

**EFFECTS OF SCHOOL LEADERSHIP STYLES ON STUDENTS'
PERFORMANCE IN SELECTED PUBLIC SECONDARY SCHOOLS IN
NAIROBI COUNTY, KENYA**

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Abstract

Secondary school education plays a key role in providing the youth with opportunities to acquire organization motivation that will enable them to pursue higher education and to improve their skills leading to higher labour market productivity. In Kenya the major parameters used to measure educational output is performance in examinations. This performance is however achieved after the various inputs into the educational process undergo educational production process. These education inputs used in the education process include but are not limited to the interrelationship between entire organizational leadership of top management, students, teachers, teaching- learning resources, the school facilities and the school environment. It is notable that a healthy interaction of the given inputs results into good performance. The study was guided by the following objectives; to establish the effect of organizational culture on performance of KCSE at public secondary schools, to establish the effect of leadership styles on performance of KCSE at public secondary schools, to establish the effect of participatory decision making on performance of KCSE at public secondary schools and to establish the effect of training and development on performance of KCSE at public secondary schools. The population of study consisted of students, B.O.G representatives, bursar, teachers and head teachers of selected public secondary schools in Nairobi County. The study targeted six selected public secondary schools in Nairobi, 60 teachers and head teachers, 6 bursars, 12 B.O.G representatives and 200 students. The study employed descriptive research design because it enabled the researcher to collect in-depth information about the population being studied. Stratified random sampling was used to divide the population into subgroups on the factor in question. This list was then kept separate in the sampling frame and from this the sub samples was chosen at random. The study established the reliability value of 0.812 for questionnaires indicating that they were reliable and the data collected could be generalized to the entire target population. The sum of each of the sub samples gave the total sample size. This study used the quantitative method of data analysis. Data was coded and thereafter analyzed using Statistical Package for Social Sciences (SPSS) version 20 program and presented using tables, graphs and pie charts to give a clear picture of the research findings at a glance. The study established that different leadership styles adopted in schools vary and hold different perspectives towards the realization of the schools goals and mission. The study concludes that leadership styles adopted in schools have effect on student performance. Schools that have adopted democratic style of leadership had a majority of the students support the style of leadership. The study recommended enrichment of effective leadership through measures such as: continuous training through seminars, induction programs and workshops, capacity building, encouraging participation of all stakeholders in the decision making processed i.e. the board of governors and school affiliates in cultivating good working relationships in and out of school, proper utilization of available human and financial resources, and adhering to the laid down monitoring and evaluation procedures. The study also recommended adoption of democratic leadership style which encourages active participation of all stakeholders in improving school performance. Democratic leadership style ensures that every voice is heard and all stakeholders own the processes within the school.