

**MANAGEMENT PRACTICES AND THEIR INFLUENCE ON STUDENTS'
PERFORMANCE IN PUBLIC SECONDARY SCHOOLS OF IGWAMITI
EDUCATIONAL ZONE LAIKIPIA COUNTY, KENYA**

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ABSTRACT

The importance of secondary school in molding learners into responsible citizens of tomorrow cannot be ignored or undermined. Secondary school education is the stepping stone for unlimited opportunities for students to explore the career choices that they have to pursue further in their lives. This study assessed the effects of planning and instructional supervision as management practices on students' performance in the final examinations in public secondary schools of Igwamiti Educational Zone in Laikipia County, since no such study had been conducted before in this zone. The study was guided by an intention to investigate how principals plan learning programmes in their respective public secondary schools of Igwamiti Educational Zone, to determine whether there is instructional supervision in the public secondary schools of Igwamiti Education zone, to investigate how principals provide effective support to enhance learning in these secondary schools and to examine the effect of planning and instructional supervision, on students' performance in public secondary schools of Igwamiti zone. The study was guided by organizational theory advanced by Bobrow, whose views on planning, supervising and controlling in an organization are relevant to the objectives of this study. His theory advocated breaking down of tasks into manageable functions. The school management could also break the managerial tasks into smaller units and apply an all-inclusive approach in management. The reviewed literature acted as a guide in highlighting of planning and instructional supervision as management practices and how they impact on students' performance globally, in Africa, Kenya, Laikipia County and Igwamiti zone. The study population included eighty one respondents, the three secondary schools' principals, three deputies, thirty heads of departments, and forty five Board of Management members (BOM). Retrospective research design was used since this is an exploratory research study that aimed at establishing effects caused by study variables. The sampling technique applied was probability sampling in order to give respondents an equal chance of participating. The sample size was three principals, three deputy principals, thirteen HODs, and fifteen BOM members. Structured questionnaires and face to face interview were the tools used in data collection. Collected data was edited, coded, classified and tabulated using percentages. Analysis of this data was multi-variate since the study involved more than two variable/attributes of management practices and students' performance. The study found that some school managers were not directly involved in planning and instructional supervision in their schools. The study recommends that principals delegate some planning activities and reduce social distance with teachers. HODs need to support the principals and work closely with teachers. The school management board could assist school managers in maintaining discipline and other out of school influences that could interfere with students' learning. The study concluded that where principals, HODs and teachers worked together, performance of students was higher. All the rights of the respondents and ethical issues pertaining to research were observed during this study. These study findings can be used by education managers, students, policy formulators and development partners that support Kenya's Education to further investigate whether planning and instructional supervision practices applied in public secondary schools of Igwamiti Zone have a positive or negative effect on students' performance with an aim of realizing the desired goals of vision 2030.