

**THE EFFECTIVENESS OF DISTRICT EDUCATION BOARDS  
IN MOBILIZATION AND MANAGEMENT OF RESOURCES IN PUBLIC  
SECONDARY SCHOOLS IN KENYA**

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**A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree  
of Master of Education in Educational Planning and Management of Masinde  
Muliro University of Science and Technology**

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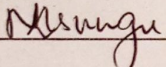
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## DEDICATION

To my wife Lucy Ouma for her continuous support and encouragement that inspired me to complete this work.



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## ABSTRACT

District Education Boards (DEBs) are established by the Education Act (1968) and revised (1980) to manage education at District level on behalf of the Minister for Education. The Sessional Paper No1 of 2005 states that at the District level education management, planning, registration, monitoring of schools and teacher management fall under the District Education Board. Purpose of the Study was to investigate the effectiveness of the District Education Boards in resource mobilization and management in public secondary schools in Bungoma County. The County consists of eight districts. The study covered 143 public secondary schools which were deemed appropriate for the study, it is at this level in the education system that cost sharing and community involvement in mobilization of resources to supplement the limited government funding was still high and strict adherence to policy guidelines was expected with a view to making education affordable. The study was guided by four objectives. To determine the effectiveness of DEB in the enforcement of policy guidelines in relation to mobilization in public secondary schools, to establish the capacity of DEBs on resource mobilization and management in public secondary schools, to assess the influence of DEB in resource allocation and distribution in public secondary schools in the County and to establish challenges encountered by DEBs in the management of resources in public secondary schools in the County. Target Study Population was 364 respondents and data collected from a sample of 126 respondents. The study adopted a Descriptive Survey Design, where Questionnaires, Interview Schedules and Document Analysis were used. Piloting of the instruments was done in 4 schools with similar category characteristics in the county but not in the sampled schools to ensure their validity and reliability. A coefficient of 0.758 was computed. Qualitative and Quantitative data collected was analyzed by use of Statistical Packages for Social Sciences (SPSS), and presented in percentages, frequency polygons, pie charts and graphs. The study findings established that although the DEB was effective in its mandate it had some shortcoming especially in distribution of resources. Finally the study presented suggestions on how the DEBs operations can be improved. The findings of the study would form a basis of reference in amendment of policy documents following the adoption of the New Constitution in the country. The findings would also assist in addressing the ever increasing demands for education on the public finances by finding additional sources of financial support.

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