

**INFLUENCE OF HEADTEACHERS' LEADERSHIP STYLES ON
ACADEMIC PERFORMANCE OF NON-FORMAL SCHOOLS IN
MATHARE SLUMS, NAIROBI COUNTY**

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ABSTRACT

This study sought to investigate the influence of headteachers' leadership styles on academic performance of non-formal primary schools in Mathare slums, Nairobi County. The objectives of the study were to identify the influence of transformational, democratic, transactional and autocratic leadership styles on the students' performance in their KCPE examinations. The study was based on both Fielder's contingency theory of leadership and McGregor's Theory X and Theory Y managers. Descriptive survey research design was employed in this study. The population consisted of the head teachers, class teachers and subject teachers, a total of 165 respondents in fifteen (15) randomly selected non-formal schools in Mathare slum. Stratified random sampling technique was used to select the respondents according to their job titles. The study used a sample of 50 respondents. Collected data was analyzed through descriptive statistics and content analysis. Closed ended questions were analyzed through the help of the Statistical Package for Social Science (SPSS). Analyzed data was presented in frequency tables and bar graphs since it was considered appropriate. Out of 50 questionnaires, 45 were collected, which represented a response rate of 90% and this was considered sufficient for making generalization. The study found that democratic and transformational kinds of leadership were the the most popular among most non-formal schools in Mathare slum in Kenya. Leadership styles adopted by non-formal schools were also found to influence academic performance in non-formal schools. Based on the findings it was recommended that head teachers should adopt and implement the most appropriate leadership styles such as democratic that facilitates collective responsibility and creates a conducive teaching and learning environment in schools. It was also recommended that there was need for facilitating head teachers leadership skills as they had a direct relationship with students' academic performance. The study also recommended that the government and other development partners consider implementing a leadership capacity building program for leaders in non-formal primary schools.

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