

**LOCAL STAKEHOLDERS' PARTICIPATION IN THE EXPANSION OF
SECONDARY SCHOOL EDUCATION IN SELECTED SCHOOLS OF ISOKA
DISTRICT IN MUCHINGA PROVINCE, ZAMBIA**

BY

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DECLARATION

I, **Emmanuel Mutale**, do hereby declare that, this piece of work is my own, and that all the works of other persons have been duly acknowledged, and that this work has not been previously presented at the University of Zambia and indeed at any other University for similar purposes.

Name.....

Signed..... Date.....

Supervisor..... Date.....

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APPROVAL

This dissertation of Emmanuel Mutale has been approved as a partial fulfilment of the requirements for the award of the Degree of Master of Education in Educational Administration and Management at the University of Zambia.

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Board of Examiners.

Supervisor:.....Signature.....Date.....

DEDICATION

Once again, I am indebted to my wonderful family for the moral and financial support rendered to me not only through the completion of this dissertation but throughout my life. Therefore, I dedicate this dissertation to my understanding, loving and patient wife, Nambela Vivian Matridah Mutale who has put up with pressure for all these years of my study. I must also thank my caring and loving father and mother who passed on some time back, may their souls rest in eternal peace, Muta, Saviour, Gracious, Chile, Hope, praise and Paul, my brothers Mathews and peter and sisters Chewe and Anna as well as my aunties and uncles who helped so much and given me their fullest understanding by foregoing the attention and support during my study years. I also thank my friends and others relatives that have not been mentioned.

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ABSTRACT

The study aimed at establishing the local stakeholders' participation in the expansion of secondary school education. The study established local stakeholders' participation, types of support, benefits and challenges local stakeholders faced in expansion of secondary education. The study was supported by two theories, Theory X and Y of Mc Gregor (1960) and stakeholders' engagement theory. The study employed a qualitative approach based on the case study of three public secondary schools. Data were collected using in-depth Interviews, observations and focus group discussions. All local stakeholders were used as population with the sample of 40 participants. The Data were analysed using thematic analysis where emerging themes with similar attributes were categorised. The findings revealed that, local stakeholders like NGOs, FBOs, civic leaders, business community were not proactive in the expansion of secondary school education. Only parents of the children participated substantially and were supportive. Regards of benefits, the study revealed that, in all the 3 schools sampled many children accessed secondary school education, long distances covered by learners reduced while Pass rates and completion rates improved and early marriages reduced because secondary schools were up graded nearby. Challenges faced included poor infrastructure, poor water and sanitation and lack of menstrual facilities, inadequate computers, and few learners were sponsored, there was no access to electricity, there was inadequate laboratories, and there was no specialised rooms for some subjects. The study sought to investigate the participation of local stakeholders in the expansion of Secondary schools. The study recommends that, government and local stakeholders need to have an effective collaboration and be involved in the expansion of secondary school education.

Key words: - Stakeholders, Participation, Expansions, and Secondary school education

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ACRONYMS

7NDP	Seventh National Development Plan
CDF	Constituency Development Fund
CRB	Classroom Block
CS	Computer Studies
DEBS	District Education-Board Secretary
DRGS	Directorate of Research and Graduate Studies
FBO	Faith Based Organisation
H/T	Headteacher
ICT	Information Computer Technology
MMD	Movement for Multi Part Democracy
MoGE	Ministry of General Education
NGO	Non Governmental Organisation
P.F	Patriotic Front
PEO	Provincial Education Officer
PTA	Parents Teachers Association

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OPERATIONAL DEFINITIONS OF KEY TERMS

Local communities: Refers to groups of people living in close proximity to an area that could potentially be impacted by a programme. (“Stakeholders,” in contrast, refers to the broader group of people and organisations with an interest in the programme.)

Stakeholder: Any group or individual who can affect, or is affected by a company and its activities or all individuals or groups of people involved or with a direct interest in the success of an organisation or the project.

Stakeholder Engagement: A plan which assists managers with effectively engaging with stakeholders throughout the life in an organisation and specifying activities that will be implemented to manage or enhance engagement.

Upgrading...the process of changing the basic school offering junior education to a fully-fledged secondary school offering grades 10 -12.

Participation...Active involvement in planning or taking part in the expansion of the secondary education

CHAPTER ONE

INTRODUCTION

1.1 Overview

This dissertation had six chapters which contained different information all together. The following were the chapters, chapter one, chapter two, chapter three, chapter four, chapter five and chapter six.

Chapter one focused on the following, background to the study, statement of the problem, purpose of the study, objective and its specific objectives, research questions and significance of the study. Further, it covered delimitation, limitation and operational definition of terms used in the study. Chapter two focused on reviewing of related literature and theoretical frame work, while chapter three focused on the methodology employed in the study and ethical considerations, chapter four focused presentation of research findings only, while chapter five focussed on the discussion of the research findings and then chapter six focused on the conclusions and recommendations based on the study findings.

1.2 Background

There is increasing pressure on the ministries of education throughout the world to extend additional education to all students, governments are acutely aware that in todays globalised society, knowledge and skills increasingly hold the key to a country's productive future world Bank (2005).However, in many developing countries, young people are held back due to a lack of opportunities to pursue education beyond the primary level world Bank, (2005), meaning that developing countries will need to turn their attention to expanding and improving secondary education to take advantage of its potentially transformational nature.

It was from this back ground where the researcher took time looking at Secondary school Education in Isoka District and Zambia in general and looked at how it was accessed by Zambian children more especially in rural areas. Further the researcher focused at what the government has done to help the rural children in terms of access to Secondary school education some time back, how it was accessed and then how it is accessed currently, this was where the gap of this study was, because some local stakeholders participation on the expansion of secondary school education was not clearly known, and therefore, the purpose

of the study sought to investigate the participation of local stakeholders on the expansion of secondary education in selected secondary schools in Isoka District.

Secondary school education was like any other organisation which was prone to various forms of change in many ways in its provision. The people who were mandated to bring about change to secondary school education were the local stakeholders and these stakeholders were:-the school members of staff, civic leaders, the PTA members, faith based organisations, the NGOs, pupils and the community at large. In other words, a stakeholder is an individual or group of people with an interest in the success of an organisation in fulfilling its mission-delivering an intended results and maintaining the viability of its products, services and out comes over time.

Charles (2006) defined stakeholders' as people, groups, or institutions, which are likely to be affected by a proposed project (either negatively or positively), or those which can affect the outcome of the project.

Stakeholders could be categorised into two, Primary and Secondary Stakeholders, generally a distinction was made between two kinds of stakeholders, the primary and secondary stakeholders. The primary stakeholders are the stakeholders who are directly affected, either positively or negatively by the project. As such, the primary stakeholders include the intended users of the improved facilities; in other words the intended beneficiaries of the project. Secondary stakeholders are government and donors but also include local NGO's, private sector entrepreneurs, local government, water and sanitation utilities, management boards, consumer groups, clergy, etc. The secondary stakeholders are stakeholders, which play some intermediary role and may have an important effect on the project outcome. In the past stakeholder participation was mainly limited to involving the secondary stakeholders.

Further the stakeholders can be categorised into another two groups and that is to say: - internal and external stakeholders. Internal stakeholders are those that work within the school system on a daily basis and who largely controls what goes on there. They include school staff, district staff and to some extent, the school boards. External stakeholders are those outside the day to day work of the schools who have a strong interest in school out comes but who do not directly determine on what goes on into producing those out comes.

These stakeholders' endeavours to improve student out comes in reading and to sustain those increased levels of achievements in other subject areas .To whom does it matter that, more

students learn to read and perform well and to succeed in school and that improved outcomes hold up over time Fielding (2007). These stakeholders have great role to play in the expansion of secondary school education though, they resist to be involved in the school programmes but they matters a lot. Local stakeholders or the community have significant responsibilities for example; in constructions, financing education, procurement of teaching and learning materials and improvement of school academic performance in students' success.

Since the government is upgrading/expanding secondary school education system through the community mode, it means that, these two types of stakeholders have a very important role to play in secondary school education and therefore, it raised a lot of concerns when there was an assumption that some local stakeholders like, NGO, FBO, civic leaders and some community member were not participating fully in the expansion of secondary school education, and if this remains unchecked, it could bring a lot of underdevelopment in the District in terms of secondary school education, meaning that this problem needed to be addressed urgently because the government was helping in educating the poor by bringing secondary school education to their door steps. To investigate about this, data was required from the local stakeholders who do not and those who participate in expansion of secondary school education expansion and see how they could be engaged with the help of engaging the local stakeholders without delay. This was in agreement with Chipango (2015) who argued that, it was difficult for many pupils to enter into grade 10 due to long distances and limited number of secondary schools, meaning that stakeholders should be involved fully in the expansion of secondary school education.

Secondary school education in Zambia have been provided in many forms just to make sure that every child have access to secondary school education, that is to say:-evening classes was tried at one time, basic education was done at another time, A.P.U was done, primary education was done and is being done, high school education was done at one time, secondary school education was done at one time, there followed basic education and some of these alternatives were done with the help directorate of distance education (DODE) in the Ministry of Education. The mode of instructions to some of these alternatives of education were face to face contacts between the learner and the teachers MOE (1996).The government came up with the introduction of day secondary school centres, which was done in a good faith to increase access to secondary school education as well as to contribute to the

possibility of attaining the millennium development goal number 3 of the education for all by 2015, Mulopo (2009) and at one time, there was basic school education which offered grades 1-9, and pupils used the same infrastructure with the same teachers. Some years back, the implementation of basic school education policy in Zambia in 1994, the Ministry of Education sent a circular no 14 of 1994 to all the P.E.O.s, D.E.O.s in the nine provinces by then titled “Establishing basic schools” and it reads in parts as follows: - “This circular serves to inform the P.E.OS, D.E.Os, that the Ministry of Education has now worked out policy guidelines for establishing basic schools in the country”. This change was received from the government, by then the Permanent Secretary who was Sicalwe S. M. Kasanda. In the year 1997, the education system structure was 9-3-4. This meant that the 9 years were to be done in basic education, 3 years to be done at high school and the 4 years was to be done in tertiary education. Education global practice, (2016) revealed that, education system in Zambia was restructured in the year 1996 and 2011, where the education reforms of the 1996 proposed that schools be transformed from primary grade 1-7 into basic education grades 1-9) and secondary education grades 8-12 into high school education.

Due to the number of policy changes by government in power, another change was made in the education system in 2012, the government through the minister of Education, Science, Vocation Training and Early Education made another press statement that the basic-high school structure had been abolished and the Primary –Secondary School structure in Zambia was re-introduced Lusaka times (2012). Due to policy changes by government; local stakeholders’ also have a role to play in the up grading and expansion of secondary school education. The government has been trying its level best to upgrade and expand schools but the question was what input do the local stakeholders were making to supplement government effort since a lot of development came through community mode and basing on the principle that the government alone cannot provide everything? This study was based on what the local stakeholders were doing or how they were involved in the expansion of secondary school education. In some cases local stakeholders resisted to be (proactive) take an active part in the development and that’s why this study endeavoured to find out on the involvement or participation of local stakeholders in the expansion of secondary school education.

However, with time MOE (2011) stipulated that there were guiding policies on how best education in Zambia could be provided at all levels in light of democratic dispensations,

decentralisation, equality, equity, partnership and accountability. This policy modification was introduced in 2011 and put the old primary education grade 1-7 and secondary education grade 8-12 education system back in place and aimed to address some key issues associated with basic education and high school /education system. The issues to be addressed were infrastructure development in basic school education which covered grade 1-9 required laboratories, workshops, specialised rooms for some subject and other necessary equipment to be used. Another issue that was to be addressed was the issue of teachers' management and deployment; some basic schools did not have suitably qualified teachers to teach the minimum standards of the number of periods required hence they resulted in underutilization of the teaching force and therefore all these were impossible without the involvement of local stakeholders.

In the year 2012, the patriotic front party that formed government after 20th September 2011 presidential and parliamentary elections, made educational policy changes in accordance with their manifesto which saw another change in the structure of Zambian education system with the minister of education Dr. John Phiri announcing policy changes in the education sector. Structures of school system in accordance with PF manifesto changed reads in parts as follows:-“in order to raise the standards in education, the government shall phase out basic education and re-introduce a conversional early childhood, primary, secondary and tertiary education system”. The government of the republic of Zambia has tried to utilise all the means of alternatives just to give access to many students in accessing secondary school education. Over the years, governments have sought alternative ways of providing the needs of communities since resources from central governments cannot meet the needs of all people in terms of education. As such, several approaches have been tried over time. Government first adopted the open day secondary approach but in its search for alternatives, community participation in the planning of infrastructure development was advocated for. Community participation approach in the planning of infrastructure helps to generate and mobilize enough resources from both central government and the community towards the implementation of projects. Moreover, community participation also helps to ensure sustainability of the projects implemented since communities play a management role. This study established a direct linkage between community/stakeholder's participation and increase in school enrolment performance, access and utilisation of educational infrastructure. While there was improvements in community interaction and educational infrastructure sustainability, the

quality and nature of educational infrastructure provided by the communities was lamentable in most cases.

In rural areas, the government of the republic of Zambia has now decided to upgrade some basic schools to be fully fledged secondary schools. What then is upgrading of the secondary school? This is the transformation of the basic school into a secondary school, meaning that it has been raised to a higher standard or the rank Chitamalu (2015). Before the basic school was turned into the secondary school it should meet some qualifications for example the number of pupils in the catchment area should be considered, the distance from another secondary schools and the interest of the local stakeholders. It was against this background that, when the school is upgraded it means that it is expanding and therefore it means that, the local stakeholders were to be fully involved/participating in the expansion of the secondary education which was not the case in some schools here in Isoka District and therefore this study was there to establish: the local stakeholders participation in the expansion of the secondary school education, How often do the local stakeholders support the expansion of secondary school education? What are the benefits of local stakeholders' participation in expansion of secondary school education and what are some of the challenges local stakeholders face in the expansion of secondary school education? These were the research question which needed to be answered with the help of research.

What then is expansion of secondary education? The government of the republic of Zambia considered to upgrade many basic schools to be secondary schools more especially rural areas just to give access to many of the school going children. Now that the government considered this to be important, it was now left in the hands of local stakeholders to put more input in expanding the secondary schools. In this case expansion does not mean expanding school infrastructure only no, it means this expansion is through which public and private systems exercises their roles and functions direct school management and control of finances in schools. This simply means schools to improve its enrolment, improve its members of staff because most of the schools have upgraded without specialised teachers like sciences and computers studies teachers and that why learners are failing, improve its infrastructure for example office infrastructure, most of the administrative functions are carried out in smaller rooms, housing for staff are not in schools because most of the teachers commute and some stay in small houses not suitable for the teachers, improve teaching and learning materials, improvement in classroom structures like science laboratories and other

specialised rooms like art rooms and home management rooms, an increase in equipment to use at school like computers, for example many schools do not have computers, water and electricity are major challenges in rural schools and these attract many learners to the school meaning when a school have more learners it is likely to expand easily and if some factors are addressed more learners can pass and join the tertiary education. All the above things mentioned in the context of this study if can be addressed means expansion of a secondary school because these are the great challenges many schools in rural areas are facing. Now the issue still remains who is to do all the mentioned things? This is where now the local stakeholders need to come in and play different roles to see to it that secondary schools in rural areas grow to the acceptable standards of education and that is say stakeholders are to be engaged for the seek of improving secondary schools, some stakeholders may donate computers, others may bring some funds, others provide labour communal work and this because the government cannot provide human resource, funds for infrastructure and teaching and learning material.

What does it take to engage stakeholders for improved school outcomes? The kind of engagement we are talking about here is different from what both educators and external stakeholders might think of when pondering the notion of parent and community engagement in schools. This was not merely about involvement in social events, fund-raising efforts, or traditional involvement in activities such as parent training, homework assistance, and general volunteering. The study was talking about an on-going collaboration focused squarely on what schools are there for—student learning—and about transparent dialog on the need that many schools face to improve student learning and performance in their secondary education. This was because the local stakeholders were important in any change process of the school. Some scholars argue that ‘organisation changes the movement of any organisation from its present state towards the desired future state to increase its effectiveness. The education environment is constantly changing, and the school organisation must adapt to the forces in order to remain relevant and effective Fred (2010).For the shape of the any secondary school to change there was need to involve the stakeholders and this called for active participation by people concerned.

1.3 Statement of the Problem

In 2012, the Zambian government abolished basic school education system and re-introduced Secondary education to make secondary schooling accessible to every Zambian Chipango

(2012). When the re-introduction of secondary education came, there was need for local stakeholder participation but the local stakeholders' participation in expansion of secondary school education seem not to be clearly known.

Studies have been conducted on the importance of school stakeholders' involvement in the secondary schools education, Charles 2010; Ayen 2011 and Siyumbwa 2010. However, there seems to be no studies conducted on the local stakeholders' participation on the expansion of secondary school education, a gap this study intended to address.

1.4 Purpose of the study

The study sought to investigate the participation of local stakeholders in the expansion of Secondary school Education in selected schools in Isoka District.

1.5. General Objectives

To Establish the Participation of Local stakeholders' in expansion of Secondary School Education

1.5.1. Specific Research Objectives

1. To establish the current participation of local stakeholders in expansion of secondary school education.
2. To investigate the type of support from local stakeholders in expansion of secondary school education.
3. To establish the benefits of local stakeholders participation in expansion of secondary school education.
4. To establish the challenges faced by local stakeholders in expansion of secondary school education.

1.6. Specific Research Questions

1. What is the current participation of stakeholders in expansion of secondary school education?

2. What type of support do local stakeholders give in expansion of secondary school education?
3. What are some of the benefits of local stakeholders' participation in expansion of secondary school education? To who?
4. What challenges do local stakeholders face in expansion of secondary school education?

1.7. Significance of the Study

The findings may be of great value to policy makers in the line Ministry of General Education and the community with their children who have to benefit in secondary school education. The findings would also be disseminated to the Department of Educational Administration and policy studies at the University of Zambia and would be in the university library. The rationale behind this study was to cultivate and ensure stakeholders' involvement and commitment in the expansion of secondary school education at local level to improve quality and standards in the education system.

1.8 Delimitation of the Study

This study was basically qualitative in nature which used a case study and it was confined to three public secondary schools in Isoka District. Further, the study mainly focused on local stakeholders' participation, support, benefits and challenges they face in expansion of secondary education

1.9. Limitations of the Study

The study was confined to 3 selected Secondary Schools in Isoka District due to time and data were collected only with the help of in-depth interviews, observations and focus group discussions

The study was conducted to rural Secondary Schools of Isoka District in Muchinga province. Thus, the findings of this study cannot be generalized to other secondary schools in Zambia.

1.10. Summary

This chapter gave the background to the study of local stakeholders' participation on expansion of secondary school education. The chapter also presented a statement of the

problem, purpose of the study, research objectives and questions, significance of study, theoretical framework, delimitation, limitations and definitions of operational terms used in the study. In other words the community which is involved in different activities are the stakeholders.

The next chapter endeavoured to review various related literature deemed relevant to the study based on Global, Africa and Zambian context.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

The previous Chapter presented the following in the study, the back ground of the study, statement of the problem, purpose of the study, the study objectives and its specific objectives, the study questions, significance of the study, the theoretical frame work, operational definitions, background to the study.

Chapter two presents some important related literature to the study according to Global, Africa (sub region) and Zambia in the education. The highlights of this chapter included: Multiple meanings of educational local stakeholders, quality of education and its expansion in secondary education in Zambia. Roles of the public and private sector in provision quality education and its expansion.

Literature review is an account of what has been published on the topic by the credit scholars and researchers. Literature review involves the examination of the documents such as books, magazines, journals, newspapers, and dissertations that have a bearing on the study being conducted by Combo and Tromp (2006).

2.2 Studies Conducted Globally On Community/Stakeholder Participation In Secondary Education.

Many lessons have continued to be learnt from other countries globally on the way they are implementing education reforms confirming the increasing realisation that education is a vital community concern. Learners are the members of the school and broader communities and these all together play an important role in learners' development and learning. As a result, educators strive to find the best ways of involving all influential and active stakeholders to contribute in supporting and promoting education. It is vital to realise the importance of communal participation in improving the quality of education. Effective education system have a fuller community participation and community participation can be taken in many forms such as: enrolling children in private and public schools, helping in raising funds for the school and making the decisions about deploying finances, attending and participating in

meetings and activities, giving advice and opinions on school matter and becoming involved in decision making.

Cavarrette (1998) conducted a study in Chicago on how parents got involved in their district schools. The study revealed that concerned parents shared ideas in the decision-making process that empowered families to take part in major school decisions. Further findings revealed that more than 400 volunteers had been recruited by the district to work in planning teams of teachers, parents, community members and school administrators. This combination of stakeholders needs to have vested interest in the learning of their children in schools. This was not in the case of Isoka District where some stakeholders failed to volunteer in the works of expanding secondary school education. This is similar to the study of Jolanta (2015) in Romania who argued in the abstract that, the success of any initiative within an organization depends to a large extent on the support given by different groups of stakeholders'. This applies also to the implementation of the diversity management strategy within the organization. It is therefore especially important to identify particular groups of stakeholders and chose an appropriate way to manage and organize them. That is to say the stakeholders and the school administration should work hand in hand, without that there could be no expansion in secondary school expansion.

Ministry of education (2006) (Ministère de l'Education, du Loisir et du Sport) indicated in the ten case studies which looked at school-community partnership in the country. These studies revealed that the collaboration between the communities and schools depended mainly on educational, social and administrative issues. The study further clarified that educational issues focused on improving services that would improve the achievements of the students and other Social issues included the cooperation that existed between schools and communities, this could be similar study of Chidanya (2011) of Zimbabwe who argued that, there is compelling evidence that parental involvement positively influences children's academic achievement. Its benefits occur across all socio-economic classes. In spite of its significance, parental involvement has received scant attention in Zimbabwe. This qualitative study sought to establish how parents were materially involved in their children's education where, Observation, semi-structured interviews (for school heads), focus group interviews (for parents) and the open-ended questionnaire (for teachers) were used in this qualitative study covering ten primary schools. Respondents were selected through the use of chain reference sampling and sampling by case where (140) participants were selected. Barriers to

their involvement were investigated with the view to overcoming or mitigating them for the benefit of the affected primary school pupils and generated strategies to promote parents' participation in their children's school education. It emerged from the research that parents, teachers and school heads/principals had very limited understanding of parental involvement. They actually indicated useful ways in which they could be involved. The research also revealed that parents, school teachers and school heads/principals made wrong attributions about themselves and each other in connection with limited parental involvement in their schools. Both school staff and parents, after identifying barriers to involvement, were willing to learn about how they could overcome or mitigate the barriers. They believed that the challenges they were facing regarding parental involvement were capable of resolution. From such responses it was clear that there was need for staff development for teachers on Parental Involvement and in the similar vein this could happen here in Zambia in particular Isoka District where there is need for stakeholders' participation in expansion of secondary school education. These researches were trying to ensure that there is collaboration between community and school because when the parents, teachers are involved they are able to plan well for the school and in the end the schools could expand materially, in infrastructure and finances. All these people mentioned here are the stakeholders of the school and they are the ones to bring development to schools and that's is why the school managers are needed to apply a lot of Theories in the management of their schools like the theory Mc Gregor (1960) which is a motivational theory. Some people may need to do work on their own while others need to be coerced. The active participation of local stakeholders of the school means in one way or another they help in the expansion of secondary school education.

In Australia, Kilpatrick et al (2003) conducted a study on maturing school-community relationship in the rural schools. The findings indicated that there are three levels of maturing school-community relationship being early, middle and late. They went on to say that an early relationship is initiated by the school while a mature one is initiated by the community. In the former, decision making was made towards the school while in a mature relationship was made towards the community. In a nut shell, a mature relationship was created when the community had a greater control on vision setting and decision making in a school. This is related to what is participation? This participation of the community is the one which determines the development and expansion of the secondary schools. The term "participation" can be interpreted in various ways, depending on the context. Shaeffer (1994) clarifies different degrees or levels of participation, and provides seven possible definitions of

the term, including: involvement through the mere use of a service (such as enrolling children in school or using a primary health care facility); involvement through the contribution (or extraction) of money, materials, and labour; involvement through ‘attendance’ (e.g. at parents’ meetings at school), implying passive acceptance of decisions made by others; involvement through consultation on a particular issue; participation in the delivery of a service, often as a partner with other actors; participation as implementers of delegated powers; and participation “in real decision making at every stage,” including identification of problems. That is to say when stakeholders are involved or participating in school programmes decisions can be jointly and the different contributions from stakeholders takes the schools to the greater height.

Avramoski (2004) conducted a study on the Role of Public Participation and Citizen Involvement in Lake Basin Management in central Europe and the study revealed according to the World Bank (2000) that, there are four exclusive levels (or types) of participation, in ascending order, from least influence to most influence: (i) information sharing (one-way communication); (ii) consultation (two-way communication); (iii) collaboration (shared control over decisions and resources); and (iv) empowerment (transfer of control over decisions and resources). The four levels were not indicators of scale; they indicated distinctly different types of participation. It was not assumed, however, that all participation was good, or that a higher level or more participation is automatically better; that depends on the situation. Avramoski (2004) indicated that Lessons learned concerning the role of public participation and citizen involvement in Lake Basin management a global picture Community-level participation in Lake Basin management was that, Active participation of the local community was vital to sustainable development of lake basins. Achieving meaningful community-level participation, however, is not always a straightforward task. This was why the involvement of local communities needed to be accompanied by public awareness and information campaigns. NGOs played an important role in this task, particularly in helping marginalized community groups, such as women and individuals who have less capacity to articulate on their demands and less power to get their demands heard. In relation to this study stakeholders participation can make secondary school education to expand or not expand depending on their level of involvement.

Charles (2010) conducted a study in Indonesia which focused on ways the communities participated in the provision of education in rural areas. The study was conducted in 15 rural

primary and secondary schools. The findings indicated that, the government actively funded school developmental projects after the parents or the community provided sufficient human resource to monitor, build and protect the procured materials. The emphasis was the qualified workmanship which was willing to volunteer and work for free for the development of the community. With such set conditions by the government of Indonesia, communities have standard infrastructure which stands the test of time. This was inconsistency with this study where a lot of self-help is done in school and the community is made up of waiting from the government sand, bricks and many more materials are in schools but funding from government is a problem and that happened in Indonesia because the government had taken keen interest in standard infrastructure to support Modern teaching and learning of today's world which need to prepare the children to the world of work.

Hemmati (2001) conducted a study on Multi-Stakeholder Processes for Governance and Sustainability - Beyond Deadlock and Conflict in London and the study indicated that, the private sector could support the Government in raising the quality of education. The private sector in its broadest sense included communities, non-governmental organisations (NGOs), faith-based organisations, trade unions, private companies, small-scale informal providers and individual practitioners; all may collaborate with Government in order to raise education quality and standards. There are ways in which the public and private sectors can join together to complement each other's strengths in providing education services, helping countries to meet their education goals and to improve learning outcomes. Patrinos et al (2009) indicated that to ensure the benefits of private provision, the government must ensure that there is an effective regulatory environment. The regulatory environment must support strong accountability, informed parents, autonomous schools and competition. Policymakers hold all schools to account for the quality of their education and the accountability mechanism is transparent. Informed parents used both their voice and if the system permits, choice, to ensure the schooling supplied to their children is of the highest quality. These parents also hold the government accountable through the political process whether it is local, regional or national. Absence of a clear government policy on Parental Involvement or stakeholders' participation can make the parents and stakeholders fail to collaborate with the government and in the end no development comes forth in expansion of secondary education. This is different from what the government of south Africa has done to policy by instituting an act of parliament to support schools and this was supported by Enslin (2005) who argued that, in south Africa, there was a belief that, with Apartheid, outloed ball the schools would

be able to match the world standards, furthermore, the south African schools act of 1996, (act 84 of 1996) gives more power to the parents to have a say on their children. That is say when stakeholders have power and clearly defined roles in the school they can help in decision making with reference to expansion of secondary schools.

Margaret mead institute of New York, (un dated) argues more on the importance of collaboration of school and stakeholders, which is defined as a formal partnership between a school, family and the community representatives and they added to say, ‘a good and safe school should collaborate with the family and community so as to improve learner’s performance more especially on reading and other learning achievements’.

Ayeni et al (2011) and the colleagues based on their study findings and conclusion of their study, argued that there was need for effective collaboration between the school and other stakeholders to proactively and significantly contribute towards the development of solid learning infrastructure, so as to create conducive working environment for a sustainable high-quality education assurance practices in secondary schools. Opening secondary schools is one thing and ensuring quality education in schools is another thing, this quality without stake holders collaboration May take years to reach required standard, however if stakeholders collaborate with schools and government infrastructure can improve and in turn can improve quality in education in secondary schools.

Bush and bell (2002) in the study of principles and practice of educational management in London observes that, ‘children were successful when the school and the parents worked together’ and this can only happen most effectively if parents knows what the school is trying to achieve. Without collaboration some stakeholders may shun away the participation, hence it’s important at every stage of school development to involve school stake holders, in other words it is important for the leadership of any organisation to engagement all the stakeholders in the affairs of the school. This type of engagement can be associated with the type of leadership in an organisation because a leader has got different roles and responsibilities.

Leadership qualities is characterised by a number of factors where Jain and Saakshi (2005) define leadership as a process of influencing subordinates so that they cooperate enthusiastically in the achievement of group goals. Yet another definition says leadership is the ability to influence others through communication, the activities of others, individually or

as a group toward the accomplishment of worthwhile meaningful and challenging goals Ivancevich et al (2003). It is further said that leadership occurs whenever one person attempts to influence the behaviour of an individual or group. Holt (1993) sees leadership as a process whereby other people are influenced to behave in preferred ways to accomplish organizational objectives. Chanda (2003) explains that leadership can be formal or informal. Formal leadership occurs when a person is appointed or elected as an authority figure while informal leadership emerges when a person uses interpersonal influence in a group without designated authority or power. These leaders emerge in certain situations, because of their charm, intelligence, skills or other people turn for advice, direction and guidance to other stakeholders.

Report of the conference of the European, Network of Education Councils (2010) states that “the role of education councils was advisory. The major priority was the enhancement of the implementation of the education reform at all levels and in every aspect of the education system. The education councils were responsible for setting the priorities for dialogue. The councils coordinated and monitored the dialogue among all the major stakeholders involved in education in Europe. This worked well in Europe because key stakeholders were involved unlike our case where some stake holders are not proactive in the expansion of secondary school education and therefore if we are to develop as well there is need to involve private and public partnership in our education system as stakeholders.

Education and training and youth are key to the Europe (2020) strategy, which is calling for participation and stakeholder involvement in education policy making, a first part has to do with raising national awareness of lifelong learning strategies and of European cooperation in education and training; a second part focuses on support for transnational cooperation in the development and implementation of national and regional lifelong learning strategies.

Marie (2007) contends that, parents’ participation in the school contributes to a school practice, that is to say in order to understand educational effectiveness the complex relationship between the school composition, the school context, school functioning teaching and learning should be investigated all together because as Cohen et al (2003) recognises that, education and instruction in a particular way consist of interactions among different participants for example teachers, students, School leaders and other stakeholders of the school around the context of school environment. Some researchers have shown that effective

schools should have strong leadership which should implement good school practices and this is impossible without collaboration with school stakeholders.

James (1991) indicates in the study that the innovative practices often fail more especially if the stakeholders are not involved in the planning process, because those involved in the planning may promise too much and not basing on theoretical underpinnings, on the other hand often are times when the stakeholders are not adequately trained to implement the change process and nobody is clear about what is expected about change to come. James (1991) argues that, working as a team enables staff and stakeholders understand the principles of child development and behaviour and apply them in working with individual children in academic and social programmes of the school and then make a school to be a good place for students, staff, parents and other school stakeholders. Lack of community participation to realize the needed infrastructure in schools, therefore, leads to project failures to achieve the desired results with new and increasing problems added without the old ones being solved in any way, therefore, non-governmental organizations (NGOs) and other spirited groups can bring about fundamental changes in the relationship between government and other stakeholders in education and other developmental pursuits in various communities and this support could have a lot of benefits.

A study on urban elementary school by Sanders and Harvey (2012) identified a number of factors that allowed the schools to build bridges to their communities. The factors in the findings included that the school's commitment to the learning of their children, support from administration and vision for community involvement, school's reception and openness to the community and the school's willingness to engage in two-way communication with potential community partners about how and when to be involved. One of the researchers revealed that, Poor communication between school and homes, all parties (school heads, teachers and parents) were guilty of not communicating. Many reasons were given for that. On one hand, there were some teachers who thought that parents had too little education to be able to help with the education of their children. On the other hand, there were parents who thought that all matters relating to school should be left to teachers who were knowledgeable and were paid for that. Lack of communication between school and home bred suspicion between teachers and parents. In consequence, Parent Involvement suffered.

Sexton et al (2005) indicated that study evaluated and compared the effectiveness of community stakeholder involvement in ten XL pilot projects. The study was three-pronged; it

comprised (1) a review of relevant XL documents and Web sites, (2) structured telephone interviews with key EPA and company participants, and (3) an analysis of questionnaire responses from community stakeholders. The goal was to examine Project XL's success in achieving the process and outcome goals of community stakeholder participation described above. Analysis of 10 Project XL Case Studies at the university of Texas indicates that, there was a lot of evidence which suggested that, companies can work collaboratively and constructively with the residents of the local communities, members of the national environmental organizations and other interest groups and government regulatory bodies and officials to craft voluntary environmental agreements that are cooperative and environmentally beneficial to everyone in the community. The study in conclusion added that, there was an ongoing efforts in the United State to promote meaningful involvement of citizens and communities in environmental decisions that affected them.

James (1991) in the abstract of the journal of Parent Involvement in Schools: An Ecological Approach in Chicago argues that, the meaningful involvement of parents in children's schooling can enhance the educational process. Parents can contribute insights and knowledge that complement the professional skills of schools' staffs in ways that strengthen academic and social programs. Parent involvement programs that are instituted in traditional bureaucratic and inflexible school environments are less likely to yield positive results than those that are part of a more collaborative organizational structure. In their work, they involved parents at all levels of school life, through general support of schools' educational programs, active participation in daily activities, and in school planning and management. Parents work together with schools' staffs to establish academic and social goals and to develop and implement comprehensive school plans. In schools where there is stakeholders' involvement and collaboration chances of expansion are very high.

David and Pacharapimon (2004) revealed that decentralisation and School-Based Management in Thailand began in 1997 in the course of a reform aimed at overcoming a profound crisis in the education system. The present contribution reports on the introduction and institutionalisation of decentralisation and School Based Management with community participation in Thailand. The results of the study were promising, as they showed broad support for the reform among school principals as well as board members. However, they also revealed a continuing need to train principals and board members in educational leadership and management. These findings made it obvious that, the board members should

be provided with trainings to cover the above areas as well as those concerned with revealing school budgets, designing strategic plans, and monitoring progress.

The findings of the study used Qualitative analysis, written data collected from interviews with the principals and teachers' questionnaires were analysed using the template technique for qualitative analysis. The present findings indicated that although the issues emerged during the implementation of the project as reported by the subjects interviewed (particularly those related to the question of the extent of parent and student involvement in the ASP process). However, the ASP had a positive effect upon perceived staff empowerment, teaching practice, perceived school culture, collaboration between school and home, and upon the personal efficacy of all those involved. This involved greater autonomy in decision-making, more staff participation in decision making, increased teamwork, and task groups working in collaboration to cope with school problem.

2.3 Studies Conducted In Africa

In South Africa, Hayes and Chodkiewicz (2002) conducted a study on school community links. The findings established that school administrators and teachers did not view the community as an important resource for learning. This was because the teachers concentrated on improving the family to support the school rather than developing the school to support the families. Further findings of the study indicated that there was lack of consensus regarding the value and purpose of school community link. For the school to be called an excellent one it should have the five principle of Ronald Edmonds effective as revealed by Kelly (2004) who argued that For the school to be effective it should have a strong administrative leadership, the school should have a climate of expectations which no children is expected to fall below the minimum but effective levels of achievements, the school atmosphere should be orderly without being rigid, quiet without being oppressive, and generally conducive to the instructional business at hand, the school need to be pervasive and broadly understood instructional focus, and then effective schools ensures that learners progress are frequently monitored meaning that the head teachers, teachers, parents and other school stakeholders should remain constantly aware of learners progress in relation to instructional objectives. This means that for any school to develop or expand there must be total collaboration with the stakeholders who are the parents, civic leaders, NGOs, FBOs and others.

Cole and Kelly (2015) defined leadership as a process of influencing others to understand and agree about the needs to be done and how to do it and the process of facilitating individuals and collective efforts to accomplish shared objectives and therefore this leadership should be a dynamic process and therefore “no one best” of the leading group. However leadership is essentially about striking the balance between the needs of the people, tasks and goals in a given situation. Research have revealed and indicated that leadership by Teachers that 25% of the parents in various focus group interviews cited autocratic school leadership as a barrier to Parent Involvement. As one teacher indicated that, “There are some school headteachers who believe that they possess the school. They do not consult and people lose interest in matters relating to the school”. This was corroborated by parents, one of whom said, “There are some school headteachers who think that we are too uneducated to contribute ideas for the development of the school. He makes us feel irrelevant”. From these responses it was clear that autocratic school leadership impacts negatively on Parent Involvement. The interpretation of this is that some leaders contributes to under development of schools while others bring development and therefore leaders are to engage stakeholders if schools are to expand

Abbass and Babajo (2003) observed that school community connections must be vigorously pursued and developed in order to significantly improve the schools as well as strengthen the community that also ensures that other elements in the participatory approaches and democratic development strategy are all combined together for the enhancement of education through community participation. This was in line with African development bank (2001) which carried out a study on stakeholder consultation and participation in ADB operations, Participant Observation method was employed to gather data and - a fieldwork technique used by anthropologists and sociologists to collect qualitative and quantitative data that lead to an in-depth understanding of peoples' practices, motivations, and attitudes. Participant observation entails investigating the project background, studying the general characteristics of a beneficiary population, and living for an extended period among beneficiaries, during which interviews, observations, and analysis were recorded and discussed and the study revealed what was the meaning of participation. What then is Participation? Participation in development can be defined as the process through go which people with an interest (stakeholders) influence and share control over development initiatives and the decisions and resources that affect them. In practice this involves employing measures to, identify relevant stakeholders, share information with them, listen to their views, involve them in processes of

development planning and decision-making, and contribute to their capacity building and, ultimately, empower them to initiate, manage and control their own self-development. This was line with Smith (2011) who argued that, his data from a mixed-method study was used to identify the role of parents. The quantitative data were compiled from the responses from surveys with parents, teachers, and district-level administrators, and the qualitative data were compiled from sixteen, one-on-one interviews: eight parent interviews, four teachers, and four district-level administrators involvement, The major findings of the study are summarized as follows:

All stakeholders were very consistent in their responses about their beliefs that there is a correlation between parental involvement and student achievement. They further stated that there is an overall belief that a stronger partnership needs to be established between the school and the parents. The interviews reflected a disconnect between the district-level administrators and the teachers' understanding of district policies and procedures regarding parental involvement. There was a lack of clarity in the understanding of the policies, in addition to a lack of clarity of the district's mission or vision statement regarding parental involvement. Stakeholders' participation in decision making helps in expansion of schools because development is not a one man's show.

African Development Bank (2001) revealed the benefits of stakeholders participation, the potential benefits of increased stakeholder participation include the following: Improved project design by drawing on local knowledge and expertise to ensure that designs accurately reflects stakeholder priorities and needs; Means of verifying the relevance and appropriateness of proposed interventions; Strengthened stakeholder commitment to, and ownership of, policies and projects-leading to increased uptake of project services and greater willingness to share costs; Enhanced sustainability as a result of increased stakeholder ownership; Opportunity to foresee and/or resolve potential obstacles, constraints and conflicts; Means to identify and address potential negative social and environmental impacts; Opportunity to generate social learning and innovations based on field experience; Capacity-building of stakeholders and local institutions (including their capacity to analyse problems and initiate other development activities), Means of ensuring that project benefits are distributed equitably and equally, and; Strengthened working relations between stakeholders,

government and the Bank. Development of school comes only when problems and initiatives are implemented in a collaborative manner.

Myeko (2000) indicated that school collaboration with communities had brought out interesting findings. The study established that, the ways with which school communicated with parents was an important effort because parental participation cannot improve without effective communication with the community. The study recommended that parents should be engaged through various means like regular meetings with parents, production of monthly manual for parents, home visits for selected parents and the production of newsletter. Like in any organisation all the stakeholders need to be engaged so as to fulfil the organisation objectives as observed by Sheridan (2012) who argued that, Student Self-motivated virtual workers demonstrate key competencies: they are single-minded, can remain focused despite distractions, and have an extraordinary sense of purpose; they also try new ideas and strategies to accomplish their goals and are life-long learners. They do not require the intellectual stimulation readily available in work-related settings such as conversations or impromptu brainstorming sessions over lunch) and constantly self-evaluate their skill-sets and pursue new opportunities.

Self-disciplined virtual workers are organized individuals who can forego immediate pleasure or gratification in favour of accomplishing their goals or more meaningful outcomes. They are masters of time management by applying structure to not only their time but also their physical workspace. Successful virtual worker must be engaged. Sheridan (2012) describes this engagement as a ‘magnetic culture’; the connection, intellectual commitment and emotional bond (pride, passion, enthusiasm) that employees possess to the organization they work for. He identifies three levels of engagement in virtual workers: actively engaged, ambivalent and actively disengaged.

The ideal virtual worker is actively engaged, exceptionally dedicated and is largely driven by their job, provided they are doing what they do best and are utilizing their skillset and abilities. Ambivalent virtual workers just do enough to get by, usually logging on and off at their exact designated hours; they are primarily motivated by their pay check and rarely communicate virtually unless they are prompted to actively disengaged virtual workers feel little if any connection to the organization; they are disorganized and are known for their ‘virtual absenteeism’, log on and pretend to work but spend their time sending joke emails,

surreptitiously gossiping or complaining on phone calls or doing completely unrelated activities to work.

Ayeni (2011) further indicated on Improving learning infrastructure and environment for sustainable quality assurance practice in secondary schools in Ondo State, South-West, Nigeria and the Results of the study have concluded that, there was a greater task ahead of school administrators, teachers and other stakeholders in meeting the challenges of unattractive and poor condition of school buildings, crowded classrooms, non-availability of recreational facilities and aesthetic surroundings which have perhaps contributed to poor quality teaching-learning process and the non-attainment of quality education by students in secondary schools. Ayeni (2011) added that, actually there was a general belief that the condition of school's learning environment including infrastructure has an important impact on teachers' effectiveness and students' academic performance. The facilities that are needed to facilitate effective teaching and learning in an educational institution include the classrooms, offices, libraries, laboratories, conveniences and other buildings as well as furniture items and sporting equipment. The quality of infrastructure and learning environment has strong influence on the academic standard which is an index of quality assurance in the school. For instance, Earthman (2002) reporting on California, revealed that comfortable classroom temperature and smaller classes enhance teachers' effectiveness and provide opportunities for students to receive more individual attention, ask more questions, participate more fully in discussions, reduce discipline problems and perform better than students in schools with substandard buildings and overcrowded classrooms.

Triphosa (2012) indicated that, parents' willingness to participate in school development where they were actively involved in school development do well in exams as pupils are encouraged by both the teachers and the parents.

Glassman et al (2008) indicated that, the politics of change, Secondary education policy reform is almost always controversial. It is not only a technical problem, it is almost always a political issue with potential winners and losers lobbying to protect their interest. Successful implementation requires political will and the readiness to take difficult decisions and sustain them over a long period of time. It typically involve efforts to build national support through consultations on policy options, effective communication strategies, transparency in decision making and a willingness to consider evidence and lessons of experience even when that questions preconceived ideas and conventional wisdom.

United Nations and World Bank (2015) have given the impressive strides on the state of education in African secondary school that, African countries have achieved in moving towards universal primary education, expanding greater access to a secondary education is critical. The studies indicated that secondary education is essential in preparing students for higher education and important life skills. Additionally, the studies stated that, secondary education provides the skills and tools to help meet a country's growing demands for highly skilled and educated workers in a globalized world. There is a growing recognition among African governments on the need to invest in and expand access to secondary education.

In Zimbabwe, Masose (2011) conducted a study on the relationship between community participation and the provision of college education in Harare. She used quantitative methods to collect data with college students, lecturers and the surrounding communities. The findings were that, the communities benefitted from the colleges in some ways while the colleges too benefited from the community.

Gondwe (2012) conducted a research study in Mzuzu district of Malawi on the influence of community participation in the provision of education in Malawi. The study adopted mixed methods and had a sample of more than three hundred were used and catered for one district. The study established that, communities started school projects while the government brought in iron sheets, desks, windows, door shutters, teaching and learning materials and teachers. Without community participation, no schools were built because the government did not recognize any community which failed to put up buildings.

Similarly, Uley and Guye (2013) recorded important findings worth considering in this study. The duo assessed factors that necessitated community participation in the development of primary schools in Botswana. The Findings were that, the school administration and teachers should create an enabling environment to the community so that they feel that they are part and parcel of the school. In addition, the duo concluded that community participation in school development was a matter of the school associations to take the problems the school was facing to them as the only way they would come in to help.

Writing on Quality education, OUT (2007) asserts that, quality education is one which, the intentions of education are reasonable and up to date and in which the education system from policy formulation design and development of curricula and syllabuses as well as teaching, learning and assessment are working effectively. In the similar vein, Davidson (2005) argues

that, quality of education refers to the overall running of education system and the schools themselves, alongside the experiences undergone by the various actors within the system and the school. In Zambia for example, when discussing the issue of quality education MOE (2007) further states that the genuine partnership provides the ability to influence the programmes of the school. Quality education in expansion of secondary school education in Zambia should go with Education Policies in Sub –Saharan Africa as stated by World Bank (2000) which argues that quality of education in Africa can only be achieved by; availability of textbooks and instructional materials, a revealed commitment to academic standards through strengthening examinations systems and greater investment in the maintenance of physical facilities such as infrastructure and this links to Nkya (2000) who argues that, the most important factor for achieving quality in education in Africa is restoration of the dignity of the teacher, a factor which the World Bank saw as important.

Kobina (1999) revealed in the research in Tanzania that, when community was probed, one of the studies through the interview on whether or not they wished to be involved in determining and defining school development activities, the leader indicated that the community level showed interest in being involved. In fact one of the community leaders expressed his views as follows: - “if we were involved, it would have been made us know what is actually taking place in school and this would put us in a better position to motivate our community members in case of intervention needed”. Kibona (1999) further indicated in the research in Tanzania that, Community involvement in planning of school development activities is one of the most important tasks in the school management by involving community in decision – making and planning on school matters. It is important to understand that when people are permitted to take part in the formulation of their own school development plans, their morale are boosted Cole (2004). It is believed that good school management is characterized by community involvement in problem solving and decision making, usually through community organs or bodies, however this goes with type of leaders who is managing the schools and this is where the leaders should use types of leadership styles to make sure that everyone is engaged and hence that’s is why this study is using engagement theory which should make sure that everyone is involved in the school expansion.

Decker and Decker (1999) postulate that, the rationale for involving the community in planning and decision making is based on the belief/principle that citizens have the right as well as a duty to participate in determining community needs, in deciding priorities, and in selecting the most appropriate strategy for the allocation of community resources. As people are allowed to participate in decision-making, objectives for the formulated programme become their own aspirations, hence they are urged to implement them successfully and this is connected to Mosha (2006) who contends that, participation is necessary at all stages of planning. This is the most important aspect at the implementation stage where it enables various tasks to be carried out effectively instead of single individual or group to be the only source of good ideas. The general picture shown by the findings in this question was that the leaders at that community level were involved in implementing school plans though they were hardly involved in the aspect of evaluation.

Mpolokeng (2003) in the Abstract of the African journal of People's Participation in Rural Development: The Examples from Mafikeng that, the rural development strategy is very important to the predominantly rural Central District of the North-West Province of South Africa. However, most studies of rural development in Africa seem to indicate that the strategy is always 'top-down' and devoid of people's participation. The failure of this strategy to alleviate rural poverty is mostly predicated on this. The paper examined the prevalence of people's participation in all the stages of the rural development projects, in four rural areas in Mafikeng in the Central District. The information was collected through literature review and testing the theory (by use of questionnaires and interviews) on people's participation in the four rural areas. The central argument in the paper was that, though people's participation renders projects more effective and successful, the stages at which involvement can occur vary. The study revealed that, in Miga Wire Knitting Project (MWKP) was launched under the auspices of the Agricultural Corporation (Agricor), after prolonged negotiations between two women villagers and the Agricor project co-ordinator. The villagers were inspired by a similar project they had seen near Mafikeng. Having convinced them the Agricor project co-ordinator on three attempts, a village meeting was convened and reconvened to explain the envisaged self-help project (MWKP). From the meeting, five members from Miga and five from Ikopeleng villages (popularly known as 200) emerged as pioneers, nine women and one man. In the beginning, Agricor provided a wire knitting board bought from Swaziland, one trainer (training of the first ten members lasted for three weeks), wire brought 100 corrugated iron sheets and 10 bags of cement towards the construction of a shelter. The shelter was built

by volunteers from the village on the stand allocated by the Chief. In the second stage, Agricor granted a loan of R10, 000 to the project. The MWKP established a committee to receive suggestions, complaints and recommendations from the project participants and convey them to the chief who in turn then conveys them to the co-ordinator. But since 27 April 1994, the co-ordinator had been discarded and committee and members are able to suggest and solve disagreements.

The study concluded that people's participation in Rural Development projects was indispensable for the success and sustainability of such projects; however, such involvement differs according to the situations in which people were placed. It also differs according to different critical stages of a project and for any meaningful people's participation in rural development, the poor, the last, the marginalized, the excluded, the oppressed and, most importantly, women and girls have to take an influential part in the project and programme design (decision-making, implementation, monitoring and evaluation of benefits), though this scenario may be outside education cycles but the bottom line is that for any organisation to do well there must be participation from all the stakeholders.

Conley (1991) at the University of Arizona, Review of Research on Teacher Participation in School decision making indicated that, teacher participation in school decision making remains a persistent theme in this country's educational reform movement. In 1986, the Carnegie Commission called for "giving teachers a greater voice in decisions that affected the school". A second Carnegie Foundation report based on a national survey of public school teachers found that, the majority of teachers were not "asked to participate in such crucial matters as teacher evaluation, staff development and budget Carnegie Foundation (1988)." In 1986, an association of the nation's governors called for teachers to become "involved integrally in making [school] decisions" National Governor's Association (1986). Finally, the nation's largest teachers' union and administrator organization jointly produced a report calling for teacher participation in "identifying the purposes, priorities and goals of the school" (National Education Association/National Association for Secondary School Principals, 1986). These observations have the common goal of increasing teacher involvement in a wide array of school decisions .The research literature on teacher participation has been outpaced by these developments, however, because discussion of teacher involvement was often restricted to a narrow range of instructional policy-making areas, such as shaping the curriculum Conley et al (1988). Policy makers who seek to provide

teachers with the broader decision-making responsibilities clearly called for in the reform reports might be helped. The research examined the potential for and effects of teacher participation in a more extensive selection of school decisions. Acknowledging the narrow scope of participation assumed in many studies, a reasonably consistent pattern of survey research indicates the importance of teacher participation in efforts to improve individual and organizational performance. Participation has been examined as a key determinant of such individual and organizational school outcomes as teacher job satisfaction.

Wasonga and Betty (2013) in a case study of improving governance and accountability in primary schools in Kenya indicated that, wash infrastructure at schools in Kenya has not kept pace with increasing student enrolment since the government introduced free primary education in 2002. This paper looked at an innovative approach to delivering wash services to schools, SWASH, which piloted a model of devolved monitoring that also addresses sustainability issues. There was increasing evidence that water, sanitation, and hygiene (Wash) in school can have positive impacts on both children's health and education outcomes UNICEF (2010). Wasonga (2013) indicated that, Monitoring for success and sustainability Under the Kessp model stakeholders are encouraged to be involved in monitoring and supervision.

Dickey and Janet (1991) indicated that Performance monitoring systems have typically been "top-down" evaluation approaches. In Virginia, however, a stakeholder approach was used to develop an educational-performance monitoring system. Four stakeholder groups were involved, (teachers, school superintendents, school board members, and education group representatives) were identified, and representatives of the groups were involved in developing the system. Stakeholder group representatives viewed their impact on the development of the system positively. Teachers, who might be expected to resist a performance monitoring system, were the most positive about their efficacy in the process and the most committed to the system. The responses of the stakeholders generally indicated that, some of the preconditions for utilization of the results were met through the approach of involving stakeholders. However, it was not clear whether the opinions of the representatives will spill over to the rest of the education community. This was linked to Henry, Dickey, and Areson on the Role of Stakeholders indicated the degree of involvement of the four EPR stakeholder groups was consistent with the limited SBE approach discussed in Greene (1987-1988) and Zinober et al (1980), which contrasts with the much more involved stakeholder-

based collaborative approach (SCE) described in Ayers (1987). The SCE approach requires more stakeholder commitment than does the SBE approach: With the collaborative approach, stakeholders participate in the entire evaluation process, including making decisions regarding results.

2.4 Studies Conducted In Zambia

Mulenga (2005) conducted a study on the degree of community participation in managing school finances in Mansa District. This literature was considered in this study because when communities are involved in the control of finances when there is transparency and accountability in the utilisation of school finances and this in turn brings development in the school. The Findings indicated that, headteachers of schools controlled and spent funds with little involvement of the local communities. Further findings established that the relationship between local communities and teachers in schools was poor. They both never trusted each other with regard to finances and the headteachers were blamed for not informing parents on the financial developments in schools. The interpretation of the above research finding are that when local stakeholders cannot be involved in the control and management of schools no development or expansion could be there. This relates to Siyumbwa (2010) who conducted a study on the effect of community participation in education on the learning and teaching environment in selected high schools in Mongu district. The study used a survey design and employed questionnaires, focus group discussion coupled with interviews. The findings were that, when the community participated in education, the advantages were that, there was monitoring of pupils, taking of pupils to school, provision of teaching aids, renovation and provision of teachers' houses and school infrastructure; running of projects at school, assisting in disciplining of pupils in schools and counselling in school, meaning when the community is involved then development or expansion is likely to be there.

Nkumbwa (2009) study looked at the nature of the school community relationship in selected basic and high schools in Kalomo district. He used a descriptive survey design to collect data. The findings were that, community participation was limited to attending meetings and provision of labour to the school. He concluded that, schools should share information on programmes, working practices and finances with members of the local community and by doing that the bonds can be strengthened between the schools and the stakeholders however this was linked to Mumba (2012) who conducted a study in central province of Zambia on the role of community participation in improving working culture in secondary schools of Kabwe

district. The study used qualitative methods of data collection. The findings established that the community and schools should work together to contribute to the development of the child, the school and community should collaborate. The two parties should also know what is happening in the community and the community should know what is happening in the school. The problem and success sharing would help the two to co-exist in the community.

Tembo (2002) conducted a study on cost sharing and partnership in community development at Kankumba middle basic school. She used a case study design to respond to the stated research questions. The findings were that, elected members of the PTA managed school projects on behalf of the community and the teachers. This was because teachers were teaching their children hence, they needed to help out. The PTA spearheaded all projects by firstly contributing 25% of the materials and also mobilized meetings with communities, teachers and the Ministry for the development of the school. This active participation saw the school develop and grow. This was similar to what Sililo (2007) who conducted a study on the role of participatory communication in promoting involvement in school based health and nutrition in Mongu District. Sililo used a mixed methods design to respond to the stated research questions of the study. The study established that there was active participation by the community in the provision and preparation of food for the children in the schools. He further noted that, the community participated only in the actual preparation of food while the reporting and other paper work was done by the teachers and so was the submission. It is significant to appreciate that participation was done by the teachers and community members in the provision of services to both the schools and the communities.

The Ministry of Education in Zambia in its official education policy document, 'Educating Our Future' states that, 'Every individual in Zambia has a right to education' and the government has a big role in education which arises from its overall concern to protect the rights of individuals, promote social wellbeing and achieve good quality of life for every person through all-embracing economic development MOE (1996). Hence it is a matter of fairness or justice that gives access to, and participation and benefit in, the education system be available to all, The development of education will therefore seek to promote equality of access, participation and benefit for all in accordance with individual needs and abilities and this participation access and benefits relates to the republic of Zambia national implementation frame work iii, 2011-june 2017, which states that, during the (FNDP) period ,there were scores of national and international NGOs that were active in the education

sector, these together with the churches and the private sector were regarded as partners in the education sector. The majority predominantly used projects support and or provision of the technical assistance in their cooperation and this would have not been possible without stakeholders' involvement.

Njapau (2011) advocated on the adequate equipment's for science subjects which makes learners to perform experiments in upgraded schools on their own without the help of the teacher while Chitamaluka (2015) looked at the infrastructure and the learning environment in which pupils learn / used in public schools to learn all the subjects which have an impact on the learning process of a learner. It was revealed that, the infrastructure and the learning environment have an impact on the performance of the learners. Though each stakeholder have a say in the business of the district, the power and influence of a say may depend on the role and the position of a stakeholder. World Bank (2000) and this collarates' with the Report from the conference of the European Network of Education Councils (2010) which states that, "the role of education councils is advisory. The major priority was the enhancement of the implementation of the education reform at all levels and in every aspect of the education system. The education council was responsible for setting the priorities for dialogue. The councils coordinate and monitor the dialogue among all the major stakeholders involved in education in Europe. Great Schools Partnership defined stakeholders in education, refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city councillors, and state representative entities. Freeman (1984) defined stakeholders as different entities which claim stakes in an organization, among them customers, suppliers, the financial community, employees, consumer advocates, and environmentalists. Because of the variety of groups covered in this definition, some argued that, Freeman's description on its own is too broad to be helpful in identifying stakeholders. The same criticism could be levelled against other stakeholder definitions; Lewis (2011) defined stakeholder simply as those who "have a stake in an organization's process and or outputs". Stakeholders may also be collective entities, such as local businesses, organizations, advocacy groups, committees, media outlets, and cultural institutions, in addition to organizations that represent specific groups, such as teachers unions, parent-teacher organizations, and associations representing superintendents, principals, school boards, or teachers in specific academic disciplines.

James (1991) argues that parents' involvements in programmes that are instituted in traditional bureaucratic and inflexible school environment are less likely to yield positive results than those that are part of more collaborative organisational structure. The involvement of parents as school stakeholders in their children education is now widely accepted as desirable and even essential to effective schooling. The meaningful parent participation as school stakeholders are essential for the effective schooling in the sense that, the notion that families and schools constitute important sources of influence on the psycho education development of children and that the best results are achieved only when the two institutions work together and this can be in line with Fielding et al (1998) who looked at the importance of school boards on the importance of student reading and performance outcomes in Washington, where they argued that the school boards are important in the running of the school affairs. The school board is able to set the goals on the students' performance at school, this means that the school boards are made up of the local stakeholders who should even participate fully in the expansion of secondary school education and improve its effectiveness and its efficiency.

In line with (1990) Jomtien conference which spoke on an "expanded vision and a renewed commitment", to provision of education for all, stated that "partnership principle in education provision recognises the special rights of the parents, non-governmental organisation, the private sector, the local communities and religious groups and calls for their involvement in the conception design and implementation of the education programmes. This principle was based on the fact that, the government alone cannot supply all the necessary human resources, financial resources and other material for the organisation and this was in collaboration with Margaret Mead Institute of New York, (undated) which argues more on the importance of collaboration of school and stakeholders, which was defined as a formal partnership between a school, family and the community representatives and they added to say, a good and safe school should collaborate with the family and community so as to improve learner's performance more especially on reading and other learning achievements.

Ayeni (2011) and the colleagues based on their findings and conclusion of their study, argued that, there is need for effective collaboration between the school and other stakeholders to proactively and significantly contribute towards the development of solid learning infrastructure, so as to create conducive working environment for a sustainable high-quality education assurance practices in secondary schools while Sheldon and Epstein (2002)

in Mukunta (2012) revealed that, the involvement of the parents in the affairs of the school and the school routines maximizes attendance of the pupils to the school activities, chronic absenteeism and truancy among the pupils are reduced.

World Bank documents for example, with the one saying that, “There is little point of expanding access to education unless there is reasonably quality”. In Zambia, this complex relationship between expansion and quality has become somewhat was simplified as it has already greatly increased in secondary school enrolment which is compromised with the infrastructure and the numbers of quality teachers who are qualified to teach in secondary schools however the SNDP (2017) contends that stakeholders’ participation in governance programmes promotes improved transparency and accountability. Transparency and accountability in the management of public resources are key to the country’s quest to attain a diversified and resilient economy.

Cornell (2012) indicated in the report of examining the problem of sexual violence against girls in Zambian schools. The report indicated that, in Zambia, many girls are raped, sexually abused, harassed, and assaulted by teachers and male classmates and the members of the community. They are also subjected to sexual harassment and attack while travelling to and from school due to long distances covered. Such abuse is a devastating and often overlooked manifestation of the gender-based violence that occurs in numerous settings in Zambia and other countries throughout the world.

Sexual harassment and violence affect adolescent girls at all levels of schooling and ages and in all types of school settings, whether urban or rural. Moreover, girls in Zambia are vulnerable to sexual harassment while travelling to and from school or staying at boarding facilities. Teachers at one school described incidents in which men from the surrounding community harassed girls who were boarding at the school. Numbers of girls reported being subjected to harassment or assault as they walked or rode the minibus long distances to and from school.

Sexual abuse by teachers, fellow students, or community members has serious negative consequences for girls’ education and health. As a result of sexual violence, girls may experience sexually transmitted diseases, early pregnancy, injury or death from unsafe abortions, and depression and anxiety. They are also more likely to have difficulty concentrating on their studies. Some students have transferred to another school to escape

harassment. Still others have dropped out of school because of pregnancy, and in spite of a government policy that requires schools to readmit students once they have given birth, many girls who leave school never return regardless of having re-entry policy in place.

Rashida (2011) indicated in the U.N. report in Zambia on Violence against Women that, Its Causes and Consequences, are that “Girls are not only at risk of being subjected to violence in schools but also on the journey to and from school. Great distances to schools also render girls more vulnerable to harassment on the way. The findings showed that at one school where nearly all of the girl students chose to attend the morning session of the two- session school day, in an interviewee explained that this allowed them to avoid walking home in the evening, when they would be at the greatest risk of sexual violence and this should be protected by the Zambian Constitution (2016) which indicates a number of rights that impose upon the government a duty to eliminate school-based sexual abuse. Articles 11 through 24, known as the fundamental rights provisions, include the rights to life, liberty, security of person; protection of the law; protection from torture, or inhuman or degrading treatment; and protection of young people from exploitation.

As stated in the republic of Zambia 7NDP (2017), Democratisation is the establishment of a democratic system of political governance. In the context of Zambia’s development planning, democratisation includes all efforts aimed at consolidating and strengthening the democratic process and institutions. The ever-present need for government actions to be legitimatised by citizens means that stakeholders’ participation is key to sustainable development. It indicates that the, Government/policy makers should create platforms for engagement of local stakeholders to ensure that government decision-making processes allows local stakeholders to participate more so as to promote quality in secondary school education.

Bush and bell (2006) also contends that, in many countries, the alliance between education and commercial organisations are based on the need to non-governmental organisation resources to support either the basic provision of the education or its improvement and this is similar to the roles of the public and private sector in provision quality education and its expansion, Spillane (2007), noted that the Government as a main stakeholder, its roles is now changing from that of a key player to that of facilitator in the provision of education; this new role of the government provides a more conducive environment for the private sectors to increase its investment in education. Private investment in education is to establish more learning environment that allows the imparting of both knowledge and technology to the

students for a more active participation in the agricultural sector and the rest of the economy as a whole.

Bush and bell (2002) further observes that, 'children are successful when the school and the parents work together, hence it is important at every stage of school development to involve school stakeholders. The distance to school makes the pupils to perform badly as Kelly and Kanyika (2000) though again the same Kelly and Kanyika (1999) stated that, there was no collaboration coloration between distance to school and the learners performance, however the study indicated that the time the learners take to get to school lowers the mean scores of the learners and this was consistent with Mbozi (2008) who revealed that learners covers up to 10 km as they walk to school and this makes them too tired to concentrate in class, equally they learn few subjects each day in that they always reach school late, hence their poor performance at school. This was as stated by Mbozi (2008) who indicated that, the attitude of parents and the community members is another factor affecting performance of the children.

Mwanza (2013) indicated that, education for all: Dakar world conference which was done after Jomtien conference after the period of ten years and this was convened in April 2000 in Dakar, Senegal, UNESCO (2000). This was the first and most important forum in education at the dawn of the new century. Just like at the 1990 Jomtien Conference, the human right to education was re-affirmed at the Dakar Forum. National governments including the Zambian government, civil society groups, and development agencies met and adopted the Dakar Framework for Action, Education for All.

Kelly (1994) states that the interim national development plan sets for the principle that the responsibility for education of the children rest primarily with the parents and it is they who must ultimately provide the necessary resources for education.

MOE (2006-2016) explains that education in Zambia is undergoing tremendous changes and development where teachers and parents plays a central role in the change process and this was in liaison with Sustainability services number 6 volume 9, (2009) which adds to say, why engaging stakeholders in education? It is because the community and the parents if involved to a certain extent they impact in the student success in the school.

2.5 Theoretical Framework

Researchers apply theories to guide their work and help to interpret the findings and then provide a foundation for inquiries. A theoretical framework accounts for or explains the phenomena, where it attempts to clarify things the way they are, basing on the theories, to understand the theoretical framework analysis of theories have to be made. Combo and Tromp (2006). The study was guided by two theories, stakeholder engagement theory and Theory X and Y of (McGregor, 1960). Theory X and Y of McGregor's arguments were based on the classification of how people get actively involved in work, where the local stakeholders' participation on the expansion of secondary school education could be explained well with the help of the Theory X and Y where Theory X holds that, the work is inherently distasteful to most people and that most people are not ambitious, have little desire for responsibility, prefer to be directed and must be coerced if organisation objectives are to be achieved Smyth (2004), whereas theory Y on the other hand argues that people are not lazy, rather, that they can be self-directed and creative at work, if properly motivated and are creative enough to solve organisational problems. The theory shows that, if the organisations objectives are to be achieved both parties X and Y should be actively involved in all the activities of the organisation meaning that if the expansion of secondary school education was to be there genuinely, all the local stakeholders were to be fully involved in the expansion of programmes at the school. This testifies that in the school setting, the theory tends to explain how different stakeholders participate towards the objective of achieving expansion of secondary school education where the headteacher takes an active role, this was because some local stakeholders participated mortuary towards the implementation of upgrading of their schools which in turn improved academic performance of the students while others may regress (resist) in their behaviour and act irresponsibly in their roles as local stakeholders while stakeholder engagement Theory was appropriate for in depth exploration of the study on the role of stakeholders' participation. The Theory proved to be appropriate in gathering the data that sufficed the formulated research question, the Theory helped in exploration of stakeholder identification, categorization as well as understanding their behaviour in order to better manage them.

Kelly and Jordan (2012) argues that, Today the term "stakeholder engagement" is emerging as a means of describing a broader and more inclusive public participation process. When executed effectively, stakeholder engagement can be used to improve communications,

obtain wider support, gather useful data and ideas enhance agency reputation, and provide for more sustainable decision-making. As we look to the future, many educational management projects will need to engage with a wide range of groups, each with their own concerns, needs, conflicts of interest and levels of influence.

What then is Stakeholder Engagement? Stakeholder Engagement is free from any form of manipulation, interference, coercion, and intimidation, and conducted on the basis of timely, relevant, understandable and accessible information, in a culturally appropriate format. It involves interactions between identified groups of people and provides stakeholders with an opportunity to raise their concerns and opinions (for example; by way of meetings, surveys, interviews and/or focus groups), and ensures that this information is taken into consideration when making decisions. Effective stakeholder engagement develops a “social licence” to operate and depends on mutual trust, respect and transparent communication between an organisation and its stakeholders and thereby improves organisation decision-making and performance. Stakeholders’ engagement technique is most appropriate in an organisation that could include information and communication boards, correspondence by phone/email/text/instant messaging, one-on-one interviews, public meetings, workshops, focus group discussion and surveys.

2.6 Summary of related Literature Review

This chapter discussed some of the many literature review and theories employed in the study. It began by revealing studies done at global level, followed by those conducted within Africa (sub region) and those done in Zambia and then theories used in the study. From the literature review above, it has been observed that at global level, Africa and Zambian levels, shows the community as stakeholders are importance in any expansion of secondary school education and these local stakeholders can impact a lot in development ad in the learners achievement. This had been demonstrated by various findings that had been revealed in this chapter. This means that concerted efforts must be extended to stakeholders in promoting the expansion of secondary school education all over the world with no exception to Zambia and school stakeholders should work collaboratively with the big stakeholder which is the government. Studies on the local stakeholders’ participation in expansion of secondary education by local stakeholders had been inadequate which created the gap that this study intended to address. The next chapter will give an insight and discusses the methodology employed in this study

CHAPTER THREE

METHODOLOGY

3.1 Overview

The previous chapter gave a review of some important related literature. This chapter presents the methodology that was employed in the study which included the philosophical assumption, research design, study population, sample and sampling techniques that was employed in the study. It further explains the research instruments, data quality assurance as well as data collection and analysis procedures.

3.2 Philosophical Assumption

The study adopted a social constructivism worldview advanced by Mannheim (Berger and Luekmann (1967). The assumption of this worldview is that individuals' seek understanding of the world in which they live and work as they develop subjective meanings of their experiences towards certain phenomena. The researcher acknowledged that individual in community have varied and multiple views. Therefore, this study investigated the complex views as opposed to few ideas of local stakeholders in the expansion of secondary education. This provided a concrete platform for participants to construct the meaning of a situation through experiences in a general and more open-ended questioning by interviewing and conducting focus group discussions. It is from this view point that local stakeholders' had different views which was seen in the study research findings.

3.3. Research Design

The research used a Case study design which guided the collection of information by interviewing the participants. The rationale for using a case study was to get the in-depth understanding of participants' experiences with local stakeholders' participation in the expansion of secondary education. This was achieved through the use of interviews and focus group discussions to 'obtain the intricate details about the feelings of local stakeholders' participation in the expansion of secondary education. A case study design enabled the researchers to play an integral role of interviewing participants in the face to face and through focus group discussion.

3.4. Study Population

The population for this study consisted of all officers from District Education Board Secretary Office, head teachers, teachers, Parents Teachers Association members, Non-Governmental Organisations members, Faith Based Organisations members, civic leaders and learners in Isoka district of Muchinga and province in Zambia.

3.5. Sample Size

The study sample comprised of 1 District Education Board Secretary, 3 secondary school head teachers, 3 teachers, 3 Parents Teachers Association members, 3 civic leaders (area councillors), 1 Faith Based Organisation members, 1 district hospital official, 3 head men, 3 Non-Governmental Organisations and 19 learners making the total of 40 participants.

3.6. Sampling Procedure

The study employed purposive samplings that involved purposely handpicking individuals from the population based on the researcher's knowledge and judgment. However, to be specific, the study used typical sampling among other types of purposive sampling because the study sample involved key local stakeholders. The rationale for using typical purpose sampling method was that, this purposive sampling lied in selecting information which the researcher thought to be rich in cases of in-depth analysis related to the study. To ensure that purpose sampling was used appropriately people who were unsuitable for study were already eliminated, so only the most suitable candidates had remained. This means that the results of purposive sampling were usually expected to be more accurate than those achieved with an alternative form of sampling. The other type of sampling used was convenient sampling. The researcher used convenience sampling to select the three secondary schools because of their power to be selected with respondents based on their convenient, accessibility and proximity by the researcher.

3.7. Data Collection Instruments

The study used qualitative data collections instruments to collect data from participants. Qualitative data collections instruments used comprised semi-structured interview guides, focus group discussion guides and observation checklist.

3.7.1 Interviews Guides

Interview guides were used in interview questions to ask questions orally. This means that the researcher engaged the respondents in one on one in-depth interviews involving participants from secondary education expansion. The researcher used qualitative data collections instruments to collect rich descriptive responses that enabled the researcher to understand participants' experiences towards the participation in expansion of secondary school education. The researcher conducted semi-structured interviews using interview guides which contained a list of questions items of both open and closed-ended questions. Interview guides helped the researcher to gather in-depth information which was complete and detailed on stakeholders' participation in the expansion of secondary school education in Isoka district.

3.7.2 Focus Group Discussion Schedule

Focus Group Discussion (FGD) guides were used to obtain information on participants' experiences and views, beliefs and perceptions on Focus Group Discussion (FGD) method was used in this study to obtain information from learners' experiences, beliefs and perceptions on local stakeholders participation, support, benefits and challenges on expansion of secondary school education. The rationale for using the FGD with the learners was to help them feel comfortable to express their opinions in the presence of their peers who were in this regard helped to create a natural environment for them. Therefore, the researcher categorise the learners into three (3) focus groups. one group comprised (6) learners from school A, another group of (6) from school b and last group comprised (7) learners from School C. This was done was done to enable the learners in all groups to socialize and interact amongst themselves in a simplistic manner.

3.7.3. Observation

In order to verify the information provided by the local stakeholders, the researcher observed the actual infrastructure, materials and facilities provided by donors and other local stakeholders to secondary schools. The researcher used observation method in order to have physical evidenced information on the support provided by local stakeholders to the schools.

3.8. Data Collection Procedure

Interviews were the main data collection method used in collecting data in this study. The researcher interviewed participants in two ways that is in focus groups discussion and in-depth interviews. Before the researcher commenced data collection exercise, an introductory letter was sought from the University of Zambia to grant the researcher permission to collect data for academic purposes. The researcher also sought a written permission from District Education Board Secretary (DEBS), headteachers before data collection from sampled schools. At school level, verbal permission was obtained from the headteachers of respective schools. After the researcher was given permission to go ahead with data collection by the respective headteachers, the researchers went on and administered focus group discussions among the learners and in-depth-interviews with head-teachers on different days. The aim of study was thoroughly explained well to participants and assurance that, data to be collected was to be purely for academic purposes. During data collection, a voice recorder and a phone was used to record the conversations for facts and views of the participants in order to help the researcher with data analysis. The two phases of data collection lasted for the period of three months from November, 2017 to February, 2018.

3.9 Validity and Reliability

Validation of data was important in this research. The researcher employed validity and reliability of data to ensure accuracy of data in this study.

3.10 Member Checking

Validity of data was ensured through member checking. This was achieved by ensuring that, as much as possible the researcher presented data as it was given. The researcher was as objective as possible to all responses obtained through interviews and focus group discussions. The researcher used member checking in order to ensure consistency of the responses from respondents.

3. 11 Pilot Testing

The researcher conducted a pilot so as to ensure reliable of research instrument. On a pilot study conducted a piece of research yielded similar data on respondents who participated data and this was an assurance that the instruments used in this study measured what they

purported to measure. Instruments were pilot tested at one schools in Isoka District of Zambia and schools were purposively selected due to their nature as newly up graded secondary schools. The school that were used in pilot testing did not take part in the main study and the school was not mentioned for anonymity reasons. The data collected during the pilot test was prepared, analysed and interpreted. The results from pilot testing were used to help in rectifying any misleading questions on the instruments before the study was carried out, therefore making the instruments valid and reliable. The questions that appeared to be difficult in understanding were rephrased.

3.12. Data Analysis

The overall process of data analysis begun by identifying segments (units) of potential answers of the answers to the questions from participants and thereafter there was creation of categories by open coding, and then these categories were sorted out and named. The Organized categories were chronologically and presented in a narrative form or largely descriptive. Therefore, data that was collected from the field through in-depth interviews, observations and focus group discussion from local stakeholders and learners' on expansion of secondary school education were qualitatively analysed with the help of thematic analysis where emerging themes with similar attributes were categorised. This method of analysis allowed the researcher to categorise the collected data and generate themes from it in line with the objectives of the study. Therefore, the analysis of raw data enabled the researcher to transform it into meaningful information.

Data was collected through observations, in-depth interviews and from the focus groups discussions were interpreted and then presented in narration form.

3.13. Ethical Considerations

Ethical issues were upheld in the study. In the first place, consent was obtained from the Directorate of Postgraduate Studies at University of Zambia and the clearance letter from the Assistant Dean for post graduate studies. The researcher also sought consent of permission from the District Education Board Secretary (DEBS) and school head teachers from to the respective secondary schools sampled to allow the researcher collect data from teachers and learners. Also, the researcher assured participants that, names and personal details was not to be revealed or published and that the data collected shall be kept confidential and only to be used for academic research purposes only. Names of schools were represented by certain

codes; for example school A, School B and school C. This was done to ensure anonymity. The researchers additionally ensured that participation by the all participants was voluntary. This was done by explaining to them the procedures, relevance and purpose of the study. Ultimately, the researcher had taken a full responsibility on the study for any unforeseen consequences it was to attract.

3.14. Summary

This chapter discussed the methodology which was employed in the study. Under methodology, the following items were captured:- philosophical assumption, the research design, target population, sample size and sampling techniques, research instruments, data quality assurance, data collection procedure, data analysis and ethical issues. Having presented the above, the next chapter will present the findings of the study from the three secondary schools sampled as they were captured participants.

CHAPTER FOUR

PRESENTATIONS OF RESEARCH FINDINGS

4.1 overview

The previous chapter outlined the methodology employed by the researcher. This study sought to find out the extent of local stakeholders participation in the expansion of secondary school education in Isoka district. Therefore, the chapter contains critical presentation of the research findings based on the in-depth interviews, observation and focus group discussions from the field. The findings were presented according to the study objectives as follows:

- i. To establish the current participation of the local stakeholders in the expansion of secondary school education.
- ii. To investigate the types of support from local stakeholders towards the expansion of secondary school education.
- iii. To establish the benefits of local stakeholders participation in the expansion of secondary school education.
- iv. To establish the challenges faced by local stakeholders in the expansion of secondary school education.

4.2 Current Participation of the Local Stakeholders in Secondary School Education

The District Educations Board Secretary (DEBS) was engaged into face to face with the researcher to discuss the current participation of the local stakeholders in the expansion of the secondary school education. The study revealed that the current participation in the expansion of secondary schools were desirable as most of the local stakeholders played a role in the expansion of secondary schools in the district especially the community. The following was a comments by one participant:

The local stakeholders participation in the expansion of secondary school education is over 70% to the side of community as partners with the ministry of education, and most of the structures in the up graded secondary schools were erected through the community mode of which they were over stretched in one way or another, because it was the same stakeholders as community who got the same stake to health works (services) when there is need, to primary education services, to agriculture services

like cooperatives and clubs and they are engaged in other economic activities
(Interviews -January, 2018)

Since their back grounds were from poverty lines which was based in rural setup. However there was a great need for other local stakeholders to get a stake in the expansion of secondary education.

The study further revealed that, the idea of up grading secondary of schools in our district was a good policy however the government should come in and help by bring full projects in the case of constructing new and old schools (through government mode) un like the community mode, where people are asked to mould bricks, ferry sand and other works, this brings a lot of inertial to people by not participating with their full potential in the expansion of secondary school education and at the same time projects were delayed.

With regard to parents views on the similar attributes emerged, the findings revealed that, 75% of parents were attending the meetings conducted by the schools as well as village on the expansion of their secondary school education while 25% of parents were not attending any meetings concerning the expansion of secondary school education. The findings indicated that, stakeholders who were not attending meetings never bothered about the education of their children. One of the participants revealed that:

participation by the community as local stakeholders have been good from our people except for the few individuals because 75% of the parents are able to respond to community works for example, moulding of bricks, ferrying sand for constructions and fetching water, only 25% of the parents shun away school programmes, clubs and cooperatives also contribute something towards school expansion and churches are involved in one way or another (Interviews-November, 2017)

That is to say if we are to see development in our areas, the community in churches contribute something like a K100, which is used to ferry sand for example when there is construction of class rooms, but the fact is that the community is fed up of self-help in schools

In another separate interview from school A, one of the participants pointed out that though the school was upgraded the classrooms had and limited old structure building that needed local stakeholder support and other participants indicated that, there was another 1X2 classroom block which was built through the community mode and the parents used their

initiative to erect the structure but it is old and now that we have opened a secondary school we are calling upon other stakeholders to come on board and help us erect more structures like that of science laboratories and ICT laboratories and other specialised rooms for subjects like home management and art and design.

Headteachers were the implementers of most education programmes and government policies were key stakeholders in this study because they played a major role in ensuring that, all the local stakeholders were participating in the expansion of secondary school education in school. In line with this therefore, headteachers were asked to state whether all local stakeholders were participating in the expansion of secondary education. One headteacher revealed that:

The major school stakeholders are the community, their participation have been substantially good and supportive but on the other hand some school stakeholders like NGOs, faith based organisations and civic leaders to mention but a few do not participate actively or fully (they are not proactive) whenever the school management tries to engage them in the school programmes, the PTAs just uses their initiatives to use the little resources to renovate some structures like old buildings and make them functional classrooms since the community have interest in the education of their children, they cannot wait for the government to provide everything (interviews-November, 2017)

In another interview, teachers were asked to give their facts on the current local stakeholders' participation in the expansion of secondary school education. The teachers indicated that, participation by local stakeholders on the expansion of secondary school education was not good, except for the community members such as P.T.As who always attend meetings whenever they were called upon. The study also revealed that, generally community participation had been good in the sense that they were coming in numbers when they were called, they contributed the 25% of self-help (work) when there was may be constructions at schools, and provided cheap labour, they contributed in kind, they paid user fees though not at once, in infrastructure development of CRBs they played a major role since there was erratic funding from the government while other local stakeholders did not respond whenever they were called.

Faith Based Organisations (FBO) was one of the groups of participants who were key in this study. FBOs were asked to give their facts on the participation of stakeholders in the expansion of secondary school education. The study established from a Faith Based

Organisations that in the case of local stakeholders F.B.Os participated in the school expansion by means of trying to increase the enrolment in secondary schools and this was done by identifying the learners who were in need of help through the care givers who talked to parents and guardians personally and asked them what type of help they needed from the organization. Currently organisations are sponsoring few learners in schools and this was because of limited funding from the donors/well-wishers. However if other stakeholders could come on board and help by funding the FBO organisations many learners can be sponsored. Further during the interview another participant indicated that:

Whenever there are meetings at school level we attend and sometimes we don't because we are not invited on time or not invited at all at times and "We are participating in form of giving support to schools by construction of things like boreholes in secondary schools and menstrual facilities for girls (Interviews-December, 2017).

Another group of stakeholders who were very key in the study were the learners. It was imperative to interact with them and gather their facts on the local stakeholders' participation in the expansion of secondary school education. The findings of the study revealed that, participation were in two forms, which were community participation and other local stakeholders 'like FBOs, NGOs, civic leaders participation. The study findings further, indicated that, the community participation was good. One learner revealed that:

Participation have been good to the side of the community, despite the short notices (poor communication) to parents as stakeholders but they participate, and further revealed that, other local stakeholders like NGOs, faith based organisations, business community, companies were not fully involved in the secondary school expansion but they provide support to some of our fellow learners though with smaller numbers (F.G.D–November 2017)

The study showed that the expansion of secondary schools was a good policy and local stakeholders were in favour of the policy. However, other things which needed to be worked upon were the issues of a deliberate policy to strengthen the relationship between the school and the all the stakeholders for extended expansion of our secondary school education.

4.3 The Types of Support from Local Stakeholders towards Secondary Education

With regards to stakeholders support, the study revealed by one participant that,

Stakeholders are lobbying for financial support from organizations such as World Vision Zambia, Camfed, CHAZ, Mother Support Groups, FBOs and other Non-Governmental Organizations. There is still a big gap because very few organizations have come to our aid and therefore we are calling for more organizations and well-wishers to come on board and help us in the expansion of secondary school education (Interviews-January, 2018)

One example of this support is what was done at school **C** where the World Vision Zambia have given support in form of infrastructure by building a menstrual facility for girls.

Parents were asked also to give their facts on local stakeholders support in the expansion of secondary school education. The study findings indicated that, parents provided a number of support in the expansion of secondary school education. One of the participants revealed that:

parents are supporting secondary school education by paying school fees to their children, we are doing self-help in infrastructure development, that is to say in the construction of classes to overcome the challenge of overcrowding and shortage of classroom spaces , we are building teachers houses , construction of staff offices. The parents at school B revealed further that they have built the classes without waiting for the government, only community participation was used and they managed to erect these two 1X2 classroom blocks which is still under construction and this is evident enough to say the community is supportive in terms of expansion of secondary school education, however the community is fed up with self-help (Interviews- January, 2018)

With regards to local stakeholders support, learners as participants revealed that, Government of the republic of Zambia and education sector MoGE was trying its level best to provide friendly, safe teaching and learning environment that can recognize student successes more especially in ICT infrastructure. The learners from another focus group discussion also indicated that,

*There is one organization which dug the borehole at our school, school **B** which shows that they are in support of the expansion of secondary school education and moreover water and sanitation in rural schools is a great challenge which needs a lot of stakeholders to come on board and help out (Focus group discussion –November, 2017)*

The findings from headteachers and teachers who participated in the study revealed that, there were few organisations which was supporting the learners in the schools, but there was a good number of learners who were vulnerable and were calling for help from other school

stakeholders or well-wishers to help them and it was further indicated that Parents from the local community were able to support their children with the view of expanding their secondary school education. The headteacher at school C revealed that,

In trying to provide good environment for teaching and learning, the community have built 1x5 classroom block without waiting for government and that is why we are calling up for more stakeholders to come on board and help us expand the secondary school education in Isoka District and that could reduce the burden the community is facing (Interviews- December, 2017)

With regard to stakeholders support in expansion of secondary education the researcher took time to interact with the faith based organizations. One of the Participants' from a Faith Based Organisation revealed that:

There are organizations which are currently supporting the learners by sponsoring them and as for now these organizations are almost in all secondary schools and part of primary schools, though the numbers of learners being sponsored may not be big enough, however they are there supporting them (Interviews- December, 2017)

4.4 Benefits of Local Stakeholders' Participation in Secondary School Education

The findings of the study revealed that Many learners had access to secondary school education, chances of going back to school were there more especially the girl child who used re- entry policy and this had reduced stoppages and dropping out, payment plans of user fees were good unlike those in the boarding schools, pass rate and completion rates improved because of upgrading of secondary schools though there was need for stakeholders to improve on conducive teaching and learning environment.

The researcher also took time to interact with the parents on the benefits of stakeholders' participation on the expansion of secondary school education. One parent from school C indicated that:

The greater benefit of all is about literacy levels which have been increasing among the girls and women because they cannot drop out from school and this has been the peoples outcry over the years, we need other stakeholders to come on board and help us accerarate the expansion of secondary school education (Interviews- December, 2017)

The researcher interacted with headteachers and teachers on the benefits of expanding the secondary school education in their areas. One the headteachers at school B revealed that,

If more local stakeholders could participate in the expansion of secondary school education, definitely the school enrolment could keep on increasing because those who dropped out could have access to secondary school education, a chance of going back to school would be there more especially the girl child by using re- entry policy (Interviews-November, 2017)

Basing on the research findings from Faith based organisations (FBOs) the study revealed that, the benefits of local stakeholders' participation in expansion of secondary school education were in many ways, another coordinator commented that:

Many students are able to complete secondary school education and are able to enter into university education and then in the end they are able to sustain their living in future. On the other hand, another benefit is that the local communities have educated people who have good morals, values and be able to make their own independent decisions (Interviews- December, 2017)

With regard to stakeholders benefits on participation on expansion of secondary school education, the findings of the study revealed that, 'there were inadequate number of computers in secondary schools which made the learners not do well in ICT because every learner needed time to perfect the work. One of the participants indicated that:

If some local stakeholders could come on board, laboratories could have been built and more science equipment could have been supplied in schools (Interviews-November, 2017)

Local stakeholders needed to be proactive in the expansion of secondary school education so that learners could benefit by having short distances to cover when accessing secondary education and this could reduce cases of absenteeism to both teachers and the learners, there was improvement in pass rate and reduced issues of dropping out of school because the secondary school education was accessed nearby.

4.5 Challenges Faced by Local Stakeholders in the expansion of Secondary School Education as they were participating

In an interview with the District Education Office, the findings of the study revealed that upgrading of secondary schools was one thing and expanding them was another thing, which required more attention by local stakeholders. One participant commented that:

There is no collaboration between Schools and other stakeholders in education (public and private sectors) should they effectively collaborate and contribute significantly towards the expansion and development of learning and teaching infrastructure, much would have been done to create a more conducive learning and teaching environment for a sustainable high-quality education and good assurance practices in secondary school education (Interviews-January, 2018)

The study on a separate interview with the parents further revealed that, Parents faced a number of challenges on shortage of other essential facilities for example, one of the parents reported that,

Most of our teachers' uses student's tables for preparations and keeping teaching and learning materials, no cupboards, Teachers use classrooms for staff preparations and other administrative functions meaning schools lack essential facilities and infrastructure. (Interview-November, 2017)

The findings of the study revealed, in most recently upgraded secondary schools there was infrastructure problems, on accommodation, classroom spaces, and office spaces for teachers, libraries, science laboratories and other essential facilities like sports halls and specialised rooms like those for home management, computer labs, art rooms and others. Few or no boarding houses, toilets were not enough in schools to cater for the big enrolment, no clean and safe water and sanitation problems, and no electricity. One headteachers at school C revealed that,

There are other challenges of delayed payments of school fees and pupils report late when the term comes, this has come as a result of political sentiments from some civic leaders and some policies of the government which says no child to be sent out of school if not paid, in rural schools this has brought issues and problems, parents are not paying school fees up to the middle of the term and learners report late and this affects the learner performance (Interviews –December, 2017)

The learners from the focus group discussion revealed on the challenges that, ‘there was overcrowding in classes, lack of computers laboratories, lack of learning and teaching materials, sponsored learners were not enough, lack of electricity in schools which affected learners studies, there was lack of good water and sanitation facilities, lack of boarding houses to accommodate learners from distant places, lack of science equipment in schools, lack of transport like a school bus, lack of teachers decent accommodation. One learner commented that:

Am not saying sharing of computers is a bad idea, but sometime there are certain topics and times that would require one as an individual learner to perfect some of the skills and this requires ample time and patience to perfect the concept and that’s is why we are calling upon more local stakeholders to help the schools, by may be donating computers to the schools and lastly erect more infrastructure for computers and science laboratories (F.G.D- December, 2017)

Faith Based Organisations (FBO) were asked to give their facts on the challenges faced as local stakeholders in the expansion of secondary schools and the findings of the study revealed that, there were policies of bringing the report forms at the end of the term to the FBO, but some guardians were not doing that and this gave the FBOs a challenge in terms of knowing how the sponsored children were performing at school so that they could counsel and guide the learners on what was required of them at school. Comment from a participant indicated that:

We are getting very little support from the guardians who are not helping us much in terms of monitoring the children because they are not knowing where the money is coming from and this is making them give a lot of house hold chores to the learners more especially the girl child and this is a great challenge, funds are not enough and will never be enough (Interviews-December, 2017).

However from the funds received FBOs managed to support what they can manage and if others stakeholders were to come on board and help in terms of funding they could support many learners since most of the learners were coming from poverty stricken households.

4.6 Chapter summary

This chapter presented the findings of the study in line with the study questions. The chapter revealed the findings on participation and support which local stakeholders give towards expansion of secondary education. The study further revealed the benefits and the challenges

stakeholders face in the expansion of secondary school education. The emerging issues of the chapter were that stakeholders participation was not good generally except the community because some stakeholders were not proactive and there was no effective collaboration among all the stakeholders, then support of course were there but needed more support from many of the local stakeholders so as not to leave any one behind for example boys and girls were supposed to be treated the same in terms of support, there were a lot of benefits, however more benefits were expected if all the stakeholders were to come on board and a good number of challenges were identified and they outnumbered the benefits. Without the above findings expansion of secondary education could not be possible meaning that secondary education largely expansion depends on stakeholders' participation, their support which may have a lot of benefits if there were good collaboration and challenges may reduce if stakeholders' participation was good. The next chapter discusses the study findings in relation to study objectives.

CHAPTER FIVE

DISCUSSION OF RESEARCH FINDINGS

5.1 Overview

The previous chapter presented the findings of the study. This chapter discusses the findings of the study. The discussion was done to analyse and interpret the main findings of the study were the deduction or the outcomes of the study was done from the data collected. These outcomes were discussed under subheadings or sub themes in line with the literature reviewed and there after the researchers views were indicated in the study in line with the study objectives.

5.1 Local Stakeholder Participation in Secondary School Education

The community were involved in the expansion of secondary school education for example in the case of constructing new and old schools, while other local stakeholders were not proactive in expansion of schools for instance, there was need for projects to be funded through (government mode) meaning, full funding of the projects was required, unlike the community mode, where people were asked to mould bricks, ferry sand and other works, this brought inertial to people by not participating with their full potential in the expansion of secondary school education. It was noted from the findings of the study that, partially funded projects brought negative attitude to the community and in most cases projects were delayed.

The study also revealed that, there was shortage of classroom space, library, laboratories, specialised facilities, and equipment's, learning and teaching materials which made education to be compromised. This was against, the study of Adebajo (2007) who were of the view that, instructional materials in teaching and learning process makes the students learn as they arouse the learners' interest when they are learning. This means that in the process of teaching and learning, learners' participation was to be increased and they were not motivated because there was no good teaching and learning materials in schools. Therefore the study was calling upon more stakeholders to come on board and participate to help out in the expansion of secondary school education by bringing more teaching and learning materials. A good example of stakeholders are the business community and smaller companies to come on board and see to it that, they move together in the expansion of secondary school education. This was because at the end of it all, it was their children who were learning from

the same schools and that was why this study was calling upon more local stakeholders to collaborate and participate fully in the expansion of secondary school education in Isoka district. This finding was supported was in support of Cap-net (2008) which revealed that, Participatory planning requires the involvement of concerned stakeholders. This includes identifying public concerns and values and developing a broad consensus on planned initiatives. It is also about utilising the vast amount of information and knowledge that stakeholders hold to find workable, efficient and sustainable solutions. Influence and power of a stakeholder could affect the success or failure of an initiative. This means that for every development in schools there should be stakeholders who are proactive.

Headteachers were asked to state whether all local stakeholders were participating in the expansion of secondary school education or not. The study revealed that, the major local stakeholders who are the community participated actively and were supportive while some local stakeholders' like NGOs, Faith Based Organisations and some civic leaders were not fully involved in the expansion of secondary schools even if the school management tried to engage them in the school programmes. The study indicated that some stakeholders claimed that they were not invited at times and that's why they were not active.

At times the effectiveness of the school is determined by the headteacher, because it is the headteachers' responsibility to involve every stakeholder in any development of the school and this was where the theory of engagement can be applied because, it was the headteacher of the school who were to ensure that, every stakeholder was involved /engaged in the expansion of secondary school education. At times the level of stakeholder's engagement which determines the level of school improvement in the education system. On top of this, this is where again the headteachers should engage stakeholders to the side of Theory X and those of Theory Y because in every organisation there are always people or rather employees who are always against the ideas of others and there are also those who want to do the work on their own.

This study used theory X and Y of McGregor (1960) whose arguments were based on the classification of how people get actively involved in work in an organization in this case the school, because a school is an organisation.

Theory X holds that, the work is inherently distasteful to most people and that most people are not ambitious, have little desire for responsibility, prefer to be directed and must be coerced if organisation objectives are to be archived. (Smyth 2004),

Theory Y argues that people are not lazy rather, they can be self-directed and creative at work, if properly motivated and are creative enough to solve organisational problems.

The Theory shows that, if the organisations objectives are to be archived, both parties X and Y should be actively involved in all the activities of the organisation and the administrator need to be democratic rather than autocratic. In the case of this study the headteacher need to find means and ways of involving every stakeholder in the expansion of secondary schools if they are to develop and expand.

5.3 Benefits of Local Stakeholders' Participation in School Education

Many learners had accessed secondary education because stakeholders were involved in expansion of secondary education, though not every stakeholder was involved, a chance of going back to school was there, more especially the girl child by using re- entry policy and this could have reduced stoppages. Parents had benefited the flexible payments plans of user fees, unlike those in the boarding schools where they are charging too much. The implication was that, if more stakeholders were to come on board, many secondary schools could develop and give chance to many learners to access secondary school education and that could help many learners to complete secondary school education and more teaching and learning materials can be in secondary schools, while infrastructure could also improve if stakeholders were there, but because the stakeholders were not proactive in expansion of secondary school education that's where the gap was and that to be addressed by involving them in the expansion of secondary school education.

Civic leaders participation on secondary school education expansion was not good though government was busy opening secondary schools where most of the secondary school lacked teaching and learning materials, laboratories and specialised classes which was inconsistency with MOE (1992) which pointed out that, the priority in resource allocation should be given to science laboratories and specialised rooms. This was because, there was a sad state of affairs as most of the up graded secondary schools operated without laboratories and specialised rooms. This is supported by Chitamaluka (2015) observes that, this sad state of affairs in schools needed more local stakeholders to take a stake in the expansion of

secondary school education if all was to be well in Isoka. Therefore, private and public stakeholders should collaborate effectively if secondary school education were to expand. Local stakeholders participation in expansion of secondary school education was important as supported by Mfwimi (2014) who argued that, the efforts by the community and the government to construct new and as many classrooms to accommodate students was a credible achievement. Thus, government and education professionals should provide a friendly and safe learning environment that was not only recognizes as student successes. The implication was that, without stakeholders' efforts secondary schools cannot expand well.

5.4 Local Stakeholders Support in Secondary School Education

Further, local community were able to support their children with the view of expanding their secondary school education, however the same parents were over used by doing different works at school level, this called for other local stakeholders to come on board and help the parent expand the secondary school education, because academic success and quality of education was largely attributed by several factors ranging from social-economic factors to environmental factors, and these factors made the schools to expand or not expand, as supported by other researchers who argues that good learning environment supports learning for example when there are issues of overcrowding in classes learners and teachers cannot do well in their teaching and learning programmes and this was supported further by UNESCO (1995) which conducted a survey in 14 least developed countries and their findings indicated that for example, in Madagascar the class size ranged from 30-73 pupil in one class and 30-118 in equatorial Guinea. Overcrowding of pupils in one class leads to heavy teachers' workloads which in turn creates stressful working conditions for teachers and leads to higher absenteeism to both teachers and learners and there was disruption of individual learners attention by the teacher and this happened to compromise the standards of education and its quality. The implication to overcrowding is that learner's concentration and participation in class is disturbed.

The local Stakeholders participation in the expansion of secondary school education was highly valued because if schools expanded and expected, because teaching and learning of science subject would have been easy, because many schools would have accessed electricity which would have made the teaching of experiments and computers studies easy than theoretical teaching which was not currently happening in schools, this was supported by Monk and Osborn (2000) who noted that "practical work is one of the

hallmarks of science education, without practical, work fails to reflect the true nature of scientific activity” and this was supported further by Oyeniran (2003) who pointed out that, ‘pupils learn best if they are given the opportunity to see and make observation of what they are taught in school, meaning that if science learning were taking place without practical’s and experiments, then the actual learning was not taking place because science subjects cannot be learnt only through theory.

Fred (2010) argued that, “organisation change is the movement of an organisation from the present state and towards some desired future state to increase its effectiveness, though to many people change implies loss and this loss is an emotional experience associated with stress and anxiety and that was why some people resisted change”, and therefore this means that if secondary school education was to expand people should accept change and this would have been done well only when all local stakeholders were participating in school programmes.

5.5 Challenges Faced By Stakeholders in Expansion of Secondary Schools

One of the challenges the study revealed was lack of enough funding from the government to support the teaching and learning of computer studies in secondary school education was a big challenge. This finding was in agreement with Bukaliya and Mubika (2012) who found that, the funds for computers were inadequate because there was no budget for computer procurement. However, this finding was in contrast with the observation made by Farrell (2007) that, the Kenyan government was consistently in the fore front in providing support in terms of funds to smoothen and facilitate the introduction of ICTs in secondary schools. This showed that, in terms of prioritising computer education, Zimbabwe and Zambia are on the same side of a coin because both countries seem not to fund their education systems towards the promotion of ICTs and computer studies.

MOE (2002) pointed out that, the priority in resource allocation in secondary schools should be given to rehabilitation of science laboratories and specialised rooms for subjects like home management and art and design, this is because there was a sad state of affairs to discover that, most of the up graded secondary schools operates without laboratories and specialised rooms Chitamaluka (2015). Bevin (2013-2018) supported that; it’s no secret that the face of education has changed dramatically over the past ten years or so. Teachers across the countries are working hard to equip children with the skills needed for success in the 21st

century world. In addition to instilling in students the flexibility to readily adapt to changing technologies, teachers must foster learning environments that encourage critical thinking, creativity, problem-solving, communication, collaboration, global awareness, and social responsibility and therefore secondary schools cannot operate without laboratories and ICT infrastructure.

The study also revealed that Secondary schools environment was not friendly to support girl's situations, and at the end of the day they were affected by pass and completion rates, why the number of days they were absenting themselves were many. This affected the performance of girls in schools and therefore, this arises from the fact that girls' learners have been found lagging behind in education system as compared to their male counter parts and one of the reasons for lagging behind was that of truancy in which there was a number of factors that explained this truancy and menstruation was one of the factors that was common for girls in schools MoGE (2017). Therefore there was need to see to it that, the situation comes to an end and this could only be done with the help of local stakeholders' who could take part and participate fully in expansion of secondary school education by building infrastructure for example.

Teachers also indicated that, the academic success of the learners depends on the quality of education the learners were receiving and this was attributed by several factors, environmental factors, social economic factors and the laid down policies in the education sector. Generally the infrastructure in secondary schools needed expansion and be improved if education was to achieve its objectives and goals and this was evidenced by Ayeni (2011) who argued that, improving learning infrastructure and environment for sustainable quality assurance practice in secondary schools in Ondo state, south-west, Nigeria, Quality assurance was the systematic management, monitoring and evaluation procedure adopted to ensure that the learning environment and the curriculum program of an educational institution meet the specified standards to achieve the set goals and produce outputs that will satisfy the expectations of the institution's customers (society). Quality assurance oriented schools were characterized by core values and elements which were identified by UNICEF (2000) as: quality learners, learning environments, curriculum content, teaching and learning processes, and learning outcomes.

There was actually a general belief that the condition of school's learning environment including infrastructure has an important impact on teachers' effectiveness and students'

academic performance. The facilities that were needed to facilitate effective teaching and learning in an educational institution included the classrooms, offices, libraries, laboratories, convenience rooms and other buildings as well as furniture items and sporting equipment. The quality of infrastructure and learning environment has strong influence on the academic standard which is an index of quality assurance in the school and this was supported by Earthman (2002) who reported in California that, comfortable classroom temperature and smaller classes enhance teachers' effectiveness and provide opportunities for students to receive more individual attention, ask more questions, participate more fully in discussions, reduce discipline problems and perform better than students in schools with substandard buildings. The interpretation to this is that for secondary schools to expand they need to have infrastructure and this determines the effectiveness of teachers as well as learners.

Faith based Organization needed to act as spokesperson for the poor and the voiceless people of the society more especially to the side of vulnerable children, girls and women, the young girls and women were mistreated in many ways in our areas, but they needed to be protected by those who can speak for them. The faith based organizations did not advocate for the groups which needed to be helped and they did not advise the government and therefore the study was calling upon more local stakeholders to be proactive in their participation as stakeholders in the expansion of secondary education, because these faith based organization were non-partisan in politics and they needed to advocate for good policies to the government.

Additionally, there were a number of challenges and this was explained on the premise that every teaching and learning of any subject was supported by equipment. However, in the case of computer studies (ICT), learners reported that, there was shortage of computer equipment such as computers themselves, ink, printers; photocopiers and ICT infrastructure in general were not enough. This finding was in line with Adebajo (2007) who observed that, instructional materials in the teaching and learning process makes students learn more and retain better what they have been taught and it arouses the learners interest. Among the instructional materials are text books which helps learners with communication and this was supported by Scrhamn (1977) who argued that, text books are one of the basic channels for communicating ideas and concepts in the class room for the purpose of bringing about effective teaching and learning and Abimbade (1997) added that, text books helps students to discover ideas and consolidate those ideas on the concepts they learn in class on their own.

The interpretation is that if the school have no teaching and learning material then it cannot expand well because understand well when the teachers are using teaching and learning material in the classroom.

Lack of electricity was another challenge revealed by the study and it was indicated that, all the three secondary schools were affected by not having electricity. However this could be sorted out by REA if all the stakeholders were to collaborate and unite, and research has shown and proved that currently, more than 1.6 billion of the world population have no access to electricity. The majority of the population is in rural areas stay without electricity and it was estimated that 67% of the rural population in developing countries live without access to electricity. The interpretation to this is that many learner were affected in terms of studying without electricity and this affects performance, completion and pass rates.

Lack of good water and sanitation facilities was another challenge revealed in the study and this contributes to poor teaching and learning programmes in the school, and this was in line with Benton (2009) who stated that “providing students with access to safe, free drinking water throughout the school day is one strategy schools used to create an environment that support the health learning”, standards and regulations assures that tap waters is clean and safe, many schools in rural areas have no piped water instead the majority were using boreholes which is not 100% safe because at one time of the year the water table drains resulting in carolled water with grease like content of water and the taste of water which was not good, If schools have access to good and safe water, then with good sanitation learning and teaching could be of good quality because water is life as supported by Windberg (2009) who argues that, stakeholders must play a central role in setting up priorities and objectives of water and sanitation initiatives in order to ensure relevance and appropriateness. It is important that all stakeholders’ are involved in the development of projects and not just direct beneficiaries of an initiative.

5.6 Expansion of Secondary Education

What then is expansion of secondary education? The government of the republic of Zambia considered to upgrade many basic schools to be secondary schools more especially in rural areas just to give access to many of the school going children. Now that the government considered this to be important, it was now left in the hands of local stakeholders to put more input in expanding the secondary schools. In the context of this study expansion does

not mean expanding school infrastructure only no, it means expansion through which public and private systems excesses their roles and functions direct to school management and control of finances in schools. This simply means schools to improve its enrolment, improve its members of staff because most of the schools have been upgraded without specialised teachers like sciences and computers studies teachers, business studies teachers and that is why learners are failing in examination grades like grade 9 and 12, improve its infrastructure for example office infrastructure, most of the administrative functions are carried out in smaller rooms or class rooms, housing for staff are still poor in schools, because most of the teachers commute they do not have accommodation and some stay in small houses not suitable for the teachers, improve teaching and learning materials, improvement in classroom structures like science laboratories and other specialised rooms like art rooms and home management rooms, an increase in equipment to use at school like computers, this because there is a great challenge when it comes to computer practical examinations, for example many schools do not have computers, water and electricity are major challenges in rural schools and these attract learners to the school meaning when a school have more learners it is likely to expand easily and if some factors are addressed more learners can pass and join the tertiary education. All the above things mentioned in the context of this study if addressed means expansion of a secondary school because these are the great challenges many secondary schools in rural areas are facing. Now the issue still remains who is to do all the above mentioned things? This is where now the local stakeholders need to come in and participate fully (proactive) and play different roles to see to it that secondary schools in rural areas expand to the acceptable standards of education and that is to say stakeholders are to be engaged for the seek of improving secondary schools, some stakeholders may donate computers to secondary schools, others may donate or pledge some funds for constructions, other stakeholders may provide labour (communal work) and this is because the government alone cannot provide human resource, provide funding for infrastructure and supply teaching and learning material and that is why concerted efforts is required from all the local stakeholders from all walks of life.

5.7 Local Stakeholders and Their Roles in Secondary Education

Charles (2006) defined stakeholders' as people, groups, or institutions, which are likely to be affected by a proposed project (either negatively or positively). In the context of this study, the people who were mandated to bring about change to secondary schools were the local

stakeholders and these local stakeholders were the school members of staff, civic leaders, the PTA members, faith based organisations (FBO), the NGOs, pupils and the community at large. In other words, a stakeholder is an individual or group of people with an interest in the success of an organisation in fulfilling its mission-delivering an intended results and maintaining the viability of its products, services and out comes over time. In this case an organisation is a school we are talking about. In other words, stakeholders in education typically refers to anyone who has invested in the warfare and success of the school and its students, including administrators, teachers staff members, local business leaders and elected officials such as school boards membership and councillors. (<https://www.edglossary.org/stakeholders>).

Stakeholders are categorised into two, Primary and Secondary Stakeholders, generally a distinction was made between two kinds of stakeholders, the primary and secondary stakeholders. The primary stakeholders are the stakeholders who are directly affected, either positively or negatively by the project or any work of the organisation. As such, the primary stakeholders include the intended users of the improved facilities in an organisation; in other words the intended beneficiaries of the project. Secondary stakeholders are government and donors but also include local NGO's, private sector entrepreneurs, local government, water and sanitation utilities, river management boards, consumer groups, clergy, etc. The secondary stakeholders are stakeholders, which play some intermediary role and may have an important effect on the project outcome. In the past stakeholder participation was mainly limited to involving the secondary stakeholders only.

Further the stakeholders can be categorised into another two groups and that is to say: - internal and external stakeholders. Internal stakeholders are those that work within the school system on a daily basis and who largely controls what goes on there. They include school staff, district staff and to some extent, the school boards. External stakeholders are those outside the day to day work of the schools who have a strong interest in school out comes but who do not directly determine on what goes on into producing those out comes.

Local stakeholders or the community have significant responsibilities for example; in constructions, financing education, procurement of teaching and learning materials and improvement of school academic performance in students' success.

Teachers provide counselling services to fellow teachers and learners for example; sexuality education, teaching the learners, civic leaders provide advisory services to policy makers on areas of improvement, parents ensure that they provide labour self-help works, pay school fees and send the learners to school where the growth enrolment improve and that makes the school to grow or expand. In other words growth enrolment refers to the number of learners in a secondary school, enrolment indicates the growth increment to the existing system which estimates the number of children enrolled in a particular level of education among the children population. The drop out, completion rates are considered in making the school expand or not. NGOs and FBOs also donate funds to schools for teaching and learning materials and infrastructure development while the business community can contribute directly to the school things like computers, some equipment's and many more and these are some of the many roles of the local stakeholders in the school expansion.

5.8 Summary of the Chapter

This chapter presented the discussion of the study and interpreted the main findings. The chapter discussed the local stakeholders' participation and their support, benefits and challenges local stakeholders faced during expansion of secondary schools education, discussed what it entails to school expansion and then discussed who are the stakeholders and their roles in education. The issues of the chapter were that, stakeholders participation in the expansion of secondary school education could help in making the school enrolment improve or decrease, they would help in infrastructure development may be by constructing a school or rehabilitate a school while others could donate something like computers, boreholes and other teaching and learning material for the school, with this Modern world stakeholders could help in ICT infrastructure and the general school infrastructure and that is why local stakeholders were to participate fully.

As regards to the benefits of stakeholders in expansion of secondary school education, the findings have shown that, computer studies have increased participation in research, improved methods of teaching and learning, promoted individualised learning, encouraged new administration functions, provided an interactive atmosphere for communication. Further the findings revealed that, once expansion of secondary school education could be in rural areas, completion rates and pass rates could improve in rural secondary schools. Issues of covering long distances when accessing secondary school education reduced since secondary school was accessed nearby and absenteeism also reduced.

As regard to challenges faced by the teachers and learners as school stakeholders as they participated in the expansion of secondary school education, the study revealed that; there was lack of teaching and learning of computer equipment, lack of trained personnel, negative attitudes from stakeholders such as some parents and administrators, lack of funding from Government, lack of modern school computer laboratories and inadequate time. Furthermore, looking across the participants at the three schools represented in this study, the researcher gained a broad picture of experiences on local stakeholders' participation in the expansion of secondary school education. Therefore the local stakeholders' participation in the expansion of secondary school education would be determined by the support given to the schools by stakeholders and this could enhance their participation in the expansion of secondary school education. The next chapter presents the conclusion of the study puts forward recommendations and areas of future research.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1. Overview

The previous chapter discussed the findings. This chapter presents the major outcome or findings of the study with their implications in relation to the objectives. At this time, it must be confirmed that the study endeavoured to investigate the local stakeholders' participation in the expansion of the secondary school education in Isoka district of Muchinga province and their importance. However, the investigations were confined only to three selected secondary schools in Isoka District. Further, in this chapter, the conclusion was drawn on the basis of the findings of the study basing on each objective, objective 1 was looking at stakeholders participation in the expansion of secondary school education, objective 2 was looking at stakeholders support in the expansion of secondary school education, while objective 3 was looking at the benefits of stakeholders participation in the expansion of secondary school education and objective 4 was looking at the challenges stakeholders faced in the expansion of secondary education. This followed by recommendations made basing on the findings of the study. Finally the chapter ended up by suggesting areas for further research based on the findings of the study.

6.2. Conclusions

The conclusion of study was based on the objectives and the major issues of objective:

Were that local stakeholders' participation generally was not involving all the stakeholders apart from the community in the secondary school education, stakeholders like NGO, Civic leaders, FBOs, business community, local parasternal companies were not proactive in secondary school education. The community were actively participating in secondary school education, however the same community claimed to be fade up with self-help programmes in secondary education. The study concluded that secondary schools needed stakeholders' active participation for them to expand and good collaboration was expected. Schools and other stakeholders in education (public and private sectors) needed effective collaboration and contributing significantly towards the expansion of secondary schools. All the stakeholder needed to be engaged by school management by means of stakeholders' engagement theory where everyone needed to be involved in participation.

With regard to support, the study concluded that there were some stakeholders who were lobbying for financial support from organizations such as World Vision Zambia, Camfed, CHAZ, Mother Support Groups, FBOs and other Non-Governmental Organizations to identify the need areas that they can help to support expansion of secondary school education. Further some stakeholders were calling for more organizations and well-wishers to come on board and help in the expansion of secondary school education. For example at school C the World Vision Zambia have responded to give support in form of infrastructure by building a menstrual facility and more structures in secondary schools were needed for example science laboratories and other specialised rooms like art rooms. Parents were supporting secondary school education by paying school fees for their children, doing self-help in infrastructure development, that is to say in the construction of classes to overcome the challenge of overcrowding and shortage of classroom spaces, building teachers houses, construction staff offices. The study also concluded that most of the learners who were supported were girl child leaving the boy child behind.

With regard to benefits, the study concluded that there were a good numbers of benefits when the stakeholders are involved in the expansion of secondary school education. The following were some of the many benefits: the greater benefit of all was about literacy levels improved among the girls and women. School enrolment increased because those who dropped out accessed secondary school education, a chance of going back to school was there more especially the girl child by using re- entry policy. Many students were able to complete secondary school education and were able to enter into university education. Another benefit was that the local communities had educated people who had good morals, values and were able to make their own independent decisions.

The study also concluded that there were challenges stakeholders faced in expansion of secondary school education and among them, some stakeholders were unwilling to participate in school programmes and the study revealed that, that was their day to day out cry of the community to involve more local stakeholders' and get a stake in the expansion of secondary school education more especially in rural areas.

It was also clear from the study that, safe and clean water in secondary schools was a requirement but in the case of this study water was a challenge and secondary school education can only expand when there is safe and clean water in schools, the study furthermore concluded that, the absence of good water infrastructure, water and sanitation,

electricity, learning and teaching materials have a negative impact on the teachers effectiveness and learners performance.

Electricity was another challenge which needed to be addressed without delay, because learners in schools were just learning theories without practicals. Lack of teaching and learning materials, inadequate computer equipment, lack of modern school computer laboratories, lack of trained personnel, negative attitudes from some school stakeholders including some administrators and lack of funding from government, limited time, overcrowded classes. Nevertheless, both teachers and learners were still optimistic that the Zambian education system one day would benefit greatly in the long run if computer studies could be taught and learnt effectively.

It was also concluded that, to close the gap in secondary school education the community, NGOs, organisations, civic leaders, FBOs, civil society and all the stakeholders needed to have effective collaboration and take a greater stake in the expansion of secondary school education to achieve the SDGs number 3 as a country, otherwise will still remain and continues shunning away from this collaboration for better tomorrow no development would come forth and that is why the study was supported by stakeholders engagement theory and theory X and Y of Mc Gregory (1960), meaning that when using theories manager of any organisation or the school should be in the forefront in engaging every stakeholder to be proactive so that the schools can expand, the type of leadership in schools have an impact on the development of the schools, and that is why we see some organisations or schools develop while other are static, this also mean that the manager of any institution are the policy implementers at school level and at the same time representing the government and that is why the managers need to be effective in the management of all the stakeholders' and if the manager were effective he or she could promote effective collaboration of stakeholders' between government and the communities.

The study also concluded that, there was need for more school stakeholders' sensitization in form of workshops, seminars and meetings if secondary school education were to expand and there was need for improved and effective communication between local stakeholders and among all the school stakeholders' as this contributes to student and school success more especially were new technology is concerned which needs innovations and good policies from policy makers.

Expansion of secondary school education simply refers to improvement in existing infrastructure, improvement in its enrolment, improvement in its members' of staff, improvement in teaching and learning materials, improvement in classroom structures, an increase in equipment to use at school like computers, an increase in funding, efficient and effective collaboration between the school and stakeholders and increased participation, an improvement in pass and completion rates.

Stakeholders' simply refers to people, groups, or institutions, which are likely to be affected in an organisation (either negatively or positively) and these are school members of staff, civic leaders, the PTA members, faith based organisations (FBO), the NGOs, pupils and the community at large. In other words, a stakeholder is an individual or group of people with interest in the success of an organisation in fulfilling its mission-delivering an intended results and maintaining the viability of its products, services and out comes over time.

In other words stakeholders in education typically refers to anyone who have invested in the warfare and success of the school and its students, including administrators, teachers staff members, local business leaders and elected officials such as school boards membership and councillors as civic leaders.

Some stakeholders like teachers provide counselling services to fellow teachers and learners on sexuality education and career and vocational pathways, civic leaders provide advisory services to policy makers, parents ensures that they provide labour in self-help programs and send the learners to school to improve enrolment which is referred to the number of learners in a secondary school, NGOs and FBOs also donate funds to schools for procurement of teaching and learning materials and infrastructure while the business community contribute directly to the schools things like computers, some equipment's and many more. These stakeholders help the government in one way or another if secondary schools are to expand more especially in rural areas.

6.2. Recommendations

Based on the findings above, the following key recommendations emerged were as follows:

1. Government through the ministry of General Education (MoGE) in collaboration with local stakeholders should build alternative infrastructure to suit the modern standards of

teaching and learning in secondary schools more especially in science subjects and other specialised subjects and that would promote expansion of secondary school education.

2. Local stakeholders with the help of government should ensure that, there is improved water and sanitation infrastructure since water is an important resource in secondary schools and should be managed well.

3. The government should strengthen and quicken policies on the process of rural electrification through (REA) and this need to be done with the help multi stakeholders' collaboration and make sure that secondary schools are connected to power for the implementation of some subjects.

4. Headteachers of schools should be proactive in engaging every local stakeholder in the expansion of secondary school education, because the type of leadership style in schools have an impact on the development of schools.

5. Local stakeholders should be engaged in decision making and participate more actively in planning for the schools to expand in rural areas.

6.3. Recommendations for Future Research

There are many potential avenues for future research that could elaborate upon this research study. This research focused on reviewing local stakeholders' participation on the expansion of secondary school education it would be useful to confirm with other research in a sample outside of this sphere. Arising from the research findings of the study, some other aspects of these study areas may not have been addressed and these areas may need to be studied. The areas of the study which may be studied include:

1. Relevance of local stakeholders' participation in student achievement in secondary schools.
2. Positive and negative effects of local stakeholders' participation on expansion of secondary school education

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APPENDICES

Appendix A: Interview guides for head teachers and teachers

THE UNIVERSITY OF ZAMBIA

School of Education

Department of Educational Administration and Policy Studies

Am a post graduate student carrying out a research in masters of education in educational administration with university of Zambia. Am here to get your views if you can allow me to do so, the views are about stakeholders participation in expansion of secondary school education, the current and type of support given stakeholders, the benefits of stakeholders participation in secondary school education expansion and the challenges faced by stakeholders as they participate in expansion of secondary school education, these stakeholders include teachers, head teacher, the faith based organisations, the NGO, the PTA committee members, civic leaders, and the learners. This information is specifically for studies and may help the policy makers and stakeholders to plan well in order to have quality education in future.

Questions

1. Do all the stakeholders in the community participate in expansion of secondary school education programmes?
2. Is there any faith based organisation or N.G.Os who are supporting the secondary school expansion?
3. What type of support do you receive from organizations?
4. How do you participate as stakeholders in expansion of secondary school education?
5. What benefits could be there if all the stakeholders could participate fully in expansion of secondary school education?
6. How can the girl child and vulnerable children benefit in expansion of secondary school education?

7. What challenges are you facing as stakeholders in expansion of secondary school education?
8. What are the sources of funds do you use in expansion of the secondary school education?
9. Do you sensitise the community on the importance of stakeholders' participation in the expansion of secondary school education?
10. What would you like the government to do in the expansion of secondary school education?

Appendix B: Interview guide for DEBS

The University of Zambia

School of education

Department of Educational Administration and Policy Studies

Am a post graduate student carrying out a research in masters of education in educational administration with university of Zambia? Am here to get your views if you can allow me to do so, the views are about stakeholders participation in expansion of secondary school education, the current and type of support given stakeholders, the benefits of stakeholders participation in secondary school education expansion and the challenges faced by stakeholders as they participate in expansion of secondary school education, these stakeholders include teachers, head teacher, the faith based organisations, the NGO, the PTA committee members, civic leaders, and the learners. This information is specifically for studies and may help the policy makers and stakeholders to plan well in order to have quality education in future.

Questions.

1. How is the current participation by stakeholders in expansion of secondary school education?
2. Do the stakeholders support the expansion of secondary school education in the district?
3. Do you have some faith based organisations or N.G.Os who are supporting the expansion of secondary school education in your district?
4. What are the benefits of school stakeholders' participation in expansion of secondary school education?
5. How can a girl child and vulnerable children benefit in secondary school education expansion?
6. How are the secondary schools education financed? Are the funds enough and from which sources?
7. What could be the latest government policies on expansion and up grading of secondary school education?
8. What are some of the challenges do the stakeholders' face in the expansion of the secondary school education?
9. What would you like the government do in terms of expansion of secondary school education?

Appendix C: Interview guide for P.T.A, faith based organisations and N.G.OS.

The University of Zambia

School of Education

Department of Educational Administration and Policy Studies

Am a post graduate student carrying out a research in masters of education in educational administration and policy studies with university of Zambia. Am here to get your views if you can allow me to do so, the views are about stakeholders participation in expansion of secondary school education, the stakeholders type of support in expansion of secondary school education, the benefits of stakeholders participation in secondary school expansion and the challenges the stakeholders face in expansion of secondary school education, these stakeholders are teachers, head teacher, the faith based organisations, N.G.Os, P.T.A committee members, civic leaders and the learners. This information is specifically for studies and may help the policy makers and stakeholders to plan well in order to have quality education in future.

Questions

1. Do all the stakeholders in the community participate in expansion of secondary school education programmes?
2. If some are not participating what could be reasons?
3. Do you attend the P.T.A. meetings?
4. What type of support do they give to the schools?
5. How do you participate in expansion of secondary school education as a stakeholders?
6. What benefits could be there if all the stakeholders can be proactive in the expansion of secondary education?
7. Who is likely to benefit more in the programme of expanding secondary school education?
8. How Can the girl child and vulnerable learners benefit in secondary school education if the schools nearby were expanded?
9. What challenges are the stake holders' face in the expansion of secondary school education?
10. How can the challenges you are facing in secondary school expansion be sorted out?
11. What are the sources of funds stakeholders give to children with the view of expanding secondary education?
12. How you sensitise the community as an organisation stakeholders on the importance of expansion of secondary education?

Appendix D: Focus group discussion interview guides for learners

The University of Zambia

School of Education

Department of Educational Administration and Policy Studies

Am a post graduate student carrying out a research in masters of education in educational administration and policy studies with university of Zambia. Am here to get your views if you can allow me to do so, the views are about stakeholders participation in expansion of secondary school education, the stakeholders type of support in expansion of secondary school education, the benefits of stakeholders participation in secondary school expansion and the challenges the stakeholders face in expansion of secondary school education, these stakeholders are teachers, head teacher, the faith based organisations, N.G.Os, P.T.A committee members, civic leaders and the learners. This information is specifically for studies and may help the policy makers and stakeholders to plan well in order to have quality education in future.

Questions

1. How is the current participation of stakeholders in expansion of secondary school education?
2. Do all the stakeholders participate in P.T.A meetings?
3. Do you have some school stakeholders who support the expansion of secondary school education?
4. Can you specify the faith based organisation and N.G.O who are supporting your school?
5. What are the benefits of stakeholders' participation in expansion of secondary school education?
6. How can the girl child and vulnerable children benefit in expansion of secondary school education if all the stakeholders are to be proactive?
7. What are some of the challenges faced by the stakeholders in the expansion of secondary school education?
8. If there are challenges, how can challenges mentioned in question 7 above be sorted out?
9. Do secondary schools receive adequate funding for school expansion?
10. What would you like the government to do in expansion of secondary schools education?

Appendix F: Consent Form

UNZAREC FORM 1B



THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF RESEARCH AND GRADUATE STUDIES
HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE

Telephone: +260-211-290258/293937
Fax: +260-211-290258/293937
E-mail: drc@unzambia.zm

P. O. Box 32179
Lusaka, Zambia

HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE

CONSENT FORM
(Translated into vernacular if necessary)

TITLE OF RESEARCH:

REFERENCE TO PARTICIPANT INFORMATION SHEET:

1. Make sure that you read the Information Sheet carefully, or that it has been explained to you to your satisfaction.
2. Your permission is required if tape or audio recording is being used.
3. Your participation in this research is entirely voluntary, i.e. you do not have to participate if you do not wish to.
4. Refusal to take part will involve no penalty or loss of services to which you are otherwise entitled.
5. If you decide to take part, you are still free to withdraw at any time without penalty or loss of services and without giving a reason for your withdrawal.
6. You may choose not to answer particular questions that are asked in the study. If there is anything that you would prefer not to discuss, please feel free to say so.
7. The information collected in this interview will be kept strictly confidential.
8. If you choose to participate in this research study, your signed consent is required below before I proceed with the interview with you.

VOLUNTARY CONSENT

I have read (or have had explained to me) the information about this research as contained in the Participant Information Sheet. I have had the opportunity to ask questions about it and any questions I have asked have been answered to my satisfaction.

I now consent voluntarily to be a participant in this project and understand that I have the right to end the interview at any time, and to choose not to answer particular questions that are asked in the study.

My signature below says that I am willing to participate in this research:

Participant's name (Printed): SICHILIMA MALINDO GINDO

Participant's signature: [Signature] Consent Date: 04/01/2018

Researcher Conducting Informed Consent (Printed)

Signature of Researcher

Signature of parent/guardian

Appendix G: Authority Letter



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

Telephone: 291381
Telegram: UNZA, LUSAKA
Telex: UNZALU ZA 44370

PO Box 32379
Lusaka, Zambia
Fax: +260-1-292702

Date: 6th NOV. 2017

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FIELD WORK FOR MASTERS/ PhD STUDENTS

The bearer of this letter Mr./Ms. MUTALE EMMANUEL Computer number 2016145536 is a duly registered student at the University of Zambia, School of Education.

He/She is taking a Masters/PhD programme in Education. The programme has a fieldwork component which he/she has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/her/.

Yours faithfully,

THE UNIVERSITY OF ZAMBIA
ASSISTANT DEAN (PG)
06 NOV 2017
SCHOOL OF EDUCATION
LUSAKA

Emmy Mbozi (Dr)

ASSISTANT DEAN POSTGRADUATE STUDIES- SCHOOL OF EDUCATION

cc: Dean-Education
Director-DRGS

Appendix H: Approval of Study



THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road | P.O. Box 32379 | Lusaka 10101 | Tel: +260-211-290 258/291 777
Fax: +260-1-290 258/253 952 | Email: director@drgs.unza.zm | Website: www.unza.zm

21st June, 2018

REF. No. HSSREC: 2018-APR-008

The Principal Investigator

Dear Mr. Emmanuel Mutale,

RE: "LOCAL STAKEHOLDERS PARTICIPATION IN THE EXPANSION OF SECONDARY SCHOOL EDUCATION IN SELECTED SCHOOLS OF ISOKA DISTRICT IN MUCHINGA PROVINCE, ZAMBIA"

Reference is made to your submission. The University Of Zambia Humanities And Social Sciences Research Ethics Committee IRB resolved to approve this study and your participation as Principal Investigator for a period of one year.

Review Type	Expedited/Ordinary Review	Approval No. 2018-APR-008
Approval and Expiry Date	Approval Date: 13 th January, 2018	Expiry Date: 12 th January, 2019
Protocol Version and Date	Version-Nil	-
Information Sheet, Consent Forms and Dates	<ul style="list-style-type: none">English.	To be provided
Consent form ID and Date	Version	To be provided
Recruitment Materials	Nil	Nil

There are specific conditions that will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these are not adhered

There are specific conditions that will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these are not adhered to, the approval may be suspended. Should the study be suspended, study sponsors and other regulatory authorities will be informed.

Conditions of Approval

- No participant may be involved in any study procedure prior to the study approval or after the expiration date.
- All unanticipated or Serious Adverse Events (SAEs) must be reported to the IRB within 5 days.
- All protocol modifications must be IRB approved by an application for an amendment prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address or methodology and methods. Many modifications entail minimal risk adjustments to a protocol and/or consent form and can be made on an Expedited basis (via the IRB Chair). Some examples are: format changes, correcting spelling errors, adding key personnel, minor changes to questionnaires, recruiting and changes, and so forth. Other, more substantive changes, especially those that may alter the risk-benefit ratio, may require Full Board review and approval. In all cases, except where noted above regarding subject safety, any changes to any protocol document or procedure must first be approved by the IRB before they can be implemented.
- All protocol deviations must be reported to the IRB within 5 working days.
- All recruitment materials must be approved by the IRB prior to being used.
- Principal investigators are responsible for initiating Continuing Review proceedings. Documents must be received by the IRB at least 30 days before the expiry date. This is for the purpose of facilitating the review process. Any documents received less than 30 days before expiry will be labelled "late submissions" and will incur a penalty.
- Every 6 (six) months a progress report form supplied by The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB must be filled in and submitted to us. There is a penalty of K500.00 for failure to submit the report.
- The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB does not "stamp" approval letters, consent forms or study documents unless requested for in writing. This is because the approval letter clearly indicates the documents approved by the IRB as well as other elements and conditions of approval.

Should you have any questions regarding anything indicated in this letter, please do not hesitate to get in touch with us at the above indicated address.

On behalf of The University of Zambia Humanities and Social Sciences Research Ethics Committee (IRB), we would like to wish you all the success as you carry out your study.

Yours faithfully,



Dr. Jason Mwanza

BA, MSoc, Sc., PhD

CHAIRPERSON

**THE UNIVERSITY OF ZAMBIA HUMANITIES AND
SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE IRB**

CC Director – DRGS
Assistant Director - DRGS