

**SCHOOL LEADER'S INFLUENCE ON STUDENT ACHIEVEMENTS IN
KENYA CERTIFICATE OF SECONDARY EDUCATION AND SCHOOL
EFFECTIVENESS; THE CASE OF KIMILILI-BUNGOMA SUB-COUNTY**

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ABSTRACT

The purpose of this study was to investigate school leader's influence on student achievements in Kenya Certificate of Secondary Education and school effectiveness. The objectives of the study were: To investigate the influence of class teacher leadership style on student achievements in Kenya certificate of secondary education and school effectiveness, to find out the how school academic director of studies leadership style on student achievements in Kenya certificate of secondary education and school effectiveness, to determine the influence of student council leadership style on student achievements in Kenya certificate of secondary education and school effectiveness and to assess hostel teacher leadership style on student achievements in Kenya certificate of secondary education and school effectiveness. The study was guided by a conceptual frame work and educational production function theory. Explorative descriptive survey design was used. The target population of the study was the Sub-County Educational Officer, principals of the schools, directors of the studies and student council. Simple random sampling was used in choosing the teachers and students while purposive sampling technique was used in choosing the Sub-County Educational Officer and principals of the school. The research instruments used to collect data were document analysis, questionnaire for the principals, teachers, and students and interviews schedule for the Sub-County Educational Officer. The questionnaire, made up of both qualitatively and quantitatively. The descriptive statistics was the frequency distribution table and percentage and mean, whereas the inferential statistics technique to be used was chi-square. The study findings showed that majority of the student council leaders (75.0%) and class teachers (88.3%) from secondary schools in Kimilili Sub-County were of the idea that school academic directors of studies are responsible for academic strategic plans like academic field trips an implication that for effective implementation of strategic plans there is need for the directors of academic studies to work in team work with other education stakeholders. Further the study findings showed that majority of the student council leaders (61.3%) and class teachers (58.8%) were of the idea that hostel teachers monitor the academic performance of students in their hostels during academic parades and this may boost academic achievement of students in the schools and therefore a general improvement of academic performance in schools. Similarly majority of the student council leaders (58.1%) and class teachers (58.8%) indicated that student council leaders are fair and firm indecision making for the school. It was recommended that there is need for the schools' academic directors of studies to work in team-work with other education stakeholders to enhance better academic standards at the same time there is need for training of student council leaders on leadership skills in line with the mandates of student council since student council leadership is still a new concept and influences the academic performance of students. The research findings will help the schools management, head teachers and students of similar academic profile in improving academic performance and schools effectiveness of their school the findings and recommendations was useful to the Ministry of education, school Administration and all stakeholders in order to improve academic achievements in the schools.