

**AN INVESTIGATION OF STUDENTS' INVOLVEMENT IN COLLEGE  
MANAGEMENT. A STUDY OF TWO SELECTED GOVERNMENT AND  
PRIVATE COLLEGES IN MKUSHI AND KABWE DISTRICT OF CENTRAL  
PROVINCE, ZAMBIA**

**BY**

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requirement for the award of the degree of Master of Education in Educational  
Management and Administration**

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## **AUTHOR'S DECLARATION**

I, **Funjika Steven**, do hereby declare that this dissertation represents my own work and that it has neither in any part nor in whole been presented as substance for award of any degree at this or any other University. Where people's work has been drawn upon, acknowledgements have been made.

**Signature**.....

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**CERTIFICATE OF APPROVAL**

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## **DEDICATION**

This study is dedicated to my wife, Mary Kipemba Funjika, my lovely children: Steven Jnr, Edith, Lukomo and Butemwe. I also dedicate to my entire family members, DAPP Management and friends for the moral, financial support and understanding during the period of study. It is for this reason I have made it this far, thank you for being with me when I needed your support.

## **ABSTRACT**

A new generation of leaders is needed to address the changing issues facing local communities, build local partnerships, and assume leadership positions through training students in colleges as managers of the 21<sup>st</sup> century. This can only be achieved through meaningful student involvement in college management.

The purpose of the study was to investigate how students' are involved in college management at the two selected institutions. This research study sheds light on student involvement in the governance of a public college and private owned institution in Central Province of Zambia: Nkumbi International College and Paglory University.

Its objectives were to investigate the levels of student involvement, role of the students' governing councils, benefits of students' involvement, challenges and strategies for effective college management.

Hence to ascertain the aim and objectives, a survey research design was employed for a sample population of 134 respondents including; fourteen (14) administrative staff, thirty (30) lecturers, and ninety (90) students including their leaders/representatives. The questionnaire and a semi structured interview guide were used as tools for collecting data from the respondents. Data was analysed using computer MS-Excel.

The study revealed that student's were not fully involved in the management processes of their institution as the roles of the student's council were not clearly outlined at the two institutions. Among the challenges found by the study was limited extent of involvement, privacy and confidentiality from the administration, inconsiderate student leadership approaches and lack of timely feedback on student issues.

The major strategy determined by the study for improving student involvement in college governance was redefining and creation of a platform for more dialogue between students and the administrations through forming student organizations/leadership boards in the institutions. The study concluded that there are low levels of student involvement at the two institutions. Therefore, it recommended a condition of equal chances for students' involvement in college governance through the Government of the Republic of Zambia to pass a mandatory act of parliament to be used as a legal framework for the mandatory establishment of student councils in all tertiary institutions.

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## **LIST OF ABBREVIATIONS**

CBU	Copper Belt University
DAPP	Development Aid from People to People
EHCAAS	Evelyn Hone College of Applied Arts and Science
SRC	Student Representative Council
TEVET	Technical Education, Vocational and Entrepreneurship Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNZA	University of Zambia
ZOU	Zimbabwe Open University

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Overview**

This chapter consists of a background, statement of the problem, purpose and research objectives and questions of the study. The chapter then present the significance of the study and defines key operational terms, after which it presents the theoretical and conceptual frameworks before a summary of the chapter is drawn.

#### **1.1 Background to the study**

Globally, over time, the system of shared management has evolved to take account of more and more representation in decision-making procedure (Moore, 2004). According to Moore (2004), shared management or governance came of age in the 1960s, when colleges began to liberalize many of their practices. In fact, an often alluded to document on the subject, "Statement on Government of Colleges and Universities," was sent out jointly by the American Association of University Professors, the American Council on Education, and the Association of Governing Boards of Universities and Colleges in the mid- 60s (Moore, 2004). That statement endeavoured to acknowledge the importance of shared governance and affirmed some common principles (Quinn & Moore 2004). Students' involvement in university governance is therefore of paramount importance as they are part of the stakeholders in the college or university. The invaluable roles and contributions of education in the development of an individual and the society cannot be over emphasized. Many countries including Zambia, take education as an instrument for the promotion of national development as well as effecting desirable social change this perhaps, might be responsible for the continuous growing concern of all stakeholders in education sector on changes that are likely to affect it as well as the implications such changes will have on the management and administration of education (Kasambira, 1998).

There is therefore, the urgent need to really look into the future of our nation's education Vis-à-vis the challenges ahead with a view to achieving effectiveness, quality and relevance in the entire system.

Internationally, college or university practices, for decades have put emphasis on students' involvement in college or university governance". The American Association of University

Professors was the first organization to formulate a statement on the governance of higher education based on principles of democratic values and participation, which, in this sense, correlates with “ the Commonwealth Secretariat which gave a report on a counter-intuitive reality that critical and wide-reaching decisions related to education policy and practice are often debated, developed and implemented with insufficient engagement or input by the most significant stakeholder group of all – students. With this in mind, and following decisions made at the 18th Conference of Commonwealth Education Ministers (18CCEM) in 2012, the Commonwealth Secretariat commissioned this report on ‘The State of Student Governance in the Commonwealth’, a joint project by the Youth Division and Health and Education Unit (Commonwealth Secretariat, 2016).

By discussing the challenges ahead, our nation’s educational managers and administrators will be aware of their enormous responsibilities and be able to find lasting solution to the problem currently facing the educational sector and threatening the system.

May (2010), states that student governance has existed as an integral part of higher education since the time of the first college in Colonial America. He further states that through a detailed history of each phase of student self-governance from the earliest literary societies to the present-day student government associations, the struggles of students in higher education to acquire and hold power over their education, clubs, leisure and lives are offered to provide insight into the development and importance of student self-governance.

Immediately after Zambia got its independence, the country’s education was brought under a centralized system of administration with an aim of strengthening government control over schools. This called for the formation of committees at the Ministry of Education which presided over important decision-making points such as unifying the teaching service in the country, forming a national curriculum, and others; implying that all decisions for the country’s education sector were deliberated upon from the capital city (Mwanakatwe, 1968). However, as the country endeavoured to expand its provision for education, centralization gradually became a hindrance to the provision of the service. Bureaucratic procedures at the Ministry of Education proved to be time wasting for urgent decision making points. Ministry of Education (2005) states that matters regarding administration were decided by the Ministry of Education and schools and institutions possessed no such powers.

Hence in 1991 with a new government in power, the country in line with its liberal philosophical approach decided to decentralize the Education system. Mwanakatwe (1968)

denotes that the coming of the Movement for Multi-Party Democracy re-defined the nations' education policy in the context of liberalization.

A study conducted by Mwangi (2013) in Kenya showed that establishment of school governance in secondary schools was faced with challenges, such as conflicting interests of the students and tension between students and the administration. These challenges surfaced when the school became more established, grew in size, took in more students, moved into a bigger campus, and subsequently needed to face the public examinations. Mwangi (2013) argued that understanding such institutional factors could enable school administrators to effectively institutionalise student participation, such as forming student councils.

In view of the above, institutions of higher learning are facing the same challenges as those of secondary schools when it comes to the involvement of students in college management. It is generally acknowledged that participation upgrades organizational performance by inviting the entire community to review the available facts, to define problems and to recommend alternative course of action (The Common wealth Secretariat, 2016).

According to Quinn and Moore (2004) the Statement on Government of Colleges and Universities does not provide for a "blueprint" for the governance of higher education. Nor was the purpose of the statement to provide principles for relations with industry and government though it establishes direction on "the correction of existing weaknesses". Rather, it aimed at establishing a shared vision for the internal governance of institutions. In process and structure, end result is an organizational philosophy for shared governance in higher education (Quinn & Moore, 2004).

Due to the influence of public sector reforms, several authors, Kezar and Eckel (2004), Lapworth (2004), Middlehurst (2004), point out that, next to the concept of shared and participative governance, a new form of governance has emerged, that is the notion of corporate governance of institutions that has increasingly become a more dominant approach to tertiary management. According to Lapworth (2004), the rise of the corporate governance and the decline of the shared or consensual governance can be seen to be a result of the decline in academic participation, growing tendency towards managerialism and the new environment where the universities or colleges are operating.

In Africa, there exist several scholarly standpoints and judgments about how far students should be involved in their learning institutions' governance. According to Sithole (1998), contended that students should remain unreceptive, submissive and receive instructions from authorities, that is, the parents and the teachers. This view should not be the case because, since students are the major consumers of the services in the college/ universities, they should be fully involved in all matters of the university to a larger extent. On the other hand, Squelch (1999) and Magadla (2007), assert that, students can get involved in their learning institutions' governance but only to a limited extent. In his argument, on the same issue, Aggarwal (2004), postulated that, while students may not be involved in affairs interconnected to the administration of examinations, appointment of lecturers and teachers, assessment of student performance and other institutional governance matters, their responsibility should spread out into all spheres affecting their welfare, both scholastic and managerial. Though this view appears to support student involvement in decision making, it however confines student involvement in decision making to specific areas of university life. Huddleston (2007) asserts that, defining the limits of students involvement in this way is however not only likely to give students the impression that the university's' commitment is tokenistic and therefore not to be taken seriously, but it also severely limits the possibilities for experiential learning about the nature of schooling and the education system as well as in different forms of public decision-making (Huddleston, 2007). Wood (1993) carried out a study in three colleges about faculty, student and support staff participation in university governance. He found out that these groups constituted valuable sources of information on decisions. Respondents were found to be positive about student participation and capable of making significant contribution to quality of decisions (Zuo&Ratsoy, 1999; Menon, 2005).

For a long period, institutional governance has been a top-down paradigm. This has now been discarded in preference of a more democratic and participatory models (Goleman, 2002). This is based on the concept of collective leadership. Collective governance does not relate leadership with the endeavour of single individual as in the conventional theories (Goleman, 2002). It focuses more accurately on a new perception of governance where responsibilities and activities are shared out across an extensive range of people within each exact context (Lumbly, 2003). Mabena (2011) suggested that students' failure to make meaningful contributions may be found in educators' attitudes displayed towards them.

Among the studies that have been conducted in Kenya and else were in the world, they have proved clearly that involving students in their learning is very important as it gives them the ownership and gains practical experience whilst carrying out their roles or tasks given to them. If governance is shared, then students feel more positive towards college goals and objectives (Obondo, 2000). Obondo (2000) further asserts that in the transformation of universities, the students should be involved. Student association represents an important untapped resource in university effort to confront the current crises. Student representatives have also been noted to have the capacity to diffuse potential conflicts. This, they can do through regular meetings with their members and administration, designing mechanism for regular communication, thereby restraining their colleagues from unnecessary conflicts (Obondo, 2000).

Participation in school and institutions of higher learning governance should be improved. This is because the successes of these institutions depends on how all the stake holders are handled and are involved in the institutions' governance. This means that the absence of students' involvement and participation in college governance may hamper decision making process by other stakeholders therefore making it ineffective (Mwangi, 2013).

The study examines the management and administration of the two selected institutions based on the literature review from the historical perspective, highlights some of the endemic problems confronting the nation's education and the challenges ahead.

## **1.2 Statement of the problem**

For nearly five decades since Zambia attained her independence in 1964, the education system of the country had been highly centralized, with virtually all powers to make decisions vested in the Ministry of Education headquarters. Matters regarding planning and management were decided upon by the headquarters in liaison with the Provincial Education Offices. The district, college and school authorities did not have the power to manage their institutions. In addition, the communication channels and lines of authority were very long and winding, thus creating delays in decision-making (MoE, 2005).

As the consumers of college services, students are affected by pronouncements that are made by the government and have become enthusiastically concerned with the college governance. Since the decentralization of the Education system in 1991, studies have been conducted to access the gap of student involvement and how it can work out in schools/colleges and

universities in Zambia (MoE, 2008). The major change was the decentralization of the administration process by creation of education boards at district, college and school levels. Despite, creation of education boards, the student voices has not been loudly heard. There has been low participation in college management. The students' involvement is not taken good care of and there is no formidable policy governing them. This has made it an ideal location for the study since it could give a real reflection of the factors influencing patterns of student involvement in college governance in Zambia.

From the point of view of students themselves, their ideal situation or motivation for engaging in college decision making as stated by Zuo and Ratsoy (1999) could be dictated by such factors as the chance for students to improve college governance, gain experience, and develop the desire to serve other students. The role of the students in the life of the school gives them the chance to undergo training which prepares them for future life. Anzigare (2007) contends that from a purely administrative point of view, the students' participation in the life of the school also contributes greatly to the efficient and orderly operation of the institution. Anzigare (2007) further adds that students' participation improves communication, lead to better understanding and co-operation and help to resolve many personal and social problems which can be disruptive.

Unfortunately students in Zambia, just like in other countries on the African continent, astound many colleges and governments as they resort to distraction of property and disturbing academic calendars due to sudden school closures due to poor health and hygiene facilities, hicks in tuition fees, poor relationship witnessed between administrative staff and students among others. These disruptions have led to poor academic performance. Heald and Moore (1990) denoted that involvement of students in management of college has capacity to arrest such demonstrations and their consequences. In spite of such benefits of students' participation in school governance, most colleges in Zambia have however not effectively adopted this kind of management approach where students are involved in the daily running of the college activities. There have not been enough efforts in initiating meaningful students' involvement avenues that can trigger change in colleges in Zambia. But on the contrary this is not the case of most institutions privately owned or public institutions. This study however was premised on the assumption that people who have a hand in deciding policy will tend to support that policy more. Therefore it intends to access and ascertain the levels of student

involvement in the day to day college management activities in the two selected higher learning institutions.

### **1.3 Purpose of the Study**

The purpose of the study was to investigate students' involvement in college management at Nkumbi International College and Paglory University.

### **1.4 General Objective**

The main objective of the study was to investigate students' involvement in college management at Nkumbi International College and Paglory University.

### **1.5 Specific Objectives**

The study was guided by the following objectives:

- i. To investigate student involvement in college management.
- ii. To ascertain the role of the student governing councils in influencing student involvement in college governance.
- iii. To find out the challenges that limit student participating in college management.
- iv. To determine the strategies for effective student involvement in college governance.

### **1.6 Research Questions**

The study was guided by the following research questions:

- i. What is the level of student involvement in college management?
- ii. What is the role of student governing councils in influencing student involvement in the governance of the colleges?
- iii. What are the challenges limiting the participation of students in college management?
- iv. What are the strategies that colleges can adopt for effective student involvement in college governance?

### **1.7 Significance of the Study**

This study would generate information that can be added to the already existing information concerning meaningful involvement of students in college management in both government and private colleges. Furthermore, the study hoped that its findings would be a step towards providing innovative ideas and best practices in supporting students concerns and views in Zambian colleges and universities. However, it should be clear to the reader that the study did not generalize its findings, but intended for other institutions to be able to analyze what can be practical to their situation with regard to student governance.

### **1.8 Limitations of the Study**

The study combined students randomly selected to answer the questions. The researcher encountered challenges when meeting the respondents who had other commitments such as lecturers going for monitoring students on school experience, others conducting grade 12 General Certificate Examinations at their college. Some participants were not able to answer the questions as it was their first time to participate in a research exercise.

### **1.9. Delimitation of the Study**

The research was limited to students, lecturers, and administrative staff only and did not involve College Board members, District Education Offices for their views on student's involvement in the selected institution.

The study was carried out in one public college in Mkushi District and private University in Kabwe District. This means that many private colleges and public Universities in the two Districts were not targets in the study for comparative purposes. This meant that the findings of the study could not be generalized to all colleges and Universities in Zambia.

### **1.10 Assumptions of the Study**

The study was based on the following assumptions:

- i. The respondents in the study would give honest responses on students' involvement in college management.
- ii. The students were aware of the key areas of governance.
- iii. Involvement of students in governance is influenced by various institutional factors which can be measured using questionnaire and focus group discussions.

## 1.11 Operational definitions of terms

**Democracy:** It refers to rule by people or a style of Government and a style of human relationships

**Governance:** This refers to the processes and decisions that seek to define actions grant power and verify performance.

**Management:** Is a social process which is designed to ensure the cooperation, participation and involvement of people in effective achievement of a given objective.

**International best practices:** Refer to the universally accepted standards of college/university governance.

**Meaningful Student Involvement:** Refers to deliberately and actively engaging students at all levels in teaching and learning process.

**Participatory decision making** refers to a form of decision making where all members of a given organization participate.

**Lecturers' attitude** refers to their perception of governance where responsibilities and activities are to be shared out across an extensive range of people in college/university.

**Participatory Governance:** This refers to all models by which students are involved in making key decisions especially relating to their welfare, selection of student leaders, and setting group norms.

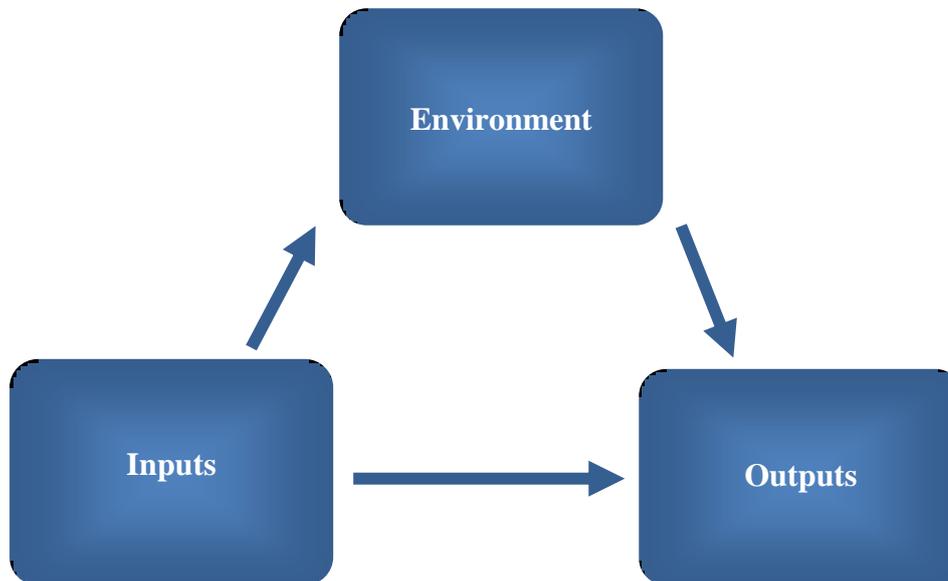
**Students' Governing Council** refers to the students' leaders who are democratically elected by their fellow students in the university. The council is made up of a chairman, vice chairman, secretary and directors and chaired by the chairman.

**School Governance:** This is the framework through which high-quality leadership can be exercised throughout the educational system to support students and their success.

**Student Representation:** Is defined as students' formal and/or actual ability to influence decisions made in the context of a higher education institution and administration

**Student Unions/Councils:** A communication and leadership model employed for effective management of colleges/Universities.

## 1.12 Theoretical Framework



**Figure 1.1– Astin’s 1984 Theory of Student Involvement in management**

### **Astin’s Theory (1984) – Theory of Student Involvement in management**

Alexander Astin purported a theory in 1985 which explains how desirable outcome for institutions of learning are viewed in relation to how students change and develop as a result of being involved in co-curricular activities and other academic aspects of the institution. This theory is known as Astin’s 1984 theory of Student Involvement. The theory has core concepts, composed of three elements. The first element is student's "*inputs*" which include their demographics, their background, and any previous experiences. The second is the student's "*environment*", which accounts for all of the experiences a student would have during college. Lastly, are "*outcomes*" which cover student's characteristics, knowledge, attitudes, beliefs, and values that exist after a student has graduated from the college (Astin, 1984).

This theory has many applications in the world of higher education, and is one of the strongest pieces of evidence for co-curricular student involvement. According to Astin (1984), the theory has five basic assumptions of involvement. The first assumption argues that involvement requires an investment of psychosocial and physical energy. In this sense, students are expected to take part in co-curricular activities that are both psychosocial and physical in nature. For example, activities such as preventive maintenance, sports, productive

unit, clubs and subject associations have psychosocial and physical influence on the students and hence imply a form of involvement.

Secondly, Astin (1996) adds that involvement is continuous and the amount of energy invested in it varies from student to student. The continuity of student involvement is found in the democratic characteristic of their leadership structures. As years go on and on, students are involved in the selecting of their newer leaders to ascend positions of those exiting power. Just like it is mandatory for all democratic countries to elect new leaders in government at the end of each term, students also have to be involved in governance through allowing them to select new leaders with different characteristics to ascend to power from year to year. Astin's assumption is that as students get involved in decision making processes such as choosing their own leaders, the trait of continuity in student governance involvement becomes evident and the amount of energy invested in this form of involvement has power to allow students to contribute effectively in managing the institution.

Thirdly Astin (1999) assumes that aspects of involvement may be qualitative and quantitative. Implying that the number of students involved in the governance of their institution has a bearing on the quality of the influence they can make in the decision making processes of the institution at management level. It is obvious that the more students get involved, the better the administrative decisions become.

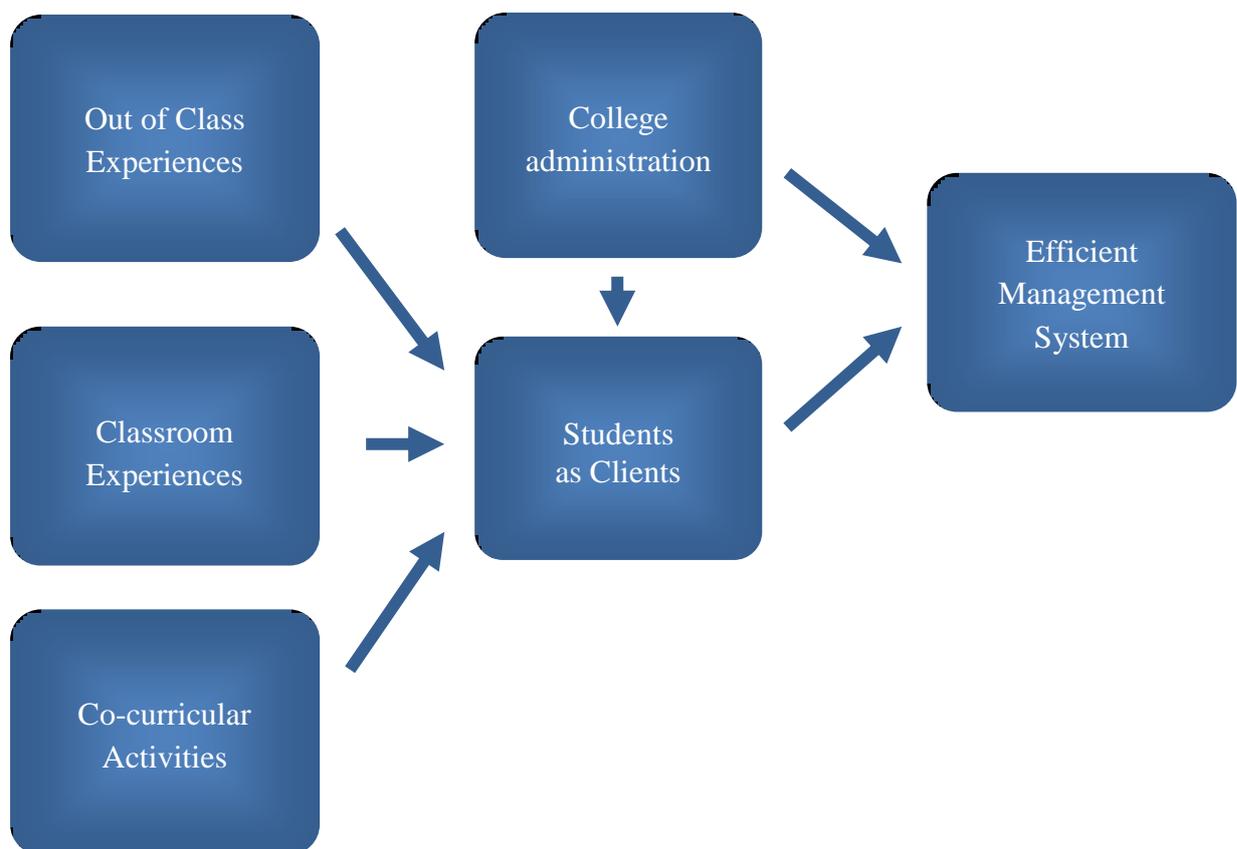
The fourth assumption of Astin's (1984) Theory of involvement states "that what students gain from being involved in their development is only directly proportional to the extent to which they were involved; in both aspects of quality and quantity. The institutions should involve all students in their decisions making processes to get clear and full information on all issues of student concerns. The effect of involving a limited number of students is miss collection of information as certain students may have selfish motives over certain issues.

Lastly, Astin (1984) in his theory asserts that academic performance is correlated with the student involvement. Institutions that score highest have also shown to be with good student involvement leadership structures and communication. An ideal situation of an institution with good student involvement is where students have a good relationship with members of staff such as lecturers and administrators as this acts as a recipe for the quality of involvement in administrative governance while motivating them to perform well academically. Researchers have continued to study this correlation with similar results. For instance, Kuh

and Pike (2005) found that student involvement in co-curricular activities such as student organizations, leadership positions, and activity in campus residence halls has a positive correlation with retention and academics.

In summation, the study took these five assumptions into consideration for accessing the data which was collected at Nkumbi International College and Paglory University. The study checked whether the data collected from the two higher learning institutions posses such traits as psychosocial and physical involvement and continuity of involvement. The study also tracked involvement in qualitative and quantitative terms as well as through checking the levels of academic performance.

### 1.13 Conceptual Framework



**Figure 1.2 (Model adpted from the field, 2018)**

A conceptual model of student involvement in educational management was generated from the theory of Astin, showing variables that illustrate the extent to which students are involved in college management. Alexander Astin's 1985 theory of student nvolvement explains how

desirable outcome for institutions of higher education are viewed in relation to how students change and develop as a result of being involved in management activities such as co-curricular activities and other curricula related roles.

Astin (1996) defined involvement as an investment of physical and psychological energy that occurs along a continuum and has both quantitative (e.g, time spent) and qualitative (e.g., amount of focus or depth) features. The conceptual framework above shows such amounts of focus with regards to the depth of variables such as student's experiences in the classroom, outside and during co-curricular activities as indicators for showing the extent to which students are involved in college management. Astin (1996) described an involved student as one who "devotes considerable energy to studying, spends much time on campus, participates actively in student organizations, and interacts frequently with faculty members and other students". In this study, it was expected that results such as Astin's examples, as sited above, should be evident among students in their experiences. Then the study further expected to use the framework above to explain empirical knowledge about environmental influences on student development from a variety of psychosocial and learning pedagogies.

Researchers such as Pascarella and Terenzini (1991) after employing Astin's Theory found that the frequency and quality of students' participation in activities was associated with high educational aspirations, enhanced self-confidence, and increased interpersonal and leadership skills. Similarly, Rubin, Bommer, and Baldwin (2002) concluded that an extracurricular index score that represents the number of clubs in which students were involved, offer status, and hours spent significantly predicted interpersonal skills such as communication, initiative, decision making, and teamwork. Hence, this study endeavoured to see whether comparable results would be achieved.

#### **1.14 Chapter Summary**

The chapter introduced the study on the students' involvement in the management and administration of colleges in Mkushi District and Kabwe District, Central Province of Zambia. The chapter also presented the background to the problem, statement of the problem, research objectives and questions, significance of the study and the theoretical framework applied to the study, definition of terms and ethical considerations. The next chapter provides a review of literature relevant to the research study.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Overview

This chapter discusses a review of relevant literature on an investigation of students' involvement in college management. It is presented under the following themes: the level of student involvement in college Governance, the role of the students' governing councils, benefits of students' involvement in college management, the challenges faced by student's involvement in college management, and the strategies for effective management of college. A summary is given at the end.

#### 2.1 Level of students' involvement in college management

According to Wood (2016), involvement of students in college governance is defined as the provision for student representation on the governing bodies of higher education institutions. Michael (2009) defines involvement of students in college governance as the participation of students as active agents in the governance of higher education. Involving students requires an acknowledgement of the multi-levelled nature of higher education governance; aspects of student self-governance on campus; and the various informal ways of students' intramural and extramural involvement in regime politics. Adams (2017) argues that participation should be considered as a dimension of people's quality of life, which is closely related to social inclusion and identity. It is an educational and social process which should be taken into account at all stages of the education system. Therefore, colleges and universities could serve as participative spaces where students learn through being actively involved, practice democratic principles and how these can be applied to different real life situations.

Traditionally, the responsibility for decision-making in college or university governance was assumed mainly by administrators. However, the variety and complexity of tasks performed by universities require interdependence among administrators, faculty members, students, and members of the supporting staff. Participative decision-making in college/university governance has been practiced for years. As the clients of campus services, students are affected by decisions that are made on campus.

Student involvement in university and college governance began in the late 1960s and the early 1970s in the U.S. and Canada. In Canada, Duff and Berdahl (1966), cited in Moses

(2016), conducted a national study of university governance and encouraged institutions to take the decision-making process more open and transparent and to allow for greater participation by faculty members and by students. According to James (1975), 78% of Canadian university boards included students. Since the mid-1970s, student involvement in university governance has been widely accepted. Based on the national survey on Canadian University Boards of Governors, Conley (2008) reported that a greater number of Universities included student representatives in 1995 than in 1975. They indicate that students comprised 9.2% of board membership, and that 100% of the reporting institutions had student members on their boards.

In recent years, universities created space for the participation of students in University Governance in different capacities (Obondo, 2000). This was necessitated by the University management's desire to democratize the universities. However, research has shown that there has been student disturbances in the recent past and this has astounded many universities on the African continent, leading to distraction of property during violent demonstrations and running battles with police. In some cases, universities have been closed resulting in loss of learning time and postponement of semesters. In order to curb such, involvement of students in college/university governance is thought to arrest such demonstrations and resultant consequences.

Alimba, (2013) states that student involvement in University Governance/college is based on the notion of distributed leadership. This is a situation where governance of a university is not resident in one person. Harris (2009:13) notes that student governments are the officially recognized institutional executives of the student body, and go by the names like Student Representative Council (SRC) or student unions. Student governments are typically structured along various functional spheres. This structure typically revolves around a central body – the SRC and substructures that organize student life in residencies, faculties, sports and recreation.

In addition, students can participate by serving as members in the following university/college committees: the students' disciplinary committee; security committee; production unit committee; ceremony committee; finance committee, among others (Naomi, 2016). Students can also be involved in national or institutional student organizations in higher education policy making (Aluede, 2004:1). However, Miller (2002) puts it that in most countries, student voting rights are limited to issues that seem to be considered of most

immediate concern to students, while they are not allowed to vote on issues that concern staff appointments, administrative, finance issues, curricula or issues relating to the academic performance.

## **2.2 The role of student governing councils**

If governance is shared, then students feel more positive and have ownership towards college goals and objectives (Obondo, 2000). Obondo (2000) further asserts that in the transformation of Universities, university colleges the students should be involved. Student association represents an important untapped resource in University/college effort to confront crises. Student representatives have also been noted to have the capacity to diffuse potential conflicts. This can be done through regular meetings with their members and administration, designing mechanism for regular communication, thereby restraining their colleagues from unnecessary conflicts. Thus, the University of Nairobi education policy guidelines are grounded on the University's core values which include among others; freedom of thought and expression, innovativeness and creativity, good governance and integrity, team spirit and teamwork, professionalism and quality customer service (Obondo,2000).

Okafor (2011) states that student councils provide a representative structure through which students can debate issues of concern and undertake initiatives of benefit to the school and the wider community. Students have a voice and a contribution to make to their school. It is important that they are given the opportunity to express their views on issues of concern to them in the school. It is equally important that they are listened to and encouraged to take an active part in promoting the aims and objectives of the school. The recent establishment of student councils in many schools is a most welcome development.

The establishment of Student Councils gives students an opportunity to acquire the sort of communication, planning and organizational skills which is of benefit to them in their future lives. It enables students to take responsibility for projects, and to demonstrate that they can manage and bring such projects to successful conclusion. Moreover, the contribution made by a Student Council to the development of school policy in a number of areas can have significant benefits for students and the school. School policies are far more likely to be successful where they are clearly understood and accepted by all partners within the school community (Adams, 2017).

Furthermore, Paul (2011) alludes to the fact that the main role of the Student Council as set out in the Education Act of Mauritanian government is to promote the interests of the school and the involvement of students in the affairs of the school, in co-operation with the board, parents and teachers. A Student Council should set its own objectives which vary from school to school. Some general objectives would include: enhancing communication between students, management, staff and parents; to promote an environment conducive to educational and personal development; to promote friendship and respect among pupils; to support the management and staff in the development of the school, and to represent the views of the students on matters of general concern to them.

According to UNESCO (2008:30), in some schools students play a valuable role in the management of the school. For example, students assist in the running of the school shop and/or library or helping to maintain order in corridors between classes and during breaks. These arrangements generally have not been developed as representative structures, and the activities involved may not be appropriate to the work of a Student Council. School management should consider carefully which elements of their existing structures can be incorporated with the Student Council, and which may reasonably continue to run in parallel.

The Education Act provides that a Student Council shall act in co-operation with the Board of Management, parents and teachers. A Student Council should not through its activities interfere with, or detract from, the authority of school management or the teaching staff of the school. It is therefore not a function of a Student Council to discuss or comment on matters relating to the employment or professional affairs of the Principal, teachers and other staff of the school, or to become involved in issues that fall within their professional competence (Igbal, 2014).

Paul (2011) asserts that the involvement of the student leaders in the guiding and counselling department for the students indicates that most of the students who are in their fourth year of learning believe that frequently they are involved in the student counselling. A lesser percentage of the students who are in their third year level of education indicated that student leaders are involved in guidance and counselling all the time. It can therefore be deduced that the student governing council is frequently involved in guidance and counselling of their fellow students at the department. This is a high level of student involvement in the University Governance as the issues handled are those affecting their peers. These findings agrees with those of (Igbal, 2014:95), who carried out a research at Kenyatta University on

“The Involvement of Student Leaders in the Governance of University: An Implication of Shared Leadership” and found out that Student leaders as members of the community of scholars have minimal contribution in decision making”. The senior academicians have the final say in decisions made about the learning and teaching, student leaders are considered to be inefficient in matters of the curriculum.

Furthermore, Adams (2009: 13) alludes to the fact that protecting student interests and promoting the welfare of students are two major functions of each of the student organizations. First of all, student representatives sit on almost all the formal decision making bodies of the university at the different levels taking part in University policy making and in administering University affairs; including student affairs. In addition, students are extensively involved in the provision of student-related services, first, by sitting on university committees associated with these services, and, second, by operating their own student services. Much of the budget for each of the three student organizations examined in this study is actually devoted to providing services to students.

Notwithstanding the above discussed roles, in my opinion my argument is that in most of the Third World countries, especially Africa, it is very rare for universities to realise the importance of involving the students in decision making. I believe some dictatorial tendencies are to a large extent exhibited in most of the tertiary institution. My argument is underpinned by what Okafor (2011) stated “The issue of universities in Africa being collaboratively run by both the management and the students will decades be rhetorical as students are viewed as empty beakers”.

#### **2.4 Benefits of students’ involvement in college management**

The governance of the University has not been smooth since its inception all over the world. According to the New York State Legislature (1970:68), the relative numbers of those involved in the unrest in any given case of campus unrest was less than five per cent. The activists tended to be enrolled in either the Social Sciences or Humanities, with an orientation towards the liberal arts. They were generally the average and above average students. Adams (2017) adds that even up to date, a number of colleges and universities in the United States are facing some serious challenges that result into students demonstrations.

The Asian continent has also not been spared by student unrest. A notable case is that of India’s Madhav College of Arts, Commerce and Law in Ujjain that took place in August

2009. Osman (2012:25) provides details of this case. Students at this college were scheduled to hold their union elections in August 2009. However, the college faculty postponed the elections. The postponement of elections at the college prompted a posse of students to storm the gates of the college in protest in the same month. In the ensuing melee, the head of the political science faculty at the College, Professor Harbhajan Singh Sabharwal, who reportedly made a mild show of support of the faculty decision to postpone the college election during an argument with the militant students, was manhandled, inflicted with several blows to the chest and suffered a fatal heart attack. The professor later died. The students also damaged some offices of the administrative staff. Arrests of students involved in the protest together with supporters of the students' union (opposition political party leaders) were made.

Okafor (2011) states that in most African Universities and Colleges, management has been faced with various challenges since early 1980s, including high rates of youth restiveness, poor academic performance, examination malpractices, increasing conflict on campus, and indiscipline among students in universities across the country. Moreover, another thing worth mentioning is the fact that students in most Colleges and Universities have resorted to cultism, riots, robbery, cybercrime, theft, prostitution, hooliganism, and drug abuse, and have shown a general lack of interest in academic matters during the course of their university education (Igbal, 2014). In some cases, the situation deteriorated to the extent where government was forced to close down some universities to enable law enforcement agencies to re-establish law and order. Many researchers believe that these problems indicate leadership deficiencies, as a result of which university managements prove ineffective in ensuring academic excellence, providing good communication network, motivating both teachers and students, and even enforcing discipline among students (Obondo, 2000). This scenario has also been recorded in Zambia in some higher learning institutions.

Adams (2009: 13) similarly states that "Student unrest is quite damaging to institutions. Severe unrest damages institutional property and threatens the lives of the people". In whatever form, the unrest disrupts institutional activities and has contributed to poor educational standards. There is the incessant closure of institutions of learning whenever there is a demonstration, which adversely affects the scope and curriculum of programmes offered (Aluede, 2004:1). In addition, student unrest is part of the mechanism through which increases in the flow of resources allocated to human capital by the public sector are prevented from becoming adequate. This has not spared Zambian higher learning institutions.

Paul (2011) strongly argues that “The solution to the above problems lies in involving students in decision making”. Research has therefore indicated that student involvement in decision-making has various related benefits. A benefit of effective participation is that students find it easier to accept decisions in which their representatives have had input as participants. They are also more likely to understand the motives for an otherwise objectionable policy and to appreciate that the motives were not malicious, even in the case of mistakes. Obondo (2000) observes that, if students are involved in making decisions about salient issues concerning their lives, they are likely to be identified with the outcomes of such processes, and colleges with institutionalised participation experience less student-related administrative problems. If governance is shared, students then feel more positive about college goals and objectives (Obondo, 2000). Obondo (2000) further asserts that, in the transformation of universities, students should be involved. A student association represents an important resource in university efforts to confront challenges as they arise. Student representatives have been noted to have the capacity to diffuse potential conflicts. This they can do through regular meetings with their members and the university administration, and by designing a mechanism for regular communication, thereby restraining their colleagues from engaging in unnecessary conflict (Obondo, 2000).

Similarly, Wood (2016) conducted a study in three colleges on faculty, student and support-staff participation in governance and found out that these groups constituted valuable sources of information on decisions. Respondents were found to be positive about student participation and the ability of students to make significant contributions to the institution (Ojo, 1995). The effectiveness of student involvement in decision-making & university leadership quality of decisions is exhibited (Conley, 2008). However, he further argued that students may not be in a position to effectively represent the interests of their groups if they have no place on university boards. This would simply promote the interests of a specific group, which may lead to conflict. This scenario is a reality in the Zambian context.

According to the research conducted at some few universities in Western Europe, it was revealed that most respondents, including the students themselves, saw student participation in a positive light (Moses, 2016). They believed that students as clients of the university have a right to participate in making decisions that influence them, and that administrators and academic staff need student input in decision making. Some students, especially under graduate students, were thought to have sufficient knowledge and experience to contribute meaningfully to university decisions. Several academics and senior university officials

contended that administrators, as educators, have a responsibility to facilitate student participation in university decision making since student involvement not only ensures representation of student interests, but also provides opportunities to learn how the university works, and enables students to develop leadership skills. Student input is necessary, they claimed, if the university is to operate as a community in which everybody has a stake in the outcomes and health of the institution. Most of the respondents felt that administrators at different levels generally supported student participation in university decision making activities.

## **2.5 Challenges faced by student's involvement in college management**

For a long period, institutional governance has been a top-down paradigm. This has now been discarded in preference of a more democratic and participatory models (Miller, 2002). This is based on the concept of collective leadership. Collective governance does not relate leadership with the endeavour of single individual as in the conventional theories. It focuses more accurately on a new perception of governance where responsibilities and activities are shared out across an extensive range of people within each exact context (Naomi, 2015). Asiyai (2015) suggests that students' failure to make meaningful contributions may be found in administrators and educators' attitudes displayed towards the students.

In a research conducted in Kenya by Ofordile (2001:20) it is clear that the absence of students' involvement in school governance may hamper decision making process by other stakeholders therefore making it ineffective. According to (Conley, 2008), the statement on Government Colleges and Universities does not provide for a "blueprint" for the governance of higher education. Nor was the purpose of the statement to provide principles for relations with industry and government though it establishes direction on "the correction of existing weaknesses". Rather, it aimed at establishing a shared vision for the internal governance of institutions.

The limitations and issues associated with student participation in university decision making have been explored in earlier studies. Factors inhibiting student involvement included disrespect of administrators and faculty members for students participating in this process, student apathy, student immaturity, frequent absence of students from university committee meetings, limited knowledge and experience of students, the requirement of confidentiality, and the exclusion of students from sensitive decision issues (Hicks, 2018) Following the early

1980s, student participation in university governance in the U.S. declined, leaving some observers pessimistic about the future of student influence (Michael, 2009). According to the above-mentioned Canadian studies and Canadian statistics, this does not appear to be true for Canadian universities; indeed, the opposite would seem to be the case in Zambia.

Naomi (2016) argues that most university-school administrators do not allow their students to participate in decision-making in their universities. They assert that the major problem confronting their universities is the alienation of students from decision-making. This present situation in our universities is described by Hicks (2018:139) who states that students are given a voice but in fact have little or no choice about what they do or how they participate. There is no meaningful involvement of students in deciding some of the issues that affect them directly.

Despite the usefulness and relevance of student participation in decision-making in college/university management, it has been established that not all university administrators encourage and practise student involvement in decision-making in their college/university. Igbal (2014) points out that administrators vary greatly in the extent to which they encourage or may be due to an administrator's view concerning her/his roles and the staff members, as well as the confidence and trust the administrator has in the ability, sincerity, competence and performance of her/his subordinates. It needs reiteration here that decisions give rise to policies and plans, which, of course, are mere intentions when not implemented. The actual task of implementation rests with all the staff of an organization. It has been argued that there should be participatory decision-making if the implementation is to be successful by allowing other staff and students to participate in the decision-making process.

In the context of Nigeria, like many other universities in Africa, however, it seems that not very many universities encourage student involvement in decision-making, and, even among the few vice-chancellors who try it, fewer still understand the basic principles of student involvement in decision-making. This is evidenced in the many staff strikes and student demonstrations in Nigerian universities, which are caused by faulty decision-making, (Naomi, 2015). The state of the art of decision-making therefore seems to be defective in Nigerian universities, owing to the way decisions are imposed on students, as evidenced even in the structure of the university system. The lack of effectiveness results in cases of stress, tension, frustration, isolation, selfishness, and conflict between staff and management, between students and staff, between students and management themselves, among staff

themselves, and in the management rank (Howard, Brainard, 1999). The Nigerian student unions thus often complain about the lack of involvement of students in decision-making. Consequently, wrong decisions are made on issues involving student admission, student housing, tuition fees, allowances, students' general welfare, and disciplinary matters.

According to Michael (2009), students should remain unreceptive, submissive and receive instructions from authorities, that is, the parents and the teachers. This view should not be the case because, since students are the major consumers of the services in the universities, they should be fully involved in all matters of the university to a larger extent. On the other hand, Conley (2008) asserts that students can get involved in their learning institutions' governance but only to a limited extent. In his argument, on the same issue, Hicks (2018) postulates that while students may not be involved in affairs interconnected to the administration of examinations, appointment of lecturers and auxiliary staff, assessment of student performance and other institutional governance matters, their responsibility should spread out into all spheres affecting their welfare, both scholastic and managerial. Though this view appears to support student involvement in decision making, it however confines student involvement in decision making to specific areas of university life.

Thus, Naomi (2015) in her study confirms that some administrators and members of the academic staff claimed that the primary role of students is to study and, as a consequence, they should not be encouraged to be full-time politicians. The administrators argued that students do not have to be involved in university decision making processes because they already have a voice through the university-sponsored surveys. Additionally, student lack of experience and knowledge, their immaturity and other disadvantages were perceived as preventing them from being effective participants in decision making.

Harris (2009) conducted a study in Canada to investigate the factors which student representatives perceived to help or hinder their effectiveness as student members of departmental committees. The study showed that role ambiguity among student representatives was a leading factor, hindered their effective representation of students. Another study by Mwila (2013) on the effectiveness of the gender policy on women participation at tertiary institutions in Zambia showed that poor implementation structures in tertiary institution was the main factor that inhibited the 30% women representation in decision making positions.

Moreover, Michael (2009) in his study on 14 universities in Western Asia discovers that the impact of student involvement in the governance of the university was dependent on three main sets of factors: personal factors, environmental factors and organizational factors. Personal factors included the individual participant's philosophy, educational level, and degree of maturity, attitudes, personality, age, leadership style, experience, and interpersonal skills. Examples of attitudinal factors were the attitudes of some administrators about student participation, the confrontational or non-confrontational attitudes of individual students toward others, and the enthusiastic or indifferent attitudes of individual students towards student participation in university governance.

With regards to environmental factors, Michael (2009) alludes to the fact that the most prominent were political and economic factors existing in the broader community, and the culture and special circumstances of the organization. For instance, student involvement in university decision making was heavily influenced by the local economic and political situation as the university was forced to restructure its units due to the financial constraints it faced. Concerning organizational factors, there were university organizational and structural factors, such as time of scheduling meetings and rules of the university governing bodies affecting student participants. There were also program-related factors caused by differing characteristics of students studying in programs at different levels.

According to the USA, New York State Legislature (1970:166-167), cited in Moses (2016), students considered the faculty and administration as enemies. On the other hand, the faculty and administration viewed students with suspicion. The situation is not different in Africa. For instance, in his study of *The Role of Communication in Higher Institutions of Learning – A Case Study of The University of Zambia (UNZA)*, Musepa (2003:88) also discovered that there was enmity between administration and students and the former viewed the latter with suspicion. As a result of this kind of relationship, communication between the two parties was poor and conflicts were common. Some of the conflicts led to closure of the institution.

## **2.6 Strategies for effective management of a college/university**

The importance of involving students in university needs no over emphasis. Therefore efforts should be expended to ensure that students are meaningfully and effectively involved in university governance. Conley (2008) suggests a number of strategies which universities can explore.

First, universities should provide clear information with regard to the rules and regulations of all boards and governing bodies involved in the functioning of the university, and providing more and better information on the rights of students.

Second, universities should cultivate a positive attitude at different organizational levels towards students' proposals and establishing of trusting working relationships with student representatives.

Third, giving consideration to the provision of spaces and times for student representatives to be able to inform and consult students.

Fourth, universities should maintain and improve formal spaces for participation, paying special attention to student electoral processes.

Fifth, universities might consider giving more of a voice and vote to certain governing organs, particularly those closest to the academic and educational life of students, whilst also making the functioning and decision-making of bodies more transparent.

Sixth, universities should offer specific training for student representatives, since certain skills and attitudes are required for fulfilling the duty of representation.

Furthermore, according to EL-Hussein (2003), efforts should be made jointly by administrators and students to improve student participation in the governance of the university. For example, administrators could facilitate student involvement in university decision making processes by providing necessary training, appropriately scheduling university committee meetings, increasing student representation on certain university committees, and using multiple approaches to obtain student input. The challenge is to develop means whereby those faculty members and administrators who hold negative attitudes toward student involvement might be enlightened about the students' role in university governance so that they would show greater respect for student members on university committees.

Student organizations and students at large ought to cooperate and work pro-actively with administrators. They would earn the respect of others by being active participants in decision making, and acting in a mature and responsible manner. Student organizations should strengthen the training for new student executive members and student services directors in order to overcome the problems caused by the "*transient nature*" of students. Respondents

indicated that both formal and informal communication between administrators and students should be improved to increase cooperation and decrease misunderstandings between them. To better satisfy student needs, they also suggested that a formal mechanism be required to coordinate the communication and cooperation between university-operated and student-operated student services (Conley, 2008).

According to the study that was carried out in Nigeria, it was established that respondents agreed that life skills related strategies for effective management of higher education for building a culture of peace in Nigeria and improving academic productivity are aligning university education to skills needed for job creation, teaching problem-solving, conflict resolution, decision making, negotiation and communication skills. Teaching of problem-solving and conflict resolution skills could make learners to identify and solve problems immediately as they arise to avoid tension that could emanate when the problems are not solved at the right time and thus can help to promote peace. As rightly noted by Goodman (1995), possessing skills for solving problems and resolving conflicts reduces the risk of adjustment difficulties in youths and children even youths in troubled families. In addition, Burns (2011) notes that peace education is most effective when the skills of peace and conflict resolution are learned actively and are modelled by the school environment in which they are taught. Additionally, Asiyai (2015) affirms that learning skills for non-violent, conflict resolution and respect for human rights would help to stabilize and secure human lives and societies. The finding of the study also revealed that a culture of peace could be built in Nigeria by universities aligning education to skills needed for job creation.

Asiyai (2015) reports that the same study also reveals that respondents overwhelmingly agreed that developing an institutional climate related strategies could enhance building a culture of peace in Nigeria for improving academic productivity in universities. Such institutional climate related strategies are: respecting the rights of others, ensuring harmonious living with one another, modelling peaceful living, in addition to respecting the dignity of staff and students and love and care including friendliness, orderliness, team work and cordial relationship with staff. This finding lends credential with Rivera (2009) who suggests that building a culture of peace in any organization revolves around participative management, tolerance, respect for human rights, and creating an orderly climate. Furthermore, this finding is in agreement with those of Alimba (2013) who identified caring, trust and respect among the eight indicators of school climate that could help in fostering a

culture of peace. Additionally, Moses (2016) states that leadership as a component of school climate significantly correlated with a culture of peace in school.

According to the study carried out in Algeria, it was revealed that the respondents overwhelmingly supported the aspect of funding related strategies as a very effective way of improving academic productivity in universities. Such strategies are ensuring equitable disbursement of fund to state and federal universities, ensuring transparency in distribution of fund, disbursing fund when due and adhering to UNESCO (1995) recommended 26% budgetary allocation to education. Several research studies (Aluede, 2005), Adams (2009: 11) has identified poor funding of higher education in Algeria as a major factor that triggers up staff union disputes, students unrest which disrupts academic activities. The implication of this is that with adequate funding of higher education in Algeria, a culture of peace that could promote sustainability of the system and the country could be attained. The findings for hypothesis four shows no significant difference among academic staff, senior staff and students on institutional climate related strategies that could be adopted for effective management of higher education for building a culture of peace in Algeria and improving academic productivity in universities.

Furthermore, it was initially stated by Adams (2009: 13) that student unrest is quite damaging to institutions. Severe unrest damages institutional property and threatens the lives of the people. In whatever form, the unrest disrupts institutional activities and has contributed to poor educational standards. Thus, According to the study carried out at Evelyn Hone College of Applied Arts (EHCAAC), it was revealed that there had been a number of communication breakdowns between EHCAAC management and the students. This has usually led to poor relationships as evidenced by student class boycotts and demonstrations. These have usually been violent and in turn tarnished the image of the institution. The effective provision of the goods and services has also been negatively affected. This is evidenced by student complaints on the quality of services received (Alimba, 2013).

Moses (2016) recommends that the solution to this can be communication which can be used to prevent conflicts between management and students. A number of scholars have attested to this fact. Agbola (2001:56) argues that communication enables organizations to carry out their operations smoothly. Communication can be used to break through the barriers of resistance and promote mutual understanding between an organization and its publics.

Boyd (2017) similarly alludes to the fact that in order for higher institutions of learning to achieve their mission of providing the much needed skilled manpower and contributing to the social, economic and political development of their countries and the world at large, there is need for effective communication strategies. Such strategies would promote mutual understanding between the institutions and students. Adeyemi (2009:90) also asserts that “good communication is essential to the efficient operation of any organisation”. Every person in an organisation requires good communication in order to understand the working environment and perform the expected roles effectively and efficiently. Without communication, organisational success is hampered. It is for this reason that Evans (1990:25) perceives good communication as vital to the fulfilment of all those who commit their working lives to it.

## **2.7. Gaps in the literature review**

In as much as a number of studies have emphasized the importance of student’s participation, in my opinion, I feel it is also vital to state that participation is too general work. To make it clear there should be a well defined structure in the management in supporting meaningful student involvement. Starting from the lowest to highest, the stages should include manipulation, therapy, informing, consultation, partnership, delegation of powers and citizen control. Therefore, in most universities, especially in Zambia and Africa at large, student’s level of participation might be at the lowest level. This means that students participate for its own sake as their views are not taken into account. Thus, (Conley, 2008) argues that in most African universities, students are being manipulated in that their concerns are not even considered.

In my opinion, I feel like there is one cardinal thing that a number of studies are failing to address or emphasize. In as much as a number of studies are only focusing on students’ involvement in decision making, there is also need to consider that in most university and colleges in Zambia where there are students’ governing councils there is some great deal of miscommunication between union leaders and students. Thus, in most cases students complain that the union leaders do not consult them about a number of issues that affect the student’s populace. Therefore, it is vital for a good and effective communication link to be established between the unions and students.

Notwithstanding the strategies that have been addressed, I think there is one cardinal thing the studies have not addressed. All the studies are concentrating on good communication between students and the management, which is obviously a good thing. Nevertheless, in some learning institutions like the University of Zambia (UNZA), Copperbelt University (CBU), Evelyn Hone College, just to mention a few, the government also has an upper hand in terms of how they are managed. Therefore, there is need for the government and the managements of these institutions to be effectively communicating on a number of issues. However, in most cases, students are being negatively affected due to poor communication between the government and the managements of these institutions. For instances, 2014, the government failed to give bursary to a number of first year students as the University of Zambia shortlisted the number of students which was too much. This clearly demonstrates that there is no proper communication between the government and UNZA management. In other words, the government and UNZA management do not collaboratively make decisions. Therefore, in government run colleges and universities, there is dire need for both the government, school management and the students themselves to actively participate in decision making.

## **2.7 Chapter Summary**

This chapter has given the review of relevant literature on an investigation of students' involvement in college management. It has been discussed under the following themes: the level of student involvement in College/University Governance, the role of the students' governing councils, benefits of students' involvement in college management, the challenges faced by student's involvement in college management, and the strategies for effective management of college/university. The preceding chapter discusses the findings.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.0 Overview**

The study sought to investigate the students' involvement in college management in the two selected institutions in Central Province of Zambia. This chapter describes the methodology that was used in conducting the study. It includes an account of the research design; population sample; sampling procedures; instruments for data collection; data analysis; ethical consideration and a summary.

#### **3.1 Research Design**

This study employed a descriptive survey research design. The researcher took keen interest in gathering information on students' involvement in college management. Both qualitative and quantitative approaches were used. According to Kasonde-Ng'andu (2013), a qualitative method is a method that involves description, thus seeks to describe and analyze culture and behaviour of humans and their groups from the point of view of those being studied. On the other hand, quantitative method is one which mostly relies on the principle of verifiability (Creswell, 2003).

#### **3.2 The Study Location**

The study was carried out in two Districts of Central Province, Zambia. The researcher selected two institutions one from Mkushi District and the other from Kabwe Urban. The institutions under study were Nkumbi International College located in Mkushi along the Great North Road, a TEVET institution in the Ministry of Higher Education. The other institution was Paglory University private owned located in Kabwe District, Central Province.

#### **3.3 Target Population**

According to Creswell (2003), a population refers to a group of things or people that are similar in terms of subject under the study. The target population in this study consisted of the college lecturers, students and administrative staff. These were drawn from the two

selected institutions; Nkumbi International College and Paglory University in Central Province of Zambia.

### **3.4 Sample size**

According to Kasonde-Ng'undu (2013), a sample is a number of participants selected from the universe to constitute a desired sample. The study focused on a sample size of 134 respondents from Nkumbi International College, and Paglory University. These included thirty (30) lecturers, fourteen (14) administrative staff members from both institutions and ninety (90) students from both institutions.

### **3.5 Sampling technique**

This refers to the study that indicates how well respondents were selected to participate in the study. It refers to the process and criterion used on individuals or objects from a population such that the selected group contains representative of the entire group (Kombo and Tromp, 2006). Simple random sampling technique was used to select student participants, while purposive sampling was used to select the principal, the vice principal, the dean of education and the assistant dean of education, the dean of students, the administrative staff who included the heads of departments and lecturers.

### **3.6 Methods of data Collection**

Creswell (1994) explains that data collection is the process of gathering and measuring information on themes in an established systematic manner that enables one to answer the stated research questions and evaluate outcomes.

#### **3.6.1 Primary data collection instruments**

Primary data is referred to a set of raw information that is collected by the researcher conducting a research study. In order to collect data the researcher used semi-structured interview guide.

### **3.6.2 Secondary data collection instruments**

Secondary data refers to a set of existing information collected and compiled by individuals or organizations. For the purpose of this study, secondary data were obtained from college profiles, records of minutes and institutional strategic plans (Kulbir, 2006).

### **3.7 Research instruments**

Research instruments are tools that facilitate the gathering of information and these include: questionnaires, interview guides, focus group discussions and observation, (Kulbir, 2006). The researcher made use of all the four methods.

#### **3.7.1 Questionnaires**

A questionnaire is a form prepared and distributed to secure responses to certain questions. It is a device for securing answers to questions by using a form which the respondents fill (Kulbir, 2006). The use of questionnaires is both qualitative and quantitative data collection method. The advantages of the questionnaire, according to Kulbir (2006), are that it is economical, has the same questions for all subjects, can ensure anonymity and a larger sample can be reached (Kulbir, 2006).

The insight gained from the literature study regarding students' involvement was used to design and develop questionnaires. The questionnaires were divided according to categories of respondents and had varying number of questions. The questionnaire had two parts; namely part A was for particulars with no name and part B was practical aspect where the respondents' experiences of the presentation and content of the subject was investigated.

Open ended questions were used for complex questions that could not be answered in a few simple categories but required more detail and discussions. The data collection tool especially the questionnaires were tested in the two selected institutions in Mkushi district and Kabwe district.

#### **3.7.2 Interviews**

According to Tuckman, as cited by Cohen and Manion (1981:243), an interview provides access to what is inside a person's head, makes it possible to measure what a person knows (knowledge or information), what a person likes or dislikes (values and preferences) and what a person thinks (attitudes and beliefs). During the study, questions were asked orally basing

on the interview guide. The questions were flexible because they were phrased in an open and closed ended. The researcher could probe further on some specific answers for clarity. The respondents were interviewed on how they perceived students' involvement and what they thought could be the remedy to address the inadequate participation of students in college management.

### **3.7.3 Focus group discussions**

This is a form in which there are several participants in addition to the facilitator whereby the emphasis is on the question of a tightly defined topic and interaction within the group (Bryman, 2001). Focus group sessions were organized with students in various faculties, experiences, qualifications as well as seniority. This data collection methodology was deemed appropriate for this population because it allows the collection of data from a medium sample group at the same time. It saves time compared to other methods. The researcher used 6 groups of a manageable number of respondents of 15 in a group. This enabled the researcher to gain insight into the topic under discussion. It was interesting to note the active participation of respondent who brought out their opinions and views on the subject matter.

### **3.7.4 Observation**

The researcher went further in using observation as another method in order to proof whether what the other methods revealed were true. According to Kulbir (2006: 158) states that observation is the direct means of studying people. It is a more natural way of gathering data. The researcher carried out this method at convenient times in interacting with the respondents and observing at a distance.

## **3.8 Data Analysis**

Data analysis entails categorizing, ordering, and summarizing the data and describing them in meaningful terms. There are many analysis methods that can be used. At present, research studies generally use either narrative or statistical strategies or both. The type of analysis methods used depends on the research design and the method by which the data were collected or measured (Moore and Mc Cabe, 1989). The data was analyzed quantitatively using tables of frequencies and percentages. The processing of data included descriptive analysis which involves running of frequencies to show how some of the variables are

distributed in percentages. Analysis of the interview responses involved the processing of data into a form that allow common themes or patterns to be established so that appropriate conclusions can be made. This involved grouping the respondent's answers and analyzing different perspectives on central issues.

### **3.9 Research ethics**

Michael (2009) states that research ethics are a set of binding principles about how researchers ought to conduct themselves when dealing with research participants or respondents. It is for this and other notable reasons that ethical considerations are valuable in research. Other reasons to note are that ethical considerations ensure respect and dignity of the respondents. Sahaya (2017) highlights seven principles that need to be taken into consideration; these are informed consent, freedom by the respondents to withdraw from the research, no deception, protection from physical and psychological harm, confidentiality and anonymity, minimum influence on what is observed or studied and finally it serves as academic integrity.

In order to adhere to the principles above, the researcher put in place a number of measures on ethical considerations. Before interviews, consent was sort from the respondents before taking part in the research process. They were informed of what they were going be asked to do and what risks and benefits they were going to gain by giving out their views. Introductions were made by the researcher starting with the names and the institution where the research paper will be presented. The research was conducted in a friendly and conducive environment. The respondents were assured that the information given was going to be treated with confidentiality. The respondents were also assured that the information was purely for academic purposes.

### **3.10 Chapter Summary**

This chapter has given the discussion of the research methodology employed in the study. A survey research design was used in this study because it involves asking the respondents for information using a questionnaire and an interview guide. Further, it looked at the study location, target population, sample size and sampling technique, methods of data collection instruments, data analysis, as well as ethics of the study. The chapter ends with the summary. The preceding chapter intends to bring out the findings on the data collected in the field from the respondents.

## CHAPTER FOUR

### PRESENTATION OF FINDINGS

#### 4.0 Overview

The purpose of the study was to investigate students' involvement in college management at Nkumbi International College and Paglory University. In order to ascertain the objectives of this study, data was collected from both lecturers and students through questionnaire, group interviews, and one on one interviews with all the respondents. This chapter presents the results on students' involvement in college management. The results are presented in line with the four objectives set out in chapter one. The chapter is guided by the following objectives:

- (i) To investigate student involvement in college management.
- (ii) To ascertain the role of the student governing councils in influencing student involvement in college governance.
- (iii) To find out the challenges that limit student participating in college management.
- (iv) To determine the strategies for effective student involvement in college governance.

#### 4.1 Instrument return rate

The researcher sampled 134 from the two higher learning institutions. There were 90 students and 44 lecturers/auxiliary staff.

During the data collection period, some questionnaires got destroyed and others were not filled in properly by some respondents. The response rate is tabled as shown in the table below.

**Table 4.1: Questionnaire return rate**

<b>Respondents</b>	<b>Sample</b>	<b>Response</b>	<b>Rate (percent)</b>
Lecturers <sup>2</sup> /auxiliary staff	44	28	63
Students	90	84	93
<b>Total</b>	<b>134</b>	<b>112</b>	<b>78</b>

The data received as per the response rate was considered enough for the study since it was in a position to provide the necessary information required for the study and was a representative of the population.

This overwhelming response rate was made possible and attributed to the fact that the researcher administered the questionnaires himself to the respondents and was making follow ups through the leaders who were chosen in the six groups which were formed.

This was adequate for the study analysis and therefore valid and reliable representation of target population.

#### 4.2 Demographic information of respondents

The researcher first sought to understand the demographic data of the respondents This section describes the demographic information of the respondents in the study area, which includes their age, gender, education levels and year of study (for the students) and years of service (for lecturers). Such a description is important in providing a clear understanding of the respondents included in the study and influences the results based on the objectives of the study.

##### 4.2.1 Demographic characteristics of students

The participants were requested to indicate their gender in the questionnaire. The results are presented in the table below.

**Table 4.2: Gender of student Respondents**

<i>Group</i>	<i>Gender</i>	<i>Number</i>	<i>Percentage</i>
Students	Female	41	45
	Male	43	48
<b>Total</b>		<b>84</b>	<b>93</b>

**Table 4.2** above shows the respondents of students who participated in the study. The target number for students was 90 who were given questionnaires. Out of 90 only 84 questionnaires were returned with a return rate of 93%. This implies that there was a good level of participation from the students. There were 84 students who completed the questionnaires. Out of 84 answered questionnaires, 41 (45%) were female students, and

43 (48%) were male students. *Table 4.2* shows that majority of the respondents were male. This is an indication of higher male gender pursuing higher education than the females. This can be attributed to the gender roles of women where they are required to carry out other domestic chores as compared to their male counterparts who have more time to enrol for higher education. At the same time leadership positions are taken up by male students based on the female enrolment.

#### 4.2.2 Demographic characteristics of Lecturers/auxiliary staff

**Table 4.3: Gender of respondents**

<b>Group</b>	<b>Gender</b>	<b>Response</b>	<b>Rate (percent)</b>
Lecturers/other staff	Female	6	20
	Male	22	73
<b>Total</b>		<b>28</b>	<b>93</b>

*Table 4.3* above shows the gender. Out of 28 respondents, 6 (20%) were female and 22 (73%) were male. It can be deduced that the level of participation by the lecturers was above average. These findings are similar to those of Mwangi (2013) who found there are more males compared to females. It is true with this study that there were more male lecturers than female lecturers.

#### 4.3 Distribution of respondents by age

The participants were requested to indicate their age in the questionnaire. The results are presented in *table 4.4 below*.

##### 4.3.1 Distribution of students by age

**Table 4.4: Distribution of students by age**

<b>Group</b>	<b>Age range (years)</b>	<b>Number</b>	<b>Percentage</b>
Students	Less than 20	12	14
	20-30	70	83
	31-40	2	2

From *table 4.4* above, 12 (14%) were students below age of 20, 70 (83%) of students were in the range of 20-30 years. This were the majority in the two institutions, 2 (2%) of the students were above 31 years of age. It can be concluded that the 20-30 age range is the group that is longing to get their life long education for survival. The respondents' ages consisted mainly of the age group 21-30 years representing 83%. This gives a true reflection in the Zambian higher learning institutions where the most youths fall. This emphasizes on the dominant age group among the students. Age was one of the demographic factors that the researcher sought to establish in providing a clear understanding of the respondents included in the study and would influence the results based on the objectives of the study.

#### 4.3.2 Distribution of lecturers/ auxiliary staff by age

**Table 4.5: Distribution of lecturers/auxiliary staff by age**

<b>Group</b>	<b>Age range</b>	<b>Number</b>	<b>Percentage</b>
Lecturers/auxiliary staff	20-30	5	18
	31-40	4	14
	41-50	6	21
	Above 51	13	46

From the above table, the varying age ranges for lecturers and other auxiliary staff were tabulated as follows: between the age range of 20-30, 5(18%), 31-40 years, 4 (14%), 41-50, 6 (21%), and above 50 years, 13 (46%). It can be concluded that the majority were lecturers with vast work experience who have worked for many years in various managerial positions or portfolios. This gives confidence that the students gain skills and knowledge from such capable and experienced staff. This could suggest that this category of respondents was quite matured and experienced.

#### 4.4 Educational levels of respondents

The participants were requested to indicate their level of education in the questionnaire. The results are presented in *table 4.6* below.

##### 4.4.1 Distribution of students by year of study

**Table 4.6 Distribution of students by year of study**

<i>Group</i>	<i>Educational qualification</i>	<i>Number</i>	<i>Percentage</i>
<b>Students</b>	First year	43	51
	Second year	23	27
	Third year	18	21
	Fourth year	0	0

*Table 4.6*, above shows the year of study of the participants who took part in the study.

From the above table, 43 (51%) were first year students pursuing a three year diploma course in teaching or any other related courses, 23 (27%) second year students and 18 (21%) third year students. It can be said that the majority who participated in the study were first year students coming from the two institutions. The assumption from this entails that the answers given could be biased as they were very new in the school to be able to give data as well as be able to express themselves concisely and with confidence.

#### 4.4.2 Level of education of lecturers/auxiliary

The participants were requested to indicate their level of education in the questionnaire. The results are presented in *table 4.7 below*.

**Table 4.7: Educational Level of lecturers/auxiliary staff.**

<b>Group</b>	<b><i>Educational qualification</i></b>	<b><i>Number</i></b>	<b><i>Percentage</i></b>
Lecturers/auxiliary staff	Certificate	0	0
	Diploma	10	36
	First Degree	12	43
	Masters Degree	5	18
	PhD	1	4

*Table 4.7* above illustrates the levels of education attained by lecturers and other staff in the two institutions under study.

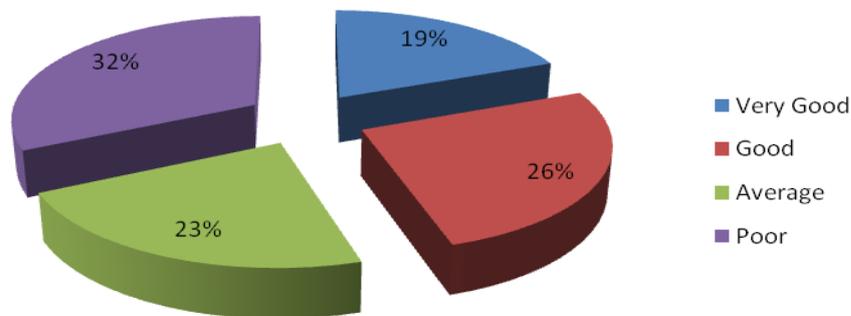
From the table above, it was found that there were 10 (36%) of lecturers/auxiliary staff with Diploma, 12 (43%) had Bachelors degree in various study areas, while 5 (18%) had attained masters degree. There was 1 (4%) with a PhD degree and no record of a certificate from the interviewed participants. It can therefore be inferred that the two institutions had slightly qualified staff with degrees which allows one to practice as a professional in teaching at a higher learning institution. It is a mandate by the higher learning institutions to employ staffs who have higher qualifications than the students being taught. It was however, worrying to record lecturers with diploma teaching at a college or university.

#### 4.5 The level of Students' involvement in college management

To ascertain the objectives of the study, the study investigated the levels of student participation in management processes and issues. Respondents were asked to classify student involvement in the decision making process of their institution and the pie chart below shows the results of students out of 84 respondents.

#### 4.5.1 Responses from Students

The students were asked to give their views on the level of students' involvement in college management. The results are presented in *figure 4.1 below*.



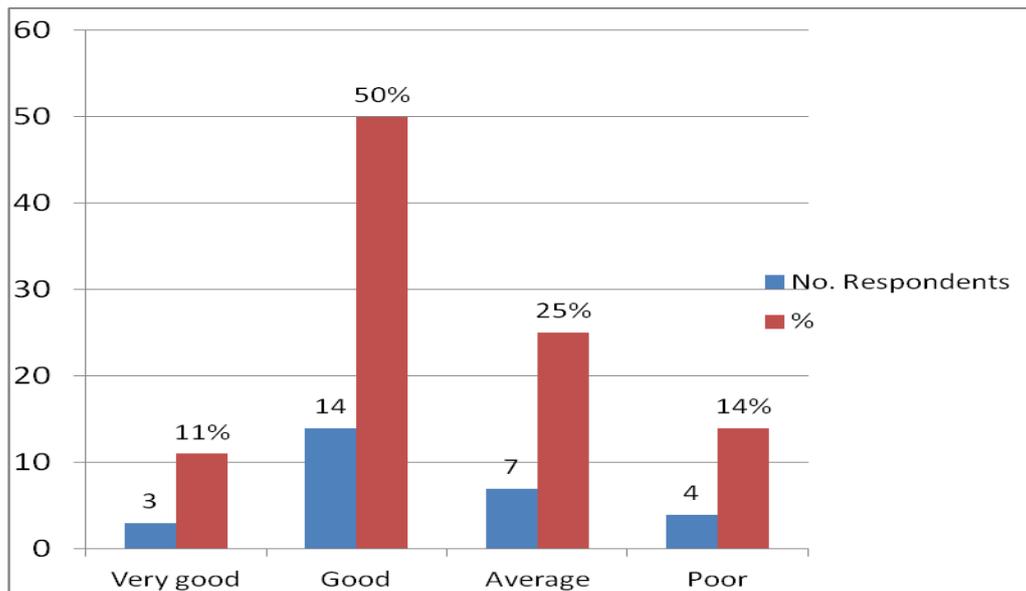
**Figure 4.1: Levels of student Involvement according to Students**

The results in the Pie chart above shows that using a scale of poor to very good, the study found majority of the students to be unsatisfied with the levels at which they are involved in college governance. 27(32%) of the total sampled population of the students did not find the students' involvement levels both at Nkumbi international college and Paglory University to satisfy their expectation, while 16(19%) found them to be very good, 19 (23%) of respondents said that students' involvement was average and 22(26%) of the student respondents said that students' involvement was good.

#### 4.5.2 Responses from Lecturers and administrative staff

The study also endeavoured to obtain a different perspective of the students' involvement levels in the views of the lecturers and members of staff. The bar graph below shows that majority (50%) of the lecturers who took part in the study viewed the levels of student involvement at their institution to be good. However, the bar graph also shows that majority of the respondents were not confident enough to claim that student involvement levels at their institutions were very good. *Figure 4.2 below* shows the levels of involvement of students in the perspective of the lecturers and administrative staff.

**Figure 3.2: Levels of student Involvement according to Lecturers**



From the figure above, it was found out that 14 (50%) lecturers and administrative staff said that students' involvement was good. 7 (25%) members of staff said that students' involvement in college management was average where as 3 (14%) said that students' involvement was poor. The other members of staff represented by 4 (11%) indicated that students involvement in college management was very good.

Most lecturers feel that the current levels of student involvement at their institutions are good. During a data collection discussion with one lecturer, stated that;

*“The students are always involved in all school activities starting from academic to co-curricular ones. The school through the student leaders ensures to engage all students for action. For example, the student leaders are often instructed to lead their fellow students in moments of bereavement among themselves. This shows that their level of involvement is fairly good.”*

When discussions were carried out with other lecturers, 50% of them expressed a similar view over the involvement levels and feel that their institutions have a good involvement criterion for the students.

#### **4.6 The role of students' governing councils in influencing students' involvement in the college governance**

Another objective of this study was to investigate the role of student leaders/union in influencing student college management/college governance, hence a number of the questions in the interview guides were set to address this objective. In response, a certain student singularly listed and stated that:

*“Student unions are in charge of managing college activities such as cleaning of the college, giving food, entertainment, sports and funerals while other stated that they help in budgeting for college management issues and entertainment activities like Dstv and student meals”.*

While another respondent eluded that:

*“The student union is a mouth-piece for students to the administration. Their critical roles are that of collecting student concerns over their welfare through student council meetings and relay them to the administration for resolving. Their work is also to relay that response from the administration back to the student populous through objective means such as seculars, meetings and class announcement publicity.”*

Other roles from the respondents were that the student union ensures students follow college rules and regulations, instil discipline among students, help the administration to make decisions and mobilize fellow students for available action.

To ascertain these responses, the study further asked for opinions from the respondents on the most prevalent management issues where students are involved. From the institution without a student council, most respondents said students are mainly involved in co-curricular activities like preventive maintenance, sports and entertainment, and that they are not involved in managing the institution unless during funeral or graduation ceremonies where some students are selected and engaged as organizers and representatives of the college

Whereas the institution with a student council gave both positive and negative opinions that affirmed the involvement of student leaders in the management process of their institution, which in turn produces the main management issues and opinion of student involvement at their institutions. Some of the respondents observed that union members don't perform their

duties while others indicated that student leaders gain skills by managing their areas of responsibilities.

For example, one respondent specifically observed that and said:

*“Union members lack acquaintance to their leadership roles: there are situations where leaders fail to handle their roles and get challenged by students. It’s like some of the leaders elected to power do not understand their roles in the union to the students. They can barely influence or lead their students towards actions that can benefit the school. To them, leadership is for showing of their authority over fellow students”.*

Another opinion was that

*“The involvements of students in the decision making processes of the institution are good indicators of responsibility transfer. They introduce students to leadership skills as they lead their fellow students during co-curricular activities, funeral deliberations, disciplinary and student council meetings”.*

While other respondents observed that students can further be engaged in the management of the institution by allowing them to take part in marketing the college. These findings show that students through their unions and leaders are allowed to a certain extent to take part in governing the institution and hence addressing the second objective of this research study.

However, it was discovered in the study that there was no student union at one of the two institutions under case study; hence some of the responses were given based on the roles of such leaders as class representatives and special students tasked with permanent/temporal leadership duties or areas of responsibility. To successfully probe on how institutions without a student council or union can take part in management processes of their institution, respondents were asked to bring out suggestions on what roles they felt their leaders can be mandated to hold. Consequently, one respondent suggested that:

*“Student leaders such as class representatives and school presidents should be empowered with governance skills and give them roles which will enable them work with administration to provide a platform for presenting student concerns*

*and views on how the college is being managed or for the creation of a student council”.*

Another respondent stated that,

*“The College management should allow students to vote and instate representatives of their own choice who can act as a medium between issues faced by students and management”.*

A certain Lecturer specifically suggested that Class Representatives should be empowered and oriented on management and leadership roles.

A respondent further added that;

*“Students through student union/councils can bring out good ideas on how student performances can improve through student council consult students to come up with solutions on matters faced by students. Hence student should be allowed to choose their own leaders through conducting meetings to identify individuals with leadership qualities and forming a student unions where they can be given leadership authority to lead and represent the students as well as take part in the management processes of the institution on behalf of all students”.*

However, results from the institution with a student council showed that their leaders are responsible for such roles as being a channel of communication between students and management, maintaining piece and order in the college, presenting student matters/views and representing students to school management, ensuring effective management of the college and playing the of advisors to students and to management. Challenges faced by student’s involvement in college management.

#### **4.7 Challenges limiting student’s involvement in college management**

The study also aimed to document student management challenges that are reducing the level of students’ involvement in college management.

Okafor (2011) states that in most African Universities and Colleges, management has been faced with various challenges since early 1980s, including high rates of youth restiveness, poor academic performance, examination malpractices, increasing conflict on campus, and indiscipline among students in universities across the country. Osman (2012) shows that Asia

has not been spared by student governance challenges as he reports details of India's notable scenario of 2009 at Madhav College of Arts, Commerce and Law. Osman reports that students rioted over a postponement of elections and members of staff were physically manhandled by students while a number of people lost their lives. Adams (2017) however states that even up to date, a number of colleges and universities in the United States are facing some serious challenges that result into students demonstrating. The study found that there are a number of challenges that students and management are faced with in their efforts to manage their institution.

#### **4.7.1 Poor Leadership Approaches**

Another deep challenge which sinks student involvement in college governance is entrenched in the egocentric and self-centric leadership approaches from both student leaders and college managers. Some participants cited infringements from the administration when implementing opinions and actions as one of these poor management approaches. While a number of student participants indicated that leaders are not polite in their approaches. Part of the reasons for this given by the participants is in the fact that people without views and leadership skills are selected to leadership roles. The study also found that even when students are engaged in management meetings, they are not allowed to make suggestions or give views issues of institutional governance. Some Lecturers alleged that this is due to the nature of contributions made by students which seem to aim at draining the resources of the institution.

On another hand, the study observed that poor leadership is in the way student leaders are challenged by the student populous due to misrepresentation of their views and concerns. It seems that there is a misunderstanding between students and their leaders caused by a lack of capacity to understand what common students are saying.

Inconsiderate leadership approaches are another form of poor leadership methods faced by students in the governance process of their institutions. The study findings showed that student views are not considered by members of staff at their institutions. The respondents cited factors like embarrassments, underrating students and limiting of student roles as examples of challenges faced by students in the management process.

A certain respondent in the study alleged that:

*“Students are not allowed to know management affairs due to policies on privacy and confidentiality from the administration. Some policies don’t allow student to participate in administrative meetings and in turn hinder student participation in decision making and management processes”.*

#### **4.7. 2 Limited Time**

Another drawback to student involvement in the governance process of their institution is time. The study found that there is limited time given to students to voice out views and concerns. This was expressed in two different views by the respondents, one which was due to the nature of issues that are presented to them in cases where they have been assembled for a joint student management meeting. One of the respondents alleged that:

*“The management lacks urgency in giving feedback to students after student council meetings. Sometimes they choose which issues to respond to and at certain times they take long to give any feedback. In certain cases they respond bluntly against some of the student suggestions which discourage us from participating in future meetings.”*

The participants complained over insufficient time and efforts for certain issues. The other view observed by the study was that management in the colleges does not hold enough student-management meetings or rather just for the students to take an active role in college management due to limited time for both academic and co-curricular activities. A number of respondents indicated that students are mostly busy with academic work and co-curricular activities, hence managements doesn’t find adequate space of time for joint meetings where issues that concern college governance can be discussed. Management is equally too busy to find proper time to meet the students and discuss college prevalent management issues and jointly find their solutions.

*“It is difficult to balance between co-curricular activities such preventive maintenance and sport with academic work. Maybe the school management should reduce on the number of days for manual work to allow us to pay more attention to academic work. Some of the mandatory days of environmental maintenance should be removed to allow us to rest.”*

These study findings show that students are not given proper time hence they have less chance of participation in the decision making and governance process of their institution.

#### **4.7.3 Fear of being Condemned and xpelled**

The study also observed that there was fear among students to comment on some of the not-well-thought-for management decisions at their institutions.

One lecturer observed that, “*students are not free to express themselves before management on matters that concern them due to fear of being spotted for possible exclusion*”. A certain student indicated that students who seem to challenge management on their decisions are made to fail during examinations and assessments.

#### **4.7.4 Lack of Motivation**

The study also found that students lack motivation to participate in the governing processes of their institutions. The respondents alleged that management doesn’t embrace student leadership and hence there seems to be no difference between common students and student leaders. One respondent emphasized that;

*“The benefits of being a student leader not seen as union members don’t get paid like the way those in government institutions get compensation for their works. It is better to remain a common student because it feels more superior over than being a leader. This is the reason why most student leaders get challenged by common students.”*

A contributing factor to this challenge was found in the unfortunate fact that the administration selects student leaders on behalf of the students. A number of respondents stated that such leaders lack the ability to reduce institutional challenges and fail to represent or present student concerns before management as they seem to lack authority and power to challenge the people who empowered them.

Another aspect that necessitates the lack of motivation among the students was found in the lack of awareness on critical issues from the leaders and administration to the students which also proved to affect the students. The study found that there is a lack of a proper communication channel between the students and the administrations. A lot of respondents complained over ways that discouraged them from participating in the governance processes

of their institutions of which some of them had to do with student leaders not being fully oriented on how to handle their duties while others had to do with less lecturer involvement in student activities which seems to be one avenue students use to relay information to the administration hence discourages student participation.

#### **4.7.5 Lack of chance to participate**

The participants in this study indicated that one of the reasons that hinder inclusive participation in college governance issues is embedded in the lack of chance for students to participate in management processes. The depth of this hindrance exists in the minds of the participants to a level where some think there is no process of management at their college. While to other respondents it was a mere obstructions and distraction from the student leaders and management. Many researchers according to Obondo (2000) believe that these problems indicate leadership deficiencies, as a result of which university managements prove ineffective in ensuring academic excellence, providing good communication network, motivating both teachers and students, and even enforcing discipline among students

#### **4.7.6 Lack of Finances**

Another upsetting challenge found by the study which hinders student involvement in college governance is lack of finances. A number of lecturers who participated in the study indicated that students do not understand that part of the reason why management doesn't respond to some of their suggestion is due to lack of finances. This lack of finances is mainly caused by the failure for most students to pay their school fees. Most students at the institutions under study come from poor families and hence find it hard to pay their tuition fees. This hinders the college from implementing views that require finance in their implementation processes.

#### **4.7.7 Irrelevant Suggestions and Opinions**

One other challenge faced by management in the management process when involving students is rooted in the wrong behaviours and attitudes from students and leaders during common meetings, as well as in the retrogressive nature of the suggestions students make during these meetings. A number of lecturers and student respondents' alluded that students exhibit childish behaviours during student council meetings which make it almost impossible for the discussions to reach a point of consensus. For example, certain lecturer pointed out

that some suggestions made by students aim to exhaust the financial strength of the institution.

Other challenges that hinder student involvement in college as found by the study are; lack of support from outgoing leaders and the management, lack of honesty among student leaders and college administrators and lack of co-operation in the management of the college. Moreover, Igbal, (2014) states that another thing worth mentioning is the fact that students in most Colleges and Universities have resorted to cultism, riots, robbery, cybercrime, theft, prostitution, hooliganism, and drug abuse, and have shown a general lack of interest in academic matters during the course of their university education due to poor student involvement approaches. These tend to necessitate incessant closure of institutions of learning whenever there is a demonstration, which adversely affects the scope and curriculum of programmes offered (Aluede, 2004:1).

#### **4.8 Strategies for effective college management**

Finally, the fourth objective of this study was to find strategies for effective management of the target institutions. Hence in addressing this objective, the study started by asking the respondents to discuss the benefits that came out of involving students in the college management processes and suggests strategies for curbing their current student governance issues. One of the benefits found by the study from a certain respondent was better running of institution affairs.

*“Good college governance brings about better running of the institution through oneness among students with their leaders and the school management. When the transfer of such leadership skills and management are improved among the students, there can be an increase in the sense of belonging/ownership among students of the college as well as accuracy in the flow of information from management to students and vice-versa. This can also lessen the burden on management of governing the college”.*

Other respondents listed the following benefits; improved lecturer-student interaction, more discipline and improved academic performance among students and improved service delivery.

To curb such challenges, the study endeavoured to find out ways from its respondents on how these challenges can be overcome and how the benefits of a good student based governance conditions can be attained.

One of the suggestions raised by the respondents was mainly concerned with the establishment of a student board of leaders. The respondents suggested that there was need to create a platform for more dialogue between students and the administrations by forming student organizations or student leadership boards or governing structures in the institutions.

For example, one respondent alleged as stated below:

*“Students need be allowed to participate in running the college either by allowing them to form leadership unions or organizations or administrations creating a platform conducive enough to allow students to participate in governance processes”.*

While another respondent added that

*“There was need to create a condition of equal chances to students through Government passing a mandatory act of parliament which should support the establishment of student councils in all colleges in Zambia”.*

The respondents seemed to express a very high level of understanding on how important it is for them to be supported on issues hinging on their importance, rights and on student leadership. Their institutions need to surely create a platform that can satisfy this longing need among them.

The respondents in the study also suggested means of curbing the challenges to do with students and management lacking the ability to understand each other or reach a point of consensus in their dialogue processes. One respondent, a lecturer at one of the two institutions suggested as follows:

*“By conducting regular meetings/assemblies, management can explain the realities of all situations in the college and through brain storming on whatever their concerns, refined solutions can be found and give birth to refined student suggestions. This can also bring fairness in dealing with student affairs.”*

Such can be a good avenue for creating tranquillity between the students and management as well as an approach for getting more insight in the affairs and needs of the students.

Beside this, the study also found a very high level of need among students to be considered by management through their views and concerns. It seemed that the respondents were complaining over a lack of support from administration to their leaders and to the views they presented and represented. To curb this challenge, the respondents suggested that management should be considering student views, give support to their leaders, welcome and assimilate their ideas and improve the communication gap. Other suggestions were encouraging the administration to respond fast to student concerns and improving the student-teacher interaction for communication purposes.

It was also suggested against curbing the challenges that have to do with a lack of leadership qualities and knowledge among the leaders of the students that students needed to become active for them to push their leaders to fulfil their roles. Other respondents added that involving more students in management council would help curb the problem while others suggested that student bodies needed to be allowed to run independently, and while other respondents suggested the rotating leadership; common students to be given chance to take leadership while relieving student leaders off their roles.

Other suggested solutions for curbing the many discovered challenges in the study included encouraging cooperation, fostering honesty among leaders, Government colleges to give support to private colleges and management to learn how to fulfil all agreed decisions with students.

#### **4.9 Chapter Summary**

In conclusion, the study intended to achieve the following questions; at what level are students involved in college management? What is the role of the students' governing councils in influencing student involvement in the college governance of the colleges? What are the challenges limiting the involvement of students in college management? And; what are the strategies that colleges can adopt so that students are effectively involved in college management? In spite of a few challenges encountered in the study such as heads of departments and student leaders refusing to consent participation in the study, the data findings presented above were collected objectively through semi-structured interview guides from lecturers and students at both Nkumbi International College and Paglory University and

they answered the intended questions of the study. It must be mentioned that the results were presented in line with the four research questions set out in chapter one. The next chapter intends to discuss the findings of the study.

## CHAPTER FIVE

### DISCUSSION OF THE FINDINGS

#### 5.1 Overview

The previous chapter presented the findings of the study. This chapter discusses them in the same sequence as presented in the preceding chapter. The purpose of the study was to investigate student involvement in college management at Nkumbi International College and Paglory University. The discussion of the findings is based on the objectives of the study.

In line with the first research objective, the discussion looks at ways in which students were involved college management. Under the second objective, the discussion looks at the role student councils have in influencing student involvement in college governance, while the third objective looks at challenges that limit student participation in college management. The fourth and last objective looks at the strategies for effective student involvement in college management.

The discussions of these findings are guided by Astins' (1984) theory of students' involvement.

#### 5.2 The level of Students' involvement in college management

The findings revealed that students in college governance are mainly involved through Students Councils who are appointed in leadership positions in the case of Nkumbi International College which has a student council. Though there were cases in which respondents stated that the students have representatives who seat on committees of graduation, academic and disciplinary cases. This study revealed that there were limited voting rights of students in governance issues. The study observed that the governance approaches of the institutions under study are inconsiderate and non-inclusive. Students don't participate in meetings but only in activities like sports, cleaning and entertainment. There is a lack of student participation in administrative meetings and no proper channel of communication for allowing student views and concerns to reach management.

Michael (2009) defines involvement of students in college governance as the participation of students as active agents in the governance of higher education. This definition shows that student leaders will only be allowed to be active. The study reviewed literature on the nature of student involvements in various institutions and according to difference research findings.

Some of the literature like Naomi (2016) reviewed that students participate in college governance by serving as members in university committees like the students disciplinary committee, security committee among others.

Conley (2008) in his study on the national survey on Canadian University Boards of Governors indicate that students comprised 9.2% of board membership, and that 100% of the reporting institutions had student members on their boards. Conley's committees are permanent one as opposed to the short term committees found by this study. Harris (2009:13) notes that student governments are the officially recognized institutional executives of the student body, and go by the names like Student Representative Council (SRC) or student unions.

This study rather found that the nature of student leadership being employed in the target institutions is where students are either given leadership positions or elected to student councils and given tasks with roles such as acting as a channel of communication between students and management, maintaining piece and order in the college, manage college extra-curricular activities and ensuring their fellow students follow college rules and regulations, among other roles.

However, one of the two institutions under study had class representatives as the only student leaders and their roles were limited to collecting class assignments and supervising their fellow students. Hence the respondents suggested that the administration should create avenues through which these class representatives can be given roles such as management roles as helping in budgeting for college management issues and entertainment activities, representing their fellow students and take responsibility of the college management, among others. Aluede (2004) supports this by denoting that students have the right to be involved in national or institutional student organizations in higher education policy making. Alimba (2013) adds that student involvement in University Governance is based on the notion of distributed leadership; a situation where governance of a university is not resident in one person. But to the centrally, Miller (2002) puts it that in most countries, student voting rights are limited to issues that seem to be considered of most immediate concern to students, while they are not allowed to vote on issues that concern staff appointments, administrative finance issues, curricula or issues relating to the granting of doctoral degrees.

### **5.3 The Role of Student Leaders/Governing Councils**

To answer the research questions on the roles of student leaders and governing councils in the governance process of colleges in Zambia. According to UNESCO (2008), in some schools students and their leaders play a valuable supportive role in school management. For example, students assist in the running of the school shop and/or library or helping to maintain order in corridors between classes and during breaks. These arrangements generally have not been developed as representative structures, and the activities involved may not be appropriate to the work of a Student Council. The University of Nairobi education policy guidelines are grounded on the University's core values which encourage freedom of thought and expression, innovativeness and creativity, good governance and integrity, team spirit and teamwork, professionalism and quality customer service. Hence School management should consider carefully which elements of their existing structures they have to incorporate with a Student Council, and which may reasonably continue to run in parallel.

Among the many roles of student leaders, the study established that student leaders are responsible for acting as a channel of communication between students and management to advice students and management on governance procedures and activities. Okafor (2011) states that student councils provide a representative structure through which students can debate issues of concern and undertake initiatives of benefit to the school and the wider community. Hence this study ascertained that the student leaders and councils at targeted institutions are regarded as representatives of the students to school management.

Additionally, the student leaders and/or councils have the role of ensuring the effective management of the college. Paul (2011) alludes to the fact that the main role of a Student Council is to promote the interests of the school and the involvement of students in the affairs of the school, in co-operation with the board, parents and teachers. Student Council have the authority to act in co-operation with school boards of management, parents and teachers. In this study, the respondents eluded that among the many roles of students leaders in their institutions are to ensure students follow college rules and regulations and take responsibility of college management.

Furthermore, Adams (2009) alludes to the fact that protecting student interests and promoting the welfare of students are two major functions of each of the student organizations. This study established that student leaders at Nkumbi International College and Paglory University take part in college governance processes and that they perform major functions stated above

through helping the administration to make student decisions as well as mobilizing fellow students whenever there is action. The study also found that student leaders perform this role through their opportunities to suggest ways towards the development of the college and needs of students before management and through solving student management issues.

Other functions found in the study included their role in maintaining piece and order in the college and the duty of managing college activities like cleaning of the college, giving food, entertainment, health and funerals. Student leaders according to this study also help in budgeting for college management issues and entertainment activities for students. It is however not a function of a Student Council to discuss or comment on matters relating to the employment or professional affairs of the Principal, teachers and other staff of the school, or to become involved in any issues that fall within their professional competence (Igbal, 2014).

Miller (2002) puts it that in most countries, student voting rights are limited to issues that seem to be considered of most immediate concern to students, while they are not allowed to vote on issues that concern staff appointments, administrative finance issues, curricula or issues relating to the granting of doctoral degrees. Of all the students participants in the study, 19% observed that the levels of student participation in governance issues is very good while 26% said its good and 23% saw it to be on average. However, the remaining 32% majority of participants attested that the participation level of students in college governance is poor.

#### **5.4 Challenges faced by students' involvement in college management.**

Okafor (2011) states that in most African Universities and Colleges, management has been faced with various challenges since early 1980s, including high rates of youth restiveness, poor academic performance, examination malpractices, increasing conflict on campus, and indiscipline among students in universities across the country. Osman (2012) shows that Asia has not been spared by student governance challenges as he reports details of India's notable scenario of 2009 at Madhav College of Arts, Commerce and Law. Osman reports that students rioted over a postponement of elections and members of staff were physically manhandled by students while a number of people lost their lives. Adams (2017) however states that even up to date, a number of colleges and universities in the United States are facing some serious challenges that result into students demonstrating.

Findings from the study found that there are a number of challenges that students and management are faced with in their efforts to manage their institution in the two institutions under study.

The participants in this study indicated that one of the reasons that hinder inclusive participation in college governance issues is embedded in the lack of chance for students to participate in management processes. The depth of this hindrance is existent in the minds of the participants to a level where some think there is no process of management at their college. While to other respondents it was a mere obstructions and distraction from the student leaders and management.

From the point of the researcher, problems indicate leadership deficiencies, as a result of management not communicating on time with

The study also observed that there was fear among students to comment on some of the not-well-thought-for management decisions at their institutions. One lecturer observed that students are not free to express themselves before management on matters that concern them due to fear of being spotted for possible exclusion.

Another deep challenge which sinks student involvement in college governance is entrenched in the egocentric and self-centric leadership approaches from both student leaders and college managers. Some participants cited infringements from the administration when implementing opinions as one of these poor management approaches. While a number of student participants indicated that leaders are not polite in their approaches.

On another hand, the study observed that poor leadership is in the way student leaders are challenged by the student populous due to misrepresentation of their views and concerns. It seems that there is a misunderstanding between students and their leaders caused by a lack of capacity to understand what common students are saying.

### **5.5 Differences between government and private colleges in relation to student involvement**

The study revealed that despite these challenges the respondents however found some similarities and differences between private institutions and government institutions and their respondents informed the study that these similarities can help students overcome their challenges.

Some of the similarities in governance were that both aim at maintaining a good relationship between students and lecturers, put in place student boards to aid students in administrative matters, give students opportunities to participate, have a channel of communication, treat students fairly and that unions/leaders are involved in uniting and making students follow college rules. Other similarities were that both conduct student board meetings to capture underground information, give students opportunities to be leaders, are democratic in that they conduct elections when choosing new leaders, have equal rights and have rules and regulations that guide students.

On the other hand, the respondents listed a number of dissimilarities between government institutions and private ones. The study found that students in private institutions are given full chance to participate in the governance process than students from government institutions due to factors such as the manageable student population found in private schools as opposed to the masses in government institutions. Hence students in private schools have more say in the affairs of their institutions than those in government institutions whose views and concerns are tempered with by their union representatives. The study further found that students in private institutions are offered more time to take part in the affairs of the institutions than the masses of the students in government institutions. Some respondents even went further by making comparisons between how the DAPP Mkushi College of Education finds it easy to involve students as opposed to a high level institution at Evelyn Hone College of Applied Arts and Science in Lusaka. Despite the poor leadership qualities of the students unions in private institutions and while government institutions have good student unions, the difference also lies in the levels of involvement of these leaders. The study found that leaders with their students in private institutions are involved in making and implementing of their plans and budgets while leaders in government institutions are the only ones involved in such processes and that their involvement is done without the student concerns but based on their individual manifestos for assuming leadership roles. Hence it was also discovered that there is a high sense of belonging and ownership among students in private institutions as opposed to the feeling among students in government institutions.

Other differences found by the study were in the levels of freedom of expression, and government bureaucratic communication processes as opposed to the scientific quick management procedures in private institutions. The study also found that students in private institutions learn other skills outside the programmes they are pursuing while government institutions are mainly concerned with the academic affairs of their students.

The differences were summarised as show in the *table 5.1 below*.

**Table 5.1: Differences in college governance between government and privately owned institutions**

<b>PRIVATE INSTITUTIONS</b>	<b>PUBLIC INSTITUTION</b>
Free to express themselves	Have expression hindrances
Strict and modern communication channel	Bureaucratic channels of communication
Students are given full chance to participate	Less and limited participation
Student involvement is more considered	Union involvement is considered more
Students have more say in affairs of the college	Students unions decide for the students on what to say on their affairs
Offer more time to students	Have limited or no time for students
Run privately by owner/founder, administration or board of directors and students	Government is the sole runner
Easy to close operations of a private college	Established by act of parliament and instruments that regulate its existence
Student leaders are not paid	Union leaders get a compensation benefit
Less concerned with student leadership	More concerned with student unions
More interaction between students and lecturers	Less interaction
Students make and implement their plans and budgets	Plans and budgets are made and implemented for the students
Students learn other skills outside the programme they are pursuing	Don't learn other skills outside their main programme of study
Centered on individual interests	Interested in all students as a whole
Owners respect their objectives than students	Government respects the students views
Poor student leadership	Good student unions
Leaders don't freely speak student views	Leaders are free to speak out views
Management doesn't respond fast to student views and suggestions	There is fast response to student views and concerns
Have student leaders, no union	Have student unions with student leaders managing them

Less effective management	More effective management
No provision for holding student union meeting	Allowed to hold student union meetings
Too many rules and regulations	Few and relevant rules
Doesn't take student opinions seriously	Student views and opinions are taken seriously
Student leaders are not supported	Unions are supported

### 5.6 Benefits and Indicators

From the opinions of the study participants on the prevalent management issues where students and their leaders are involved, the study deduced two feelings from the way students get involved in governing their institutions.

The first one being that students are mainly involved in co-curricular activities like preventive maintenance, sport and entertainment, while the managing and mobilizing for these is done by management. For example one participant clearly stated that they are not involved in managing the institution unless during events such funerals or graduation ceremonies were by few selected students are engaged as representatives. This denies the students the opportunity to take part in managing these activities. The study also observed that some of these activities are mandatory and student don't have the freedom to argue and give views.

On the other hand, the study also established that student leaders have areas of responsibility with the authority of managing them. Showing that student leaders are allowed to come up with decisions that can help the college and that they gain skills by managing their areas of responsibility. One respondent observed that allowing student leaders to lead their areas of responsibility is a good indicator of responsibility transfer and has capacity to introduce them to leadership skills. If governance is shared, then students feel more positive towards college goals and objectives (Obondo, 2000). Paul (2011) further asserts that the involvement of the student leaders in his study on the guidance and counseling study for the students indicates that most of the students who were in their fourth year of learning believed and supported its relevance because they frequently got involved in the student counseling processes as organizers of their fellow students to participate in the cause.

Oni and Adetoro (2015) denote that the value of actively involving students in decision-making can generally be described from one of three perspectives: The functional perspective by answering the question on how student involvement in decision-making benefits the university; developmental approach through ascertaining how student involvement in decision-making benefit the students; and the social perspective which answers the question on what the benefits are to society of student involvement in decision-making.

Hence in the functional perspective, the study observed that students get involved in leading and managing school activities but not in meetings where decisions on the progress and welfare of the institution are made. The only decisions students make are those to do with the co-curricular activities in which they are involved or leading. Consequently in the developmental perspective, the students are not involved in the making of decisions that benefit them. These tertiary schools have no avenues such as permanent committees on which student representatives can seat and actively participate in the decision making processes of college and student affairs. Especially in the case of the institution in this study which did not have a student union but class representatives as student leaders. Majority of the participants indicated the benefits of students participating in college governance are not seen by students. For instance union members are not entitled to any compensational benefits like seating allowances as opposed to the case of union members in government colleges and universities. This and many other factors have sprout into a lack of motivation for student taking leadership positions as the difference between students and their leaders is not seen in terms of benefits. Management underrates the capacity of the leaders to lead their fellow students but instead does not fully orient them on their roles and duties.

Finally in the social perspective, the study observed that students do not benefit as a community of students in the outcomes of the decisions which management make for them. Students in this perspective are supposed to benefit from tangible outcomes that can easily be recognized among them as a community. Unfortunately, participants in these study strongly refuted being in receipt of any benefits that come from the decisions made by management on issues that concern them. Instead most respondents express bitterness at how management refuses to allow them to take part in the management process of their school. One respondent even stressed that management doesn't even listen to their views and concerns on any matter. The channel of communication is not established, hence students rely on more lecture participation in the co-curricular activities to enable them interact more and suggest views on issues through them. Obondo (2000) observes that, if students are involved in making

decisions about salient issues concerning their lives, they are likely to identify with the outcomes of such processes, and colleges with institutionalized participation experience less student-related administrative problems.

Therefore, the benefits and indicators of student involvement were not seen in this study. The governance processes of the colleges in this study rather showed that students are only expected to participate in learning and co-curricular activities of their school. According to Adams (2017), school policies if correctly established are far more likely to be successful where they are clearly understood and accepted by all partners within the school community. Similarly, Wood (2016) conducted a study in three colleges on faculty, student and support-staff participation in governance and found out that these groups constituted valuable sources of information on decisions. Respondents were found to be positive about student participation and the ability of students to make significant contributions to the institution (Ojo, 1995).

The main goal of the study was to investigate the students' involvement in college management in the two institutions in the area of governance in one public college and one private university in Mkushi and Kabwe Districts. Data for the study was collected from two institutions targeting fourteen forty four (44) lecturers and administrative staff and ninety (90) students.

In relation to ways in which students participate in college management and governance, the study established that students were not fully involved in college management. The major findings were that 32% demonstrated that there was poor students' involvement in college management of activities, 19% of the respondents recorded very good participation in college management, 26% of the respondents said that there was good participation and 23% of the respondents indicated average participation in the college management.

However, the study found out that students participated in making decisions related to; college production units with students taking agriculture courses and extra-curriculum activities such as sports, clubs. The study therefore, concluded that student participation in college governance should be improved by exposing students to a lot of management activities such planning, organizing and taking active role disciplinary cases of their fellow students. The college management create effective channels of communication through which students can channel their grievances.

## **5.7 Chapter Summary**

This chapter has presented the methodology used in the study. It focused on the research design, sampling techniques and procedures, the sample size and methods used to collect and analyze the findings of the study. The next chapter presents the results on students' involvement in college management of the two selected institutions in Mkushi and Kabwe Districts.

## CHAPTER SIX

### CONCLUSIONS AND RECOMMENDATIONS

#### 6.0 Overview

This chapter presents conclusions and recommendations based on the research findings and makes some recommendations for future research. The chapter ends with a summary which is a brief account of the major points.

#### 6.1 Conclusions

Based on the findings of the study, it can be concluded that students were not fully involved in college management. The study established that students were excluded from the key decision-making areas of the institutions. These included absence of students in college boards, lack of meetings of student unions with the college management. The study also established that there was no student union at one of the two institutions.

On the other hand, lecturers said that student's level of involvement in the management processes of their institutions was good this contradicted with the responses given by the students

This could be explained by the fact that the students did not clearly understand and know exactly their roles were in the two institutions. The college therefore, may exclude students on this issue because of unrealistic demands from students which may have cost implication to the college.

However, it emerged that students were involved in extra curricula activities. It also emerged that public college invited students to participate in college governance and some academic activities such as planning for school experience among others.

However, there are such leaders as class representatives and special students who are tasked with permanent or temporal duties of representing their fellow students. The respondents from this institution also said that students were mainly involved in co-curricular activities like preventive maintenance, sports and entertainment, and that they were not involved in managing the institution unless during funeral or graduation ceremonies were selected students were picked and engaged as organizers and representatives of the school. Findings from the institution with a student council show that students through their unions are

allowed to come up with decisions that can help the college, but to a limited extent as they are not involved in some of the serious matters like meetings where sensitive decisions are made.

Another key finding was that higher administrative experience positively influenced involvement of students in decision making process.

This study therefore concludes that students' involvement in college management should be improved in order to have meaningful student involvement. This is because the success of the institution depends on how each stakeholder (students, lecturers and administrators) are handled and participate in the college governance process. This means that absence of students in college management may hamper decisions made by other stakeholders hence making them ineffective.

From the study, it can also be stated that there are a number of challenges that hindered students' involvement in college management. These challenges included privacy and confidentiality, where students were not allowed to know management affairs due to policies on privacy and confidentiality from the administration; lack of motivation by students, inconsiderate student leadership approaches, and lack of a proper communication channel between the students and the administrations.

The study also reveals a number of strategies that can be employed in order to improve the involvement of students in the governance of the colleges. The findings show that there was need to create a platform for more dialogue between students and the administrations by forming student organizations or student leadership boards or governing structures in the institutions. The management should be considering student views, give support to their leaders, welcome and assimilate their ideas and bridge the communication gap. The study also revealed that more students were supposed to be involved in the management council, and that student bodies needed to be run independently. Other strategies included encouraging cooperation, fostering honesty among leaders, government colleges to give support to private colleges and management, and to learn how to fulfil all agreed decisions with students.

### **6.3 Recommendations**

Based on the findings of the study, the following recommendations were made:-

1. College administrators should involve students' in college governance. The study recommends that colleges should form students' council in which students views and ideas can be heard and discussed. The council should be known to all students and well informed in terms of college policies and should have a say on important issues (college budget, setting of the school rules and regulations) not just minor issues (cleanliness).
2. Ministry of higher education should organize and offer seminars to ensure that college management are well sensitized on the importance of involving students in college governance. This should be done more frequently at institutional levels since the study established that the two institutions were not fully involving students in decision making processes.
3. The College Boards should ensure that colleges have effective channels of communication. This could be achieved through introduction of open forum discussions with the college administrators, students and members of staff. Both formal and informal communication between administrators and students should be improved to increase cooperation and decrease misunderstandings between them. To better satisfy student needs, they also suggested that a formal mechanism be required to coordinate the communication and cooperation between university-operated and student-operated student services.
4. There is need to develop a means whereby those faculty members and administrators who hold negative attitudes toward student involvement may be enlightened on the importance of student's involvement in college or university governance so that they can begin to show greater respect and appreciation for student members on university committees.

### **6.4 Areas for further research**

1. A study should be conducted to find out relationship between students' involvement in college governance and academic achievement in public and private institutions.
2. The current study was carried out in one public college and one private university; another study should therefore be conducted in many private colleges and public colleges which are either run by Church organizations or Government colleges.

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## APPENDICES

### Appendix A: Questionnaire for College Principal

Dear Participant,

I am a postgraduate student from the University of Zambia (UNZA) undertaking a study in Educational Management and Administration. The purpose of the study is to investigate on the “students involvement in college management.” This research is purely academic and the information provided in it will be used in this research work only. Your identity will be treated confidential. Your cooperation will be greatly appreciated.

#### INSTRUCTIONS

- I. Please do not write your name on the questionnaire.
- II. Put a tick  $\surd$  in the space [ ] that you feel is appropriate.
- III. Fill in the spaces provided.

QUESTIONNAIRE No.....

#### Section A. Background information

1. Please indicate your gender? [ ] Male [ ] Female
2. Please indicate your age bracket  
20-30 years [ ] 31 -40 years [ ] 41-50 years [ ] 51 years and above [ ]
3. Indicate your highest educational level;  
a. Diploma in education [ ] b. First degree [ ] c. Masters Degree [ ]  
c. PhD degree [ ] d. Any other specify.....
4. What is your area of specialisation?  
.....
5. For how long have you been holding this position in this institution? ..... years.

**Section B. students' involvement in college management / college governance**

For each of the statements below, please indicate the extent of your agreement or disagreement by ticking in the appropriate space provided; where 1= strong disagree, 2= Disagree; 3=Undecided; 4= Agree; 5=strongly agree

SN    Statement    1       2       3       4       5

1       Students are involvement in the process decision making

2       Student representatives help administration in enhancing decision making

3       Involving the student leadership has reduced unrest in the college

4       Student involvement in the college management has improved relationship between students and administration

6.    In what ways are students involved in college management?  
.....  
.....

7.    In which ways should students be involved in college management?  
.....  
.....

8.    Please list some student management challenges that are reducing the level of students' involvement in college management.  
.....  
.....

9.    Does the administration respond to the opinions, contributions /suggestions students make? Give your views please.  
.....  
.....

10. What are benefits have you scored by involving students in college management?

.....  
.....

11. What challenges do you encounter when students participate in the management process?

.....  
.....

12. How can these challenges be eliminated?

.....  
.....

***THE END AND THANKYOU FOR YOUR PARTICPATION***

## Appendix B: Questionnaire for Lecturers

Dear Participant,

I am a postgraduate student from the University of Zambia (UNZA) undertaking a study in Educational Management and Administration. The purpose of the study is to investigate on the “student’s involvement in college management”. This research is purely academic and the information provided in it will be used in this research work only. Your identity will be treated confidential. Your cooperation will be greatly appreciated.

### INSTRUCTIONS

- IV. Please do not write your name on the questionnaire.
- V. Put a tick  $\checkmark$  in the space [ ] that you feel is appropriate.
- VI. Fill in the spaces provided.

QUESTIONNAIRE No.....

#### Section A. Background information

- 1. Please indicate your gender? [ ] Male [ ] Female
- 2. Please indicate your age bracket  
20-30 years [ ] 31 -40 years [ ] 41-50 years [ ] 51 years and above [ ]
- 3. Indicate your highest educational level;  
a. Diploma in education [ ] b. First degree [ ] c. Masters Degree [ ] c. PhD degree [ ]  
] d. Any other specify.....
- 4. What is your area of specialization?  
.....
- 5. For how long have you been teaching in this institution? ..... Years.

**Section B. students' involvement in college management / college governance**

6. Has a college got the student leadership/ council in place?

a. Yes..... b. No.....

7. If your answer is no, suggest ways in which the institution can put it in place.

.....  
.....

8. If your answer is yes, what is their role in the college management?

.....  
.....

9. To what extent do the student leadership in your college play the following roles in management?

AT=All the time, F= Frequently, CT= cannot Tell, R=Rarely, N= Never

10. How do you classify students' involvement in decision making in this institution?

a. Very good ..... b. Good..... c. Average..... d. Poor.....

11. Kindly give your opinions on the most prevalent management issues that the students are involved in?

.....  
.....

12. Please list some student management challenges that are reducing the level of students' involvement in college management.

.....  
.....

13. Does the administration respond to the opinions, contributions /suggestions students make? Give your views please.

.....  
.....

14. In which ways should students be involved in college management?

.....  
.....

15. What are the benefits of involving students in college management?

.....  
.....

16. What challenges do you encounter when students participate in the management process?

.....

17. How can these challenges be eliminated?

.....  
.....

***THE END AND THANKYOU FOR YOUR TIME***

## Appendix C: Questionnaire for Students

Dear Participant,

I am a postgraduate student from the University of Zambia (UNZA) undertaking a study in Educational Management and Administration. The purpose of the study is to investigate on the “Students involvement in college management”. This research is purely academic and the information provided in it will be used in this research work only. Your identity will be treated confidential. Your cooperation will be greatly appreciated.

### INSTRUCTIONS

- VII. Please do not write your name on the questionnaire.
- VIII. Put a tick  $\sqrt{\quad}$  in the space [ ] that you feel is appropriate.
- IX. Fill in the spaces provided.

QUESTIONNAIRE No.....

### Section A. Background information

- 1. Please indicate your gender? [ ] Male [ ] Female
- 2. Please indicate your age bracket  
Less than 20 years [ ] 21- 30 years [ ] 31- 40 years [ ]
- 3. Indicate your highest educational level;  
a. O level [ ] b. A level [ ] c. Diploma in education [ ]
- 4. Which year of study are you in?  
a. First year [ ] b. Second year [ ] c. third year [ ]

### Section B. students' involvement in college management / college governance

- 5. Has a college got the student leadership/ council in place?  
a. Yes..... b. No.....
- 6. If your answer is no, suggest ways in which your students' leadership can do.

.....  
.....

7. If your answer is yes, what is their role in the college management?

.....  
.....

8. To what extent do the student leadership in your college play the management roles?

AT=All the time, F= Frequently, CT= cannot Tell, R=Rarely, N= Never

9. How do you classify students' involvement in decision making in this institution?

a. Very good ..... b. Good..... c. Average..... d. Poor.....

10. Kindly give your opinions on the most prevalent management issues that the students are involved in?

.....  
.....

11. Please list some student management challenges that are reducing the level of students' involvement in college management.

.....  
.....

12. Does the administration respond to the opinions, contributions /suggestions students make? Give your views please.

.....  
.....

13. What are the similarities between government colleges and private colleges in students involvement in management/ governance?

.....  
.....

14. What are the differences between government colleges and private colleges in students involvement in management/ governance?

.....  
.....

14. What are the benefits of involving students in college management?

.....  
.....

15. What challenges do you encounter when participating in the management process?

.....  
.....

16. How can these challenges be eliminated?

.....  
.....

***THE END AND THANKYOU FOR YOUR TIME***

## Appendix D: Questionnaire for Student Representatives

Dear Participant,

I am a postgraduate student from the University of Zambia (UNZA) undertaking a study in Educational Management and Administration. The purpose of the study is to investigate on the “Students involvement in college management.” This research is purely academic and the information provided in it will be used in this research work only. Your identity will be treated confidential. Your cooperation will be greatly appreciated.

### INSTRUCTIONS

- X. Please do not write your name on the questionnaire.
- XI. Put a tick  $\sqrt{\quad}$  in the space [ ] that you feel is appropriate.
- XII. Fill in the spaces provided.

**QUESTIONNAIRE No.....**

### Section A. Background information

- 1. Please indicate your gender? [ ] Male [ ] Female
- 2. Please indicate your age bracket  
Less than 20 years [ ] 21- 30 years [ ] 31- 40 years [ ]
- 3. Indicate your highest educational level;  
a. O level [ ] b. A level [ ] c. Diploma in education [ ]
- 4. Which year of study are you in?  
a. First year [ ] b. Second year [ ] c. third year [ ]
- 5. What is your position in the student leadership council?

.....

**Section B. students' leadership involvement in college management / college governance**

6. Has a college got the student leadership/ council in place?

a. Yes..... b. No.....

7. If your answer is no, suggest ways in which your students' leadership can do.

.....  
.....

8. If your answer is yes, what is their role in the college management?

.....  
.....

9. To what extent do the student leadership in your college play the following roles in management?

AT=All the time, F= Frequently, CT= cannot Tell, R=Rarely, N= Never

10. How do you classify students' involvement in decision making in this institution?

a. Very good ..... b. Good..... c. Average..... d. Poor.....

11. What is your opinion about your (student) participation in the college management?

.....  
.....

12. How do your college make decisions at institutional level?

.....

13. How do you or your representatives communicate (put) students' voice in the decision making process?

.....  
.....

14. Please list some student management challenges that are reducing the level of students' involvement in college management.

.....  
.....

15. Does the administration respond to the opinions, contributions /suggestions students make? Give your views please.

.....  
.....

16. What are the similarities between government colleges and private colleges in students involvement in management/ governance?

.....  
.....

14. What are the differences between government colleges and private colleges in students' involvement in management/ governance?

.....  
.....

17. What are the benefits of involving students in college management?

.....  
.....

18. What challenges do you encounter when participating in the management process?

.....  
.....

19. How can these challenges be eliminated?

.....  
.....

***THE END AND THANKYOU FOR YOUR TIME***

## **Appendix E: Interview Guide (Lecturers)**

1. How would you explain the concept of student involvement?
2. What areas of management are students involved in your institution?
3. How do you select the student leaders in your institution?
4. What challenges do you experience when students are taking part in managing the college with management team?
5. How would you describe the benefits of having students as key stakeholders in your institution?
6. What strategies have you put in place to managing the institution?
7. Are there experiences you would wish to share on students' involvement?

**THANKYOU FOR YOUR TIME**

## **Appendix F: Interview Guide (Students)**

1. What do you understand by term management?
2. State some of the areas in which students are involved in the management of the college
3. Explain some of the roles of the student leaders in your college
4. What challenges do you face as students in working together with management of the college?
5. How do you solve problems in the college as students?
6. What strategies would you suggest that management need to put in place?
7. Do you have anything you would like to share on your experiences as a student?

**THANKYOU FOR YOUR TIME**

**Appendix G: Consent Form**

I have read the information presented in the information letter about the study entitled: “Students involvement in college management”. I had an opportunity to ask questions related to the study, and received satisfactory answers to the questions and all additional details. I give my permission for the researcher to do an audio recording of the interview and answering the questionnaire in order to ensure accurate information.

I also accept anonymity in the publication of this research, and acknowledge the fact that I can withdraw from the study without penalty at any time, as long as the researcher is duly informed.

With the information provided, I therefore agree to freely participate in the study.

Participant’s Name..... Signature.....

Researcher’s Name: Funjika Steven                      Signature.....