AN INVESTIGATION OF THE ROLE OF CIVIC EDUCATION IN THE GOVERNANCE OF SCHOOLS IN SELECTED SECONDARY SCHOOLS IN LUSAKA PROVINCE - ZAMBIA.

BY

SIMUSHI MBANGWETA

A DISSERTATION SUBMITTED TO THE UNIVERSITY OF ZAMBIA IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE MASTERS DEGREE IN EDUCATION (CIVIC EDUCATION).

THE UNIVERSITY OF ZAMMBIA

LUSAKA

2017

DECLARATION

I **Mbangweta Simushi** do solemnly declare that this dissertation is a product of my own work and that sources of information other than of my own have been acknowledged. I also declare that this work has never been previously submitted at this or any other University.

Signature……………………………………….

Date…………………………………………….

CERTIFICATE OF APPROVAL

This dissertation of **Mbangweta Simushi** has been approved for examination as a partial fulfillment of the requirements for the award of the Degree of Master of Education in Civic Education by the University of Zambia.

Examiner 1

Name: …………………………Signature: ……….……………Date: ………………..

Examiner 2

Name: …………………………Signature: ……….……………Date: ………………..

Examiner 3

Name: …………………………Signature: ……….……………Date: ………………..

ABSTRACT

This study focused on an investigation of the role of civic education in school governance in Zambia. The study investigated how civic education can contribute to solving student's unrest, teachers and other stakeholder's discontent in schools. It is argued in this study that following right governance practices, challenges of teachers and students unrest in schools often blamed on unequal participation decision-making processes in schools as a result of poor governance can be resolved. This study employed a qualitative descriptive research design to investigate the role of civic education in school governance and used the model on Ladder of Participation.

Three secondary schools namely Arakan Boys, Chongwe and Libala were purposively sampled as pioneers of civic education from its inception in 2004. 02 DEBS, 03 Head teachers, and 21 teachers of civic education and non-civic education were purposively selected. 30 grade twelve pupils from the three schools taking civic education were selected using random sampling. 24 parents were selected to take part in the study randomly. Focus group discussions were used to pupils and parents while interviews were used on head teachers, teachers, and district officials.

The study revealed that good governance from democratic practices existed in schoos. Stakeholders took part in decision-making processes in schools and that governing bodies such as Students Representative Councils, Parents Teachers Association and Management Boards exist. The study revealed that governance in schools has improved with the coming of civic education even though, there are pockets of unruelly behavior from pupils. Eventhough governance has improved, Schools still experience low participation in decision-making and lack accountability, transparency, experience and confidence due to some poor governance practices. The study therefore recommends for clear policies to include democratic governance through civic education in the curriculum at all levels and enforce stakeholder participation in school governance through democratic practices.

ACKNOWLEDGEMENTS

DEDICATION

I dedicate this Master's degree to the late Samutumwa Namakando, my mother. Mom, through your guidance, you instilled in me the value to give back to my community, and I dedicate myself to hard work with every breath I take to try to leave the world in a better shape than when I was on earth. You were the best teacher I ever had. You taught me never to give up. May the seed you have sown blossom that many may see the liberating power of education.

LIST OF ACRONYMS

CDC	Curriculum Development Center
CRC	Child Right Clubs
CSO	Civil Society Organization
CVE	Civic Education
DEBS	District Education Board Secretary
FGDs	Focus Group Discussions
FODEP	Foundation for Democratic Process
GRZ	Government of the Republic Zambia
HOD	Head of Department
HR	Human Rights
MGE	Ministry of General Education
MMD	Movement for Mulity Party Democracy
PF	Patriotic Front
PTA	Parents Teachers Association
PTSA	Parent Teacher Student Association
SASA	South African Schools Act
SPTC	Scottish Parent Teachers Council
SRC	School Representative Council
UNICEF	United Nations International Children's Emergency Fund
UNIP	United National Independence Party
UNDP	United Nations Development Plan
UNESCO	United Nations Educational Scientific and Cultural Organisation
UNCRC	United Nations Convention on the Rights of the Child
ZCEA	Zambia Civic Education Association

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

LIST OF APPENDICES

CHAPTER ONE: INTRODUCTION

1.1 Overview

This chapter presents the background to the study and defines the problem statement. It further looks at the purpose of the study, objectives and research questions that needed to be answered in the study. The chapter further reflects on the significance, operational definition of terms, theoretical framework, conceptual framework and ends with a summary of the chapter.

1.2 Background to the Study

The re-introduction of multiparty politics in 1991 and introduction of civic education in 2004 in secondary schools in Zambia facilitated the establishment of support for effective citizen participation in governance. The concept of good governance is not a recent phenomenon in our schools and nation. It has been around for a long time, referring in a generic sense to the task of running a government or any other appropriate entity, for example a school. According to Bevir, (2013), the concept of governance is seen as a set of values, policies and institutions through which the society manages social processes at different levels, on the basis of interaction and is probably as old as human civilization. It broadly means the process of decision making and the process by which decisions are implemented or not implemented. The idea of connecting education to governance has been present from the time of colonialism in Zambia. Leadership of schools has now been transformed from the traditional style to one that involves other stakeholders. The traditional school leadership is one that adopted the top-down approach where a head teachers were expected to be masters of everything. This necessitated the concept of participation which has been endorsed by the Zambia Civic Education Association and Government in schools through numerous education reforms (M.o.E, 1996). Effective Civic Education in schools thrives on teaching methodologies which provides an avenue to learners to have knowledge, skills and other civic dispositions that enable them to serve in complex communities (Prentice and Robinson. 2007) linked between the school and its community represent an opportunity to motivating stakeholder participation in activities of the school to achieve the objectives and goals for the schools.

According to Mukwena (2001), the educational decentralization reform appear to have been driven by political expediency than by the need to improve the administrative performance of schools. Despite the efforts invested by Zambian government to

decentralize education, stakeholders in school governance point to marginal progress in results achieved by the decentralization policy (Irish Aid, 2013). This is attributed to a number of factors mostly related to poor administrative challenges.

The Ministry of Education has made concerted efforts since the inception of School Boards and Parent- Teachers Association to assist in the management of schools (M.o.E, 1977). The reasons for an increased emphasis on good governance in schools lie in a number of issues confronting the contemporary schools among them growing awareness of human rights. Compared with the situation in traditional schools, the contemporary school is becoming ever more complex. Lebessis and Patterson (1997) point out that many contemporary problems such as exclusion and abuse of power and disrespect of human rights seem to be common in schools resulting in high levels of indiscipline in schools. As a result, schools seem to find it difficult to meet stakeholder expectations in the governance of schools. The emergence of democratic governance systems could be interpreted as a consequence of this change. Good Civic Education enhances participation and promotes good governance. Good governance demands equal participation and voice of all citizens with respect for individual rights based on the notion that civic action is public action and public action is collective action.

Governance is as old as humanity. Good governance is the essential framework within which divergent views can be tolerated and citizens enjoy full human rights and freedoms. Good governance leads to transparency and accountability and fare application of the law. Key features of good governance are inclusive participation. An example is that, schools should put in place measures and ensure that various avenues exist through which learners contribute in the decision- making process as schools are like a self-governing society where learners are part of the decision-making process. Both Dewey and Nyirere hoped education would enable individuals to understand and relate to the world in which they live with the sole purpose of contributing to the transformation of governance in schools.

1.3 Historical Overview of School Governance in Zambia

The historical background of school governance would be discoursed fully without examining the concept of democracy in Zambia. Democracy is very much linked to the emergence of good school governance and this study would not be correct to ignore this aspect as we try to establish the history and other perspectives underpinning school

governance. As rightly put by Duku (2006), school governance is the involvement of the relevant stakeholders such as parents, learners, teachers and non-teaching staff in making decisions about how the school should be governed. This thinking is supported by Beyani (2013) who points out that education policy and development in Zambia has evolved with the political history of the country. Beyani (2013) identifies four periods:

(1)   **Colonial Education (1890- 1963):** During this era, education was under the missionary pioneers whose main task was to use education to spread Christianity. School governance was firmly in the hands of missionaries who did very little to involve other stakeholders in decision-making. According to Kelly (1998), school governance was characterized by authoritarian and exclusive practices. The school governing Boards did not serve the interest of the communities they represented but agencies of the state carrying out the legislative assembly (Kelly, 1998). What this means is that participation in school governance was the preserve of the colonial masters. This study seeks to show that school governance should be open to all stakeholders.

(2)   **The United National Independence Party (1964-1990)**: To promote majority participation in school governance, government introduced several education reforms after the promulgation of independence in 1964. It was anticipated that there would be broad democratic participation of the communities that included parents, teachers, and learners to reduce the high levels of exclusion in decision-making. Muleya (2015) argues that through the introduction of the numerous education reforms, government hoped that the redistribution of power from central authorities to local authorities would such as schools would enable school administrators to understand the challenges in their schools and be able to provide solutions. According to Beyani (2013), the challenge this period faced was that the UNIP as a party and the Education Act of 1964 had no precise targets other than to provide free education. This period however, still did not foster real stakeholder participation in decision-making as the study is suggesting, instead, decision-making was done by the central government as a result, this lead to discounted from students, parents, communities and teachers.

(3)   **Movement for Mult-Party Democracy (1990- 2011) and Patriotic Front (2011 to Present):** Government lost its monopoly of control over education. As has been observed by Beyani (2013), Private and community schools were allowed to operate alongside public and church schools. In response to declining trends in education delivery

and performance, the government undertook considerable policy changes and reforms to improve governance and service delivery. Muleya (2015) indicates that in 2004, civic education was introduced in some High schools with a notion to empower learners and other stakeholders with knowledge, skills and information to have critical minds for the transformation of society. This era witnessed the abolishment of corporal punishment and introduction of Student Presentative Councils (SRC) and Child Rights Clubs (CRC) in schools to ensure respect of child rights and promotion learner participation in school governance. What this means is that this era has led to more levels of accountability and transparency from those in leadership. However, it also during this period that learners have pronounced observance of their rights than their responsibilities. School authorities and teachers have lost the firm control they had on learners.

It is important to take note that, in addition to the decentralization policy which was intended to empower schools with decision-making powers, actual decision-making was still at the top. In the educational context, for instance, participation in school governance has been enhanced when the Ministry of Education introduced Education Leadership and management to strengthen effective school management. As is being argued in this study, the leadership role of head teachers and other stakeholders cannot be more emphasized, as it can improve and influence student behavior and relationships with other stakeholders. Head teachers interaction with civic education will determine the effectiveness of their leadership practices. As correctly put by the Zambia Civic Education Association (2015), the introduction of a new National Policy on Education in Zambia, Educating Our Future (1996), has brought about recognition and opportunity for learners to take active part in decision-making and running their schools. The policy says that Zambia's education is founded on the principles of democracy, partnerships, and accountability. Since schools exist primarily for the healthy growth and development of the leaners, the leaners say in all that concerns them counts. Decentralization has made it possible more possible for leaners to enjoy their right to participation. It is the aim of this to study to ascertain that can support a governance system in schools of collective decision-making and the process by which decisions are implemented.

In this regard then, Civic Education would bring about a sense of consciousness, responsiveness and oneness in schools if there is shared responsibility in the governance of schools. Research has revealed that where there is interactive process among head

teachers and the stakeholders in a school, good governance prevails (Hughes, 2013: Harris, 2008). School head teachers are encouraged to form mini- administrative structures for the smooth running of schools. This is particularly evident in an education system where it has been revealed that schools in Zambia are dysfunctional in that the ministry lacks sufficient supervisory and monitory mechanisms (Beyani, 2013). The contention in this study is that the crisis presently experienced in schools is partly attributable to systematic traditional models of leadership. It is from this background that this study seeks to assess the role of Civic Education in the governance of selected schools in Lusaka province of Zambia.

1.4 Statement of the Problem

The aims and objectives of governance which are related to the processes of interaction and decision-making tend to be influenced by an understanding of civic engagement in the governance of schools. This calls for optimum management and planning in schools where new ideas and changes can be addressed very quicly and efficiently at School level (Mawele 1993 cited in Mphale, 2000). For this to happen, schools are encouraged to have effective forums where sakeholders engage each other on matters of concern. This is designed to have schools with reduced levels of unrest from leaners and dissatisfaction from teachers and other stakeholders. Besides numerous efforts from the Ministry of Education to ensure good governance practices, there are still cases of unrest and discontent from stakeholders regarding their involvement in the decision-making processes in schools(Sikayile, 2011). If this situation is allowed to continue, schools will become ungovernable institutions where there be no rule of law. Therefore, incidences of student unrest, and low levels of moral among teachers and other stakeholders will be the order of the day in schools. The Ministry's desire to have democratic schools may not be attainable. It is against this background that this study was conducted to investigate the role of civic education in school governance in Zambia.

1.5 Aim

Based on the above problem statement, the aim of this study was to investigate the role of Civic Education in the governance of Schools in selected Secondary Schools in Lusaka Province of Zambia.

1.5.1 Research Objectives.

1.5.2 Main Research objective

To investigate the role of Civic Education in the governance of Schools in Zambia.

1.5.3 Specific Objectives

The following were the objectives of the study.

(i) To find out how democratic practices in schools in Zambia can promote stakeholder participation in the governance of schools in Lusaka Province.

(ii) To determine how shared leadership in schools can enhance good governance and curb student unrest and teachers' discontent in schools.

(iii) To identify challenges in schools and how they affect school governance and reduce unrest and discontent among pupils and teachers respectively.

1.6 Research Questions

The study sought to answer the following research questions:

1. What are the practices of good governance in selected secondary schools in Lusaka Province promote participation in school governance?

2. How does shared leadership in promote good school governance and curb unrest among learners and discontent among teachers in schools?

3. What challenges are faced from stakeholders in schools and how do they promote unrest and misconduct among learners and teachers in school governance?

1.7 Significance of the Study

The findings of this study might be useful to the Ministry of General Education and other policy makers as it may help:

(a) Investigate the extent to which civic education has a role in the governance of school through democratic practices.

(b) Contribute to the body of literature that exist in the field of Civic Education and its role in the governance of schools in Zambia.

(c) Provide useful information and knowledge to policy makers, stakeholders and communities on quality governance education in schools.

1.8 Delimitation of the study

The study was conducted in three public Secondary Schools in Chongwe and Lusaka districts in Lusaka Province of Zambia.

1.9 Limitation

This study involved only three public Secondary Schools therefore, its results may not be generalized to all schools in Lusaka Province. The limitation, therefore, is that the sample of three schools is small. Nevertheless, the findings from this study can still be of great use in the management and planning in schools.

1.10 Theoretical Framework

This study was guided by the model on Ladder of Participation which was proposed by Arnstein in 1969. The theory provides a macro approach to participation that participation comes as a result of active engagement of stakeholders. The model of ladder on participation is an attempt to explain how and why groups of people become less involved in certain situations.

The ladder of participation affirms that certain forms of communication, such as placation, consultation, informing, therapy and manipulation do not result in true participation. In fact, the symbolic forms of participation spuriously convey a false message of involvement, which ultimately discourages stakeholder participation. In order to promote school governance and education governance, school authorities should utilize multiplicitous modes of enabling real stakeholder participation such as meetings, group activities, liaison with representatives and public hearings (Parry and Moyser, 1994).

According to Arnstein (1969), she found that most human beings as goal oriented organisms, naturally will want their views to be heard and be recognized as active participants in all community activities. This is what forms the core of the model of Participation theory. It is established that both external and internal stimuli induces participation which motivates stakeholders. Lack good governance practices, indiscipline among pupils and teachers, denial of human rights, exclusion, lack of accountability, poor governance often lead to low participation and violence(World Bank, 2011).

Conceptualizing the above theory, to participation in school governance in Zambia, it can be argued that the model of Participation generates effective participation. Her ladder of participation depicts citizen participation in community planning and decision-making activities, which she characterizes as non-participation, Tokenism, and citizen power or genuine participation. This ladder shows a distinction between different characteristics and levels of participation made by low intensity of participation at the bottom, and higher intensities of participation end up higher in the ladder. To this effect, this theory fitted well to the Zambian context and this study to explain how civic education contributes to school governance. As rightly put by (Haque, 2010) this eventually allows stakeholders active participation in the governance of their schools and also facilitate quick service delivery. In the educational context, for instance, participation means ones views are listened to, considered and respected by other stakeholders.

As is being argued in this study, participation is described by many writers as "a process of empowering marginalized people, people's involvement in decision-making processes, and a process through which stakeholders influence control of development initiatives, decisions and resources (Buhler, 2001 and Sidorenko, 2006). Participatory approaches to community-building, policy-making, and development are becoming increasingly popular although they are questioned and challenged in other corners of the world.

This perspective contributes to empirical knowledge and points out at critical issues found in school governance that need attention in terms of promoting effective management, planning and governance of schools. Furthermore, this theory recognizes that democracy from this view point involves collective action underlying factors of active participation from representative governing boadies in schools. Pateman(1970) has arguably stated that, 'active participation only occurs when stakeholders in the decision-making process have equal power to determine the outcome of decisions. As such, there is need to investigate the management and planning strategies that will enhance good school governance practices from civic education that bring on board all stakeholders, which is a worthwhile call for this study.

1.11 Operational definition of Terms

The following operational terms have been explained as used in the study:

Civic Education –   It is the provision of information and learning experiences to empower and equip citizens to participate in democratic life. This can be formal or informal learning.

Civic Literacy –   It is the practice to let your life speak by participating thoughtfully, responsibly and passionately in the life of the community concern for the common good.

Civic Engagement/Participation – This is the notion that embraces the concept of working together towards the common good.

Democracy   - Engagement of stakeholders in school governance.

Governance –   Refers to the process of decision making and the process by which decisions are implemented or not implemented.

Human Rights -   Rights which belong to any individual as a consequence of being a human being.

Management   -   Processes of decision-making in school governance to acieve goals.

Stakeholders   -   Controlling bodies in school governance.

1.12 Organization of the Dissertation

This first chapter gives the introduction to the study. It also presented the background to the study, statement of the problem, the purpose of the research study, research objectives, research questions, significance of the study, limitations of the study and theoretical framework. Chapter two is the literature review while chapter three presents the research methodology and explains the research design, study population, sample size, sampling technique, data collection instruments, data analysis, data presentation, validity and reliability of data collected, research limitations and ethical considerations. Chapter four presents findings from the study. Chapter five discusses the findings of the study. The discussion is based on the objectives of the study. Finally, chapter six gives the conclusion of the study and makes recommendations based on the research findings.

CHAPTER TWO: LITERATURE REVIEW

2.1 Overview

This chapter discussed various pieces of literature focusing on historical background of good governance and leadership as a better form of management of todays' schools. Civic Education in schools as a plat form to counter disengagement and consolidate democratic and decentralization in education. Governance from all stakeholders is one that encourages active participation and achievement of desired goals and promotion of team work in schools.

2.2 Historical Overview of the study:

Governance in a general sense refers to the 'patterns of rule' which are concerned with regulation, direction and procedure. Schools are important places in society and a large number of varied groups have a considerable interest in them. So, in practice, present-day governance of the school system involves a highly complex and very broad set of inter-relationships between inter- dependent groups and individuals. This broad range of interest and involvement complicates school governance and the pattern of rule. In the last 60 years the school system and the way it is governed have changed substantially. During the pre-colonial period, schools were in the hands of traditional rulers (Kelly, 1996). During the colonial period from 1924 to 1964 the control of schools was in the hands of the British, thus the (Local Education Authority).

By the mid-1970s and late 1990s, concern was growing about the level, quality and governance procedures in public schools. Various education reforms were founded on the idea that stakeholders could among other reasons be given a choice of school where to send their children and take part in decision-making of such schools (M.o.E, 1977). This would strive to make schools be the best in their areas of location. These changes were intended to separate 'government' from the provision, reduce bureaucratic involvement and expose schools to the pressure of the market. Schools were given increased autonomy and opened up to completion, and a wider number of agencies and groups began to get involved in the education system. In 1991 and afterwards, research evidence indicated that Zambia re-introduced multiparty politics as policies by then could not give opportunities for everyone to participate in the governance of schools freely. This led schools open to partnerships and performance management as ways of improving standards and

governance. In view of this, it can be noted that civic education has the ability to enable stakeholders in school governance to be able to be well informed, think critically and become effective participants in the decision-making processes in schools.

2.3 Understanding the concept of Governance and Good Governance

2.3.1 Governance

The concept of "governance" is not new. It has been around in both political and academic discourse for a long time referring to the task of running a government or any other entity such as a school. Governance has been defined to refer to structures and accountability, transparency, responsiveness, rule of law stability, equity and inclusiveness, empowerment and broad based participation (Hufty, 2011). Governance also represents the norms, values and rules of the game through which public affairs are managed in a manner that is transparent, participatory, inclusive and responsive(UNDP, 1997). Thus, governance is subtle and may not be easily observable. In a broad sense, governance is about the culture and institutional environment in which stakeholders interact among themselves and participate in public affairs. It relates to the processes of interaction and decision- making among various actors involved in a collective problem that lead to the creation, reinforcement of social norms and institutions (Hufty, 2011). It looks at governance as a plat form on which stakeholders share in the decisions made in the school. This is in line with this study which took interest to investigate how traits from civic education promote good governance in schools through the interaction among the head teachers, teachers, parents and the students in order to achieve desired goals.

Often there is a tendency to equate governance with management, the latter primarily referring to the planning, implementing and monitoring functions in order to achieve pre-defined results (Laura, 2006). Management encompasses processes, structures and arrangements that are designed to mobilize and transform the available physical, human and financial resources to achieve concrete outcomes. Management refers to individuals or groups of people who are given the authority to achieve the desired results. Governance systems set the parameters under which management and administrative systems will operate. Governance is also about how power is distributed and shared, how policies are formulated, priorities set and stakeholders made accountable. It is the desire of this study to prove that civic education has the capacity to contribute effectively to the management and running of schools in selected secondary schools in Lusaka Province.

"Governance is a big word that includes human rights, freedom of speech, economic transactions on a worldwide basis". As rightly put by Kaufman et al (2007), governance is the traditions and institutions by which authority is exercised. In this sense, it would be argued that governance is about procedures and decision making in organizations.

2.3.2 Good Governance?

Good governance in education systems promotes effective delivery of education services. This therefore, entails that good governance is about the processes for making and implementing decisions or (not implementing decisions). Kaufmann, Kraay, and Mastruzzi (2004), "good governance is the traditions and institutions by which authority in a country is exercised for the common good". Good governance in education requires enabling conditions, arguably most importantly, accountability. This position is supported by Ackerman (2005) who describes accountability as "a pro-active process by which public officials inform about and justify their plans of action, their behaviour and results and are sanctioned accordingly. Accountability requires that public servants have clear responsibilities and are held answerable in exercising those responsibilities, and if they do not, face predetermined sanctions. Without sanctions, there cannot be real accountability. Despite its importance to effective delivery of education services, real accountability is rare in most public education systems worldwide. It is not about making "correct" decisions, but about the best possible process for making those decisions. Good decision-making process, and therefore good governance, share several characteristics. All have a positive effect including consultation policies and practices, meeting procedures, service quality protocols, role clarification and good working relationships.

2.4 Characteristics of Good Governance?

In a study conducted by the United Nations Development Programme (1997), the following democratic practices in good governance have been defined as follows:

2.4.1 Good Governance is Accountable

Accountability is a fundamental requirement of good governance. Local government has an obligation to report, explain and be answerable for the consequences of decisions it has made on behalf of the community it represents.

2.4.2 Good Governance is Transparent

People should be able to follow and understand the decision-making process. This means that they will be able to clearly see how and why a decision was made- what information advice and consultation were considered and which legislative requirements were followed. Transparency is built on the free flow of information.

2.4.3 Good Governance follows the Rule of Law

This means that decisions are consistent with relevant legislation or common law and are within the powers.

2.4.4 Good Governance is Responsive

Local government should always try to serve the needs of the entire community while balancing competing interests in a timely, appropriate and responsive manner.

2.4.5 Good Governance is Equitable and Inclusive

A community's wellbeing results from all of its members feeling their interest have been considered in the decision-making process. This means that all groups, particularly the most vulnerable, should have opportunities to participate in the process.

2.4.6. Good Governance is Effective and Efficient

Local government should implement decisions and follow processes that make the best use of the available people, resources and time to ensure the best possible results.

2.4.7 Good Governance is Participatory

Anyone affected by or interested in a decision should have the opportunity to participate in the process for making that decision. This can happen in several ways- community members may be provided with information, asked for their opinion, given the opportunity to make recommendations or in some cases, be part of the actual decision-making process.

2.5 Why is Good Governance Important?

Good governance is important for several reasons. It not only gives the local community confidence, but improves the faith the local people (stakeholders) have for those in authority and the decision-making processes.

It is without doubt that these defitions of the tenets of good governance sit well with regards to this study whose aim is to investigate the role of civic education in school governance. These pillars of governance are form the basis of this study and they are the prerequisites of democractic governance in schools. In schools where they are effectively applied, the decisions made are biding and most importantly stakeholders develop a sense of belonging.

2.5.1 Promotes Community Confidence

People are more likely to have confidence in their leaders if decisions are made in a transparent and accountable way.

It also encourages those in authority to remember that they are acting on behalf of their community and helps them to understand the importance of having open processes which adhere to the law.

2.5.2 Leads to Better Decisions

Decisions that are informed by good information and data, by stakeholders views, and by open and honest debate will generally reflect the broad interest of the community.

This does not assume that everyone will think each decision is the right one. But members of the community are more likely to accept the outcomes if the process has been good, even if they do not agree with the decision.

2.5.3 Supports Ethical Decision-Making

Good governance creates an environment where those in authority ask themselves what the right thing to do is when making decisions. Making choices and having to account for them in an open and transparent way encourages honest consideration of the choices facing those in the governance process. This is the case even when differing moral frameworks between individuals means that the answer to what is the right thing to do is not always the same. Dean (2005) explores governance to mean all the processes that coordinate and control an organizations' resources and actions. In many cases, governance has been implemented in a narrow and often harmful way- as oversight through steering committees. The results are generally bureaucratic, imposing convoluted approval processes on already- burdened organizations. Heavy-handed, top-down controls squelch.

This study seeks to show that if democratic principles from civic education are applied well by stakeholders in schools, good school governance can be enhanced.

2.6 Governance Processes

In a study by the United Nations Development Programme's Regional Project on Local Governance for Latin America, governance has been defined as, 'rules of the political system to solve conflicts between actors and adopt decision (legality). It has also been used to describe the proper functioning of institutions and acceptance by the public (legitimacy). And it has been used to invoke the efficacy of government and the achievement of consensus by democratic means (participation) (UNDP, 2010). Governance through decentralization in education aims at giving stakeholders more power to make informed decisions. From the perspective of democratic principles, democratic governance means the distribution of power among authorities (Olowu, 2001). Decisions are made at local level by the involvement of all stakeholders. This implies that governance is a process involving many stakeholders who should interact amongst themselves for desired results to be achieved. In schools where this happens, good governance practices from democratic tenets are attenable.

2.6.1 Democratic Governance

Participation and democratic governance have a symbolic relationship. Democratic governance covers the social coordination mechanisms involved in political action and therefore, relies on two assumptions. On one hand, governance is not a set of rules or an activity but refers to the decision- making process within all groups in the social, political, economic or private. Governance aims, secondly to facilitate participation in the definition of public policies, their implementation by multiple players who have neither the same interests nor the same modes of regulation. Democratic governance is conceived as the art of government by articulating the business at different spatial scales, from local to global, regulating relationships within society and coordinating the involvement of multiple actors. It is not only helping to reform organizations or states but also to help organizations to rethink their management practices and to define themselves a model for regulating pro-active best suited to their own challenges. For democratic practices to be enhanced, there is need for effective participation from all stakeholders. This is the desire

of this study which is to provide opportunities to everyone to contribute freely in the governance of schools.

2.6.2 Corporate Governance

This type of governance relates to moral practices, values and practices that facilitate the balance between economic and social goals and between individual and common goals. According to Bevir. (2013), governance refers to all the processes of governing, whether undertaken by a government, market or network, whether over a family, tribe, formal or informal organization or territory…". It aims to coordinate the interests of individuals and society. According to Pravin (2011), corporate governance aims to, provide a regulatory framework and an environment conducive to effective economic activities, ensure that corporations treat their stakeholders in a fair and transparent manner and provide for the responsible management.

2.6.3 Public Governance

It is important to note the distinction between the concepts of governance and politics. Politics involves processes by which a group of people reach collective decisions generally regarded as binding on the group, and enforced as common policy. Governance on the other hand, conveys the administrative and process-oriented elements of governing rather than its antagonistic ones (Offe, 2009). Such an argument continues to assume the possibility of the traditional separation between 'politics' and 'administration'. It is common knowledge that 'governance' and 'politics' involve aspects of power and accountability.

2.6.4 Participatory Governance

This form of governance focusses on deepening democratic engagement through the participation of citizens in the processes of governance. The idea is that citizens should play more direct roles in public decision-making or at least engage more deeply. Those in authority should also be responsive to this kind of engagement. In practice, participatory governance can supplement the roles of citizens or as watchdogs (Triump, 2006). It is the desire of this study to see how civic education can contribute to this situation in schools.

2.7 Putting Stakeholders first in Governance through Participation

It is without doubt stakeholder participation in school governance constitutes an important factor in schools. In a democratic environment, stakeholder participation in school governance matters is treated as part of an overall system of education decentralization of decision-making where individual schools make their own decisions. Participation basically is people's involvement in the decision-making process for the school. At school level, participation simply means members taking a responsibility to get involved actively in the affairs of their school. Active participation calls for the full involvement of oneself in all activities that may lead to collective decision-making for the betterment of the organization (such as a school) and the whole community (FODEP.2000).The primary objective of engaging stakeholders in the governance of schools is to allow them to take control of the direction of their school and assume ownership. This calls for stakeholders to have knowledge and skills that can enable them take informed decisions. In this case, stakeholders' participation in school governance effectively can be dependent on the gained knowledge and skills from civic education. The main features of stakeholder participation in school governance are inclusiveness, trust, involvement and team work. Here, inclusiveness implies that all stakeholders should be included in the decision-making processes in the school. This study seeks to establish that participation inspired by democratic practices promotes good governance in schools.

2.8 Civic Education and Governance of Schools across the Globe

2.8.1 School Governance

The success of every school depends on the way it is managed. The need for the effective management of schools has placed much more emphasis on the nature and quality of the work of the head teacher as the head of a team of professionals and non-professionals and as manager of the supply and effective use of resources (human, financial and material). According to Potgieter, Visser, Van der Bank, Mothata and Squelch (1997) regard school governance as an act of determining policy and rules by which a school is to be organized and controlled. Governance is widely agreed to be concerned with the formulation and adoption of policy and management for the day-to-day delivery of education. This is an important argument that needs careful and serious consideration if we are to understand and appreciate school governance. Generally, stakeholders should be involved in the day-to-day decisions about the administration and organization and activities in the school. In

the view of McLenman (1965), governance is perceived as a combination of political and institutional power to ensure the effective management of resources for development. Institutional power is embedded in the structures and practices of social institutions, the rules and norms which guide them, and the language and symbols which mediate social interactions. These definitions, both of accountability and school governance are indicative of a conflict that may emerge at operational level due to clashes in policy interpretation or ambiguity of roles. It is for this reason that this study seeks to address the main research question of the role of civic education the governance of schools in Lusaka Province.

Figure 1: School Governance

SCHOOL GOVERNANCE			
RESPONSIBILITY	**ACCOUNTABILITY**	**FAIRNESS**	**TRANSPARENCY**
To take correct actions with regards to the assets of the school and to keep the school on strategic path that is sustainable	To be able to justify decisions and actions to stakeholders and other shareholders	To give fair consideration to the legitimate interactions and exoect actuins of all stakeholders	To disclose information in a manner that enables stakeholders to make informed analysis of the school's performance and sustainability

Source: Institute of Directors Southern Africa 2013

Inline with democratic practices good school governance that enhances participation from stakeholders is based accountability, faireness, responsibility and transparency as shown in the above figure

2.8.2 School Governance at Global Level

In modern times, Cathy (2007) has observed that schools in New Zealand introduced the Tomorrow's School reforms in 1989 which gave the responsibility for the governance of

schools to improve school governance. There was a long- seated interest in bringing schools and their communities closer together. The New Public Management (NPM) approach was remodeled for the public sector in providing for more localized decision-making within accountability framework to improve governance in schools. The original Tomorrow's schools framework expected Board of Trustees to bring schools closer to their communities, through parents taking a more active role in setting their schools directions, and parents electing those they trust with this responsibility. Studies on school governance in England, Wales, and the US, as well as New Zealand show how school governance works and what this tell us about how governance in schools can work effectively. In this sense it would be argued that participation in school governance provides an elaborate meaning that engages stakeholders in action based school activities where they can apply the acquired leadership skills to serve in schools and communities. What this implies is that there are schools which are traditionally and authoritarian managed while others are democratically inclined. It is the role of this study to show that it only through democratic practices that good school governance can be promoted where all stakeholders have stake in the decision making processes.

As noted by the Audit Commission (1995) the responsibility of school governance is to maintain and improve its school's standards of achievement". In Scotland (United Kingdom), "Heads Together" is a nationwide online community used by school leaders to share experiences, policies and ideas. It was launched after a successful pilot phase in 2003, and has since become part of the national intranet for schools (Blumberg and Greenfield, 1980). What this means is that schools governance implies that mechanisms function in a way that allows head teachers to respect the rights of the stakeholders and ensure that stakeholders share in the taking of responsibilities in a spirit of democracy. This appears to be the case in Zambian schools in this study where there seems to be gap in the governance structures of schools where school authorities do match theory and practice. In most cases, schools still practice traditional leadership styles in schools where stakeholders are not given opportunities to apply their acquired knowledge and skills into school governance. Governance being a complex concept, there is need for those in authority to practice modern leadership skills that are inclusive in terms of decision – making where citizens should also be responsive to this kind of engagement. In practice, participatory governance can supplement the roles of citizens as watchdogs through more direct forms of involvement in the governance of schools. This study seeks to establish

that it only through democratic practices in schools that high levels of participation will be achieved. Therefore, participation of all stakeholders in school goernance increases stakeholder confidence.

Mckenzie (2000) did a study on school Governance in Australia focusing on education and management. In the last 30 years, a number of countries have seen increased levels of decentralization of authority for a range of decisions to the education system. Generally, decentralization of authority in schools will enhance the quality, effectiveness and responsiveness of governance in schools. Decentralization is not unitary concept and such can be applied to different elements of school governance. Education decentralization of decision-making in schools can increase local authority and enhanced autonomy of schools. In Europe, there has been major changes in the legislative framework for the provision of public education in England (1988), France (1983 and 1989), Italy (1997), Spain (1990 and 1995) and Sweden (1985, 1988 and 1991) and developments towards site-based management in North America and elsewhere (Brown, 1990 and Herman, 1993). The common belief underpinning devolution of authority in schools is the enhancement of quality, effectiveness and responsiveness of public education (Mckenzie, 2000). In this regard, this seems to be the gap found in most schools regarding school authority's approaches to governance. This study shows that civic education has a responsibility to play through democratic practices which promote good governance in schools. This is where the gap is between the two studies which this study seeks to address.

Decentralization in Australia's schools is still far from uncontested. Schools could be simultaneously be experiencing greater autonomy in financial and staffing matters, and less autonomy in curriculum development and student assessment. In Europe too, behind the overall similarity in the trends towards devolution there remain substantial differences in the area of decision-making transferred from central government to school. In addition, Bottan (2000) notes that an increase in some decentralization to schools in some areas of management has been accompanied by an increase in control by the center in some areas. This study argues that it is important for school governance to focus on the detail of education decentralization of authority to empower schools so that they decide the future of their schools in terms of good governance in schools. This appear to be a gap that this study is seeking to address through effective civic education programmes that empower

stakeholders with the required knowledge and skills required in school governance. This study is looking for autonomy in decision-making processes that promote participation from democratic practices.

According to the OECD (2011), argues that, in Shanghai (China), policies support collaboration between better – and lower – performing schools with the aim of transferring leadership capacity from the former to the latter. One aspect is called empowered administration, a school- custody programme in which the government asks higher-performing schools to administer weaker schools. Under this scheme, the high-performing schools appoints its experienced leader, such as the Deputy principal, to be the principal of the weaker school and sends a team of teachers to lead the governance of the school. In line with the above, it can be stated that, in this way, the ethos, management styles of the good schools are transferred to the poorer- performing school. As has been observed by Muleya (2015), civic education can play a significant role in the governance of schools in Zambia through the knowledge and skills gained from civic education. In schools where there is effective stakeholder involvement in the decision-making processes, there is significant good governance. Given the information above, it is undoubtedly clear that if good governance practices from civic education are applied in schools, stakeholders would develop self-awareness, think critically and responsiveness necessary in good school governance. In this study, it is viewed that democratic tenets from civic education have the ability to transform school governance. This appears to be a gap that needs to be attended to in this study. It is therefore not enough to state that civic education prepares stakeholders to become knowledgeable, skillful and have good values but how they apply these is not clearly indicated. It is at this stage that good governance becomes appropriate and relevant in encouraging effective participation through democratic practices. It is hoped that the actual role of civic education in school governance will be appreciated as all stakeholders are em[owered with knowledge, skills and civic dispositions.

2.8.3 School Governance in Africa

In Africa, South Africa in particular, school governance was among the most radical in Africa, celebrated by the end of apartheid. According to Clive (1996), one of the most significant achievements of South Africa's democratic government has been the transformation of the school governance system- that is changing the way in which

decisions are made about how schools are run, and making sure that all the main affected groups are able to play a role in making those decisions. Chaka (2008) explores that, 'the introduction of democratic school governance, particularly school governing bodies is a break from the centralized system of education governance which was under the apartheid and an acceptance of a democratic education system'. These changes in the education system came about through the South Africa Schools Act (SASA) of 1996. School governance is looked at as the provision of information to various education stakeholders including policy makers, civil society, teachers, pupils and parents. Some researchers have pointed out that, school governance refers to volunteering, advocacy and free but active participation by those who offer themselves to serve the schools. This agrees with the focus of this study where the argument is being made to the effect that school governance should take an approach which allows stakeholders to engage with school authorities. That away they will be made accountable for their decisions and democratic practiceswill be enhance.

In the same study conducted by Tsakani (2004), it is stated that after the National Party assumed power in 1948, it established the Eiselen Commission which carried out an enquiry into so-called Native Education. The findings of the commission state that governance of black peoples' education was transferred from the hands of missionaries and civil society into the hands of the National Party government. The government decentralized education down to the local school level. School governance structures were established in all schools. These structures included parent representatives but excluded teachers and students. Despite the Eiselen Reports emphasis on local control, these structures did not have the power to make decisions. Instead, power was concentrated in the hands of the central government which made policies to be implemented by the decentralized structures. Governance from this context of schools in terms of decision making came from the central government which made policies for schools. All- in – all, there was an advancement of education for white minority while oppressing the black majority. In the writing of Kallaway, (2002), Apartheid was characterized by the promotion of Afrikaner culture, language and economic interests, the emergence of powerful structure of the state power designed to defend the privileges of the minority, restriction of political, social and economic rights of the majority…" In other words, Kallaway (2000) seems to remind us that the democratic governance of schools under apartheid was not attainable. Part of the strategy was the provision of differential

education-whites were educated to be dominant and blacks were educated to be subordinates. Parents of black children (and progressive parents of white children) were unwilling to accept this situation any longer. They wanted structures in which all interest groups could participate. Kallaway (2002) states that Apartheid school governance structures in black schools gave way to Parent-Teacher- Associations (PTAs) in primary schools and Parent-Teacher-Student Association (PTSAs) in secondary schools. These apartheid reforms were criticised for not being inclusive as some stakeholders in the school governance system were not heard. The lack of accountability of those governing bodies to the community they were supposed to serve, allowed them to "… trample over grass-roots opinion" (Hyslop, 1989). In short, the system used the top-down style of governance in schools and was authoritarian and undemocratic in its operations. This is a gap that this study should address and give a call to investgate the role civic education plays in the governance of schools where democratic governance promotes active participation from all stakeholders in the decision making process in schools.

In another study by Potgieter et al (1997), the concept of school governance was seen as, 'an act of determining policy and rules by which a school is to be organised and controlled'. It includes ensuring that such rules and policies are carried out effectively in terms of the law and the budget of the school. This again is a clear demonstration of the argument that this study brings out with regard to the role of civic education in the governance of schools in Lusaka province of Zambia which require interaction and consultation when it comes to implementation of decisions. Given the kind of situation in South Africa, the painful, complex and controversial history of schooling, it is unlikely that any model chosen for the management and control of schools would not satisfy all role players. A model which effectively places significant decision-making power over issues such as performance of learners and school fees, was never going to be acceptable to all. Chaka (2002), explores that, it is inherent in the preamble of the South African School's Act of 1996 (SASA)- a partnership involving the state and leaners, parents and educators in accepting joint responsibility for the organization and governance of schools. This kind of partnership does not imply that all partners have to agree on all issues and that there is no room for contestation on important aspects. This kind of stakeholders participation in the governance of schools effectively is seen as the best model where everyone's voice is heard and a final decision is made on the ground. This aspect is important in the context of this study as it provides an indication that democratic

governance is the best way to arrive at decisions that are effective for the development and better governance of schools where decision-making is collectively made. This is what this study desire to achieve.

In another study on South Africa conducted by Mncube(2012) on issues of social justice and the voice of the leaner showed that learners were participating according to the South African Schools Act(SASA). However, he indicated that leaners were not given full chance to participate in crucial decisions affecting them. This so because they are considered to have no experience hence not given chance to participate. This study seeks to show that pupils are key stakeholders in schools who should be fully engaged in all the decisions to be taken in the school. This is what this study aims to achieve.

In a study by Mphale (2000) on Botswana, it shows that when formal education was introduced, schools were regarded as exceptional environments for head teachers, teachers and leaners. To a large extent, parents and the communities regarded themselves as something outside of the education system. When the child misbehaves at home parents usually used to comment "is this what you have been taught at school?" Worst still for any misbehavior, they would always indicate to the child "I am going to report you to your teacher". This kind of attitude put the onus of responsibility on the teacher and the school authority. Teachers too did not see parents as instruments which could be used to advance their activities as indicated by Farrant (1980, 2). In short, the school was considered as something outside of the parents. However, through civic education, there should be effective partnership from all stakeholders in enhancing good governance in schools. Schools should have leaders who are well informed and abreast of latest information on relevance of the governance of schools. Muleya (2015) agrees that, it is from effective citizens that we are able to see change of mind sets and attitudes which are key elements in the governance of schools. For this kind of thing to happen, it is important that all stakeholders in the governance of schools are exposed to the principles and practices of good governance needed by schools. This study promotes inclusive participation that enhances the application of democratic values, This is a gap that this study is seeking to achieve.

As arguably put by John and Phillip (2000) decentralization of decision-making, increasing local authority and enhanced autonomy of schools have been common features of recent changes in the governance of schools in Australia. Whatever the political hue of

governments in Australia and other countries, the last 20-30 years have seen substantial change in the administrative, funding and supervisory relationships between central education authorities and individual schools. The common belief underpinning these changes is that devolution of authority to schools will enhance the quality, effectiveness and responsiveness of public school governance. In Europe too, behind the overall similarity in the trends towards devolution there remain substantial differences in the areas of decision-making transferred from the center to the school. In this study, I propose to effective participation as the basis upon which the governance of schools could be seen as a vehicle that could lead to effectiveness in the governance of schools. This again demonstrates the gap that this study puts forward that the governance of schools should be built around various stakeholders who actively get involved in the affairs of the school to promote inclusive decision-making.

In this study, it is argued that it is important for research on school governance to focus on the devolution of power at school level. Additionally, Sturman (1989) provides a useful analysis of the major changes in the decentralization in Australian governance of school systems in the decades of the 1960s the 1970s and the 1980s. Simplifying his analysis somewhat, he argued that the 1960s were associated with structural pressures for change and changes in attitudes and values that supported greater teacher, pupils and parents involvement in decision –making. I contend that unless the principles and values of good governance are incorporated in the governance of schools, it will be difficulty to inculcate in leaners, teachers, parents and head teachers the kind of civic values and dispositions that are relevant in the governance of schools. Effective school governance is built on citizens who should be involved in what goes on in the schools and not those standing and watching from a distance. I further argue that collective governance of schools is relevant because it could lead to the promotion of active engagement by all stakeholders. This study is concerned with governance in schools. The stakeholder model of governance is appropriate if schools are empowered with better leaders equipped with knowledge and skills. This again is a clear demonstration of the argument that I bring in this study with regard to school governance where there is equal application of the rule of law in school governance. Traditional and authoritarian schools showed that stakeholders had less civic attitudes among the stakeholders while democratic schools stakeholders who have high levels of democratic attitudes that promote school governance.

2.8.4 Zambia

The 1996 Zambian national policy on education included among the general principles of educational decentralization. Decentralization involves the ministry devolving power from the Centre to local levels to allow stakeholders to share in decision-making and take responsibility for education at local level. Partnership involves establishment and ownership of educational institutions. In a study by Paul and Lungwangwa (2002), they explore that Zambia has implemented the decentralization policy of empowerment with the responsibility for the management of education programmes and activities at the district and school levels. They argue that effective execution of decentralization in education is at risk due to several factors which include, lack of school supervision. They further stated that for educational decentralization to succeed, government should invest in human resource development Lungwangwa at el (2002). In keeping with the democratic and liberal philosophy of the country under the multi-party political system, the government decentralized the management of public schools based on corporate governance principles (Sikayile, 2011). Corporate governance as a system allows communities to participate in the affairs of their schools through decentralized organizational arrangements. This for example saw the establishment of Management Boards in public schools. The whole idea of introducing school boards was to increase community participation in the governance and management of public schools which enhanced a sense of ownership (Mukwena, 2001). The introduction of Free Basic Education (FBE) in Zambia in 2002 during the Basic Education Sub- Sector Investment Programme (BESSIP) significantly improved access to education and governance especially after declining education standards in the 1990s Lungwangwa at el (2002).In keeping with the democratic and liberal philosophy of the country under the Multi-party political system, the government decentralized the management of schools based on corporate governance principles. According to Richard (1960) corporate governance denotes "the structure and functioning of the corporate polity". The concept of corporate governance is an old one. Bevir (2013) contends that, 'Corporate governance consists of the processes, customs, policies, laws and institutions affecting the way people direct, administer or control an organization'(such as a school). This also includes the relationship among the many players (the stakeholders) involved in the governance of the institution. This is where the gap is and this study seeks to establish how civic education plays a role in school governance which contributes to stakeholder interaction leading to

effective participation. Even if a school enjoys decentralization, it is not very clear to what extent the democratic practices are applied in school governance which is the main aim of this study.

As has been observed by Lungwangwa at el (2002), Liberalization of education aims at fundamental changes in power relations over education. They argue that decentralization on the other hand involves the devolution of power from the center to the local schools. According to the GRZ (2002), the primary aim of decentralizing decision-making at local levels was meant to empower citizens have control over their local affairs and foster meaningful participation which require that some degree of authority is decentralized to schools. In order to remove the absolute control from the center, it is necessary to transfer authority, functions and responsibilities to lower levels. Whether the transfer of authority to schools improves participation and promotes good school governance is what this study seeks to establish. As rightly put by Lungwangwa at el (2002), decentralization involves the devolution of power from the center to the local levels in schools. Decentralization is a in which the Ministry of Education hopes to strengthen the control and management of education at local level. As is being argued in this study, decentralization aims at achieving a broad-based participation in education management with great emphasis placed the creativity, innovation and imagination of the local level education managers. Through decentralization the Ministry of Education hopes to reduce the current bureaucratic red tape that stifles efficiency in educational system. This is again shows a clear gap with a demonstration of the argument I bring in this study that democratic tenets from effective civic education leads to participation that enhances good school control leading to good school governance.

Thus, from the literature surveyed so far one gets the indication that governance tends to be viewed from a number perspectives and that it offers a dynamic and holistic experiences which have the potential to strengthen stakeholder's participation in the governance of schools. Stakeholders' participation in school governance can contribute to good governance in schools where opportunities for effective participation promote responsiveness, transparency and accountability. Today's school leadership practices are multi-faceted. The school authorities are expected to establish sustainable environments in their schools. They are duty bound to be instructional leaders for the success of their schools. It has become difficult for a single person to possess all the skills, attitudes and

knowledge required for effective school improvement (Elmore, 2000, Wallace, 2001). This explains the reason why this study should be carried out to confirm that civic education has a role to play in the governance of schools. According to Muleya (2015), the knowledge, skills, values and civic dispositions acquired from the interaction with civic education makes stakeholders confident in applying themselves so that the functioning of schools is sustained. However, such a position needs to be supported by research based evidence and may not be true in the absence of research backed evidence to show how the knowledge, skills, values and dispositions acquired from civic education can enhance school governance. It is the desire of this study to address this problem so that we are all certain that indeed civic education has a part to play in enhancing good practices in school governance based on the establishment of this study. It is therefore, true to state that civic education can enhance school governance when stakeholders are empowered with knowledge, skills, ability to engage, investigate and participate in school governance. It is true also to mention in this study that civic education can be a tool that promotes active engagement, promotes accountability, transparence and team work where people interact.

As noted by the Ministry of General Education (2006), the highly centralized management and administration of the education system had been a matter of concern. Centralization has had effects on quality, efficiency and effectiveness. Consequently government found it necessary to restructure the entire education system. In accordance with The Movement for Multi Party Democratic principles, the education system had been liberalized to allow more participation of all stakeholders in financing and governance of schools. A decentralized system of management had been put in place, decision-making power had been handed out to the local levels such as the districts and schools (M.o. E, 2006). In other words, the Ministry of Education seems to remind us that looking at decentralization of the governance of schools, one to examine it from the context of participation. This is important on the part of this study as it provides an indication of some possible challenges in the way governance is perceived. With this study one hopes to get the actual position of governance of schools as a dynamic process that leads to collective decision-making in schools. I am proposing in this study practices of leadership of schools that make governance effective if decisions are collectively made. However, stakeholders should have the right to comment on and make suggestions with regard to such decisions. The government, through the Ministry of Education and Parliament in the Education Act of 2011 introduced learners Representative Councils in schools to ensure that learners take

part in the governance of schools. This seems to the gap which this study seeks to address. This therefore, entails that when pupils and parents are enlightened, they are offered holistic experiences which have the potential to strengthen stakeholders in school governance, and they can be effective partners in the decision-making processes in schools thus confirming the aim of this study which seek to investigate the role of civic education in school governance.

The introduction of a new National Policy on Education in Zambia, Educating Our Future (1996), has brought about recognition and opportunity for children to take active part in decision-making and running schools. The policy says that Zambia's education is founded on the principles of liberation, democracy, equity, equality, partnerships and accountability. To that effect, the Ministry of Education has passed on power to districts and schools. Decentralization has made it more possible for children and necessary to respect the meet, join and or form groups and organizations. This necessitates the formation of child led organizations that brings about a genuine, complete partnership of teachers, community and pupils and ensures true accountability in our education systems.

In a study by Gudschinsky (1976), lack of knowledge and information limits individual's ability to engage in activities that require critical thinking. Such activities may include, understanding government policies, governance issues and training. Because of bad governance practices at national level and other institutions, the UNDP (1997) and other organisations such as the World Bank and IMF, continue to work with governments to improve governance. This kind of situation affects stakeholders' effective participation in decision-making process in schools. Therefore, it can be observed that bad governance is a variable that affects participation. This is a gap to be addressed by this study. This study argues further that a change in governance style and stakeholder engagement are key elements in school governance. Furthermore, it is hoped that stakeholder interaction with civic education can result in acquisition of knowledge, values, civic dispositions and skills relevant in the governance of schools.

Wilcox developed this ladder based on the United Kingdom regeneration context and reflects a philosophical progression through participation. This implies that different levels of participation are acceptable in differing contexts and settings, this progression recognizes that power is not always transferred in apparently participative processes, but the processes still have value. Schaeffer adopted a definition of participation which states

that, people participate to the extent that they choose, cognitively, affectively and physically to engage in establishing, implementing and evaluating both the overall direction of a programme and its operational details.In a study conducted by Mbozi (2013), the following are identified as key elements of participation: participation, mutual respect, joint decision-making, negotiation, shared leadership, flexibility, accountability, and empowerment. When these elements of participation are exercised, effective participation is constituted when all stakeholders are evelled with opportunities which promote good governance in schools from democratic practices, then it becomes clear that schools are practicing democratic tenets.

2.9 Players in School Governance

It is "now universally accepted that schools must relate well to their surrounding community if they are to be effective. Good school governance requires a flourishing partnership, based on mutual interest and mutual confidence between the many players that make up and support the school. The partners involved in the school governance include school head teachers, parents, teachers, policy makers and pupils. It should be understood that the involvement of the state in the governance of schools should be limited to the minimum required for legal accountability and that such involvement should be based on participation (Bevir, 2013). From Bevir's contribution, governance appears to be based on participation in decision-making rather than having stakeholders who are mere observers in what goes on in the school.

School Governing Boards such as the Parent Teacher Association require civic competences which are critical to school governance. Developing the knowledge, skills and other values required for effective governance of schools is a national imperative. Thriving democratic schools depends upon active participation of its stakeholders. Those entrusted with the leadership of schools should be well informed, ready to collaborate and sacrifice their time and work towards achieving the common goals of the school (Colby, Beaumont, Ehrlich and Corngold, 2007). This kind of a situation require head teachers and other players in school governance to be responsible in managing all the resources which schools have ensure sustainable school leadership anchored on shared leadership. It should be remembered that school governance is every ones business. This is consistent with Maureen, and Gunilla (2009) who contend that studies from the Center for Education Policy Development suggest that good governance of schools promotes effective delivery

of education services critical of which are information, accountability which induce high performance. Maureen and Gunilla (2009) describes accountability as, "a pro-active process by which public officials inform about and justify their plans, of action, their behavior and results, and are sanctioned accordingly". In this study, accountability has been seen to require that public servants have clear responsibilities and are held answerable in exercising those responsibilities, and if they do not, face predetermined sanctions. It is believed that besides the importance to effectively contribute to good governance in schools, real accountability is rare in most schools. Besides accountability, the United Nations Economic and Social Commission for Asia and the Pacific has identified other characteristics of good governance which include, rule of law, transparency, responsiveness, participation, consensus orientated, equity and inclusiveness and effectiveness and efficiency. This study will show how these tenets of good governance attained from civic education can be the pillars of good governance in our schools where all stakeholders key partners.

In education, poor governance results in inefficiency in service provision, and in some cases no service provision at all. Lack the above democratic tenets of good governance can not only lead to poor provider performance but also to corruption, the, "use of public office for private gain" (Bardhan, 1997). If our citizens are to be shaped into responsible citizens, many institutions should help develop knowledge, skills and values that should shape their civic character. Schools, however, bear special and historic responsibility for the development of leadership skills. Therefore, good governance has gained recognition in schools as a strategy for preparing leaners and other stakeholders for various roles in life. The various characteristics of good governance should be visible in schools. It is from this background that this study wish to get insights on how good governance traits should be applied in schools so that shared school leadership is encouraged. There is need to have leaders in schools who believe in the process of engaging others before decisions are made. With such leadership in schools, governance which is centered on team work is likely to have better managed schools leading to vibrant democracy in education. I contend that, in a broad sense, governance is about the culture and institutional environment in which stakeholders and citizens interact among themselves and participate in their affairs. According to the Center for Civic Education, 1994), civic education has a responsibility of empowering its beneficiaries with attributes such as having knowledgeable citizens, "committed to the fundamental values and principles required in

governance processes". It is through informed and knowledgeable citizens that the application of the principles that support good governance of schools are to be practiced. The individual who constantly interacts with civic education should be in a better position to utilize the acquire information in promoting the governance of the school in which they are. Butts (1980) contends that, stakeholders in the governance of schools should be committed and effective members who should play their parts effectively in schools that nurture good governance. The interaction by stakeholders with civic education places them in positions where their contributions should benefit those in positions of influence so as to benefit school governance.

2.10 Effective Participation enhances Good Governance

Good governance is a meaningful and viable form of democracy in education. It is essentially about effective leadership which should be used as a mechanism to create applicable processes, systems and controls ae well as the appropriate behavior to ensure sustainability in an organization (such as a school). With this study, one hopes to get the actual position of governance in helping to ensure that decisions are made in the best interests of the school and its stakeholders. According to the Institute school Governance (2015), the benefits of effective school governance can include, among other things the following, " improved leadership, decision-making and strategic vision, confidence of internal and external stakeholders in ensuring that the organization/school is being run in an appropriate and responsible manner". Governance if well applied, could encourage participatory governance which promotes and encourages students and other stakeholders in school governance. Encourage students' participation in simulations of democratic processes and procedures in schools. Therefore, the quest for good leadership is a sine-qua-non for governance and sustainable development. This again demonstrates the argument that I put forward that governance is the capacity to establish and sustain workable relationships between individual actors promote the achievement of collective set objectives and goals.

The future of our schools, republic, and the world over depends on whether or not the next generation is prepared for informed and engaged democratic citizenship. Like the pedagogy of popular education developed by the Brazilian Paulo Freire (1972), governance connects personal and political transformation. When students and other stakeholders interact with civic education, they make relevant contributions towards the

governance of their schools. This comes about because the beneficiaries from civic education would be able to apply the principles of democracy in the governance of their schools which eventually leads to effective participation.

Additionally, Dewey (1916) has made similar observations in regard to participatory democracy to mean that people can be involved in a meaningful way in the decisions which affect them. The concept of school leadership has been transformed from the traditional style to one that involves other stakeholders. The traditional school leadership adopted the top- down approach where a leader is expected to be master of everything. Perhaps by virtue of his/her position, the school head teacher was expected to lead his/her subordinates, make key decisions, motivate and inspire his followers (MacNeil and McClanahan, 2005). As the world around us changes, so is the governance style in our schools. Schools have become more complex and difficult for the "know all" school managers. Having seen all this, it is cumbersome for a single person to provide for all situations in a school, it was then found fit for both leaders and subordinates to work together for effective school governance. Pearce (2007) affirms that organizations (such as schools) "can no longer rely on simple notions of the top-down command and control leadership based on the idea that workers are merely interchangeable drone". This is a clear indication that if school governance is to be effective, schools should have shared leadership should aim at encouraging individuals to achieve the set objectives and goals of the school. Baker, 2011, and Harris, 2008) contend that schools where there is active participation by all stakeholders, school governance is sustained. This is the aim of this study.

I argue from this position that school- governance world- wide has shifted from the one mans' show to everyone's business. The complexity of the school leadership has called for shred leadership. McNeil and McClanahan, 2005) have argued that school leadership is distributed leadership, partnership-as – leadership and community of leaders. In this study, I propose an emphasis on leadership of schools where all stakeholders are expected to effectively take part in the decision-making processes in the school as a single entity. I further contend that in schools where there is shared leadership among the stakeholders, there is increasing group solidarity, reduction in misconduct and increased levels of trust among members.

2.11 Challenges of Governance in Schools

Besides the various positive attributes given to good governance of schools, it is not without some challenges. Looking at some challenges in the governance of schools is important because it shows us how governance in schools should be approached. Furthermore, it will provide guidelines to head teachers to be able to apply appropriate leadership practices that lead to productivity.

While this study makes some attempts in trying to discuss various definitions of governance, it is equally important to discuss challenges that come with challenges surrounding school governance. Basic among the school governance challenges, is the capacity to govern. School Governing Boards (SGBs) (such as the Parent Teacher Association (PTA) are usually not trained before taking their office. Among other training constraints, Mabasa and Themane (2002) report that School Governing Boards (SGBs) are not trained before they start their work and this manifests in problem such as unfamiliarity with meeting procedures, not knowing how to make a contribution, feeling intimidated by presence of other members who seem knowledgeable and perceiving their roles as simply endorsing what others have already decided upon. From a situation of this nature, this could be attributed to schools having governors who do not really address the core functions of school governance. Mestry (2006) points out that another challenge in school governance is lack of collaboration between school head teachers and other stakeholders where head teachers being unwilling to share responsibility for school governance for fear of losing power. This study argues that this challenge has come about because of the traditional style of leadership that some head teachers of schools still practice. Head teachers feel they are the only source of wisdom in making decisions in the school. This type of leadership is retrogressive and should not be applied in modern school governance. Another challenge, articulated by Van Wyk (2004) relates to some members in school governing boards feeling that some of them (reference to parents) lack confidence and are not sure of their duties. This situation could come about particularly during school meetings where some parents are vocal yet are illiterate and may face the above challenges when called to serve the school. Democracy and educational decentralization builds confidence, empowers stakeholders to become good managers of schools where all stakeholders collectively are involved in the decision-making processes of schools which eventually promotes school governance.

2.12 Chapter Summary

The chapter has discussed literature review on how schools, institutions and organizations are turning to governance to stimulate stakeholder effective participation in the governance of schools. The interaction stakeholders get from civic education, could create citizens who are Civic minded and are prepare to be engaged in school governance. As the desire for good governance extends across the globe, there is need to understand that partnerships in school governance leads to achievement of set objectives and set goals in schools. Conservative school head teachers should be aware that instructional leadership is a shared undertaking where everyone has to be involved in the governance of schools. Head teachers in schools are encouraged to put up teams in schools that will add value to schools. One question that should be answered is that: Do school head teachers in our schools believe in concept of shared school leadership with other stakeholders in schools in order to promote good governance? In light of the above reviewed literature, it is clear that studies conducted have mostly concentrated on teacher education, performance of schools in terms of results and financial governance in schools. However, the reviewed literature all indicate the positive influence of good governance in schools. Nevertheless, little or no literature has indicated the role of Civic Education in the governance of schools in Lusaka Province of Zambia. This is besides numerous calls for schools to have leadership that encourages good governance of schools. It is the desire this study to show that civic education can play a very important role in school governance.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Overview

The chapter gives a description of the method that was applied in carrying out this study. It also gives the description of the study area in which the study was carried out and provides reasons why the chosen method was appropriate to gather the information required to answer the questions posed by the research problem. It presents the research design, target population, sample size, sampling procedure, research instruments, data collection and analysis, validation and reliability, ethical considerations and limitations. The study adopted a descriptive survey design of selected schools in Lusaka and Chongwe districts.

3.2 Research Approach

The study took a qualitative descriptive research design to generate some elements of generalization. A qualitative research design provided an advantage of comparing findings for the purpose of convergence. This allowed the study to prospect for stronger meta-inferences, which involves a combination of clarification of findings into a coherent whole (Onwuegbuzie et al.2010). A qualitative research approach through semi-structured interviews and documentary analysis were used in order to satisfactorily answer the research questions posed in this study. According to Leedy and Ornmrod (2005), to answer research questions:

> *We cannot skim across the surface. We must dig deep to get a complete understanding of the phenomenon we are studying. In qualitative research, it is important to dig deeper and collect numerous forms of data and examine them from various angles to construct a rich and meaningful picture of a complex, multifaceted situation.*

This entails that using the two approaches in one study is meant to strengthen the results of the study and it is also meant to address issues of validity. Qualitative research is the means of establishing the depth, richness, and difficulty inherent in phenomena (Burns and Grove, 1999). It is concerned with the analysis of ideas and/or words rather than numbers. The qualitative research methodology has been chosen to facilitate the systematic collection and analysis of more subjective and narrative material without compromising the researcher's

impartial position and appropriate for descriptive studies. It chooses to use researchers as instruments of data collection (Lincoln and Guba, 1981). The qualitative research is interested in understanding how things occur and how meanings and interpretations are negotiated with human data because it is participants' realities that the researcher tries to construct (Creswell, 1994).

Knowledge emerges from what can be proven by direct observation. This means that the researcher's values, interpretation and feelings are not considered, objectivity is reinforced. Kombo and Tromp (2006) have said that, qualitative research focuses on measurement i.e. the assignment of numerical events according to rules. This study design was appropriate as it gave an accurate description of the lessons and experiences from the role of Civic Education in school governance in Zambia.

3.3 Research Design

A research design is a plan of how to conduct a study. It articulates what data is required, what methods are going to be used to collect and analyse data and how the research questions will be answered. The study used a qualitative method and employed a descriptive research design. A descriptive research refers to research studies that have their main objective the accurate portrayal of the characteristics of persons, situations or groups (Hiatt, 1986). The descriptive approach in data collection gives the ability to collect accurate data on and provide a clear picture of the phenomenon under study (Hillman, 2005). A qualitative research method means that the would study the participants in their natural settings. A qualitative research depends on a research approach that is flexible and interactive(Kombo and Tromp, 2006). The design is also intended to control errors of procedures and interpretation, the structure of the design specifically delimits the kind of observations which can be made, the persons from which data can be collected and the kind of analysis possible to make with the framework and the form of the data. Hence, a research can be a map, a campus, an outline or guide in the whole process of generating answers to research (Muzumara, 1998).

A descriptive survey was used because the study was aiming at giving a detailed description of the extent to which Civic Education plays in the governance of schools in Zambia and because survey methods allowed the researcher to collect data on attitudes and opinions from large numbers of people (Laverne, 1995).

The major purpose of descriptive research is the description of the state of affairs as it exists (Kombo and Kerlinger, (2006). Kerlinger (1996) in Kombo and Tromp (2006) points out that descriptive studies are not only restricted to fact findings but may also result in the formation of important principles of knowledge and solution to significant problems. The description also relates to the logical relationship among categories and processes in the discussion of different categories. Descriptive studies are aimed at making clear characteristics of phenomena (Polit and Hungler 1999). The descriptive survey is a method of collecting information by interviewing or administrating a questionnaire to a sample of individuals (Orodho, 2003). The researcher also discussed emerging categories carefully and logically. Further, the descriptive approach was chosen to elucidate the extent to which Civic Education enhances good governance of schools in Chongwe and Lusaka districts in some selected schools.

3.4 Research Site

This study was conducted in Chongwe and Lusaka districts. The two districts were purposively selected as case sites because the schools were among the first five secondary schools where Civic Education was piloted in the province. These schools are, Arakan Boys, Chongwe and Libala Secondary.

3.5 Study Population

The study targeted District Education Board Secretaries, Head teachers, Parents, teachers and Pupils in Chongwe and Lusaka districts of Zambia. Best and Khan (2006) have defined population in research as "a group of individuals, objects or items from which samples are taken for measurement". It refers to an entire group of persons or elements that have at least one thing in common. Population also refers to the larger group from which the sample is taken (Kombo and Tromp, 2006). Bless and Achola (1998), also agree that a population is the entire set of objects and events or group of people the researcher wants to determine some characteristics. With the definitions given, my study population were parents, teachers of civic education and those who teach other subjects, Head teachers and District education Officers as key informants in the study while the rest the elements were respondents. According to Babbie (2007), "an informant is someone who is well vested in the social phenomenon that you wish to study and who is willing to tell you what he/she knows about". From this perspective, it was important that 02 District

Education Board Secretaries, 03 Head teachers, 21 teachers, 24 parents and 30 pupils from the three schools,two districts and communities made the population provided the required information for the study.

3.6 Sample Size

As ably put by Borg and Gall (1979) sampling is the selection of some units to represent the whole set from which the units were drawn. The sample consisted of three public secondary schools with a total of 86 respondents from Chongwe and Lusaka districts. From the two districts, 21 teachers, 3 Head teachers, and 2 DEBS one, 30 pupils and 24 parents were sampled for interviews and focus group discusions as respondents.

Table 1: Sample Size

Respondents	Heads teachers	DEBS	Teachers	Parents	Pupils	Total
Sample size	03	02	21	24	30	80

3.7 Sampling Techniques

Sampling is the procedure a researcher uses to gather people or things to study. It is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho and Kombo, 2002) in Kombo and Tromp,2006). Webster, (1985) in Kombo and Tromp (2006) defines a sample as a finite part of a statistical population whose properties are studied to gain information about the whole. When dealing with people, a sample is defined as a set of respondents selected from larger population for the purpose of a survey. Bless and Achola (1988) define a sample as the subset of the whole population which actually investigated by a researcher and whose characteristics will be generalized to the entire population.

In this study, both Purposive and Simple random sampling were used. Purposive sampling was used to come up with the three schools, teachers and pupils who have been teaching and learning civic education respectively. The target sample was randomly selected to give the study the required information. The other informants were specifically selected because they could provide relevant, reliable and important data to the study(Kombo and Tromp, 2006). Cohen et al. (2001) explain that in purposive sampling,

researchers handpick the cases or participants on the basis of their judgement of their typicality. Pupils learning Civic Education and those not learning civic education were selected systematically using random sampling. Kothari (2004) has argued that, systematic random sampling can be taken as an improvement over a simple random sample in as much as the systematic sample is spread more evenly over the entire population. Additionally, Singh (2006) has indicated that, systematic random samples may be comprehensive and representative of the population and observations of the sample may be used for drawing conclusions and generalizations.

3.8 Data Collection

The study applied both individual interviews with the District Education Board Secretaries, Head teachers and teachers. Focus group discusions(FGDs) used with parents and pupils. Coolcan(2009), has stated that individual interviews involves asking respondents direct questions. Interviews were used as they aimed at obtaining vital information to what extent civic education can play in school governance. Focus group discussion is a research strategy for understanding audience attitude and behavior where the moderator interviews the informants ina relatively free atmosphere(Wimmer and Dominic(1987). A qualitative design with a phenomenological strategy was used to uncover perceptions of school governance, and as advanced by various authors on qualitative research (Biklen, 2003: Gay and Airasian, 2003) this enables one to understand human behaviour and experience better, to focus on phenomena that occur in natural settings and in their complexity, and obtain a deep understanding of how participants perceive things. It also allows researchers to maintain a physical presence in the research settings. Data collection is the precise, systematic gathering of information relevant to the research, using methods such as interviews, focus group discussions (Hiatt, 1986).Interviews and facilitated discussions were used to gather data from the respondents. According to Kombo and Tromp (2006), data collection refers to the gathering of information to serve or prove some facts. In research, the term 'data collection' refers to gathering specific information aimed at proving or refuting some facts. Semi-structured one –on- one type interviews with open- ended questions were used to gather descriptive data in participants' own words so that insight could be developed on how they interpret school governance(Bogdan and Biklen, 2003).

A focus group discussion (FGD) is a qualitative research method in the social sciences. Focus Group Discussion is a predetermined semi-structured interview led by a moderator. The moderator asks broad questions to elicit responses and generate discussion among the participants. According to Lindlof and Taylor (2002), Focus group discussion is also known as the group effect where group members engage in "a kind of chaining' or 'cascading' effect, talk links to or tumbles out of the topics and expressions preceding it" During this process, the researcher either takes notes or records the vital points from the group. A focus group discussion is a good way to gather together people from similar backgrounds or experiences to discuss a specific topic of interest.

3.8.1 Primary Data

The researcher used interviews on the District Education Board Secretarie, Head teachers and teachers and focus group discussion with parenta and pupils as data collection strategies. Interviews were used to give more detailed insights into interpreting the situation so that the researcher sees things as they really are and provide the most needed information about the topic under investigation.

Mcmillan and Schumacher (2006) explain that interviews are response questions to obtain data from respondents about how they explain events in their lives. Qualitative interviews may take several forms; the informal conversational interview, the interview guide approach and the standardised open-ended interview. These types of interviews vary in terms of structure comparability of responses in data anlysis. According to Leedy and Ormrod (2005), interviews in qualitative study are rarely as structure as the interviews conducted in a quantitative study. Instead, they are either open-ended or semi-structured, in the latter case revolving around a few central questions. Unstructured interviews are, of course, more flexible and more likely to yield information that the researcher had not planned to ask for. Their primary disadvantage is that the researcher gets different information from people and may not be able to make comparisons among interviewees. Semi-structured questions were used in this study. Data was also collected using focus group discussions. Voice recordings were carried out to maintain originality as well as to help identify relevant information.

Generally speaking, semi- structured interviews are based on the use of an interview guide. An interview guide is a list of questions or topics that need to be covered by the

interview (Kombo and Tromp, 2006). An interview guide also refers to the pre-written questions that the interviewer may ask during the interview session. Pre-determined questions are necessary, especially for novice researchers Chiyongo (2007). Semi-Structure interviews were employed data collection technique with the three head teachers, teachers and the subject specialist.

Cohen and Manion in Muzumara (1998), define an in-depth semi- structured individual interview as "a two- person conversation initiated by the interviewer, for the specific purpose of obtaining research-related information as specified the research objectives." Interviews have generally been adopted as a method to make up for the limitations of questionnaire (Kombo and Tromp, 2006). Instead of writing the response, the interviewee gives the needed information verbally in a face-to-face relationship. People are usually more willing to talk than to write. Focus group interviews were also used in this study to intensively investigate the pupil's understanding of the role of Civic Education in the governance of schools. The researcher used both primary and secondary data during data collection and thesis writing.

3.8.2 Secondary Data Sources

Secondary data sources included literature from other countries on governance and Civic Education. Primary data was collected from interviews and focus group discussions while secondary data came from published articles, reports, the internet, books and newspaper reports. Secondary data complimented primary data collected from the field.

3.9 Data Analysis

Lewis and Michael(1995), state that data analysis takes different ways depending on the instruments used to collect data and how the researcher presented the information. Additionally, LeCompte and Schensul (1999), indicate that data analysis is the process a researcher uses to reduce data to a story and its presentation. Therefore, data analysis is a mechanism for reducing and organizing data to produce findings that require interpretation. Data from interviews and focus group discussions was transcribed having read text files thoroughly for general understanding. Common themes were then identified after being recorded.

3.10 Data Validity and Reliability

According to Leedy and Ormrod (2001), validity refers to whether the findings of a study are true and certain. Thus, the research findings accurately reflect the situation and 'certain' in the sense that research findings are supported by the evidence. Denzin (2000) identified four types of triangulation; triangulation which involves time, space, and persons, investigating triangulation involving multiple researchers in an investigation, theory triangulation which involves using more than one theoretical scheme in the interpretation of the phenomenon, and methodological triangulation, which involves using more than one method to gather data, such as interviews, focus group discussions to enhance confidence of the data collected. To ensure internal validation of this study, the researcher used methodological triangulation, which enables the researcher to collect data through interviews and focus group discussions. Triangulation of data sources employed in this study ensured the accuracy of findings. Essentially, the constant feedbacks between the researcher and the supervisors led to the revision in some problem areas in the instruments.

3.11 Ethical Considerations

Furrow (2004) defines ethics as "a morality or a position of doing what is right both morally and legally". In order to collect data from the purposively sampled participants, the researcher asked for permission through writing before going in the field to collect data. Firstly, authority was sought from the University of Zambia through the supervisor to embark on data collection. To conduct the study, the researcher also sought and obtained permission from the Permanent Secretary, Ministry of General Education before getting one from the Provincial Education Officer, Lusaka Province and from the two District Education Board Secretaries of Chongwe and Lusaka Districts before going to the three selected schools from where the respondents were chosen. It is important to protect participants who willingly present themselves for the purpose of advancing our understanding in research. Therefore, a strict set of guidelines and code of conduct was adopted and adhered to. The researcher ensured that participant's consent to participate in the research was voluntary by making them sign a consent form, free of any coercion or promises of any benefits as a result of their participation in the research. The researcher ensured that the participants received adequate information on the study, the expected benefits to the participants, to the society and nation at large. Confidentiality and

anonymity of the participants was ensured by not revealing their names and personal details. The participants could choose to withdraw their participation at any time of the research.

3.12 Chapter Summary

This Chapter has presented the main methodological aspects of this study, detailing the research methodology, design, procedure and techniques that were adopted. The study was conducted in Lusaka and Chongwe districts of Lusaka Province of Zambia. A descriptive research survey study, which used qualitative technique was employed in the study and the design yielded a complete understanding of the role of Civic Education in the governance of schools in Zambia. The study further discussed the research site, population and sample, sampling technique, methods of data collection, data analysis, ethical considerations, data validity and reliability and limitations of the study. The next chapter presents the findings of the study.

CHAPTER FOUR: PRESENTATION OF THE FINDINGS

4.1 Overview

This chapter presents findings of the study from selected secondary schools in Chongwe and Lusaka Districts which aimed at investigating the role of Civic Education in the governance of schools in Lusaka Province of Zambia. The findings are presented based on the research questions below:

(i)   What are the democratic practices in schools that promote stakeholders' participation in the governance of schools?

(ii)   How does shared Leadership in schools curb leaners' unrest and teachers' discontent in school governance?

(iii)   What challenges are faced from stakeholders and how do they promote unrest and discontent among stakeholders in school governance?

The main question being addressed in this study is: To investigate the role of civic education in the governance of schools. Essentially, this chapter is exclusively devoted to the presentation and analysis of data collected through interviews, focus group discussions and document analysis. Sub-titles will be used to discuss the findings. Not all issues reflected in the interview guide and focus group discussions were included in the presentation but only those that strongly relate to Civic Education and its role in the governance of schools in Lusaka Province have been included.

Table 2: Categories of Respondents and their rates of Responses

Respondents	Head teachers	DEBS	Teachers	Parents	Pupils
Sample Size	03	02	21	24	30
Actual Reponses	02	02	21	24	30
Response Rate	100%	100%	100%	100%	100%

4.2 Practices of Democratic Governance in Schools.

The first objective in this study was to find out how democratic practices were applied in the management, planning and administration of schools. All respondents in the interviews and focus group discussions acknowledged that democratic governance principles when well applied in schools can enhance good school governance.

4.2.1 The District Education Board Secretaries and Head teachers

The two district officials and three Head teachers were interviewed. They expressed the following views:

Figure 2: Forums used in the Governance Processes in Schools?
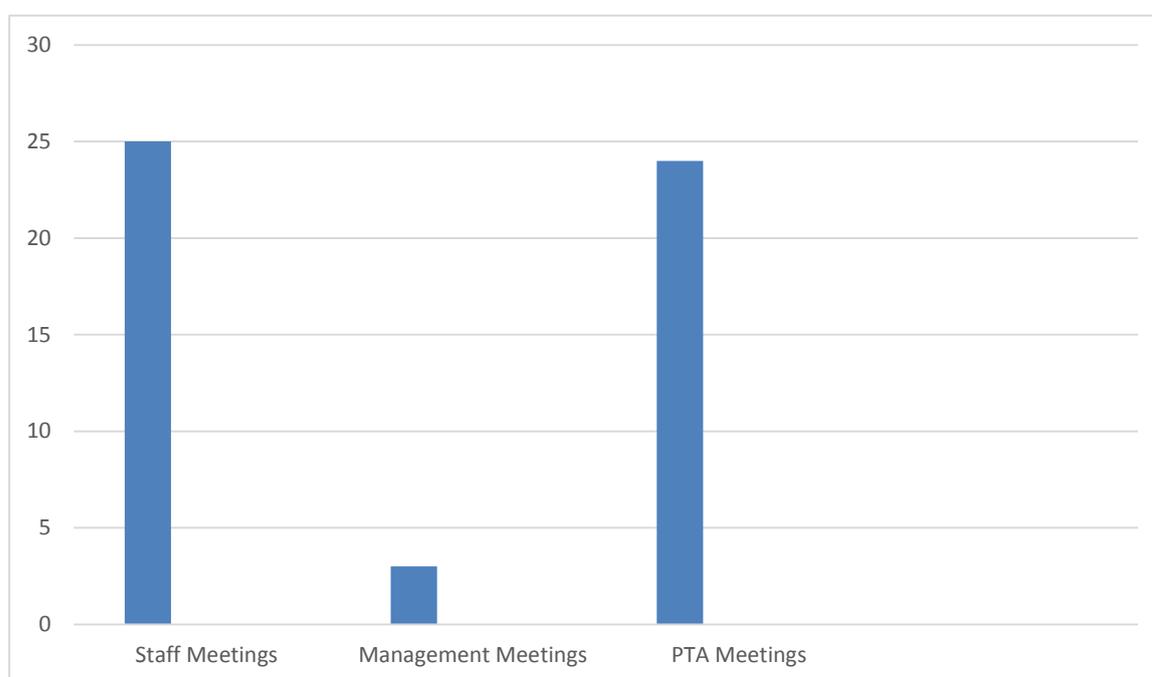
The responses from the two District officials and three Head teachers on what governance processes exist in schools showed that there were consultasions undertaken in schools before decisions were implemented. Schools authorities managed and planned together with other stakeholders in schools to achieve common goals. When asked how this was done, the following were the responses from the respondents:

> *The two districts being pioneers of civic education enjoyed the fruits of*
> *the policy of decentralization in schools. Schools are empowered to*
> *Make their own decisions in order to achieve common goals. Head*

teachers Work through otherstakeholders, through consultations in staff meetings,   PTA meetings and SRC forums.

The findings from the 2 District Officials and 3 Head teachers suggest that there is free participation in matters of governance in schools. Teachers are not only in schools to teach but also to actively take part in all issues concerning the management and planning in schools. Teachers are vital players in school governance through appointments to serve on various school committees. This shows sound democratic structures existing in schools.

One Head teacher expressed the following views:

Governance is a consultative process where school managers work with other stakeholders. This exposes us to positive and negative critisisms. All we should do is to understand each other.

 It was also established that teachers include Heads of Departments whose contributions are usually part of the management and staff meetings.

In line with what democratic practices enhance stakeholder participation in the governance of schools, one District official respondent as follows:

 "Good governance raises the following values: participation, transparency, accountability, responsiveness, equity and reliability. These are increasingly seen as a key factors in ensuring good school governance. An interaction with civic education leads to enlightenment empowerment and critically thinking minds on issues that affect people".

 However, stakeholder's involvement in governance of schools is dependent not only on democratic principles such as transparency, accountability, fairness and responsibility being available but also with the creation of an environment which is conducive for effective participation otherwise, the whole process of democratization will simply be an academic exercise.

4.2.2 Parents and Pupils in school Governance.

In line with how democratic practices promote participation, the study indicated that parents and pupils are key players in school governance. The study revealed that parents are key stakeholders in school governance as their children are in those schools which exist for them. One parent had the following views:

> *We as parents have various avenues through which we are engaged in school governance. During Parents and Teachers Association meetings,we are allowed to express our views on matters that concern the school.It is not only during Parents and Teachers Association meetings that we Meet school managers but we are also allowed meet head teachers even without appointments to share our views with them concerning the welfare of the school.*

Fifteen 14(66%) parents respondent that collective participation is key to the governance of schools. School authorities should be made aware that when stakeholders are actively involved, there role is key in the decision-making process. These respondents observed that their mandate in school governaance require their full participation if school governance is to be enhanced. However, some respondents argued that their involvement in school governance has limits. One parent observed that:

> *"Even if we are key players in school governance, our involvement has limits. We are not fully involved as certain decisions are made behind us". We are considerd inferio, with less exprience and lack knowledge. Civic education is a good subject and should be compulsory.*

The findings indicated that all parents (24)(100%) and pupils(15)(50%) attend school meetings. The Parents Teachers Association meetings provided a forum for both learners and parents to make their views head on matters of school governance. Students Representative Councils exit in schools for pupils to engage with school managers. One head teacher and four teachers of civic education confirmed that Students Representative Councils are a mouth piece for students to interact with head teachers in schools. They can meet with head teachers when they feel like and share their views. According to one head teacher:

> "Transparency and Open mindedness are *tenets of democratic governance which parents and pupils use to provide checks and balance. Stakeholders adopt a transparent policy and an open attitude towards disclosing information about school governance"*.

The findings also showed that parents and pupils do not wait for meetings to be called for them to meet head teachers. Furthermore, it was observed that good democratic practices enhance transparency and promote team work with high levels of achieving set goals. Meetings with head teachers are not mere talk shops.

Figure 3: Governance Structures in Schools
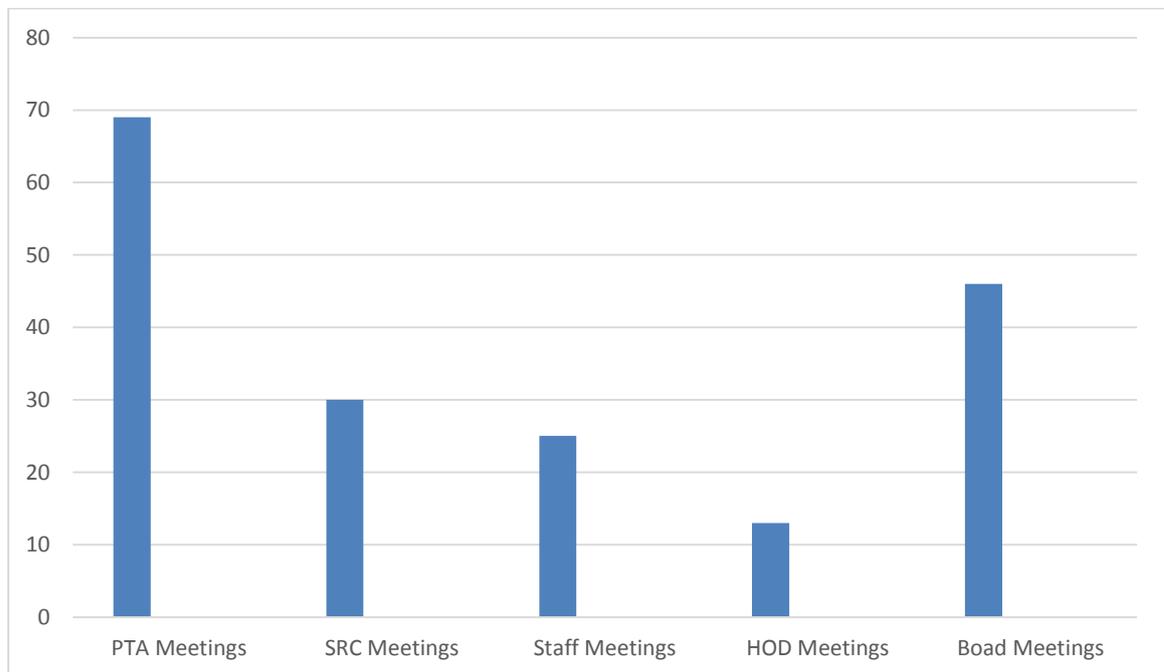
Generally, stakeholder's participation in school governance comes in through various forums which include; Student Representative Councils, Parents Teachers Associations, School Boards, meetings, staff meetings and other forums. The study established that all these are vital links in schools that enhance school governance. However 10 teachers had the following views:

> *"I came to this school 8 years ago and when I look at the way things used to be done, there is a big deference, we are able to make our*

decisions and apply them for the benefit of the school. However, there
are times when we are directed on what to do. Decision making in
schools is not yet a preserve of the stakeholders at school level".

Despite the common agreement amongst most of the respondents interviewed on this theme, other respondents argued that real power in schools had failed as it was still in the hands of those at the top where some decisions are made. One teacher observed that:

"School authorities are still working with few teachers, there are still
low levels of collective decision-making in schools involving only a few.
Our position as teachers is that the position of head should be elective.
Schools should have governance education.

Principles of good governance from Civic Education such as participation, transparency and accountability are requirements in school governance and are not being effectively applied in schools. The following was a statement from one parent:

Some Head teachers are not accountable to stakeholders. They hide
information regarding what they are doing in schools. They do not
consult widely and involve many people in decision-making. They lack
leadership skills such being charismatic and integrity.

From this, it shows that there is mutual relationship between head teachers, teachers, parents and pupils to push the governance agenda forward in schools.

4.2.3 The second objective of this study was to examine how school managers are implementing shared leadership that promotes school governance.

From the findings on how school managers exercise flexibility in imlementing shared leadership in schools, the following were the responses from the stakeholders:

Table 3: Views from Head teachers on Shared Leadership in Schools.

Responses	Head teacchers	Percentage
Supported shared Leadership	03	100%
Did not Support shared Leadership	00	00%
Total	03	100%

The responses on shared leadership from the three(100%) head teachers show that they embrace shared leadership in schools. This is as shown in the evidence from the responses given in the above figure. One of them had this response:

> *As a school, everyone is a key player in the governance in the school.There are several committees in the school to which teachers and pupils are appointed by the head teacher. Such committees include, the finance, Night school, Prefects, Sports, maintenance, transport, discilipnary and infrastructure committees. Our school has a very active Parents and Teachers Association. These committees work closely with me as the principle officer in the school. Decision making in the school is not centered on an individual but various teams.*

The above findings from the 3(100%) head teachers revealed that there were conceted efforts in bringing all stakeholders on board to support shared leadership in schools that embrace participation. However, the same head teachers indicated that shared leadership in schools has some challenges from parents some of whom lack experience, have no confidence and knowledge of school governance.

With regard to all the head teachers views on shared leadership schools, the respondents indicated the school head teachers are in support of schared leadership. Shared leadership in schools creates a conducive atmosphere for all the stakeholders. Pickerall et al (2009) supports this and says, positive climate improves achievements and a sense of belonging. This suggests that a positive school climate empowers, engages and motivates all stakeholders to achieve set objectives and goals for larger group.

Table 4 : Views from Parents on Shared Leadership in Schools

Responses	Head teachers	Percentage
Support Shared Leadership	03	100%
Did not Support Leadership	00	00%
Total	03	100%

The findings above revealed that besides the numerous benefits schools receive from shared leadership, 10 parents (34%) indicated that share leadership in schools can be a tool for the development of democratic practices in schools and could result in numerous benefits. showed that poor leadership in schools hinders shared leadership that can promote school governance. This was there response:

Shared leadership in schools is a useful practice. It has promoted
a culture of respect among our selves, brought accountability and
improved transparency. All schools should impress it. The Ministry of
education should have policies to support school governance.

However, 14(66%) parents did not support shared leadership in their schools. They indicated that as much as shared leadership has its merits, it has challenges as well. The parents indicated that:

"Teachers are resistant to change. The parents indicated that
teachers are not willing to change as the questioned the
accountability of head teachers. Due to poor governance in schools,
the practice of shared ledership is not appreciated. Schools are still
practicing the top-down type of administration where a head teacher
feels he/she is the only one to make decisions for the school and
others are just informed." Some. Head teachers appoint teachers to
positions of leadership based on
favors.

The respondents indicated that the top-down style of leadership is not applicable in modern administration as it does not support collective decision-making and as such does not promote transparency and accountability. This means that the concept of shared leadership practices in schools should be applied if democratic school governance is to be promoted in schools.

Table 5: Responses from teachers on shared Leadership in schools?

Responses	Teachers	Percentage
Favoured shared Leadership	10	48%
Did Not Support shared Leadership	11	52%
Total	21	100%

The findings above indicate that shared leadership exist in schools and that 7(34%) teachers indicated that it promoted team work in schools. However, 14(66%) of teachers indicated that shared leadership did not support team work in schools. They indicated that head teachers used shared leadership in schools as a devisive tool. Additionally, 10 teacher indicated that some head teachers appointed stakeholders to leadership positions in schools as a way of paying them for being their watch dogs. The teachers revealed this

did not promote the spirit of team work in schools that should encourage good school governance. Two Heads of Departments expressed the following views:

> *In our school, we have teachers from different back grounds. It has become*
> *difficult for the Head teacher to have confidence and trust in every teacher.*
> *There are camps in the school. Those who would like to support and work*
> *With the school administration and those who would not. So, when they are*
> *Left out, they accuse the school management of sidelining them. This has lead*
> *to divisions which do not promote good governance in schools.*

Generally speaking, the idea of shared leadership practices in schools has more advantages compared to its disadvantages if at all they are there. In schools where there are shared leadership practices, stakeholders work towards a bigger picture of development and results are achieved collectively. The respondents felt that working working collaboratively with all stakeholders encourages collective responsibility, sense of ownership, accountability and commitment to achieve set goals.

4.2.4 Parents and Teachers on shared leadership Practices

Parents(10) from the three schools indicated that share leadership practices should be put into practice by school managers. The respondents indicated that schools where shared leadership is in practice, enjoy the fruits from democratic school governance. This is what the parents had to say:

> *In todays schools, it is not possible for one person to effectively manage*
> *the school. In our school, there are several challenges which we head*
> *teachers experiencing. They include unruly pupils, misconduct from some*
> *teachers and failure to properly for some resources in the school. This is*
> *evidenced during PTA meetings where head teachers are required to*
> *brief the stakeholders on school   projects and resource mobilization for*
> *the school. As parents, our input in shared leadership practices in*
> *schools are limited up to a certain level.*

From this, it shows that schools should develop partnerships where all those with interest in the welfare of schools can interact with each other and share ideas on the betterment of the institutions through collective decision-making. Parents are key stakeholders in the

governance of schools since pupils who schools exist for are ther children. Therefore, leaving them out is not possible.

The respondents indicated that teachers too viewed shared leadership in schools as a very good practice which has several benefits. The responses from the teachers revealed the following:

> *In our schools, school head teachers are applying shared leadership practices across to meet our expectations as stakeholders. The teachers involved in shared leadership practices are trained as leaders. So far, shared leadership in our school seem to be working well as it is promoting confidence in those involved. However, there are some teachers who are not willing to support those in administration by taking up the roles assigned to them by the head teachers.*

4.2.5 Benefits of shared leadership Practices in Schools.

The democratic structures that schools have established show that there are practices of shared leadership in schools. The three head teachers, the two District Education Board Secretaries and three Heads of Departments responded that the following were the perceived benefits of shared leadership in the three public secondary involved in this study.

Table 6: Benefits of shared leadership in schools.

Supports group work
Works towards achieving common good
Accompolishment of a common goal
Promotes good school governance practices
Acquisition of Leadership skills by the stakeholders
Encourages shared responsibility and accountability
Promotes collaborations

The above table shows how stakeholders perceive the benefits of shared leadership practices in schools. All three head teachers(100%), two BEDS(100%), 10 teachers(48%) and 10 parents(42%) viewed shared leadership practices in schools as useful. These are their views:

Our schools today are experiencing good leadership as a result of democratic practices existing. The are high levels of accountability, transparency, shared responsibilities and we as teachers are training as leaders. As head teachers, shared leadership more time for us to pursue other assighnments in and outside schools as other stakeholders perform assigned duties. Decisions are made collectively and this leads to ownership of programmes in schools We at the District office are proude because our teachers, parents and in certain Work with head teachers in carrying out school activities.

Generally, shared leadership is perceived to have a lot of benefits in schools where it is practiced. The three HoDs indicated that in their schools shared leadership is beneficial to both the schools and teachers involved. These were there expressions:

Those involved support each other, they are being trained as leaders and that shared leadership provides checks and balance as each one is able to see the other person is doing.

The three head teachers supported shared leadership practices in their schools saying it builds teams which work and compliment each other. Their views were as follows:

In my school, shared leadership has greatly benefited me and the school. The school has teachers from different bachgrounds with different skills and expriences. I find it facisinating working with them. I have different committees in different teachers save. As a school, we are open to one anotherand work hard to achieve the objectives and goals we have set for our selves. Teachers and pupils are free to work in my office to talk about any that matters and benefits the school. There is freedom of speech unlike before.

4.3 The third objective was to find out the challenges in schools that hinder good governance.

Figure 4: Shared leadership challenges from Parents and Teachers.
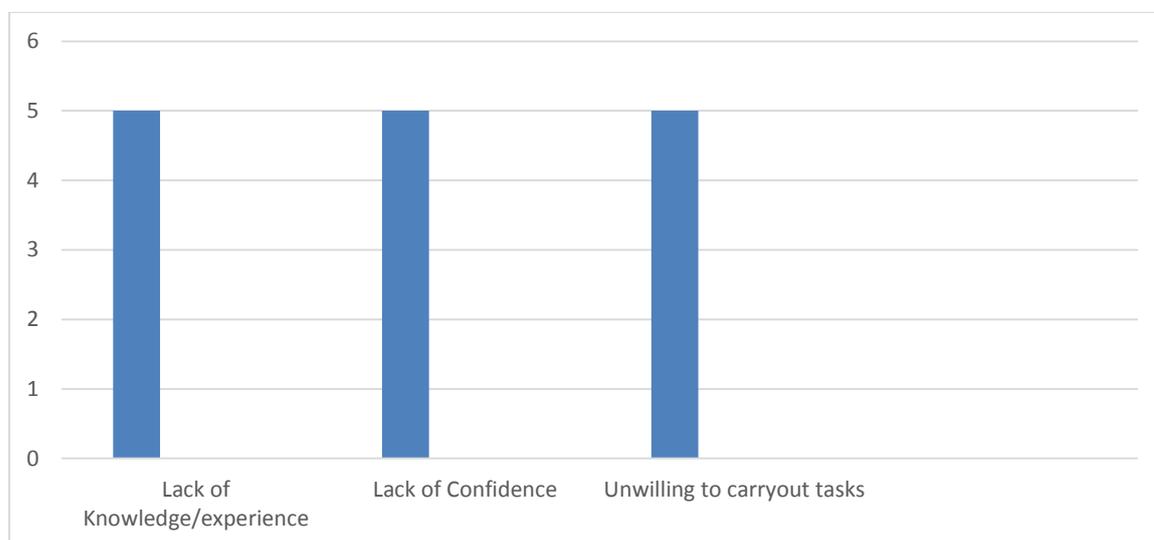
All the three Head teachers acknowledged that there are challenges that they face in schools that hinder good school governance from parents and teachers. This is how they expressed themselves:

> *"One big challenge we face as administrators is that some Stakeholders lack knowledge, skills and experience for them to effectively participate in decision-making processes". There are some who are not trusted and when rsponsibilities, they do not perform.*

This suggest that Head teachers in schools try as much as possible to work with as many people as possible. The head teachers encourage job on the training by exposing their teaching as well as non- teaching staff to perform different functions by the are let down. This further shows that school authorities are left with no choice but to work with few stakeholders in performing their administrative tasks.

Figure 5: Challenges from Head teachers?
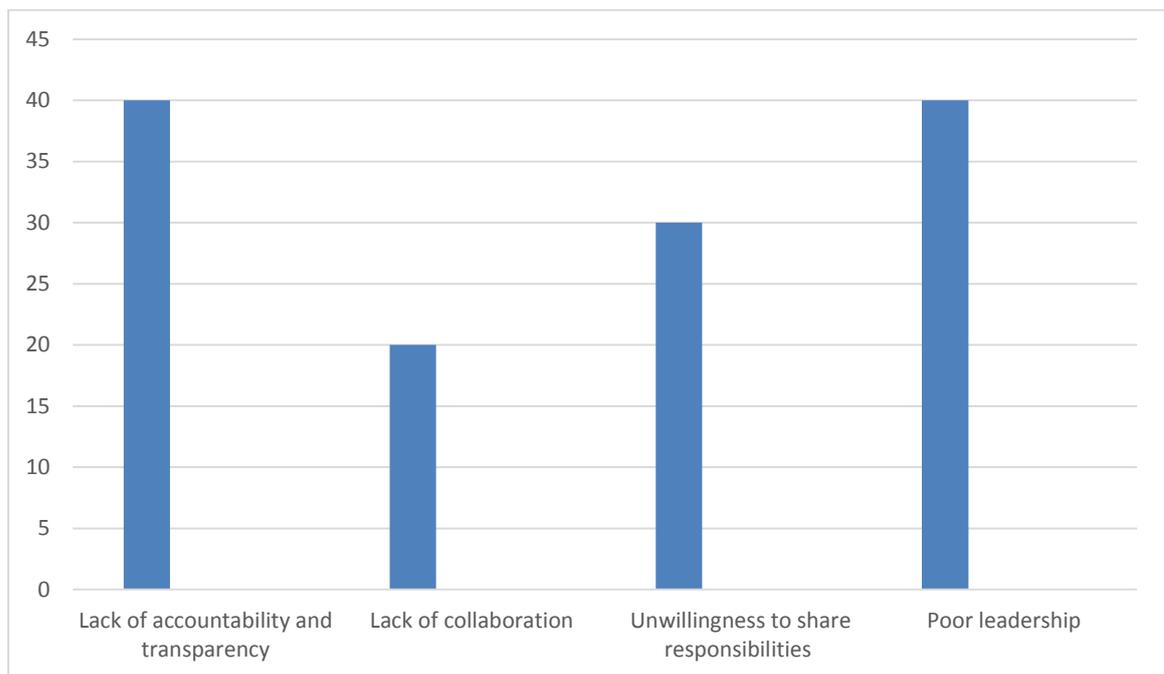
The studty revealed that Teachers and parents from the three schools indicated that most school authorities show low levels of accountability and transparency in their operations. Generally, parents observed that schools lack transparency and accountability in the manner they operate. This was the expression from one parent:

> *"Some head teachers feel as chief executives of schools, they are not answerable to any one in the school. They work only with teachers they trust. In this school, there are reports of misappropriation funds. This is partly caused when a head teacher over stays in a school. Even the Parents Teachers Association becomes compromised in such situations.*

From this, it shows that there is no mutual understanding between the head teachers and other stakeholders. This factor appraises the level of accountability and transparency vested in the school authorities and their ability to work with others for the common good.

> *"Most of us feel left out in the governance of schools because we are not consulted before decisions are made only a few people work with head teachers."*

Some respondents also highlighted the unwillingness from head teachers to share responsibilities with other stakeholders. This has led to poor standings among some

teachers and parents with school authorities who have accussed them of being bias. One teacher observed that:

> "*Due to head teacher's unwillingness to share to share responsibilities, some stakeholders have decided to distance themselves from all activities of the school.*"

The responses from most parents indicated that head teachers incorporated them in school projects when they felt that nothing was to benefit them. This was an indication of poor leadership on the part of school authorities. One teacher indicated that:

> "*The top-down style of leadership in our schools is not rewarding. Head teachers still insist it is working well for them when it is infact not.*"

This suggest that besides the numerous benefits from democratic tenets schools enjoy, school governance still experience some challenges which hinder effective participation. Head teachers should learn from these challenges and work with every one besides them showing some works. The study shows that schools require charismatic leaders if schools are to benefit from the practices of democratic governance which promote effective participation from all the stakeholders involved in school governance.

4.5 Chapter Summary

The chapter presented the findings of the study on the role of Civic Education in the governance of schools in selected secondary schools in Lusaka Province of Zambia. The findings of this study have been presented in line with the four objectives of the study.There was low participation of stakeholders in the governance of schools due to low levels of engagement. The study also found out that most stakeholders in school governance are not actively engaged in decision-making processes in schools. With the disengagement by stakeholders in the decision-making processes of schools, there is likely be an experience of bad governance in schools. Schools need stakeholders who are proactive to enforce active participation. The next chapter will discuss the findings of the study.

CHAPTER FIVE: DISCUSSION OF RESEARCH FINDINGS

5.1 Overview

This chapter discusses the main findings of the study which sought to investigate the role of civic education in the governance of schools in some selected public secondary schools in Lusaka Province of Zambia. The following were the research objectives of the study:

(1) To investigate how democratic principles were applied in schools so as to promote effective participation in school governance in selected public secondary schools.

(2) To establish how shared leadership in public secondary schools can curb student unrest and teacher discontent to promote good school governance.

(3) To ascertain if there are challenges that promote unrest and disconetent in schools and do not promote effective school governace.

The findings were discussed in accordance with the research objectives of the study. The main findings of the study were that democratic practices and other civic dispositions in school governance have resulted in most stakeholders to participate in school governance thereby reducing levels of indiscipline among students and promote team work. In effective school governance where where all the stakeholders are fully involved, there is equality and objectives and goals are highly achieved for the benefit of the institution. This is as a result of effective team work and collaborations among the various stakeholders in school governance.

5.2 Democratic Governance Practices in schools.

Good governance as expressed through factors like reliability, predictability and accountability are increasingly seen as a key factors in ensuring more open and democratic schools. However, many aspects of the relationship between good governance and prosiperity are still poorly understood particularly in our schools.

5.2.1 Stakeholders' Participation in school governance.

This study was intended to investigate the role of civic education in the governance of schools to promote effective participation in the decision-making process of schools. Most respondends indicated that they were engaged in the process of decision-making in schools such as planning, management and control of various programmes in schools. The

respondents acknowledged that they took part in making decisions in their schools through Students Representative Councils, Parents Teachers Associations, Board meetings and other meetings in the school. It was head that parents, teachers, pupils and other community members have a critical role to play in the governance of schools. It is clear that participation is one of the fundamental principles of democracy that promotes good governance.

It was learnt that teachers are not only in schools to teach, there duties go beyond this. For instance, they are key stakeholders in school governance where decisions are made for the betterment of every one. Parents are the owners of the children found in schools. It is therefore, exclude the in the operations of the schools. As major Stakeholders, they should know and be part of everything taking place involving their children. For pupils, they are the main reason why schools exist. Their participation in the governance of schools is the lifeline of schools and not involving them means an end to democratic governance in schools. This is supported by Ball (2013) who has ably stated that, 'true democratic governance in schools could only be achieved through collaborated efforts from all stakeholders including pupils. Therefore, in resolving to engage all stakeholders in school governance, this study found out that head teachers, teachers, parents, pupils and other community members should interact among themselves for effective democraric practices to be promoted in schools. Furthermore, the findings of the study has established that stakeholders' participation requires some form of knowledge, skills, values and dispositions that appeal to their consciousness.

When stakeholders are actively engaged, they give in their best and they develop a sense of ownership. Stakeholders are directly in the formulation of policies at local school level, plan and make decisions for the school. In addition, they will also be involved in the evaluation of school projects to ensure that desired goals are achieved. However, if the stakeholders are not engaged and decisions are made without them, as in the top-down style of leadership, objectives are not achievable (De Beer, 1998).

5.2.2 Platforms for Stakeholder Participation in school Governance.

This study revealed that stakeholder involvement in decision-making in schools through educational decentralization has led to accountability and transparency in schools. Participation in the governance of schools is through forums such as Parents Teachers

Association meetings, management meetings in schools, Students Representative Councils and Staff meetings. Through these forums, it can be said that schools have transformed into democratic institutions where democratic practices are found. Conducive environments exist in schools as a result of democratic governance practices. Stakeholder's regular interaction with Civic education tend to lead to the development of leadership skills, promotion of conflict resolution and management skills, compromise and constructive criticism (Slavin, 1991). However, if the stakeholders are not engaged in school governance and decisions made by a single person using the top-down approache, good school governance practices are impeded.

Participants in this study suggested that there was need to improve governance in schools. The study argued that there was need for effective participation and not mere participation by stakeholders in all aspects of governance in schools. For this to happen, stakeholders need to interact with civic education from which they acquire knowledge, skills and other civic dispositions required in governance of schools.

On the other hand, the study revealed that teachers' involvement in the governance of schools is also through Heads of Departments meetings and the other committes established in schools to effectively offer opportunities to all stakeholders to take part in the governance process found in schools. To days' school authorities have an open door policy where they can be met at any time by any one to discuss matters affecting the school.

As ably put by Muleya (2015), "an interaction with civic education empowers stakeholders with knowledge, skills, and values, develop critical and creative minds and collaboration. Democratic tenets promote active participation in the governance of schools. For stakeholders to participate actively in school governance, capacity building becomes a requirement as well as sensitization. This is supported by Fawcett et al(2007), who states that, capacity building is an on-going process of increasing the ability of stakeholders to control and manage all the important areas of their lives or operations.
Pupils as major assets in school governance have their views represented through School Councils where they are free to meet and engage with school authorities on any matter that concern them. What this means is that schools should create enabling environments for pupils to express themselves freely. Through capacity building and self-reliance, stakeholders are empowered and this empowerment leads towards sustainable governance

of schools. This is in line with Arnsteins model on Ladder of participation that authentically engages stakeholders. This Ladder of participation depicts citizen's participation in community (school) planning and decision-making. This process is empowering as it introduces human agency in the affected individuals to the school and enable them to act critically. Buhler (2001) and Sidorenko (2006) confirm that the model on Ladder participation empowers people by involving them in decision-making processes and influence control of development initiatives. When stakeholders work together, participate in decision-making, share responsibilities, school governance is promoted. Respondents in the study suggested that there was need for improved relationships between school authorities and other stakeholders involved in school governance. There is overwhelming evidence that knowledge, skills and other civic dispositions from civic education can lead to awareness and empowerment of stakeholders with democratic tenets required in school governance. Democratic principles from civic education such as accountability should encourage and attract stakeholders to take part in the governance of schools.

Branson (1998), ably states that, democracy in education is self-government. In this context, democratic self-government means that stakeholders are in charge of their own governance, here, they do not just passively accept the dictums of others or acquiesce to the demands of others. In such a case, one would wish a kind of membership which implies participation, but not participation for participations' sake. In other words Branson (1998), is seemingly appearing to remind us that active engagement of stakeholders in civic education could result in their effective participation in the governance of their schools based on critical reflections and an understanding of what their roles are. The lack of awareness has a negative effect on the peoples' participation in the governance of their schools. From this, it can be clearly noted that the majority of the stakeholders in schools do not take to task school heads who do not apply the practices of good governance in their schools. The findings depict low participation in meetings where stakeholders are supposed to receive and share information about the governance of schools. This is actually in agreement with Muleya (2015) and Arnstein (1967) who contend that community empowerment and enlightenment can lead to members increased levels of consciousness and start to be more active participants in their daily activities.

The study revealed that parents, teachers, pupils and other community members have the freedom to interact with head teachers. This free atmosphere engagement with school authorities promotes democratic governance in schools. Based on the reintroduction of multiparty politics in 1991 in Zambia and introduction of civic education in high schools in 2004, intractive governance processes where encouraged both in the country and schools.

5.2.3 Teachers and Pupils as stakeholders in school governance.

The study found out that teachers and pupils contribute the majority as share holders in school governance. Bolt(2011) supports this assertion that teachers and pupils are partners in school governance who compliment each other. In schools where pupils and teachers work together, set goals and objectives are easily achieved. The Zambia Civic Education Association(2015) confirms that allowing pupils to paticipate in the governance of schools is their right. It is against this back ground that pupils should be adequately prepared so that they take desicive decisions in life that are centered on democratic values. The new National Policy Education, Educating Our Future(1996), has brought recognition and opportunity for children to take active part in decisions concerning their schools.

Muleya (2015) attested that central to the very definition of civic education is a common concern for the transformation of society (including schools) to provide practices in which all stakeholders become critical agents for positive change. The end result is that schools will be governed by people well vested with democratic principles acquired from their engagement with civic education where there will be collective decision-making. This shows that schools have become more democratic.

This is an important contribution that require careful and serious consideration if we are to understand and appreciate the role of civic education in school governance in terms of planning and management of schools. Burns (1978), transformative leadership can be seen when leaders and followers make each other advance to a higher level of morality and motivation through his/her idealized influence. Again Muleya (2015) points out that civic education as a subject has to be approached from a more reflective and critical point of view than mere transfer of knowledge from one level to another if its role in the governance of schools is to be appreciated. The rationale for collective action and consequently accountability are compromised by the low level of participation of some

stakeholders in the decision-making process. It is in this context that this study has shown that democratic principles and decentralization of decisions in schools can improve school governance that promotes stakeholder participation.

There is a greater need for schools to interact with various stakeholders in school governance. All those involved in school governance have critical roles to play. There is no one in the governance system who must have the monopoly over others. Every one should experience the power of democratic practices that support participation in school governance (Gollob, et al 2010). Participation gives schools access to important information about the needs ane priorities of individuals, communities and schools. Schools that involve the public, will be in a better position to make good decisions, and decisions will enjoy more support once taken. While there may not be direct links between democracy and every aspect of good governance, clearly accountability, transparency and participation are reinforced by democracy.

Student participation in decision making refers to the work of Student Representative bodies such the prefectorial body, student parliaments and SchoolCouncils. The sudy revealed that students participate in school governance collectively at classroom level or school level between students and other decision-makers. However, student participation in decision-making is often viewed as problematic to school authorities, parents and society at large. This is so because students are viewed as immature, minors and lacking in the expertise and technical knowledge that is needed in the running of a school. Thus student participation in decision-making is confined to issues concerned with student welfare and not in core governance issues. In support of this view, Huddleston(2007) suggests that there is a tendency among some teachers and school authorities to define the issues which affect students quity narrowly. Student consultation and decision-making is often limited to aspects of school life that affect students only and which have no immediate relevance to other stakeholders.

Aggrawal(2004) adds that while student representatives may not participate in matters relating to conduct of examinations, evaluation of student performamnce, appointment of teachers and other secret matters, their participation should be ensured in all other academic and administrative decisions taken by thses bodies. Though this view appears to support student participation in decision-making, it however, confines student involvement in decision-making to specific areas of school life. Defining the limits of

student participation in school governance this way is however, not only likely to give students the impression thst the schools commitment is tokenistic and therefore, not to be taken seriously, but it also severely limits the possibilities for experiential leaning(Hddleston, 2007). This an authoritarian notion and paternalistic, rather than democratic. The study found out that effective participation would go beyond student comment on aspects of their lives which are seen as safe or without significant impact on the work of adults in the school. There are very few aspects of decision-making where students can not be meaningfully involved depending upon their age and experience hence the need to effectively consider them as equal stakeholders in school governance.

5.3 Shared Leadership in School Governance

The third objective of the study was to look at how shared leadership has promoted school governance through participation. shared Leadership in schools has been shaped by the transformations happening thus from the old type of leadership which evolved around the top-down style of administration to a more one that involves on stakeholders participation. In the first republic(during the UNIP days) school administrators were authoritative and relied on the top-down type of leadership. As the world has become a global village with changing leadership styles, so has been leadership style in our schools. It is no longer possible for one person to posses all leadership styles. Other stake holders are entitled to participate in decision- making in the school.

Regarding parents participation in school governance, the majority of respondents reported that parents had a role in share responsibilities where they helped formulate and ensure the implementation of school policies. This parents do in their general meetings. This was therefore consistent with what Lewis and Naidoo(2005) refer to as involving stakeholders in making decisions by consensus.

5.3.1 Head teachers views on shared Leadership in schools

All the three(3)(100%) head teachers views on shared leadership practices in schools indicated that they were supportive of the concept. With a conducive environment in schools, teachers, pupils, parents and other community members will be committed to the school in all its governance processes. According to Pickerall et al (2009) positive school climate empoves achievement and a sense of belonging. What this means is that a positive school climate empowers, engages and motivates all stakeholders to do what is expected

65

of them. The respondents, 3 H.O.Ds(100%) revealed that head teachers delegate some of their duties to junior officers and share the decisions they make. This enables head teachers to find time to attend to other pressing issues in their schools. However is given a role to perform in the school, they feel very much valued and tend to do their best not to betray the confidence showed in them by the school authority.

5.3.2 Parents and Teachers views on shared Leadership

This study revealed that parents and teachers are very important stakeholders in school governance. Parents are the owners of the pupils who go to learn in schools whilst teachers wear two hearts, one as educators and the other as parents to all the pupils in ther jurisdiction. The findings generally indicate that parents and teachers are aware of shared leadership in schools and its implications on school governance. In an increasingly interconnected world, marked by an international movement towards widely shared information, and greater group and individual engagement and solidality, citizen participation offers renewed opportunities to strengthen accountability and the rule of law. The study reavealed that shared leadership enables schools to draw on a larger pool of talent, wisdom, expertise and experience beyond a single Principal or relatively small group of administrators. The study revealed that parents were of the view that by letting individuals focus their attention, energy, and skills on what they do best, the whole school and the students in particular will benefit.

Parents and teachers believe that by distributing leadership responsibilities in schools, teachers, parents and others feel more personally invested in the success of the school and more responsible for its performance. By sharing decision-making authority with others in the school, people will become more engaged in and committed to what they are good at.

5.3.3 Benefits of Shared Leadership in school Governance

 The concept of school leardership has now been transformed from the old and traditional style to one that is centered on the involvement of other stakeholders. In the old and traditional style of leadership which adopted the top-down style in which a leader is expected to be a jack of all trades and a master of non. From the writings of (MacNeil and McClanahan, 2005), state that, perhaps by virtue of his/her position the school head

teacher was expected to lead his/her surbodinates, make key decisions, motivate and inspire his/her followers. As the worl around us changes so was the school leadership.

Most respondents argued that leading schools has become a more complex and difficult for the traditional head teachers who are in the habit " know it all" school leaders. This study revealed that it is a difficulty situation for head teachers to attend to all challenges in schools, it was found out that all stakeholders should work together to achieve desire goals. Pearce (2007) affirms that organisations 'can no longer rely on simple notions of top-down command and control leadership based on the idea that workers are merely interchangeable drones'. This is a clear sign that for school effectiveness to be sustained, schools should have shared leadership. In schools where there is shared leadership, there is team work that aims at achieving the set objectives and goals as a united force.

In a study conducted in Bostwana, the education system has made concerted efforts since the inception of the National Policy on Education(NPE) OF 1977 to enforce the concept of shared leadership practices in schools. The establishment of the Board of Governors and Parent- Teachers Association in schools was meant to assit in the management of schools(Repbulic of Botswana, 1990). The philosophy behind shared leadership in Botswana was to make known to the conservative head teachers that instructional leadership is a shared undertaking. As Lambert(2002) puts it, leadership is a professsioanal work of every one in the school. This implies that everyone must be be involved in the planning, management and running of schools nowadays, whatever position they hold in the school. There is talent in the school community that headteachers can tap from. Respondents indicated that shared leadership in schools leads to an effective interaction through consultations in their execution of duties. The need for effective educational decentralization in the education sector was emphasized in both the First National Development Plan (FNDP) of 2006 and the Second National Development Plan (SNDP) of 2010, which emphasized a participatory approach in decision-making as a means of improving school governance.

Most respondents shared the opinion that school leadership world-wide has shifted from the one man show to everyones' business. The complexity of the school has called for shared leadership. Carson, Tesluk and Marrone (2007) maintain that shared leadership is, 'a team property whereby leadership is distributed among team members rather than

focused on a single designated leader. It is on the basis of this assumption that where there is shared leadership, all stakeholders share responsibilities and accountability.

The study revealed that shared leadership is beneficial to stakeholders and the other community members. Through the practice of democratic governance in schools, the respondents observed that schools were becoming better institutions where stakeholders were becoming good leaders. In appreciating this finding, Fullan(2005), Carson, Tesluk and Marrone, 2007) identified some benefits of shared leadership as: increasing group solidarity, reduction in misunderstanding among group members and increasing level of trust among group members. This clearly shows that schools have opportunities to share leadership roles among its members and this promotes and encourages good practicessses which promote participation in school governance. Generally, it can be argued that, there are a lot of benefits that schools receive from shared leadership such as team work, quick delivery of service leading to achievement of goals. In the writing of Duignan and Bezzina (2006) they concur that schools which practice shared responsibilities create and maintain collaboration, share common goals, share vision and development of a spirit of oneness. This implies that shared leadership encourages good school governance as it creates a positive picture in the school where stakeholders work together. According to Conger and Pearce (2003) confirmed that only by sharing decision making in organizations (such as schools) can authorities make stakeholders to be engaged and committed in doing the best for the institution. Where stakeholders are fully engaged in school governance, they take responsibility and ownership of all the processes involved in school. This actually explains why school governance rested on the conviction that stakeholders can build greater support and understanding for others to lead, take on more responsibility and contribute to important decisions. However, this study established that even if sharing responsibilities helps schools become more inclusive and self-reflective, some head teachers still do not appreciate shared responsibilities in schools as they feel some stakeholders (particularly parents) lack necessary knowledge and skills required in school governance. The study also found out that there is lack of collaboration between head teachers and other stakeholders.

The research findings show that by distributing leadership responsibility roles in a school, head teachers will be less managerially burdened and can devote more time to bigger-picture leadership responsibilities related to the overall performance of the school. This

again is a clear demonstration of the argument that this study brings with regard to shared leadership that it encourages stakeholder participation in the governance processes of schools to feel more personally invested in the success of the school and more responsible for its performance. By sharing decision-making authority with others in the school, stakeholders will become more engaged and committed to what they are doing. Bergman (2012),shows that school authorities are not only encouraging the professional aspirations and growth of other members of the school but also giving them opportunities to become effective leaders in future.

The research reaveled that the 3(100%) school head teachers valued shared leadership practices in schools. The respondents perceive shared leadership in schools as the most important principle in promoting good school governance, in the process it enhances accountability, transparency, sense of ownership among stakeholders and encourages participation in decision-making. The respondents also emphasized that shared leadership in schools create better learning and working environments, build trust among stakeholders and share goal and common culture. Goldsmith (2010) affirms that shared leadership involves maximizing all of the human resources in a school by empowering the stakeholders. As is being argued in this study, in shared responsibilities, one should not only to the designated leader in the school but should allow logic to dictate to whom one look for guidance. Gibb (1954) conceives "leadership as probably best conceived as a group quality, as a set of functions which must be carried out by a group". When stakeholders collectively work together, participate in decision-making and share roles, school governance is strengthened.

5.4 Challenges of School Governance

The study showed that governance in schools had challenges which is undeniable. These challenges are not good for better schools. These challenges in schools do not yield positive results in promoting team work, ownership of schools and participation in decision-making in schools.

5.4.1 Challenges from Head teachers

While shared leadership can benefit a school in many ways, it can also introduce a variety of complications and complexities that might be avoided in a top-down leadership style. The study found out that among the school governance challenges was the capacity to

govern. Tsotetsi, Van Wyk and Lemmer, 2008), contend that while the provincial department of education, district offices have engaged in some forms of training of school governing boardies(SGBs), the actual enactment of these roles is often less than the ideal. The respondents, thus 10 teachers(48%) indicated that another challenge that schools face in promoting school governance is the unwillingness by some head teachers to share responsibilities as they fear to lose power. What this implies is that head teachers will try by all means to perform all the duties in the school themselves. The end result is poor decisions made on certain matters which mighty impede good governance practices. This process might also lead to intimidation of some stakeholders in their delivery of service. This eventually leads to low levels of participatipn and alarming rate of students' indiscipline, teachers misconduct and poor governance(Moeng, 2014). These escalating social ills make schools ungovernable. The respondents 21(100%) parents indicated that head teachers should develop a community of leaders by openly articulating the goal and relinguishing decision-making authority to other stakeholders in the schools. The study also revealed lack of collaborations between head teachers and other stakeholders. Mestry (2004) also points out the lack of collaboration between head teachers and other stakeholders where school heads are unwilling to share responsibilities. This is a clear indication that in some schools, head teachers who follow the top-down style of leadership still exist. In such schools, there are no democratic practices.

5.4.2 Challenges from Parents and Teachers.

This study further established that apart from the challenges from head teachers, there are those from teachers, pupils and parents. The three head teachers(100%) and the two District Education Board Secretaries(100%) showed most teachers and parents lacked experience, confidence and little knowledge and skills in governance. The implication this has is that the affected officers may not put in their best during meetings and even when they are assigned tasks to perform by the school authorities.

The respondents reported the reluctance by some teachers to carry out shared responsibilities on the basis of being used by school authorities. With this perception, the head teachers had a real task to transform teachers's beliefs for the betterment of schools. With this belief, it would be difficult to effectively implement school governance.

The study conducted by Coleman (1988) was very clear about the benefits and the need to engage parents in school governance. Coleman (1988) strongly believed that, the power of parents, teachers, learners and school authorities is very crucial because all practice responsibilities to support each other. This study established that parent's involvement in the school has a positive aspect. This included help in the classroom and visits to the school, attending meetings, parent's involvement with learners at home. Without parental support, schools may find it difficult to discipline learners. However, what matters is the level at which parents are engaged in the decision-making process of schools.

In a study by Visser (1981), "the active involvement of parents in the governance of schools is provided for by means of school committees, Parents- Teachers Association and Boards of control. However, the school committees have no powers or rights to challenge school head teachers. What this means is that parents when are excluded from school governance, then become undemocratic institutions where only head teachers and teachers are involved in the decision-making processes of schools. This has resulted in many parents withdrawing and believe that head teachers and teachers are the only people responsible for the governance of schools. Despite this, parental involvement in school governance has emerged as a focal point for policy and research. Additionally, the long process of bureaucracy tends to be a cause of low participation as stakeholders fail to go through the many stages (Chibomba, 2013). Proponents of youth involvement in school governance assert that youths are often excluded from important decision-making activitites which result in marginalization and undermining notions of deliberative democracy(Frank, 2006). The inclusive management and administration of schools from wider representation drawn from wider groups of stakeholders promotes democratic education in schools. Frank and Huddleston(2009) support this assertion as they state that various school forums such as school councils and PTAs involving all stakeholders can promote school democratic governance. However, the other stakeholders such as teachers and head teachers should not use their positions to intimidate, the other stakeholders who seem not be knowledgeable about their roles.

5.5 Chapter Summary

This chapter has discussed the findings of the study as presented in this chapter. This study brings out issues that promote or impede democratic governance in schools. For vibrant schools to exist, schools should have democratic structures or forums which

stakeholders use to interact among themselves and thereby contribute to good school governance. Equal participation through shared responsibilioties will strengthen school governance as members stand and work together to achieve set objectives and goals. Accounts from respondents paint a picture of school governance beset with challenges of excuting their functions in schools. It is clear that democratic practices exist in schools. However, those intrusted with the instruments of power should have open hearts to accommodate everyone. Challenges in schools should not be allowed to detract the smooth operations of schools. The next chapter presents the overall conclusion of the study which further provides recommendations and suggestions for further research

CHAPTER SIX: CONCLUSION AND RECOMMMENDATIONS

6.1 Overview

This chapter presents the conclusion of the study and recommendations drawn from the findings of the study. It must be emphasized that the aim of this study was to investigate the role of civic education in the governance of schools in selected secondary schools in Lusaka province of Zambia. The chapter ends with recommendations and suggestions for further study.

6.2 Conclusion

The general picture from the study was that civic education has a role to play towards the existence of democratic practices that promote school governance. The engagement of various stakeholders in the processes of governance in schools is a clear demonstration that schools embrace various democratic tenets which promote effective participation among various stakeholders. Eventhough schools still experience the top-down style of leadership, leaner unrest and discontent among teachers and other stakeholders the application of democratic practices in schools is bearing the desired fruits. There are clear efforts put in place by school authorities to show that stakeholders engage each other and that positive results are seen from such interactions. Besides recording numerous achievements from the use of democratic practices, schools have not been fully utilized to achieve the common good. Parents and pupils are still the major culprits whose contributions towards effective decision-making in schools has not been appreciated by other stakeholders.

Our schools have forums through which various stakeholders make their contributions aimed at creating enabling environments in schools for everyone to coexist. These democratic structures doted in schools include: the Parents Teachers Association, School Boards, School Representative Councils, Head of Departments. Through these structures, stakeholders are offered opportunities to make thwir suggestions towards improved schools.

School authorities have embraced the concept of shared leadership in schools. Head teachers have allowed criticisms from all stakeholders. This is a great sign of inclusive governance which supports shared leadership. Shared leadership truly when put to good use has seemed a good as it has promoted team work, trust and achievement of set

objectives and goals. The knowledge, skills, values and dispositions from civic education has effectively lead to a body of stakeholders with critical minds and capable of taking critical actions on issues that affect schools and eventually promote effective participation in school governance. Arising from these findings, it can be concluded that knowledge, skills and other democratic tenets stakeholders acquire from engaging with civic education can influence the use of democratic practices in school governance. Schools need effective partnerships where all those involved should contribute effectively towards the creation of a positive atmosphere in their schools. Co-operative and participatory governance should be encouraged if effective leadership in schools is to be beneficial to all.

The three sampled schools in this study therefore, meet the expectations of the study where it was revealed that indeed civic education has a role in school governance where all stakeholders work as partners. However, there is still much work that should be done to ensure that schools become more democratic institutions where all those with responsibilities perform them freely and to the best of their abilities. School authorities should engage all the stakeholders in the school system and tap from their skills and knowledge as they seek to have better schools. This is in support of Dewey (1916), whose view was that schools should become platforms to create a positive atmosphere of freedom, respect of rights and participation encouraged. It is from premise that good governance of schools should be anchored on the democratic principles acquired from an active interaction with civic education by all those involved in school governance.

6.3 Recommendations

Based on the findings of this study, the researcher made the following recommendations to both the Government of Zambia and the Ministry of General Education. These were the following recommendations:

1. Members of school Governing Bodies such as the Parents Teachers Association should be elected for period of five years and not one year. This will effect execution of school projects and continuity.

2. School Managers should be inclusive to everyone in the schools as they work towards the creation of a conducive environment for all stakeholders to work in. The positions of school Head teachers and their deputies should be elective ones.

3. There is need for clear policies to be put in place by the Ministry of General Education that support equal and effective participation by all stakeholders in school governance.

4. Civic Education should be made a compulsory subject in all institutions of leaning both in private and public schools and universities.

5. Make governance education more competitive and comprehensive and government should put in place measures to address the low levels of participation from some stakeholders in school governance.

6. Ensure that school head teachers take a leading role in practicing shared leadership.

6.4 Suggestions for further Research

1. Further studies should be done to cover private and grant aided Schools so as to have a comparative data on governance in Secondary Schools in Zambia.

2. A large scale study should be conducted involving nearly all schools in Lusaka Province so as to establish the picture of governance in these schools.

3. A study should be conducted to invetigate governance in Colleges and Universities in Zambia.

4. A study should be pursued about Parent Teacher Student Associations and community collaborations in school governance.

6.5 Chapter Summary

This chapter has presented the conclusion of the study based on the three research objectives set out in chapter one. Recommendations have also been given directed at the Ministry of General Education as the main stakeholder involved in the governance of schools. The recommendations have been coined from what the study has established. The chapter finally has presented suggestions for further research.

REFERENCES

Ackerman,R. and Maslin-Ostrowski ,P.(2002). The wounded Leader. How real leadership emerges in times of crisis. San Francisco: Jossie-Bass.

Aggarwal, J.C. (2007). Development and Planning of Modern Education (8th ed), New Dehli: Vikas Publishing House.

Arnstein, S. R. (1969). A Ladder of Citizen Participation, JAIP, pp 216 224

Azzeem, V. (2010). An overview of the African Education watch Ghana report. www.tighana.org.

Babbie, E. (2000). The Practice of social Research. 11th ed. Tsinghua: Tsinghua University

Baker, T. (2011). Doing School Research. New York: McGraw-Hill.

Ball, J.S.(2013). Policy Paper on Education Justice and Struggle over ignorance and opportunities. London. Class, July, 2017.

Bardhan, Pranah, Mokhenjee, Dilip. (2000). Capture and governance at Local and national level. An. Econ. Rev.90

Bergman, J.Z, at el (2001). The shared leadership process in decision-making teams. The Journal of Social Psychology.

Best, K.W. and Kuhn, J.V. (2006). Research in Education (10th ed.). New Delhi; Prentice-Hall. Boyer. L.

Bevir, M. (2013). Governance. A very short introduction. Oxford, U.K. Oxford University Press.

Bless, C and Achola, P. (1988). Fundamentals of Social Research methods: An African Perspective.

Bolt. R. (2011). The stakeholder Engagement Framework: Department of Education and Early Childhood Development.

Borg W. R. and Gall M. D. (1979). Education Research, an Introduction. London. Longman.

Beyani, C. (2013). Effective delivery of public education services. A review by AfriMAP and the open society initiative for Southern Africa. Society Foundation.

Blumberg, A. and Greenfield, W. (1980). The effective Principal: Perspectives on School Leadership, Allyn and Bacon, Boston, Massachusetts.

Bottan, N. (2000). Autonomy and decentralization: between hopes and illusions. A comparative study of reforms in five European Countries. New Orleans.

Bogdan, R.C and Biklen, S.K. (2003). Qualitative research for education: an introduction to theory and methods. Boston: Pearson Education.

Burns, N and Grove, S. K. (1999). Understanding Nursing Research. 2nd ed. Philadelphia: Saunders.

Butts, F.R. (1980). The revival of civic learning. A rationale for citizenship Education in American schools. Kappa Educational Foundation. Cambridge. University of Cambridge Press.

Brain and Reid (2003). Constructing Parental Involvement in an Education Action Zone. Whose need is it meeting? Educational Studies.

Branson (2003). The role of Civic Education. Schools in the middle, 9, 28-35.

Brian and Reid. (2003). Constructing Parental Involvement in an Education Action Zone: Whose need is it meeting? Educational studies, 29(3/3).

Carson. J. B, Tesluk, P.E and Marrone, J.A.(2007). Share Leadership in teams: An investigation of antecedent conditions and performance. Academy of Management Journal, 20/07/17.

Cathy, W. (2007). School Governance in New Zealand- how is it working? New Zealand.

Chaka, T. and V. Dieltiens. (2008). Stumbling Blocks in the way to Democratic school Governance. Johannesburg; South Africa.

Center for Civic Education. (1994). National Standards for Civics and Government. Calabasaa: Center for Civic Education.

Chibomba, D.N. (2013). The Constituency Development Fund as a Tool for Development: A case study of Katuba constituency in Zambia. MA Dissertation, University of Western Cape.

Chiyongo, V. (2007). Training Needs of Basic and High school Managers in Selected schools of Chongwe District. Med. (Admin). Dissertation, Lusaka: UNZA.

Cohen, L. Manion, L and Marriso, K. (2000). Research Methods in Education. London. Routledge Falmer.

Conger, J. and Pearce, C. (2003). A Landscape of Opportunities, Future research in shared Leadership. Thousand Oaks; Sage Publications.

Colby, et al. (2007). Educating for democracy. San Francisco: Jossey- Bass.

Coleman, J. (1998). Parent, Student and teacher collaboration. The Power of three. Thousand Oaks, CA: Corwin Press

Coolican H.(2009). Research Methods and Statistics in Psychology.(5th ed) London. Hodder Education.

Creswell, J.W. (2000). Research Design. Qualitative and Quantitative Approaches. Sage Publications. International and Professional Publisher. New Delhi: Thousand Oaks.

Creswell, J.W. (1994). Research Design. Qualitative approach, London: Sage.

De Beer, F. (1998). Community Development and Beyond. Issues Structures and Procedures. Pretoria: J.L Van Schalk.

Dean, B. L. (2007). Research Report on the state of civic education in Pakistan. Islamabad. Aga Khan University.

Denzin, N.K and Lincoln, Y.S. (2000). Introduction: The Discipline and Practice of Qualitative Research. In Denzin, N. K and Lincoln, Y.S. (eds). Handbook of qualitative Research (2nd ed). Thousand Oaks: CA: Sage.

Dewey, J. (1926). Democracy and Education. New York, Macmillan Company.

Dewey. J. (1916). Democracy and Education: An introduction to the Philosophy of Education. New York: Macmillan.

Edwards, V and Red, F. (1988). At home in school. Parent participation in Primary schools. London: Routledge.

Elmore, R. (2000). Building a new structure of school leadership. Washington: Albert Shanker Institute.

Fawcett S.B et al (2007). Using Empowerment Theory in Collaborative Partnerships for Community Health and Development. A. J. community Psychology 1995: 23; 677-697 International Association for Public Participation.

Foundation for Democratic Process (FODEP) (2000). Research Manual for District Councilors' Workshop 1999-2000. Lusaka. FODEP National Secretariat.

Frank, K. (2006). The Potential of Youth Participation in Planning. Journal of Planning Literature, 29(4).

Freire, P. (1970). Pedagogy of the Oppressed. New York: The Continuum Corporation.

Fullan, M. (2001). The New meaning of Educational change. (3rd ed). New York: Teachers College Columbia University.

Frnk. S and Huddleston. Edited by ILDE(2009). The New meaning of Educational change(2nd ed). New York: Teachers College Press.

Furrow, B. (2004). Bioethics: Health Care Law and Ethics (6th Ed.). St Paul Minnesota USA.

Gay, L and Airasian, P. (2003). Educational research competences for analysis and applications. Upper saddle River. N.J. Merril Prentice.

Goldsmith, M.(2010). Sharing Leadership to maximize Talent.[online] Available on 28/6/17.

Gibb, C.A., Gilbert, D.T., and Lindzey, G. (1954). Leadership. New York: John Wiley and Sons ASIN Boo1JK11F4.

Gudschinsky, S.C. (1976). Handbook of Literacy. Dally: Summer Institute of Linguistics.

Gutman, A.(1987). Democratic Education. Practice. NJ. Princeton University Press.

G.R.Z. (2002). The National Decentralization Policy. Towards Empowering the People. Lusaka: Cabinet Office.

Haque, S.M. (2010). Decentralizing Local Governance in Thailand: Contemporary Trends and Challenges, International Journal of Public Administration 33(12-13): 673-688.

Harris, A. (2008). Distributed Leadership: Lancaster: CEL.

Hiatt, J.F. (1986). "Spiritually, Medicine, and healing." Southern Medical Journal, 79, 736-743.

Huddleston,T. (2007). From student voice to shared responsibility: Effective Practice in Democratic school Governance in European Schools. London. Citizen Foundation.

Hufty, M. (2011). Investigating Policy Processes: The Governance Analytical Framework (GAF). In: Weismann, U, Hurni, H, et al. eds. Research for Sustainable Development. Foundations, Experiences and Perspectives. Bern: Geographical Bernensia: 403-424.

Hughes, W. (2013). School Climate and Leadership: Milwauke: Alverno College.

Hyslop, J. (1989). School boards, school committees and education politics, in Bonner P, Hofmeyer I, James D and Lodge T(eds) Holding their ground: Class iocality and culture in the 19th and 20th Century. Johannesburg: South Africa.

Irish Aid Report (2002). The Context of the Development of High School Civic Education. Lusaka: Irish Aid.

John, A, and Phillip, M. (2000). School Governance: Research on Educational and Management Issues: International Education Journal Vol 1, No 3, 2000.

Kallaway, P. (2002). The History of Education under Apartheid, 1948 -1994. Cape Town: Pearson Education South Africa.

Kamba, K. (2010). Education development in south Sudan: A study of community participation and democratic leadership in two primary schools in central Equatorial State, Southern Sudan. Oslo University College: Faculty of Education and International Studies.

Kaufmann, D et al. (2007). Governance matters VI: Aggregate and individual Governance Indicators 1996- 2006, World Bank Policy, Research Working Paper 4280,Washington DC: World Bank.

Kellly, M.J. (1999). The origins and Development of Education in Zambia from Pre-colonial times to 1996.

Kombo, D.K and Tromp, D.L.A. (2006). Proposal and Thesis writing: An Introduction. Nairobi. Pauline Publications Africa.

Kothari, C.R. (2004). Research Methodology. Methods and Techniques. New Delhi: New Age International.

Lambert, L.(2002). Leadership Capacity for Lasting schoolimprovement. Alexandra: Association for Supervision and Curriculum Development.

Laura, E, et al. (2006). Partnerships: Putting Good Governance Principles. Institute on Governance.

Laverne, W.T. (1995). Sociology (The Study of Human Relationships) 5th Ed. New York Holt and Winten.

Lebessis, N. and Paterson, J. (1997). Evolutions in Governance: What Lessons for the Commission? A first Assessment, European Commission, forward studies working Paper.

LeCOmpte, M.D. and Schensul, J.J. (1999). Analysing and interpreting Ethnographic Data. Walnut Creek, CA: Atta Mira Press.

Leedy, P. D and Ormrod J.E. (2005). Practical Research: Planning and Design. 8th Ed. New Jessey: Pearson Education.

Leedy, P.D. and Ormrod, J.E. (2001).Practical Research: Planning and Design (7th Ed.).New Jersey: Merril Prentice Hall.

Lewis, S.G and Naidoo, J. (2005). School Governance and the Pursuit of Democratic Participation. International Journal of educational Development, 26(4).

Lewis B. and Michael S. (1995). Data Analysis. An Introduction. Sage Publications Inc.

Lincln, Y.S and Ormrod, J.E. (1981). Effective Evaluation. Son Franscisco: Jossey-Bass.

Lindlof, T.R. and Taylor, B.C.(2002).Qualitative communication Research Methods, 2nd Edition. Thousand Oaks, CA: Sage.

Lungwangwa, G et al. (2000). Review and Analysis of Zambia's Education Sector. Washington. DC.

Mabasa, T and Themane, J. (2002). Stakeholder participation in school governance in schools. Perspectives in Education.

Malone. C.W. (1968). "Civics Education" Peabody Journal of Education Vol. 46, No. 2 110 – 11

Maureen, L. and Gunilla, P. (2009). Governance in Education: Raising Performance.

Massey, R. (1993). Parent Power, Securing the best schooling for your child. Cambridge: Harmsworth Publishing Ltd.

Mbozi, T. (2009). Participatory Approaches to Development. (Unpublished) Institute for Distance Education Study Materials. University of Zambia.

McMillan, J. H and Schumacher, S. (2006).Research in Ed: Evidence- Based Inquiry, London: Pearson Education, Inc.

Mckenzie, P. (2000). School Governance. Research on Education and Management Issues. International Education Journal. Vol 1.

Mc lenman, A. (1977). Education Management development in South Africa. Trends and Frameworks in South Africa. International perspectives. Vol 1. Selected themes in education management development. Johannesburg CSAEMP.

Mc Neil, A, and Mc Clanahan, A. (2005). Shared Leadership. [Online]. Available: http://cnx.org/content. 14/06/17.

Mestry, R. (2004). Financial accountability. The principal or the School Governing body? South African Journal of Education.

Mestry, R. (2006). The functions of School governing bodies in managing school finances. South African Journal of Education.

M.O.E. (2006/7). Review of the Ministry of Education Sector Plan 2006/7. Lusaka. GRZ.

Ministry of Education. (1996). Educating Our Future. National Policy. Lusaka: Government of the Republic of Zambia.

Ministry of Education. (1977). Educational Reforms: Lusaka. Government Printers.

Moeng, G.(2014). Okavango MP Fights for failed Shakawe students.

Mphale, L.M. (2000). An Investigation of Teachers' Board of Governors, School Management Advisers and Ancillary Staff views, Perceptions and attitudes towards staff development programmes established in community Junior Secondary Schools of Botswana. (Master of Art in Educational Management Dissertation) University of Bath, Bath United Kingdom.

Mukwena, R. (2001). "Situating decentralization in Zambia in a Political Context". In African Training and Administration for Development.

Muleya, G. (2015). The Teaching of Civic Education in Zambia. An Examination of Trends in the Teaching of Civic Education in schools. Unpublished PhD Thesis. University of South Africa.

Muzumara, P.M. (1998).Supporting and developing Science Teachers in Zambia. M.Ed. Dissertation, London: University of Leeds.

National Assessment of Educational Progress. Citizenship and Social Studies Achievement of Young Americans, 1981-82. Performance and Changes between 1976 and 1982. Denver: Education Commission of the States: 1983.

Nkrumah. (1961). I speak of Freedom, London. Heinemann.

OECD. (2011). Strong Performance and Successful Reforms in Education. Lessons from PISA for the United States, OCED Publishing.

Offe, C. (2009). Governance: An "Empty Signifier" Contellations.

Olowu, D. and Wunsch, S.J. (Eds) (2001). Local Governance in Africa: The Challenges of Democratic Decentralization. London. Lynne Reinner Publications.

Orodho, A. J. (2003).Essentials of Educational and Social Sciences Research Method. Nairobi: Masola Publishers.

Parry, G and Moyser, G. (1994). More Participation, More Democracy. In: Beetham. D(ed). Dening and Measuring.

Pateman C. (1970). Participation and Democratic Theory. Cambridge: Cambridge University Press.

Pearce, C.L., and Sims, H.P. (2001). Shared leadership: toward a multi-level theory of leadership. Advances in interdisciplinary studies of work teams.

Pickerall, T. Evans, L. Hughes,W. and Hutchison, D.(2009). SchoolClimate Guide for District, Policy makers and Educational Leaders. New York: Center for Social and Emotional Education.

Phillips, V. (1997). The role of Accountability in student achievements. Paper presented to a seminar at Melbourne University.

Polit, D and Hungler, B. (1999). Essentials of Nursing Research: Methods, Approaches and Utilization. Philadelphia, Pennsylvania.

Potgieter, JM, Visser PJ, Van der Bank, AJ, Mothata MS, and Squelch JM. (1997). Understanding the South African Schools Act. What School Governance need to know? Pretoria, Department of Education.

Prentice, M and Robinson, G. (2007). Linking Service Learning and Civic Engagement in Community College Students. Washington, DC: American Association of Community Colleges.

Republic of Botswana(1990). Improving the Quality of Basic Education in Botswana: Gaborone: Government Printer.

Sidorenko, A. (2006). Empowerment and Participation in Policy Action on Ageing, International Design for All Conference Rovaniemi, Finland-Full Papers Keynotes.

Sigel et al (1981). The Political Involvement of Adolescents. New Brunswick, NJ: Rutgers University Press.

Sikayile, A. (2011). Educational decentralization in Zambia. An analysis of policy and Practice. A study of Chongwe and Solwezi District Education Boards. University of Oslo.

Singh, Y.K. (2006). Foundational of Research Methodology and Statistics. New Delhi: New Age International.

Slavin, R, E. (1991). Synthesis of Research on Cooperative Learning. Educational Leadership 48

Sturman, A. (1989). Decentralization and the Curriculum: Effects of the Decentralization of Curriculum Decision-making in Australia. ACER Research Monograph No.35. Melbourne: ACER.

Todaro, M.P and Smith, S.C. (2011). Economic Development. Eleventh Edition. New York: Pearson.

Trumph. (2006). Deficit or Contestation? Deepening the 'Deepening' Debate. Institute of Development Studies.

Tsakani, C. (2004). School Governance: Center for Education Policy Development: Johannesburg: South Africa.

Tsotsetsi, S, Van Wyk, N and Lemmer . E.(2008). The Experience of and need for training of school governaors in rural schools in South Africa. South African Journal of Education.

UNDP (1997). Reconceptualizing Governance. Discussion Paper 2. New York: Management Development and Governance Division, Bureau of Policy and Programme Support UNDP.

UNDP (1997). Decentralized Governance Programme: Strengthening Capacity for People-Centered Development. New York: Bureau for Development policy, Management Development and Governance Division.

UNDP(United National Development Programme) (2011). Sustainability and Equity: Challenges for Human Development: Human Development Report 2011. New York.

UNDP(United National Development Programme)(2012). Tacling Corruption, Trasnforming Lives: Accelerating Human Development in Asia and the Pacific, New Delhi, India: Macmillan India Ltd.

UNESCO. (2005). Educational Policies and Strategies. Decentralization in Education: National Policies and Practices. Paris: UNESCO.

Van Wyk, N. (2004). School Governing Bodies. The experiences of South African Educators. South African Journal of Education. Vol 24.

Visser, A.J.J. (1981). Education in Namibia (South West Africa): A 1980 perspective). South African Journal of Education, 1.

Wallace, M. (2001). Sharing Leadership through Team work. A justifiable risk. Educational Management and Administration 29(2).

Wilcox, D. (1994). The guide to Effective Participation. London: Partnership Books.

Wimmer, R. D. and Dominic(1987). Mass Media Research: An Introduction(2nd ed). Belmod California: Wadsworth Publishing Company.

World Bank. (2008). Governance, Management, and Accountability in Secondary Education in Sub- Saharan Africa. Washington: The World Bank.

World Bank (2009). SABER Student assessment country report. Zambia 2009. Systems Approach for better Education results.

World Bank (1991). Managing Development. The Governance Dimension. World Bank. Washington D.C.

Zambia Civic Education Association. (2004). Why Zambia needs Civic Education. Lusaka. Zambia: Zambia Civic Education Association.

APPENDICES

Appendix 1: Consent Form

RESEARCH TOPIC: AN INVESTIGATION OF THE ROLE OF CIVIC EDUCATION IN THE GOVERNANCE OF SCHOOLS IN SELECTED SECONDARY SCHOOLS IN LUSAKA PROVINCE OF ZAMBIA.

This consent form serves to give you an understanding of the purpose of this research and subsequently the procedure to follow when undertaking it. Implications for your participation are explained. Make sure you read the information carefully, or that it has been explained to your satisfaction.

1. **Description**

This study is purely an education research. The researcher is a student at the University of Zambia pursuing a Master of Education degree in Civic Education. This research is a major requirement for the researcher to complete this programme.

2. **Purpose**

The researcher wishes to investigate the role of Civic Education in the governance of schools in selected secondary schools in Lusaka Province.

3. **Consent**

Participation in this activity is voluntary, i.e. you are free to object to participation.

4. **Confidentiality**

All the data collected from this research will be treated with utmost confidentiality. Participants are assured of anonymity in this research.

5. **Rights of Respondents**

The rights of the respondents will be protected and respected. Participants are assured that they shall not suffer no harm as a result of participating in this exercise. Participants are free to ask for clarification at any point of the exercise and to inform the researcher if they feel uncomfortable about any procedure in the research.

6. **Declaration of Consent**

I have read and fully understand this document. I therefore, agree to participate in this exercise.

Participant's Name……………………………………….

Signature…………………………….………………………

Date…………………………………………………………..

Appendix 2: Permission Letter

The Permanent Secretary

Ministry Ed. Science Vocational Training and Early Childhood Education,

P.O Box 50093,

Lusaka.

December, 2016.
Simushi Mbangweta
University of Zambia,
Department of Language and Social Sciences Education
P.O Box 32379,
Lusaka.

Dear Sir,

RE: PERMISSION TO CONDUCT AND COLLECT DATA FROM SELECTED SCHOOLS IN CHONGWE AND LUSAKA DISTRICTS.

Refer to the above subject matter. I am a student at the University of Zambia pursuing a Master's Degree in Civic Education focusing on the role of Civic Education in the governance of schools in Zambia. The target population for my proposed study are teachers of Civic Education, Head teachers from the selected Secondary Schools in Lusaka Province, pupils and the Zambia Civic Education Association. I am preparing for data collection for my study and therefore seek permission through your office to enable me collect Data from the selected schools in your Ministry.

Thanking you in advance

Yours sincerely

Simushi Mbangweta.

Appendix 3: Interview guides for Pupils.

The University of Zambia, School of Education

Department of Language and Social Sciences Education

Topic: An Investigation of the role of Civic Education in the Governance of schools in selected Secondary schools in Lusaka Province in Zambia.

   A. **Opening Protocols.**
   B. **Research Questions.**

1. What is governance

2. What do you know about the governance processes in the school?

3. What roles do you play as pupils involved in school governance?

4. What challenges do you face in decision-making school governance?

4. What advantages do you enjoy as pupils in schools with democratic practices?

5.   Are you involved in the choosing of prefects in your school?

6. What forums do you use to be engaged in school governance?

8. What is in Civic Education that promotes good governance of schools?

9. Any other comment you would like to share with me?

Appendix 4: Interview guide for Teachers.

University of Zambia, School of Education

Department of Language and Social Sciences Education

Topic: An investigation of the role of Civic Education in the Governance of schools in selected secondary Schools in Lusaka Province in Zambia.

INTERVIEW GUIDE FOR TEACHERS

   A. Opening Protocols

   B. Research Questions.

1   What democratic practices are applied in your school and do they promote good governance of the school?

2   As teachers, how are you involved in the governance of the school?

3   In what ways has civic education contributed towards the governance of the school?

4   What are you views on shared leadership in the school and is it working?

5   Pupils and parents are key players in school governance. Comment.

6.   What challenges do you faced from shared leadership in your school?

7.   Any other comment you would like to share with me?

Appendix 5: Interview guide for Heads of Departments.

University of Zambia

Department of Language and Social Science Education

Topic: An Investigation of the role of Civic Education in the governance of schools in selected secondary schools in Lusaka Province in Zambia.

A. **Opening Protocols.**

B. **Research Questions**

1. Briefly explain how the governance process work in the school.
2. How are Heads of Departments engaged in shared leadership in the school?
3. As Head of Department for the Social Sciences department, how beneficial is civic education to the governance of the school?
4. What challenges do you face from your head teacher when it comes to shared leadership in the school?
5. How do school governance structures empower parents and pupils as participants in school governance?
6. What democratic practices does your school practice in promoting school governance?
7. When and how are parents and pupils involved decision-making of the school?
8. Any other comment you wish to share with me.

Appendix 6: Interview guide for Deputy Head Teachers

The University of Zambia, School of Education

Department of Language and Social Sciences and Education

Topic: An Investigation of the role of Civic Education in the Governance of schools in selected secondary Schools in Lusaka Province in Zambia.

    A. Opening Protocols.

    B. Research Questions.

1. Briefly explain the governance processes in your school?
2. How much do you involve other stakeholders in decisions made in the school?
3. What is shared leadership and how does it promote school governance?
4. What challenges do you face from shared leadership in the governance of the school?
5. How beneficial are teachers of civic education and others in the governance of the school?
6. How the school governance structures empowering parents and pupils in school governance?
7. Any other comment you wish to share with me.

Appendix 7: Interview guide for Head teachers.

University of Zambia

Department of Language and Social Sciences Education.

Topic: An Investigation of the role of Civic Education in the governance of schools in selected secondary schools in Lusaka Province in Zambia.

A. **Opening Protocols**
B. **Interview questions.**

1. What democratic practices does your administration follow?
2. As management how are the various forums in your school promote engagement?
3. What are your views on shared leadership and what are its benefits?
4. What benefits has your administration gained from civic education towards the governance of the school?
5. What role do teachers of civic education and others play in the decision –making process in the school?
6. Briefly explain how the School Representative Councils and the Parent Teachers Association work with you in promoting good governance practices?
7. As a school, what challenges do you encounter from governing the school?
8. Any other comment you wish to share with me.

Appendix 8: Interview guide for the Parents.

University of Zambia

Department of Language and Social Science Education

Topic: An Investigation of the role of Civic Education in the governance of schools in selected secondary schools in Lusaka Province in Zambia.

   A. **Opening Protocols.**

   B. **Research questions.**

1. How are parents involved in the governance of schools?
2. What forums are available for them to participate in school governance?
3. What are your views on shared leadership and how does it benefit parents?
4. Are there any challenges you encounter as parents that hinder school governance?
5. How is civic education contributing to the good governance of the school?
6. What benefits does the school get from good governance practices?
7. How effective are your teachers of civic education in encouraging and promoting good governance practices in the school?
8. How is your partnership with pupils in promoting good school governance?
9. Any other comment you wish to share with me.

Appendix 9: Interview guide for the District Education Board Secretaries (DEBS)

The University of Zambia

School of Education

Department of Language and Social Science Education

A. **Opening Protocols**

B. **Research Questions.**

1. How is your office engaging school authorities in promoting democratic practices in schools?

2. What are your on shared leadership in schools?

3. How are the various forums in schools promoting decision-making in schools?

4. How has civic education contributed to good school governance?

5. What challenges do schools experience from school governance?

6. In your schools, how are pupils involved in school governance?

7. Any other comment you wish to share with me.

Thank you for the interview.