

## **ABSTRACT**

The purpose of this was to establish the effects of school type on students' performance in Biology and Geography taught using their preferred learning styles in secondary schools in Nairobi County. The study was based on Felder Learning Style Theory, and Grasha Teaching Style Theory. A purposive sample of 1,322 students from 18,536 Form Two Students in private and public schools randomly selected for the study. The study employed quasi-experimental research design, which utilised a pre-test, treatment of experimental group and a post-test to estimate impact of an intervention of mismatch due to traditional teaching styles to preferred leaning styles on target population of 69,634 in 146 secondary schools in Nairobi County. Questionnaires and pre-test and post-test were used to collect quantitative data. A full disclosure of the nature of the study was given to subjects with an extended opportunity to ask questions and get their free consent to participate. The collected data was analysed with the aid of the Statistical Package for Social Sciences (SPSS) version 22. On school type in geography,  $F(1, 657) = 3.046, p = .081$  and in biology,  $F(1, 657) = .000, p = .991$ . The study concluded that teachers should be sensitised on the need to identify and teach their learners according to their preferred learning styles in order to enhance their performance in sciences. The study recommends the ministry of education science and technology in Kenya to in-service, and train teachers to acquire the skills of detecting learning style preferences of students.