

**EXPLORATION INTO THE RELATIONSHIP BETWEEN SCHOOL  
INSPECTION AND ACADEMIC ACHIEVEMENT OF SECONDARY  
SCHOOLS IN EMBU COUNTY, KENYA.**

**ELKANA K. NYAGA**

**RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE  
REQUIREMENT FOR THE AWARD OF MASTER OF EDUCATION  
DEGREE IN EDUCATION LEADERSHIP, ADMINISTRATION AND  
MANAGEMENT OF MOUNT KENYA UNIVERSITY**

**June 2015**

## ABSTRACT

Academic achievement in the Kenya Certificate of Secondary Education examination is of integral significance to all education stakeholders in Kenya. It is for this reason that school inspection is carried out by quality assurance and standard officers. However, some schools continue to perform dismally despite the school inspections. This has been the point of concern for stakeholders as to whether such inspections have an effect on academic achievement in national exams. Thus the purpose of this study was to establish the relationship between school inspection and academic achievement in secondary schools in the Kenya Certificate of Secondary Education examination in Embu County schools. The study adopted the production function theory. The conceptual framework depicted interplay between Independent and Dependent Variables. Inspections are inputs whereas the performance in examinations is outputs. The types, quality, number of inspections and inspection follow ups are the independent variables, while school performance in KCSE is the dependent variable. The study adopted a mixed methodology with triangulation design; convergence model. A triangulation design; convergence model is mainly concerned with determining the frequency with which phenomenon occurs or the relationship between variables Bryman and Bell (2003). Questionnaire and document analysis were used to collect data, their validity was established by test-retest method. Qualitative data was analyzed by thematic and content analysis techniques after editing of research instruments, coding the various categories which emerged and summarizing them. The data was generated and then was analyzed using Statistical Package for Social Sciences computer program for faster processing and analysis of accuracy. The sample population included; - Thirty three Secondary Schools were randomly selected from the five sub-counties in the County. Descriptive statistics was used to analyze frequency of inspection and rate of implementation. Inferential statistics; the pearson's correlation moment was used establish the relationship between number of quality assurance and standards officers and performance of the school, as well as implementation rate and academic achievement. The study found out that there was negative relationship between inspection variables and academic achievement because despite the attempts to inspect the schools the academic performance in Embu secondary schools remained below average The study recommended change in the strategies used in inspection, revamping the inspectorate in terms of numbers and skill and provide adequate resources to run the inspection programs. Findings from this study makes recommendations that form an important basis for decision making to education managers and other stakeholders.