) How many learners do you have?

15-20  □  25-30  □  30-40  □  (tick one)
(b). How many lessons do you cover per day?

12  □  14  □  15  □  16  □  (tick one)
(c) What teaching approach do you use?

Learner centered  □  teacher centered  □  (tick one)
(d). How often do you test your learners?

Daily  □  weekly  □  monthly  □  termly  □  (tick one)
(e). How do you arrange your learners?

Changing to another class  □  rows  □  one by one  □  (tick one)
(f) How often are you supervised by a representative from the administration?

Daily  □  twice a year  □  never  □
(g) How do your learners perform academically?

Average  □  below average  □  above average  □
(h) Do you give homework and assignments to your learners Yes ☐ No ☐ (tick one)

(h) Do you mark homework and assignments you give to your learners

Yes ☐ No ☐ (tick one)

2. Utilization of finance

(a) Do the school administration provide meals? Yes ☐ No ☐ (tick one)

(b) Financial motivation of staff improves academic performance in your institution.

(Tick where appropriate)

i. Strongly agree ☐

ii. Strongly disagree ☐

iii. I disagree ☐

iv. Agree ☐

v. Undecided ☐

(c) If you agree with the statement in (b) above, how has this improved the performance in your institution?

i)  ........................................................................................................

ii) ........................................................................................................

iii) ........................................................................................................
3. Physical facilities/assets

(a) How adequate are textbooks and teaching aids

Inadequate □ adequate □ more than adequate □

(b) Do you have a library? Yes □ No □ (tick one)

(If No, where do you store your books?)

............................................................................................................

(c) How often do you stock your library?

Once a year □ Once in two year □ Rarely □

(d) What is the most common complaint by teachers as far as the teaching learning process requirements are concerned?

i. ...........................................................

ii. ..........................................................

iii. ..........................................................

(e) What is the average pupil-desk ratio per grade?

Grade 1-3

1:2 □ 1:3 □ 1:4 □ (tick one)

Grade 4-6

1:2 □ 1:3 □ 1:4 □ (tick one)

Grade 4-8

1:2 □ 1:3 □ 1:4 □ (tick one)
(f) How many toilets do you have for:
   Boys……………………
   Girls……………………

(g) Do you have a water point in your school? Yes ……No……..(tick one)
   If yes, how often is water available in school?
   Every day...........once a week...........
   Thrice a week........rarely..................

(h) Given the population in your school, do you have enough classrooms and toilets?
   Yes ...............No.................. (Tick one)

4. Human resource and motivation

   (a) How many are you in this institution?

   ..............................................................

   (b) Are you motivated to do your work? Yes  No  
   (tick one)

   (c) Do you think close supervision of staff increases efficiency and effectiveness in discharging their duties?

   i.   Strongly agree  
   ii.  Strongly disagree  
   iii. I disagree  
   iv.  Agree  
   v.   Undecided  

   (d) If you agree with the statement in (c) above, how has this improved the performance in your school?

   i)  ..........................................................  
   ii) ..........................................................  
   iii) ..........................................................  

118
(e) Do you think motivated teachers increase productivity, efficiency and effectiveness in discharging their duties?

(Tick where appropriate)

i. Strongly agree

ii. Strongly disagree

iii. I disagree

iv. Agree

v. Undecided

If you agree with the statement in (e) above, has this, improved the performance in your institution?

i) ....................................................................................................................

ii) ...................................................................................................................

iii) ..................................................................................................................
APPENDIX 4: QUESTIONNAIRE FOR PUPILS

CONSENT LETTER

Dear respondent,

I am a postgraduate student from Kisii University carrying out research on Effective Administrative Strategies Adopted by Private Primary Schools to Improve Academic Performance. You are lucky to be one of my respondents.

I beg for your co-operation and may God bless you abundantly.

Part A: Background information about bio data of respondent (respondents profile)

Thick ✓ if you say yes leave it blank to mean No

(a) What is your gender?

Male ☐ female ☐

(b) How old are you?

4-10 ☐ 11-15 ☐

(c) How long have you been learning in this school?

2-4 years ☐ 5-8 years ☐
PART B: specific information

1. Curriculum delivery and supervision services

(a) What made you choose this school?

- Schools fees
- The schools beautiful
- Good performance of the school

(b) What is your performance?

- Poor
- Good
- best
- excellent

(c) How many are you in your class

- 10-20
- 21-30
- 31-40
- 41-50

(d) Do you like the way teachers deliver their teaching? Yes ☐ No ☐

(tick one)

If yes, state why?
...........................................................................................................
...........................................................................................................
...........................................................................................................

Are you given homework and assignments by your teachers? Yes ☐ No ☐

(tick one)

(e) Are your assignments and homework marked by your teachers? Yes ☐ No ☐

(tick one)
2. Utilization of finance

(f) Do you get meals from the school? Yes □ No □ (tick one)

(g) Given the amount of fees you pay, are the funds well utilized to improve the academic performance in your school? Yes □ No □ (tick one)

(h) The school administration has done all the best to make sure that, learners perform well in their academic work.

   i. Strongly agree □
   ii. Strongly disagree □
   iii. I disagree □
   iv. Agree □
   v. Undecided □

(e) If you agree with the statement in (c) above, how has this improved the performance in your school?

   i) ........................................................................................................
   ii) ........................................................................................................
   iii) ........................................................................................................

3. Physical facilities/assets

(a) How adequate are textbooks and teaching aids

   Inadequate □ adequate □ more than adequate □

(b) Do you have a library? Yes □ No □ (tick one)

   (If No, where do you store your books?)
   ........................................................................................................

(c) How often is your library stocked?
Once a year ☐  Once in two years ☐  Rarely ☐

(d) What is the most common complaint by learners as far as the teaching learning process requirements are concerned?

i. .................................................................

ii. .................................................................

iii. .................................................................

(e) What is the average pupil-desk ratio per grade?

Grade 1-3

1:2 ☐  1:3 ☐  1:4 ☐ (tick one)

Grade 4-6

1:2 ☐  1:3 ☐  1:4 ☐ (tick one)

Grade 4-8

1:2 ☐  1:3 ☐  1:4 ☐ (tick one)

(f) How many toilets do you have for:

Boys.........................

Girls.........................
(g) Do you have a water point in your school? Yes ……No……..(tick one)

If yes, how often is water available in your school?

Every day…………once a week…………

Thrice a week…………...rarely………………

(h) Given the population in your school, do you have enough classrooms and toilets?

Yes ………………..No……………….(tick one)

4. Human resource and supervision

(a) How many CAT(s) are pupils in various grades supposed to sit for per term?

<table>
<thead>
<tr>
<th>Grade</th>
<th>CAT(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td></td>
</tr>
<tr>
<td>4-7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

(b) Who prepares for your CAT and EXAM?

……………………………………………………………………………………

(c) Are the CAT(s) and exams results availed to pupils and parents for follow-up by teachers? Yes ……No……..(tick one)

If No. comment……………………………………………………………………..

……………………………………………………………………………………

Do you think your teachers are motivated to teach you well in your class?

(Tick where appropriate)

i. Strongly agree   [ ]

ii. Strongly disagree [ ]

iii. I disagree       [ ]

iv. Agree            [ ]

v. Undecided         [ ]
If you agree with the statement in (d) above, has this, improved the performance in your institution?

i) ..........................................................................................................

ii) ...........................................................................................................

iii) ..........................................................................................................
APPENDIX 5: OBSERVATION GUIDE

Observation guide on school facilities and assets

Location of school

Number of streams

Learning resources and physical facilities

(a). classroom (tick where applicable)

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mud</td>
<td></td>
</tr>
<tr>
<td>Timber</td>
<td></td>
</tr>
<tr>
<td>Stone</td>
<td></td>
</tr>
<tr>
<td>Iron sheet</td>
<td></td>
</tr>
</tbody>
</table>

(b). special rooms and amenities (tick where applicable)

<table>
<thead>
<tr>
<th>Facility</th>
<th>Available</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School hall</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type writer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duplicating machine</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing field</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toilets-boys</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toilets–girls</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water source.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
c). Inside classrooms (tick where applicable)

<table>
<thead>
<tr>
<th>Assets</th>
<th>Available</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Furniture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roofing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wall charts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ventilation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Space</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>chalkboard</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ramps</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Floor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 7: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

MRS. JULIUS KOSGEY CHELANGA

OF KISII UNIVERSITY, 
218-30705

Kapsowar, has been permitted to

conduct research in Elgeyo-Marakwet

County

on the topic: EFFECTIVE

ADMINISTRATIVE STRATEGIES ADOPTED

BY PRIVATE PRIMARY SCHOOLS TO

IMPROVE THEIR ACADEMIC

PERFORMANCE IN MARAKWET EAST AND

WEST SUB-COUNTY, ELGEYO-MARAKWET

COUNTRY

for the period ending:

12th May,2017

Permit No. : NACOSTI/P/16/7804/7814

Date Of Issue: 13th May,2016

Fee Recieved: Ksh 1,000

CONDITIONS

1. You must report to the County Commissioner and

   the County Education Officer of the area before

   embarking on your research. Failure to do that

   may lead to the cancellation of your permit.

2. Government Officers will not be interviewed

   without prior appointment.

3. No questionnaire will be used unless it has been

   approved.

4. Excavation, digging and collection of biological

   specimens are subject to further permission from

   the relevant Government Ministries.

5. You are required to submit at least two(2) hard

   copies and one(1) soft copy of your final report.

6. The Government of Kenya reserves the right to

   modify the conditions of this permit including

   in cancellation without notice.

RESEARCH CLEARANCE

PERMIT

CONDITIONS: see back page
APPENDIX 8: RESEARCH AUTHORIZATION LETTERS

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2243349, 3310571, 2219420
Fax: +254-20-318241, 318249
Email: dg@nacost.go.ke
Website: www.nacost.go.ke
when replying please quote

Ref. No: NACOSTI/P/16/7804/7814

Julius Kosgey Chelanga
Kisii University
P.O. Box 402-40800
KISII.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Effective administrative strategies adopted by private primary schools to improve their academic performance in Marakwet East and West Sub-County, Elgeyo Marakwet County," I am pleased to inform you that you have been authorized to undertake research in Elgeyo-Marakwet County for the period ending 12th May, 2017.

You are advised to report to the County Commissioner and the County Director of Education, Elgeyo-Marakwet County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Elgeyo-Marakwet County.

The County Director of Education
Elgeyo-Marakwet County.
OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR & COORDINATION OF NATIONAL GOVERNMENT

COUNTY COMMISSIONER'S OFFICE,
ELGEYO-MARAKWET COUNTY,
P.O. BOX 200-30700
ITEN

19th May, 2016
Date

TO WHOM IT MAY CONCERN

JULUIS KOSGEY CHELANGA

This is to confirm that the above named has been authorized to carry out a research on “Effective strategies adopted by private primary schools to improve their academic performance” in Marakwet East and Marakwet West Sub Counties for the period ending 12th May, 2017.

Please accord him the necessary assistance.

FREDRICK K. NDAMBURI
COUNTY COMMISSIONER
ELGEYO MARAKWET COUNTY

FKN/sjk
REPUBLIC OF KENYA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

TELEGRAM:..............................
TELEPHONE NO: 0534142207
WHEN REPLYING PLEASE QUOTE OUR REFERENCE
EMAIL: cdeelgeyomararwet@gmail.com

COUNTY DIRECTOR OF EDUCATION,
ELGEYO MARAKWET COUNTY,
P.O. BOX 214-30700,
ITEN.

DATE: 19th May, 2016

REF No: CDE/EMC/R/26/VOL.I/ (190)

Julius Kosgey Chelanga
Kisii University
P.o. Box 402-40800,
KISII.

RE: FORMAL RESEARCH AUTHORIZATION:

Following the authorization by the National Commission for Science, Technology and Innovation (NACOSTI) to carry out research in Elgeyo Marakwet County vide Authority letter Ref. No. NACOSTI/P/16/7804/7814 dated 13th May, 2016, you are hereby formally granted authority by this office to proceed with your study on “Effective administrative strategies adopted by private primary schools to improve their academic performance in Marakwet East and West Sub –County, Elgeyo Marakwet County” for a period ending, 12th May, 2017.

You are further required to report to the Sub-County Directors of Education – Marakwet East and Marakwet West Sub Counties before you embark on your research.

By copy of this letter, the Sub-County Directors of Education – Marakwet East and Marakwet West are requested to accord you the necessary assistance.

Mugumeni K.S
For County Director of Education,
ELGEYO MARAKWET.

Copy to:
1. The Sub-County Director of Education –Keiyo
2. The Director General/CEO -NACOSTI
MINISTRY OF EDUCATION SCIENCE & TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

Telegrams: “EDUCATION”, Kapsowar
Direct Telephone: (053) 361530
Telephone: (053) 361545
Fax: (053) 361545

SUB-COUNTY DIRECTOR EDUCATION
MARAKWET EAST DISTRICT
P.O. BOX 244,
KAPSOWAR

When replying please quote
MKT/E/SCDE/R/VOL.1/42

25TH MAY, 2016

TO WHOM IT MAY CONCERN.

RE: RESEARCH AUTHORIZATION MR. JULIUS KOSGEY CHELANGA.

Authority is given to the above student of Kisii University to carry out research on “Effective administrative strategies adopted by private primary schools to improve their academic performance in Marakwet East Sub-county, Elgeyo Marakwet County”. For period ending 12th May, 2017.

Please accord him all necessary assistance he may require.

Thank you.

AMOS KIBET
FOR SUB-COUNTY DIRECTOR OF EDUCATION
MARAKWET EAST.
REPUBLIC OF KENYA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

E-Mail: deomarakwetwest@yahoo.com
Direct Telephone: (053) 361530
Telephone: (053)361530
Fax: (053)361545
When replying please quote:
Ref. No. MKTW/UNIV.CORR/1/78

SUB-COUNTY EDUCATION OFFICE,
MARAKWET WEST,
P.O. BOX 102-30705,
KAPSOWAR

DATE: 14/6/2016

JULIUS KOSGEI CHELANGA
KISII UNIVERSITY
P.O BOX 402-40800
KISII

RE: FORMAL RESEARCH AUTHORIZATION

Following the authorization by the National Commission for Science, Technology and Innovation
(NACOSTI) to carry out research in Elgeyo Marakwet County vide authority letter
Ref.No.NACOSTI/P/16/7804/7814 dated 13th May, 2016 vide Authority letter
Ref.No.CDE/EMC/R/26/VOL.1/ (196) dated 19th May, 2016, you are hereby formally granted
authority by this office to proceed with your study on "Effective administrative strategies
adopted by private primary schools to improve their academic performance in Marakwet
West Sub County "for a period ending, 12th May, 2017.

Wish you well in your research.

ENOCK KOECH
DISTRICT EDUCATION OFFICE
MARAKWET DISTRICT
P.O. Box 107 E & KG/197 A

FOR SUB COUNTY DIRECTOR OF EDUCATION
MARAKWET WEST
APPENDIX 9: PLAGIARISM CHECKER

Plagiarism Checker X Originality Report
Similarity Found: 10%

Date: Monday, November 21, 2016
Statistics: 268 words Plagiarized / 26789 Total words
Remarks: Low Plagiarism Detected - Your Document needs Optional Improvement.

ADMINISTRATIVE STRATEGIES ADOPTED BY PRIVATE PRIMARY SCHOOLS TO IMPROVE ACADEMIC PERFORMANCE IN MARAKWET EAST AND WEST SUB-COUNTIES, KENYA
JULIUS KOSGEY CHELANGA (BED, ARTS; AFRICA NAZARENE UNIVERSITY) A Thesis Submitted to Graduate School in Partial Fulfillment of the Requirement for the Award of Degree of Master of Education Management (Administration) Kisii University NOVEMBER, 2016

DECLARATION Declaration by Candidate I declare that this thesis is my original work and has not been presented to any other institution for academic crediting. Materials cited in this thesis which are not mine have been fully acknowledged
Signature..................................................Date.................................................

JULIUS KOSGEY CHELANGA EM17/03540/13 Declaration by Supervisors This thesis has been submitted for examination with our approval as university supervisors
Signature..................................................Date................................................. DR. KAPKIAI MOSES
Department of Education Management (Administration) Faculty of Education and Human Resource Development Signature..................................................Date.................................................

INTERNET SOURCES:

<1% - Empty
6% - https://www.scribd.com/doc/95719862/Orma