

EFFECTS OF DIFFERENT MANAGEMENT STYLES ON LEARNING
OUTCOMES OF HIGH SCHOOL STUDENTS IN ISIOLO COUNTY
KENYA

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ABSTRACT

The purpose of this study was to carry out a survey research on the Effects of Different Management Styles on Learning Outcomes of High School Students in terms of their scores in Academic performance. The management styles under study were Democratic and Autocratic. Literature related to the study was reviewed based on Democratic management style, Autocratic style of management, Resources, Curriculum and Administration. The study adopted an exploratory approach and used descriptive survey design on data collection. CRE (Christian Religious Education) students were purposively selected and the class prefects were randomly selected to get the required data. In this study representative sample of five secondary Schools in East zone, Central Division of Isiolo County was involved. A total of 126 students doing CRE were studied to obtain data for analyzing academic performances. Questionnaires were used to obtain information from the sampled population. The questionnaires were tested and retested with a group of 24 students to establish their reliability and to ensure validity; the questions were based on the research objectives and the hypotheses. The procedure of data collection took two phases. First the sampled students sat for a test before teaching (pre-test) and after teaching (post-test) in which scores were used to establish the standard deviation in the academic performance. Teaching for the experimental group was done by the same teacher. A total of 56 students were exposed to a Democratic classroom environment and 70 students were exposed to an autocratic classroom environment. The second phase involved distribution of questionnaires to the respondents and the collected data was analyzed using descriptive research statistical method. The study adopted one way ANOVA to analyze cumulative scores in Academic Performance. Frequency distribution tables and the frequency curve were used to tabulate data. The mean, standard deviation, and P- values were computed for the purpose of data analysis. The

findings established that the ratio for the difference in means of pre-test and post test were found to be significant at 0.01 level of confidence and for F ratios of 0.01 the p-value is 0.01 which is less than 0.05 showing that the Academic Performance in the two Groups was different beyond the contribution of chance. The Ho1: stating that there is no significant relationship/difference between Democratic, Autocratic Management Style and the Learning outcome of High School Students in terms of their scores in academic performances was rejected. The findings revealed that students exposed to the Democratic style of management performed better than those exposed to the Autocratic style of management. It was concluded that both democratic and Autocratic style of management had effects on academic achievements. It was recommended that student's participation should be considered in school programmes in order to yield commendable scores in student's academic performance.