

**COMMUNITY INVOLVEMENT IN EDUCATIONAL PLANNING AND
MANAGEMENT: A CASE OF MPHAMBA AND LUNDAZI PRIMARY SCHOOLS IN
LUNDAZI DISTRICT ZAMBIA**

BY

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**A Dissertation submitted to the University of Zambia and Zimbabwe Open University in
partial fulfillment of the requirement for the award of the Degree of Master of Education
in Education Management**

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DEDICATION

This work is dedicated to my lovely sister, Margret Chipeta; my dearest late father Moses Chipeta and mother Goodness Botha, my lovely husband Weluzani Maseko, for his encouragement and financial support; our lovely children Beatrice, Emmanuel and Divine for putting a smile on my face and enduring life at the time when school became tough. I would also like to dedicate this piece of work to my teachers, Mrs. Mutale, Mr. Munyumbwe and my head of department, Mr. Malawo for the encouragement they gave me. Finally, I dedicate it to Dr. Moses Changala for the guidance he gave me to come up with this work.

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AUTHOR'S DECLARATION

I, Loveness Chipeta, do declare that '*Community involvement in educational planning and management; a case study for Mphamba and Lundazi primary school*' is my own work. All the works of other persons cited have been dully acknowledged and that this work has never been submitted or presented for any degree at any University for similar purposes.

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APPROVAL

The University of Zambia approves the dissertation of Loveness Chipeta as fulfilling part of the requirements for the award of the degree of Master of Education in Education Management. It is submitted with approval by the Examiners and with full consent from

Supervisor:.....

Date:.....

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ABSTRACT

The purpose of the study was to investigate the extent to which communities are involved in educational planning and management at Mphamba and Lundazi Primary School. The objectives that guided the study were to: establish the educational planning and management activities at primary school level, determine the extent to which the community is involved in educational planning at primary school level, identify challenges faced by the schools and the community in their quest to work together and propose strategies aimed at enhancing community involvement in education planning and management.

This study used a descriptive research design in which quantitative and qualitative data was collected. The sample size comprised 30 respondents namely, 6 administrators, 12 teachers and 12 parents who were purposively sampled. In – depth interviews guides and semi-structured interview guides were used in this study. The data collected was analysed using thematic categorizations and presented in narrations. Verbatims which were relevant to the study, were also considered presented.

The study revealed that educational planning and management in primary education involves making curricular decisions regarding what students are to learn and instructional decisions regarding the learning experiences to be provided in the classroom. The study also revealed that it included scheduling of learning activities in the major planning task, projects to be done with their time frame, co-curricular and localised curriculum teaching activities and budgeting.

The study further established that community members were not very much involved in educational planning and management. The reasons advanced included teachers and parents resistance, too many curricular changes, low student performance, community members not always being there for the school, lack of appreciation from community members and the community poor education background.

The study further revealed that the school and the community faced challenges in their quest to work together and these are negative altitude from parents towards school programmes; some parents could not pay PTA funds, and other were busy with their own works and businesses. Other challenges were lack of appreciation from the community members, teachers and parents, resistance to work together with the school, curricular changes and low performance of learners.

The other challenges were that there was little interaction between parents and the school to evaluate how activities were implemented hence parents did not know the progress of the school, financial resources and duration taken on the activities. Additionally, the PTA executive did not inform the parents on all the school programmes and that AGM meeting were not done every year hence a barrier to work together with the school. The other challenge was lack of information from the school to the community due to a series of communication channels

The findings also revealed that strategies aimed at community involvement in educational planning and management were that schools should have action plans that are linked to goals for learners success and that communities should be sensitised by the schools on the importance of community involvement in education planning and management. The other strategies were that school managers should promote effective communication between the school and parents or the community and that parents who fail to pay PTA funds should pay in kind. It was also proposed that teachers should interact with parents to see how they can develop the school and never to call meetings as workshops because the latter attract money at the end.

The study recommended that the Ministry of General Education should organise more workshops and seminars to equip head teachers with appropriate skills on how to involve community members in educational planning and management; should create a conducive environment for community involvement, and should be proactive and challenge all stakeholders to engage community members in educational planning and management.

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LIST OF ACRONYMS

AGM	Annual General Meeting
DEBS	District Education Board Secretary
EFA	Education for All
SFEP	Social Forestry, Education and Participation
IIEP	International Institute for Educational Planning
MDG	Millennium Development Goals
PMS	Preventive Maintenance in School
MOE	Ministry of education
MOGE	Ministry of General Education Community
OECD	Organisation for Economic and Development
NGO	Non-Governmental Organisation
PTA	Parents teachers association
PRA	Participatory Rural Appraisal
PU	Productive Unit
SBM	School based Management
SHN	School Health and Nutrition
SMOEs	State Ministry Of Education
SPEBs	State Primary Education Board
TGM	Teacher Group Meeting
UBEC	Universal Basic of Education
UNESCO	United Nations Educational Scientific and Cultural Organisation
UNICEF	United Nations international children's emergency funds

CHAPTER ONE: INTRODUCTION

1.0 Overview

This chapter presents the background to the study, statement of the problem, purpose of the study, research objectives, research questions, and significance of the study. The chapter further highlights the delimitation of the study, theoretical framework, and organisation of the study. It also presents definition of concepts and a summary of the chapter.

1.1 Background to the study

Planning involves envisioning the results the organization wants to achieve, and determining the steps necessary to arrive at the intended destination success, whether that is measured in financial terms, or goals that include being the highest-rated organization in customer satisfaction. Planning is the intellectual anticipation of possible future situations, the selection of desirable situations to be achieved (objectives) and the determination of relevant actions that need to be taken in order to reach those objectives at a reasonable cost (Urevbu, 2003).

Educational planning, then as a subset of social planning is the purposeful, social and technical, process of making decisions that influence the future directions of education. Educational planning is important as it involves establishing aims and objectives; selecting correct strategies and program to achieve the aims; and determining and allocating the resources required and ensuring that plans are communicated to all concerned (UNESCO, 2007).

Educational management can refer to both an academic discipline and a group of educational administrative professionals. Like the business world, the field of education management concerns the operational management of learning institutions. Education management plays an operational role in public and private schools across the country. Education managers oversee and execute critical programs designed to teach skills and knowledge that students will use throughout their lives (Thomas-Hunt, 2012).

Policymakers, educators, and others involved in education are seeking ways to utilize limited resources efficiently and effectively in order to identify and solve problems in the education

sector and to provide quality education for children. Their efforts have contributed to realizing the significance and benefits of community participation in education, and have recognized community participation as one of the strategies to improve educational access and quality (Demas and Arcia, 2015).

This is not to say that community participation is something new in the education delivery, however. It did not suddenly appear as panacea to solve complex problems related to education. In fact, not all communities have played a passive role in children's education. For instance, Williams (2011) stresses that until the middle of the last century, responsibility for educating children rested with the community. Although there still are places where communities organize themselves to operate schools for their children today, community participation in education hasn't been fully recognized nor extended systematically to a wider practice.

Increasing amounts of research on this topic have been conducted since the late 1980s, and there are more and more resources becoming available. In preparing and implementing any efforts to promote community involvement in education, it is important to understand the whole picture of community participation: how it works; what forms are used; what benefits it can yield; and what we should expect in the process of carrying out the efforts. A deeper understanding of this issue is important since the link between community involvement and educational access and quality is not simple and involves various forms Williams (2011).

Parents, family, and community involvement in education correlates with higher academic performance and school improvement (Demas and Arcia, 2015). When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher-level programs. Researchers cite parent, family and community involvement as a key to addressing the school dropout crisis and note that strong school-family-community partnerships foster higher educational aspirations and more motivated students. The evidence holds true for students at both the elementary and secondary level, regardless of the parent's education, family income, or background and the research shows parent involvement affects minority students' academic achievement across all races (Barrera-Osorio, 2009).

Supporting teaching and learning requires addressing students' social service needs, as well as their academic ones, and this broad-based support is essential to closing achievement gaps (UNESCO, 2007). The positive impact of connecting community resources with student needs is well documented. In fact, community support of the educational process is considered one of the characteristics common to high-performing schools.

The government support for decentralization in the provision of education finds roots on the general belief that the local communities were more in tune with the needs of their constituents and therefore were better placed to deal more diligently with emerging situations; including those of access and equity. It is also believed that local authorities can easily mobilize nearby communities in the formulation and implementation of policies particularly those regarding the provision of social services. In addition to promoting responsiveness of the communities to education activities in their areas, active involvement is likely to increase accountability and resource mobilization (UNESCO, 2010).

Against a background of enrolment stagnation from the mid to late 1990s, Zambia has since 2000 opened the door for more than 1.2 million additional learners to the basic school system. The phenomenal growth in access and participation is the result of four decisive factors: Pragmatic policy initiatives to counteract factors limiting participation particularly among poverty-stricken groups; increased budgetary allocations to the education sector; communities taking action given the magnitude of the challenges the government faced in providing educational services; and concerted action from the international community. The combinations of these measures have enabled the country to meet key milestones outlined in Zambia's 2005 Education for All (EFA) operational framework (Demas and Arcia, 2015).

1.2 Statement of the problem

Since the advent of the Jomtien and its successor, the Dakar Framework of Action, governments and international agencies have increasingly been advocating decentralization as a means of improving education provision in developing countries. An alternative approach to educational administration and management decisions downward in the hierarchy, often to community levels (Govinder, 2000). The Jomtien conference emphasized inclusion, decentralization and school community partnership in the provision of education. Many studies in the education sector in

Zambia have often focused on the effects, successes and failures of community involvement in various areas of school financing in the primary area. These have included Hatwiinda (1991); Mbewe (1993); Lungu (2002); and Kaoma (2014). On primary schools many studies have focused on academic performances in secondary schools. Community involvement in education planning in Primary Schools has not received much attention. However, as Milanzi (2013) and Mulenga (2014) contend the failures of many school programmes have been attributed to the fact that communities were excluded from the designs, formulations and implementations processes. This study, therefore, sought to establish the extent to which communities are involved in educational planning and management taking Lundazi and Mphamba Primary Schools as case studies.

1.3 Purpose of the study

The purpose of the study was to investigate the extent to which communities are involved in educational planning and management at Mphamba and Lundazi Primary School.

1.4 Study objectives

Kasonde (2014) looks at objectives to be a series of successive steps presented in behavioural terms that the researcher needs to take in order to answer the research question. Kombo and Tromp (2014) perceive an objective as, a specific statement relating to the defined aim of the study. This study was guided by the following research objectives

The objectives of the study were to:

- i. Establish planning and management activities undertaken at Mphamba and Lundazi Primary Schools.
- ii. Determine the extent to which the community is involved in educational planning and management at Mphamba and Lundazi Primary Schools.
- iii. Identify Challenges faced by schools and communities in their quest to work together in educational planning and management.
- iv. Propose strategies aimed at enhancing community involvement in education planning and management.

1.5 Research questions

Kombo and Tromp (2014) say research questions are issues that the researcher seeks to address. Additionally, Mackey and Gass (2005), assert that a research question is a one that will be addressed or investigated in a study. The following were the research questions of the study:

The research questions of the study were:

- i. What planning and management activities are undertaken at Mphamba and Lundazi Primary Schools?
- ii. To what extent is the community involved in educational planning and management at Mphamba and Lundazi Primary Schools?
- iii. What challenges faced by the schools and the communities in their quest to work together in educational planning and management?
- iv. What strategies aimed at enhancing community involvement in education planning and management should be put in place?

1.6 Significance of the study

Kerlinger (1973), in Kombo and Tromp (2014), defines significance of the study as “the rationale of the study that bears materials which justifies the study and shows its importance. “The significance of the study also elaborates the importance and implications of a study for researchers, practitioners and policy makers that addresses the potential value of the study and identifies the audience for the study.

This study will add to the existing literature about community involvement in educational planning and management at Secondary School level in Zambia. The study may be useful to the Ministry of General Education in strengthening policies on community involvement in educational planning and management in Zambia. It is also hoped that this study has provided information that can be beneficial to school administrators to help them strengthen their partnership in as far as educational planning and management is concerned. This may in turn help schools to provide education not only of good quality but relevant to the diverse needs of the communities the schools are serving.

1.7 Delimitation

Delimitation, according to Ghosh (2013), is the boundary created by the researcher for the sake of a research. Msabila and Nalaila (2014) say delimitation of the study is limiting the study by geographic location, age, sex, population traits, population size or other similar considerations. Therefore, this study was delimited to Mphamba and Lundazi primary schools and the community around.

1.8 Theoretical framework

Kasonde (2013) defines a theory as a supposition or speculation about a phenomenon. Similarly, Imenda (2014) defines a theoretical framework as “the application of a theory or set of concepts drawn from one and the same theory to offer an explanation of an event, or shed some light on a particular phenomenon or research problem.”

This study was guided by School Based Management Theory (SBM). The neo-liberal agenda of privatization and the recent upsurge in school-based management (SBM) both imply the importance of community participation for the efficient and effective delivery of educational services (Bruns and Patrinos, 2011).

The theory of SBM emphasizes (a) increasing poor people’s opportunity to choose schools and participate, (b) giving citizens a stronger voice, (c) making information about a school’s performance widely available, and (d) strengthening the rewards and penalty to schools based on their performance for improving learning outcome (Barrera-Osorio, 2009). In more concrete terms, there are three essential components of school management in the theory of SBM, namely, autonomy, assessment, and accountability for improving the learning outcome. School management under autonomy often gives an important role to the school management committee and its school policy formation (Yuki and Demas, 2016).

This theory was selected because its underlying belief is that the closer the decision-making power is to local communities, the more relevant and efficient the consequent resolutions will be. The theory thus supports the involvement of communities in educational planning and management at school level.

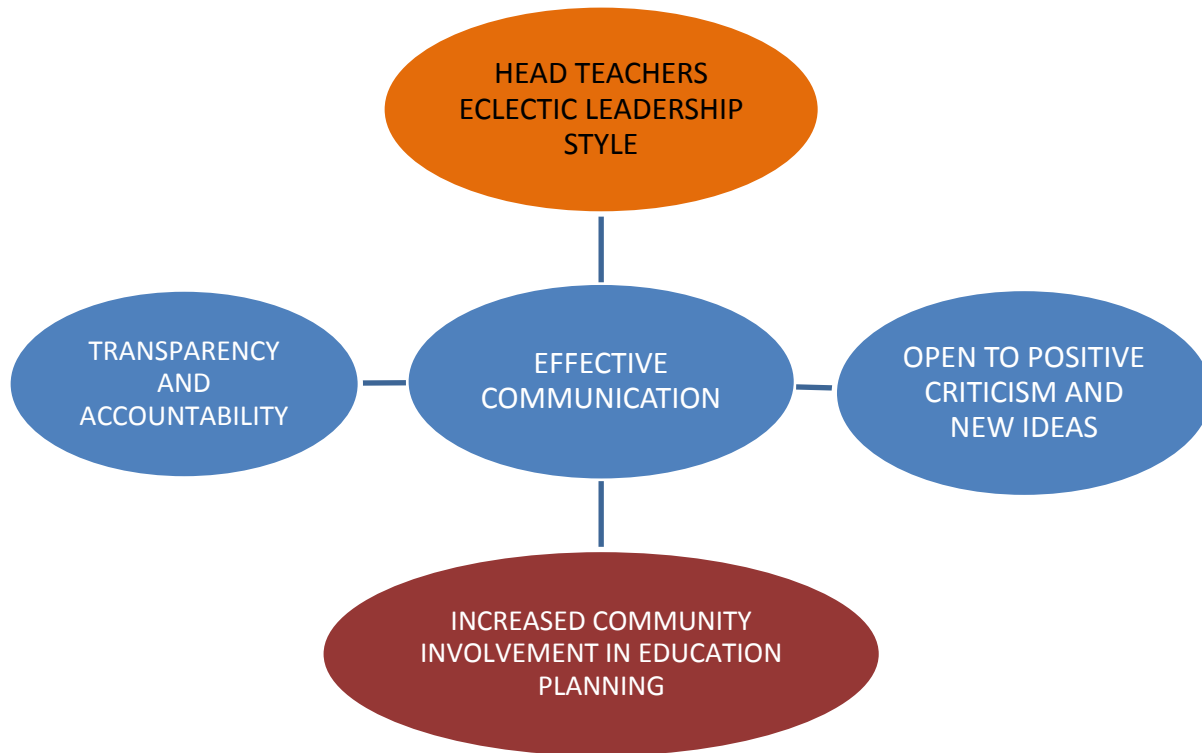
1.9 Conceptual Framework

A conceptual framework is an analytical tool with several variations and contexts. It is used to make conceptual distinctions and organize ideas. Strong conceptual frameworks capture something real and do this in a way that is easy to remember and apply. Miles and Huberman (1994) defines conceptual framework as a visual or written product, one that explains, either graphically or in a narrative form, the main factors, concepts, ideas, issues, assumptions, variables, and the presumed relationship among them, through which a particular research would be understood. It also presents what is thought to be going on. Thus, conceptual framework is a researcher's own position on the problem and gives direction to the study.

Orodho, (2009) further defines conceptual framework as a model of presentation where a researcher presents the relation between variables in the study and shows that relationship diagrammatically. A conceptual framework contributes to a research because it identifies research variables and clarifies relationships among variables. It also sets the platform for presentation of research questions that guides the study. In this sense, a conceptual framework assists the researcher to develop awareness and understanding of the study. When clearly understood a conceptual framework has the potential to assist the researcher to make meaning of the subsequent findings.

In this study, it is conceptualized that community involvement in education planning at Primary School level is influenced by school managers' leadership qualities (Barrera-Osorio, 2009). Figure 1 below shows the conceptual framework of the study:

Figure 1: Conceptual framework



Source: Field Data, 2018

The diagram above shows that community involvement in educational planning and management requires eclectic leaders. Being eclectic in choosing what parts of theories to use does not mean improvising. It means studying various theories and combining them into a thoughtful approach. In other words, it means not ascribing to one single way of leading and having an open mind to possibilities. Importantly it allows for spontaneity and a more natural leadership style to come through. An eclectic leader who is transparent and accountable, uses effective communication and is open to positive criticism and new ideas will attract increased community involvement in education planning.

1.10 limitations of the study

Limitations in research enable the researcher to identify potential weaknesses of the study that might make the findings be questionable (Creswell, 2009). Kothari (2004) adds that limitations for a research study include the challenges the researcher foresee or went through that might influence the validity of the study. This study was limited to two primary schools of Lundazi District in Eastern Province. Therefore, the findings cannot be generalised to the entire district, province or country due to the limited sample chosen for the study.

1.11 Operational definition of key terms

Administrator-The principal, education officials, headteacher and country government officer.

Community – A group structure, whether formally or informally organized, in which members play roles which are integrated around goals. It is characterized by what the members share, such as culture, language, tradition, law, geography, class, and race. It also refers to parents, neighbours, caregivers, sponsors, guardians and elders.

Communicating - To design effective forms of school-to-home and home-to-school communication that enable parents to learn about school programs and their children's progress in schools as well as teachers to learn about how children do at home.

Involvement – A high degree of participation in a wider development context, which can also be applied in the education sector, including collecting and analyzing information; defining priorities and setting goals; assessing available resources; deciding on and planning programs; designing strategies to implement these programs and dividing responsibilities among participants; managing programs; and monitoring progress of the programs.

Management - The act of getting people together to accomplish desired goals and objectives using available resources efficiently and effectively.

Partnership - Co-operation/ working together.

School management - The skills and techniques used to ensure proper planning, organization, implementation, controlling and evaluation of school resources, activities and teaching and learning experiences.

1.13 Summary of the Chapter

This Chapter has presented the background information for the study. The statement of the problem, purpose of the study, specific research objectives, and research questions, significance of the study, delimitations, limitations of the study and definitions of concepts have also been presented. The next chapter reviews literature relevant to the study.

CHAPTER TWO: LITERATURE REVIEW

2.0 Overview

This chapter presents the literature review of the stray order of the following themes: definition of education planning and management, the concept of educational planning and management, educational planning and management at international level, educational planning and management in Zambia, extent to which the community is involved in educational planning at primary school level, challenges faced by schools in working with the community in educational planning and management, , challenges faced by communities in working with the school in educational planning and management and summary of the chapter,.

2.1 Definition of educational planning and management

Planning is the intellectual anticipation of possible future situations, the selection of desirable situations to be achieved (objectives) and the determination of relevant action that need to be taken in order to reach those objectives at a reasonable cost. In other words, planning implies thinking about the future and trying to assume control over future events by organising and managing resources so that they cater to the successful completion of the objectives set forth (Carter Rebecca and Lister, 2007).

Planning is the process of mapping where one is going and how one gets there. It permeates every activity of a successful organization, from product or service initiation to production, selling and distribution. In a world that is ever more complex and uncertain, the adage that “failing to plan is planning to fail” is now truer than ever before. Planning helps them to predict how organization members will behave (Freeman et al., 2004).Educational planning then is the purposeful, social and technical, process of making decisions that influence the future directions of education. Educational planning involves establishing aims and objectives; selecting correct strategies and program to achieve the aims; and determining and allocating the resources required and ensuring that plans are communicated to all concerned. Educational plans simply put are statements of things to be done, the sequence and timing in which they should be done in order to achieve a given educational aims and objectives.

Planning is the foundation of all management in education, involves teachers, making curricular decisions regarding what students are to learn and instructional decisions regarding the learning experiences to be provided in the classroom. The scheduling of learning activities is a major planning task. Planning is ordinarily done without the presence of students and even when students participate in the process, pre planning on the part of the teachers is necessary. While planning cannot eliminate unexpected events without planning all events become unexpected (Milanzi, 2013).

Management is the process of designing, developing and effecting organizational objectives and resources to achieve the predetermined organizational goals. In the context of education, management can be said to be a field of study concerned with the operation of educational organisations for achieving the expected goals of education (Daft, 2005).

2.2 The concept of educational planning and management

Making progress in education demands that countries have a clear vision of their priorities and how to achieve these visions, many ministries therefore prepare strategic plans, which reflect this vision and help mobilize people and resources. Strategic planning guides educational development by giving a common vision and shared priorities. Educational planning is both visionary and pragmatic, engaging a wide range of actors in defining education's future and mobilizing resources to reach its goals. A wide range of ministries worked in partnership with IIEP to develop their plans. In some countries, the Institute supports the whole process of formulation, implementation, monitoring and evaluation of these plans; in others, it offers advice and assistance in specific areas as requested by the ministry. In all cases, the joint efforts are aimed at strengthening the capacity and autonomy of ministries and their staff. IIEP gives special attention to working with countries faced with the challenges of emergencies and reconstruction (sometimes referred to as 'fragile' contexts) which are farthest away from achieving the EFA and the MDG goals (Vavrus and Bartlet, 2013).

Management functions Daft (2005) indicated that regardless of the type of organization, managers have to perform certain functions. These include planning, organizing, staffing, leading, controlling and communicating. In a decentralised system, school bodies, on behalf of communities, will eventually become responsible for management and administration of schools.

The head teacher becomes accountable to both the school board and the Ministry of Education system authority (Babyegeya, 2002).

Classroom management is the organizational function that requires teachers to perform various tasks like planning; organizing; coordinating; directing; controlling; communicating; housekeeping and nurturing. The organizing function entails primarily the structuring of student sub groups and defining of rules, as well as making preparations for the implementing of plans. Planning what is to happen in the classroom is one thing; having everything in readiness so it can happen is another. Logistics as a major aspect of preparation, involving the procurement maintenance and distribution of equipments and supplies, in many instances, the actual development of instruction materials (Demas and Arcia, 2015).

School management is a process of leading the school towards development through not only the optimum use of the human resources, physical sources, principles and concepts that help in achieving all the objectives of the school but also the proper coordination and adjustment among all of them (Thomas-Hunt, 2012).

2.3 Educational Planning and management at international level

At international level education planning and management is regarded as important. The International Institute for Educational Planning (IIEP – UNESCO) is an arm of UNESCO created in 1963 in Paris, France. It develops the capacities of education actors to plan and manage their education systems through its programmes of training, technical assistance, policy research and knowledge sharing. IIEP supports ministries of education to plan and prepare their education sector plans through long-term technical involvement or more focused interventions (UNESCO, 2007).

In Africa, the area of planning is an important area that is often neglected by the education sector. A study by Urevbu (2003) shows that in many cases, planners and data managers are thrown into their positions without having had, or subsequently had opportunity to undertake, the appropriate training for optimum performance. In these cases, the Ministry may not have the expertise needed for the best decision or policy option to be taken, inevitably resulting in poor planning and implementation: planners and data managers must be appropriately trained and

skilled in the ins and outs of their profession. The state can ensure that the same emphasis that is given to teacher training should be given to training in these areas.

The other cardinal role of the state in Educational planning in African countries is localizing the educational plans. The ownership principle is important in the development of educational plans. Ownership must be at all levels within the MOE, in the schools and in the community. Professional and administrative staff needs to have a clear sense of owning the plan. Otherwise, their commitment and zeal for its implementation may not be strong. Participation in and ownership of the planning process are important for the success of strategic plan implementation. When outside donor funding is available, there is a tendency for the educational plan to be developed by outside consultants. This can lead to implementation being problematic understandably, given that local ownership of the plan is not encouraged during the whole process leading up to the finalization of the plan. Capacity building for local counterparts is usually not part of the mandate of the consultant. Instead, the main aim is to get the consultant's report and annual plan prepared in written form for handing over by a particular deadline already decided upon prior to the commencement of the planning consultancy (Brenan, 2002).

Furthermore, the state needs to ensure that educational plans are not set in concrete. They need to be flexible in order to adapt to changing circumstances. If a plan is borrowed from another system, it must be adapted or modified to suit the needs of the borrowing country. Since educational plans are living documents, they can be modified to address changing economic, technological or political circumstances. Vavrus and Bartlet (2013), in their study in Tanzania, contended that plans for education should be dynamic, developed on a rolling basis, capable of modification in the light of unanticipated events, and monitored on a regular basis.

Daft (2005) showed that monitoring and evaluation is one other role of the state in educational planning. Once an education plan is developed, it is important to have a monitoring system in place to measure the achievement or otherwise of key performance indicators, to see if strategies have been implemented and whether outcomes have been achieved. The plan needs to be monitored regularly during the implementation phase and refined according to the economic, social and political realities of the day. Monitoring also ensures that accountability measures are not neglected, it is desirable to have built into the plan a mechanism for regular review of the progress of implementation.

2.4 Educational planning in Zambia

Ministry of Education (2010) in Zambia states that when communication channels are kept open between the Ministry of Education and its stakeholders, democratic participation in educational processes, including the development of a strategic plan, will be considerably easier and more manageable. There are several issues of concern regarding the consultation process. First, donor driven consultations are counterproductive to the notion of local ownership. 'External' or foreign ideologies, values and epistemologies become the driving force behind the consultations, and the processes and outcomes could exclude local aspirations, values and priorities. There is therefore the danger that no 'real' consultation takes place and there is little or no sense of local ownership. Secondly, the Government through the Ministry of General Education needs to take great care in the selection of stakeholders, to ensure that there is wide representation of a cross-section of the community.

The state or government has a mammoth role in the entire process of educational planning. Among other things, the state needs to offer a strong and visionary leadership. There is a clear understanding that strong and visionary leadership is necessary in every sphere; families, villages, schools, Ministries of Education, church organizations, and teacher training institutions (whether government or the private sector). Part of good leadership is the shaping of a vision for the organisation, with its concomitant mission and strategies for the achievement of its goals and objectives. Strong leadership and good governance (economic, social and political) are essential for the development and implementation of 'good' education plans. The vision and mission must be clear and achievable. In the case of the Ministry of General Education in Zambia, it is crucial that the vision and mission statements are clearly articulated and communicated to education stakeholders, including Ministry staff at the headquarters, provincial offices, District offices and schools. For educational institutions such as schools and teacher training institutions, their own vision and mission need to be communicated within the organisation to facilitate a more effective implementation of the education plan (Urevbu, 2003).

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The government has a responsibility to ensure that educational planners and data managers are adequately trained to execute their duties diligently. Given the key focus on strategic planning, there is no escaping the fact that if good decision-making and policy formulation are to take place, educational planners and data managers need up-skilling and specific training in order to provide optimum service. Far too often, because of the constraints mentioned, planners and data managers are thrown into the job and have to sink or swim. More often than not, they have many other responsibilities to carry out and are therefore not in a position to do justice to their work. If the MOGE is to function more effectively and efficiently, then they will have to consider strengthening their planning units and information management systems. These two go hand in hand. Planners must be particularly sensitive to different viewpoints, including respect for local traditions and cultures (Ministry of Education, 2010).

Training and capacity building for the staff in the planning department is key. It is good that at the Ministry of Education headquarters a directorate for planning and budgeting was created. More can however be done. For example, there is ample evidence to show that training does improve the ability of individuals to plan more effectively. In particular, those personnel who have training in planning, or have worked with donor-funded projects have gained relevant skills and knowledge that can be transferred to the local context. For instance, they have developed such skills in planning, monitoring and evaluation as problem solving, data collection, and writing statistical reports and other formal planning documents. There is, however, an urgent need to provide further capacity building in policy development, data management and strategic planning (Bruce et al., 2009).

The area of planning is an important area that is often neglected by the Ministry of General Education. In many cases, planners and data managers are thrown into their positions without

having had, or subsequently had opportunity to undertake, the appropriate training for optimum performance. In these cases, the Ministry may not have the expertise needed for the best decision or policy option to be taken, inevitably resulting in poor planning and implementation: planners and data managers must be appropriately trained and skilled in the ins and outs of their profession. The state can ensure that the same emphasis that is given to teacher training should be given to training in these areas (Urevbu, 2003).

Furthermore, the state needs to ensure that educational plans are not set in concrete. They need to be flexible in order to adapt to changing circumstances. If a plan is borrowed from another system, it must be adapted or modified to suit the needs of the borrowing country. Since educational plans are living documents, they can be modified to address changing economic, technological or political circumstances. Vavrus and Bartlet (2013) contends that plans for education should be dynamic, developed on a rolling basis, capable of modification in the light of unanticipated events, and monitored on a regular basis.

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It is also the role of the government to ensure that there is equity in educational planning. The document produced by Bruce et al., (2009) show that the state needs to meet fairness and equity objectives through ensuring that the disadvantaged are given fair opportunities to gain access to a quality education targeting support if necessary to those in most need distributing resources for education in an equitable way providing every.

The educational plans can only be fully implemented if resources needed are available. The state therefore, has a mammoth task to mobilize resources for the development and implementation of educational plans. Financial backing is an aspect which also needs serious consideration. There

is no meaningful teaching and learning that can take place without adequate resource materials. An educational plan therefore, should have adequate financial and material support for it to be fully implemented. Consider for example the curriculum. The officially designed curriculum is not being fully implemented as per plan mainly because the government or Ministry of Education does not supply schools with adequate resource materials (Milanzi, 2013).

In education teamwork is a dynamic process involving two or more people with complementary background and skills, sharing common educational goals and exercising concerted physical and mental effort in assessing, planning, teaching and evaluating students performance. Every employee is dependent on his fellow employees to work together and contribute efficiently to the organization. No employee can work alone; he has to take the help of his colleagues to accomplish the tasks efficiently. It has been observed that the outcome comes out to be far better when employees work in a team rather than individually as every individual can contribute in his best possible way. In organizations, individuals having a similar interest and specializations come together on a common platform and form a team (Thomas-Hunt, 2012).

2.5 Education planning and management activities

Planning and management helps to achieve objectives, every organization has certain objectives or targets. It keeps working hard to fulfill these goals. Planning helps an organization to achieve these aims, but with some ease and promptness. Planning also helps, an organization to avoid doing some random (done by chance) activities. A good plan should aim at the improvement of physical facilities, teachers, library services, curricular, co-curricular activities, participation in community programmes and the like (Sidhu 1996).

The School Plan is a written statement of the educational philosophy of the school, its aims and how it proposes to achieve them. It deals with the total curriculum and with the organisation of the school's resources, including staff, space, facilities, equipment, time and finance. An action plan is a plan created to organize a district- or school-improvement effort. A school's improvement goals, such as targets for improved student test performance or graduation rates. The specific actions or strategies a school will undertake to achieve its goals, (Sidhu 1996)

The activities also include different school projects such as having a school farm, poultry, tack shop and construction of teachers' houses, renovations procurement of teaching and learning

materials, cleaning materials and workers salaries, the teaching and learning process to mention few. In order to achieve all these activities, the school should work together as team with teachers, management, the community and all stakeholders. Green (1971) adds that plan activities for classroom teaching, lesson planning, and school planning, annual planning and practice the techniques of evaluating them during the course of implementation.

2.6 Extent to which the community is involved in educational planning at primary school level

Involvement is understood as the participation of agencies from both inside and outside a community to work together in development projects or activities for common interest (Cornwall, 2008). Involvement can be important stakeholders who have influence and share control over development initiatives and communities and the public (Nelson and Wright, 1995). However, participation of agencies does not exist unless people are mobilized to be part of decision making, planning and project management including implementation, monitoring and evaluation. Community involvement can occur in direct and indirect forms. In the old ways, community participate in the development program, whereas in the present community participate through their representatives such as committees, associations, clubs and education boards Pretty et al., (1995). People can be involved by listening at meetings but because they have no chance to speak on the other side can be involved in the process in which real power in decision making lies with the People involved (Bray, 2001).

Educators at all school levels know that successful students-at all ability levels-have families who stay informed and involved in their children's education. Yet many middle level and high school teachers report that the only time they contact families is when students are in trouble. This disconnects between knowledge and behavior can be corrected with new approaches that make it possible for every school to organize an excellent partnership program. Studies show that family involvement through primary school is important for student success. The literature international scale yields three main conclusions. One is that parents want more and better information to guide their students through middle level and high school. The other one is that students benefit from family and community involvement in high school; and lastly that Educators in middle level and high schools must take responsibility for developing goal-linked partnership programs that reach all families and that help students succeed (Epstein et al., 1997).

Parent involvement is not limited to traditional parent activities in the school building where families are viewed not as deficient, but as sources of strength. The guiding principles help parents; value their own knowledge, share their knowledge with others, learn new skills and talents to benefit themselves and their families and become involved on their own terms in the life of the school Tondeur (2013). According to USAID (2012), in developed countries parents are encouraged to self-assess their strengths, talents, and set the collaborative school-parent agenda by voicing their needs and wants to guide and shape the nature of their involvement in the school.

2.6.1 Global review on community involvement in educational planning and management

Community activities in education and schools specifically, have a long history worldwide. Indeed, a perspective of centuries rather than decades would generally show role of governments until the twentieth century, as schooling before that time was being mainly provided by churches and other voluntary agencies (Cummings and Riddell 1994). Many colonial education systems in Africa were at least partly based on community inputs (Okoye, 1986)

During the period following World War II, the role of governments increased gradually until they were capable to play the dominant and in some countries almost exclusive role in providing education to the citizens. Support for this expanded role was contained in various international resolutions including the 1948 United Nations Declaration of Human Right the 1959 Declaration of the Rights of the Child, and the 1966 International Covenant on Economic, Social and Cultural Rights. However, in the last quarter of the twentieth century the pendulum swung as the financial and other limitations of government capacity gained wider recognition while advocacy of community participation again became stronger (Tshireletso, 1997).

Communities have significant responsibilities in “creating, construction, financing, and managing the school, recruiting and paying teachers’ salaries and procuring school materials”. However, community schools differ from government schools in their funding sources, governance, management structure, organization, and often in curricular aspects (Rugh and Bossert, 1998).

Evidence about the impact of community involvement in education services is mixed and limited. In Brazil, for example, it has increased overall access (In enrolments) but has done little to reverse persistent regional inequities in access to schooling, per capita expenditures and quality (Bray, 1999). Chilean's experience also shows that decentralization does not by itself remove inequalities between localities of varying incomes. Quality in poorer communities continues to lag. These results are supported by experiences in Zimbabwe and New Zealand. However, the design of these decentralized systems has been criticized. One shortcoming is that central governments have off-loaded responsibilities to local governments and communities without providing adequate targeted support. This means that poverty is also a factor of the community not being fully involved in education planning and management.

Argentina, for example, transferred education from the national to the regional governments in order to reduce central government fiscal deficits. Support for decentralization is often based on the general belief that the local government is more in tune with the wants and needs of its constituents and therefore is better placed to distribute resources appropriately. Similarly, it can enhance citizen influence in the formulation and implementation of policies, particularly with regards to basic social services such as education. In addition to promoting responsiveness, local participation in these types of issues is likely to increase accountability and resource mobilization (Mullins, 2006)

In general, advocates of decentralization of service assume that decisions made with greater participation will be more responsive to the diverse interests and needs of local communities than those crafted only by national level decision –makers. In Papua New Guinea, community schools set the goal to link the culture of the pupils' home community with the culture of the school. Accordingly, the schools consider the community as the center of learning as well as the focus of education. As a result, the community schools have become central to the national curriculum development, which enables community life, such as festivals, customs, musical instruments, and local business activities, to be reflected in the curriculum (Demas and Arcia, 2015).

Another example is found in Colombia's Escuela Nueva program for multigrade schools that incorporates a number of innovative components, including community participation in school curriculum (Colleta and Perkins, 1995). In each learning task, self-instructional textbooks guide

students to identify examples and cultural elements from their own experience and allows local materials to be accumulated in the learning centers. The oral tradition is transcribed and classified. Local crafts, jobs and economic activities, health problems, geography, landscapes, transport, sports, dances, food, animals, vegetation, and minerals are also described and classified for use in learning experiences. Children in Escuela Nueva are using curriculum relevant to their way of life and that of their communities, which helps develop a series of basic learning needs, skills, attitudes, values, and knowledge that enable the children to apply them in their respective communities.

Community's involvement in education planning and management can help identify and address factors that contribute to educational problems, such as low participation and poor academic performance. This is well illustrated in the case of the Gambia, in which the techniques of Participatory Rural Appraisal (PRA) were adapted to education. The work was carried out in order to understand why girls do not attend schools, to mobilize communities around these problems, and to assist them in organizing their own solutions (World Bank,1997).

Thirteen local researchers were trained in PRA, which allowed the participation of all groups in a community, including illiterate and literate, young and old, females and males. A sample of seven rural villages was selected, in which a team of researchers worked with residents focusing on group discussions, mapping of the village, calendars of income and expenditure, and matrices of community and education problems. The research revealed that key disincentives to educating girls were related to: (a) inadequate supply of schools, particularly middle schools; (b) high costs of schooling; (c) higher risk of early pregnancy; (d) loss of respect for traditional values, particularly obedience and humility towards husbands; and (e) perceptions, particularly among men, that girls will be less successful in life generally. A further step was taken in two of the seven communities where residents were invited to select six important problems from a longer list that they had developed previously which they could begin to address in a practical way, utilizing mainly their own resources. Various options for solving problems were devised and those seeming to have the highest chance of success were integrated into a Community Action Plan (UNESCO, 2010).

2.6.2 Community involvement in educational planning and management in Africa

There has been an increasing advocacy of community participation in education system. This has been particularly a common theme in policy documents, not only for governments but also for international agencies. In many cases, Govinder (2000) noted that, community input to school systems was a response to lack of government action. Communities in these situations feel that the main responsibility for education lies with their governments. At the same time these communities realize that the governments are either unable or unwilling to ensure adequate resource allocation and provision for their plans or activities. These communities realize that if they wish to provide schools with adequate resources, they must themselves bridge the gaps.

Furthermore, despite the apparent regional emphasis of its reforms, in 1994, the Ethiopian government released an Education Sector Strategy which emphasized the role of the community the implementation of which has unfortunately been slow. Review of 130 documents UNESCO, 1985, revealed that while community participation was clearly one of the seven main education reform themes, there was no clear and detailed indication regarding the relationship between the Ministry of Education and the regional, Zones in Ethiopia (Otieno, 2006).

In Nigeria, for example, Primary Schooling is financed mainly by the local government' revenue allocation with some modest amount from the state and, largely ad hoc grant from the Federal government, but it is managed by State Primary Education Boards (SPEBs). In addition, while the SPEBs (which are viewed as deconcentrated arms of the Federal Ministry of Education) and State Ministries of Education (SMoES) officially manage primary schooling as dictated by the Constitution, the local government funds pass through the Federal Universal Basic Education Commission (UBEC). Capacity, authority, and budget control at the state and local level is low, in part because of the Federal recentralization (MOLGH, 2006). Other example of community involvement in education includes Togo where by 19.1 percent of schools in 1998 / 99 were classified as community self –help.

In Zambia, the first known community school as defined by the Zambia Community Schools Secretariat was founded in Lusaka in 1982 but further developments did not occur until the 1990s. During that decade, many community schools in Zambia were established, particularly in rural areas. In 1998, the Secretariat listed 200 schools serving over 25,000 children (Kelly, 1998: 23 in Bray 2003).

In Tanzania mainland, some of the secondary schools in 1999 were classified as community institutions while others were private institutions, and only a few were government schools. The remaining are seminaries run by religious bodies (Bray, 2003).

It is important for school management to involve the community in education planning and management and decision – making on school matters. It is also vital to understand that when people are permitted to take part in the formulation of their own school development plans, their morale is boosted (Cole, 2004). It is believed that good school management is characterized by community involvement in problem solving and decision making, usually through community organs or bodies, as it is not easy for all community members to participate.

The community and parents should be involved in any decision making which affects the common interests of children and the school. Communities and parents should be invited to join meetings, advocacy activities, school committees, and be involved in school governance. Involving families in school decision making is argued to be a main goal of school based management and school reform efforts (Epstein, 2006) because it enhances not only shared roles and responsibilities among partners, but also mobilizes talent and specific skills from parents and communities in accelerating the academic success of children (Griffin and Steen, 2010). Parents and communities may also feel empowered which results in ownership within the community. However, to get the community involved, efforts must be made to ensure that the families of children are included so that their voices are heard (Griffin and Steen, 2010).

Decker and Decker (1999) posit that the rationale for involving the community in planning and decision – making is based on the belief that citizens have right as well as a duty to participate in determining community needs, in deciding priorities, and in selecting the most appropriate strategy for the allocation of community resources. As the community is allowed to participate in decision-making, objectives for the formulated programme become their own aspirations, hence

the urge to implement them successfully is great. Although it is stipulated under SEDP (2004 2009), that Wards will be responsible for mobilizing communities for construction of buildings, enrolment and retention of students, and school board to oversee implementation of school development plans, Lweja (1993) found that boards as well as school committees are just rubber stamps.

In this case, there is a need to involve the community in education planning and management in order to improve efficiency, transparency and accountability in order to accomplish the accomplish school development activities.

In Africa, community participation in educational planning has been found to contribute to the promotion of girls' education (UNICEF, 1992). Through participating in school activities and frequently communicating with teachers, parents and communities can learn that girls' education contributes to the improvement of various aspects of their lives, such as increased economic productivity, improved family health and nutrition, reduced fertility rates, and reduced child mortality rates.

Involving parents and communities in discussions as part of school activities also helps to identify factors that prevent girls from schooling. Parents are encouraged to express their concern, and reasons why they are not sending their daughters to school. For instance, many parents in rural areas are reluctant to send their daughters to schools located in distance, concerned about the security of their daughters on the way to and from the school. In addition, since girls are important labors in the household, helping their mothers to do the chores and take care of their young siblings. The time that requires going to and from school seems too much to waste for the parents. These issues are serious obstacles and have to be addressed and overcome in order to promote girls' education (UNESCO, 2007).

Among various forms of community contributions, some are specifically aimed to support teachers. For instance, communities can provide, or construct, housing for teachers who are from outside of the community. In rural areas, lack of qualified teachers is critical, and preparing a safe environment and housing is necessary to attract teachers, particularly female teachers, who otherwise tend to stay in or go to urban areas. Teachers can benefit from communities' active participation in their children's schools. For example, community members themselves can be a

rich resource to support teachers' practice in classrooms by facilitating children learning (Milanzi, 2013).

2.6.3 Community involvement in education planning and management in Zambia

In one study in Zambia, local villagers came to schools and helped students understand various species indigenous to that village. This means community members can help students understand concepts, which teachers teach in classrooms by having the students coming into community, interacting with community members who are knowledgeable about village history and the certain issues faced by the community. Respected community members can become knowledgeable lectures who can come to the classrooms, and teach students issues faced by the community (Plan International Zambia, 2014).

Family and community involvement plans and programs result in more parents from all backgrounds becoming involved with their teens in discussions and decisions about school and making plans for postsecondary education and training. Without such programs, many adolescents are left with an incomplete support system on school matters. Gaitan (2007) agrees that school collaboration with other institutions and agencies provides rich and varied possibilities and realities.

Additionally, collaborating with parents and communities, while capitalizing on their resources and strengths, promotes social and emotional growth for children. This simultaneously promotes parent, family and community empowerment and well-being. This is supported by Sharma, (2013) who argues that successful parent-school collaborations must include opportunities for parents to recognize and value their skills and knowledge, utilize those strengths and resources present among the parents and the community and create multiple opportunities for parents to expand their abilities. This is particularly true for low income parents whose only access to education may be through their children's school. Collaboratively promoting the well-being of the student and the family develops human and social capital that strengthens families and communities.

2.7 Challenges faced by school in working with the community in educational planning and management

A study by Evans (2000) in Malaysia shows that low student achievement restricts the community involvement in educational planning. Even in the midst of tremendous political attention, low student performance persists. This is often exemplified by a large number of students performing poorly on achievement tests and not performing at grade level, as well as high rates of high school non-completion and special education classification. Given the socio-demographic backgrounds of the urban school population, students attending urban schools enter at varied levels of academic readiness and oftentimes with particular stressors that challenge students' ability to perform at high levels. The vast majority of students want to succeed in school and view school as important to being successful in life, but structural barriers both inside and outside school often stand in the way of the realization of this. Moreover, negative stereotypes about families often misinform educators and lead to negative views about students.

A Lack of Instructional Coherence in primary schools also hinders community involvement in educational planning. Schools are bombarded with so many instructional initiatives and approaches that they can become fragmented, or indeed contradict one another. Moreover, the professional development used to launch these initiatives and support teachers' continued learning is too frequently ineffective. Given the diversity of their student populations' needs, school districts require a variety of initiatives, but these need to target specific and identified needs that are aligned within a broader vision of student success and academic standards. Moreover, school initiatives should be carefully chosen, with attention paid to what is already being implemented within the school district. Urban school initiatives should utilize expertise within the schools for coaching and program building so that institutional knowledge can be passed on to new and novice teachers who have perhaps the greatest need for professional learning supports (Evans, 2000).

Poorly Functioning Data Management Systems in Ghana schools affects parental involvement in educational planning. Given the great needs of the students served by them, urban school systems are often under resourced. Urban school districts tend to have ineffective or underutilized data management systems (Demas and Arcia, 2015) making it difficult for them to identify student needs and monitor student progress. While much of the budgetary and resource

challenges are deeply embedded in other political and economic factors outside the reach of a school system, urban school districts need to develop data systems and promote their use in critical analysis and examination of their own practices. This entails a commitment to data analysis as a continuous process, with clearly stated questions or problem statements, a readiness to question assumptions, and the capacity to go beyond the numbers. As such, data analysis can occur at the district level with improved data collection and monitoring systems. With improved systems, data analysis can also be implemented at the school level with data walks, inquiry groups, and critical friends groups.

Onsomu and Mujidi (2011)) note that although there has been positive advance in establishing parent-teacher partnerships in some countries, there are still problems that defer further growth such that; Some parents still think that they are irrelevant to the schooling process, and it should all be left to the teachers who are the specialists. Parents have been on the periphery of the schooling system for too long, that it will take time to change their attitude as most of them are contented with this peripheral position. Others fail to play their partnership role because of such deterrents as lack of time due to a busy schedule, expense of travel, having children in several schools and cultural differences such as language. Because PTAs executive committees participate in decisions concerning fees charges, parents when invited for meetings, are suspicious that the meetings are for the purpose of increasing school fees and this stops many from attending. Those who turn up get surprised when there is no mention of Budget or extra payments. Other parents are just irresponsible and do not want to be bothered with extra parenting.

To argue the perception of parents on PTA, the United States National Parents Teachers Associations mission and purpose statement, the PTA seeks to promote the welfare of the child and youth at home, in the school, and in the community (Prew, 2012). The PTA has also sought to raise standard of life at home, secure laws that protect children and youth, bridge the gap between home and school, and to build and develop efforts connecting educators with the public in securing the highest standards in mental and physical, social and spiritual education. If parents are involved, doing together my works and planning with the school including evaluation schools will always be doing well academically and other development. Lonsdole (2012) rightfully observe that several educationists have tried to explain the meaning of school – community

relations. The underlying consensus is that it refers to sharing of responsibilities, cooperation, working together for the promotion of educational progress.

2.8 Challenges faced by community in working with the school in educational planning and management

In attempts to understand factors that prevent communities from being involved in formal education planning, Shaeffer (1992) in Thailand found that the degree of community participation is particularly low in socially and economically marginal regions. This is because such regions tend to have the following elements: (a) a lack of appreciation of the overall objectives of education. (b) a mismatch between what parents expect of education and what the school is seen as providing. (c) the belief that education is essentially the task of the State; (d) the length of time required to realize the benefits of better schooling; and (e) ignorance of the structure, functions, and constraints of the school. Gudschinsky (1976) adds that lack of knowledge limits individuals' ability to engage in activities that require either critical thinking or a solid base of literacy and numeracy skills. Such activities may include understanding government policies, governance issues, attendance of meetings and voting in elections, using of a computer to do banking and to interact with government agencies and assisting children with homework.

Challenges vary from one stakeholder to another because each group has its own vision to achieve the common goal of increasing educational access and improving its quality, such as Resistance among teachers affects community involvement in educational planning and management. Not all teachers welcome parents and communities' participation in education. They tend to feel that they are losing authority within schools they think power is taken by the

community and parents. At the same time, they are encouraged to involve community members who sometimes are not willing to get involved in any school activities Gudschinsky (1976).

Gaynor (1998) analyzes the complex relationship between teachers and parents in her study on teacher management with a focus on the decentralization of education. She argues that many parents in many countries would like to be more involved in selecting and monitoring teachers. However, analyzing impacts of the El Salvador's EDUCO project in which parents are responsible for school management and monitor teachers, Gaynor stressed that the teachers feel threatened by parental involvement, believing that it will diminish public regard for their professional status. A World Bank study of social assessment on EDUCO, community managed-schools, in El Salvador (Pena, 1995) reveals that even though the parents valued education and had a positive attitude regarding the teachers, they were suspicious about the government. This wariness, combined with lack of communication, fostered the fear that education would be privatized and parents would have to pay for education services. Parents are optimistic about the economic value of education, but their optimism decreases when they are asked to think about the role of education in their own lives.

Furthermore, because of parents' relative lack of education and the way the traditional school systems are structured, parents and teachers perceive their roles as separate from one another, without substantial parental interaction with teachers or involvement in the schools themselves. Negative attitude by parents towards education affects community involvement in educational planning. Not all parents and community members are willing to get involved in school activities. Some have had negative schooling experiences themselves, some are illiterate and do not feel comfortable talking to teachers, and getting involved in any kind of school activities. They feel they do not have control over the school. Some parents and families are not willing to collaborate with schools because they cannot afford to lose their economical labor by sending their children. Even though they see the benefits to send children to schools, opportunity costs are oftentimes too high to pay (Gaynor, 1998).

Some parents see many roadblocks to getting involved in their child's education. Some point to their own demanding schedules and say they do not have extra time to volunteer or even attend school activities, much less get involved in bigger ways. Others reveal how uncomfortable they feel when trying to communicate with school officials, whether that is due to language or cultural

differences or their own past experiences with school. Some say they lack the know-how and resources to help their child, or they express frustration with school bureaucracies or policies they find impossible to understand or change. Some parents complain that they rarely hear from the school unless there is a problem with their child's behavior or performance. Others say the information provided by the school is not comprehensible either because of educational jargon or because the parent or family member does not read or understand English (Chunga, 2012). Some families criticize school personnel for not understanding the plight of single parents, grandparents, foster parents.

Low Student Achievement restricts the community involvement in educational planning and management. Even in the midst of tremendous political attention, low student performance persists. This is often exemplified by a large number of students performing poorly on achievement tests and not performing at grade level, as well as high rates of high school non completion and special education classification. Given the social demographic backgrounds of the urban school population, students attending urban schools enter at varied levels of academic readiness and oftentimes with particular stressors that challenge students' ability to perform at high levels. The vast majority of students want to succeed in school and view school as important to being successful in life, but structural barriers both inside and outside school often stand in the way of the realization of this (Evans, 2000). Moreover, negative stereotypes about families often misinform educators and lead to negative views about students.

2.9 Strategies aimed at enhancing community involvement in educational planning and management

There are various ways to enhancing the involvement of parents and community members in educational planning. These include (a) minimizing discontinuities between schools and communities, between schools and families. (b) minimizing conflicts between schools and communities, schools and families, teachers and parents, and what is taught in school and what is taught at home; (c) making easy transition of pupils going from home to school; (d) preparing pupils to engage in learning experiences; and (e) minimizing cultural shock of new entrants to schooling. Devis (2000) also support that, families' involvement with matters concerning their children is very important and depends on income or education level of parents. It is important to note here that; parent-family community involvement is a key issue in addressing the school

drop-out crisis. Put it differently strong family-community participation has a major impact on children's academic success and social development

Communities can contribute to schools by sending respected community members, such as religious leaders or tribe heads, to the classrooms and talk about community history, traditions, customs, and culture, which have been historically celebrated in the community. Schools themselves can contribute to community efforts by developing sustainable solutions to local problems. One example is found in the Social Forestry, Education and Participation pilot project (SFEP) in Thailand, documented by McDonough and Wheeler (1998). The purpose of the project is to change teaching, learning, and school-community relations by involving fifth and six grade students in studies of local village problems related to forest management. The students visited communities and asked questions about village history and the origins and causes of various forest-related problems. Community members helped them understand concepts taught in schools, and students used any resource available within the communities to enhance their understanding.

In addition to gathering data from villagers, students went to nearby forests to study plants and animals as part of their regular science lessons. Some local villagers came along as "experts" to help them understand various species indigenous to that village. McDonough and Wheeler (1998) examined the project and found that communities have much to contribute to the education of their youth. If given the chance to become more involved in the education of their youth, communities come to see that their knowledge about village history, social relations, and economic structure is relevant to what students could learn in school. In addition, the curriculum can be linked to daily life and teachers are able to use a much wider array of resources to improve student learning.

Another key aspect to improve community involvement is to realize democracy in a school. Where schools are perceived as authoritarian institutions, parents and community members do not feel welcomed to participate in their children's education. They are not capable of taking any responsibility in school issues and tend to feel that education is something that should be taken care of by educational professionals at schools. Many people, especially minority groups in many developing countries, develop this kind of negative attitudes towards schools because they are not treated by teachers with respect. For instance, those who do not speak the country's

official language and embrace other than mainstream traditions and culture feel discouraged in classrooms where teachers don't show respect to their linguistic and cultural diversity. In the history, there were times when children were prohibited from speaking their first language in schools and they got severe punishment when they broke the rule imposed by the school or the government. This educational environment is unfavorable to parents and children and, therefore, contributes to these students' low participation, poor academic performance, and high repeat and dropout rates. Involving communities in schools is a way of reaching democracy through identifying and addressing inequities embedded in institutions and society as a whole. In addition, it is a strategy to create an environment in which parents feel comfortable participating in schools (Daft, 2005).

Moreover, parental involvement in education is seen as a right, or as an outright democratic value in some countries. According to OECD study (1997), in Denmark, England, and Wales, parents have a right to be represented on the governing bodies of school. In France, they have a right to representation on a whole range of policy-making bodies; the Parent's Charter gives English and Welsh parents a number of rights, including the right to certain information from the school.

In Spain the Constitution recognizes the right of teachers, parents and students to participate in defining the scope and nature of the education service and forthcoming legislation in Ireland will place parents at the center of the education process, and give them a wide range of statutory rights in relation to education. Parental involvement in education, particularly in school governance, is seen as a means of making schools more accountable to the society that funds them. This has been witnessed in some places such as England and Wales, Canada and the United States. The notion of parental involvement for accountability derives from a more market-oriented concept in which school-family partnerships are viewed rather like business partnership, through which the two parties receive mutual and complementary benefits that enable them to communicate more effectively (OECD, 1997).

The extensive examination of case studies on Kenya, lead Yuki and Demas (2016) to the conclusion that teachers and other school staff feel they should be accountable to community clients only when the community holds some power over them, when they either come from the same village and have social ties. In addition, if their continued employment or salaries depend

on community satisfaction; or sometimes when community education committees exist to manage the schools and members are empowered to exert their influence.

They also argue that accountability is developed through routine parents' meetings and reporting systems on student progress. When parents contribute their time, labor, materials, land, and funds, they tend to be more involved in school activities, including participating in meetings with teachers and monitoring teachers' performance. Teachers and school staff, in turn, feel more obliged to deliver better education for the students in order to respond to the needs of parents and communities. Participation can greatly help develop accountability, which contributes to improving the education delivery (Young, 2002).

In Zambia, teachers, administrators, parents, community partners, and sometimes students serve as a committee or "action arm" of the school improvement team. The action team is responsible for improving a program of family and community involvement linked to school improvement goals. By selecting activities that focus on parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community, schools can help all parents become involved in different ways. Action plans that are linked to goals for student success. Annual written plans for family and community involvement are linked to the school improvement plan and to specific goals for student learning and development. By writing a plan and implementing activities, the action team ensures that teachers will not be working alone to help students reach important results (Mulenga, 2014).

Poor communication is a barrier for parents to get involved in their child's education, and it can prevent children from achieving academic success (Griffin and Steen, 2010). To improve the communication between teachers and parents, it is suggested that parents should be invited to participate in school planning, and any discussion which concerns children's learning and other education related issues (Griffin and Steen, 2010).

By documenting and assessing the quality of activities that are implemented, the action team can continually improve outreach to more families and success for more students. Only sustained programs will have an impact because school communities have new parents, students, and teachers each year (Mulenga, 2014).

Parents and Teacher Associations (PTAs) were born, as strategies with the aim of building a partnership between parents and teachers, for the purpose of improving the quality of education in schools. One way of improving quality was to provide the funds the schools badly needed in order to run effectively (Laboke, 2007). Within a short space of time from their formation, the PTA's had become the major financiers of school expenditure and this is true even today, currently, government contribution to any school can be low even less of the total income of the school, while the rest is contributed by parents. Therefore, the parent's contributions are utilized to meet various school expenditures, such as purchase of machinery like generators and computers, purchase of vehicles such as buses and lorries, construction of buildings such as classrooms, and teachers houses and payment of salaries of auxiliary staffs such as watchmen.

Duhou (2013), in his report cited neighborhood conditions and strategies employed by the administrators as some of the factors influencing school–community partnership in most African countries. It states that neighborhood function as the social and culture webs linking families and children to a set of norms, routines and traditions. What the child knows, experiences in the neighborhood, will have an impact on his/her behaviour and learning in school. This means community involvement plays an integral part in the schooling process of a child and thus cannot afford to be omitted as part of school management for the benefit of both the school and the community.

Ballen and Moles (2013) confirm that schools cannot afford to ignore the child's immediate environment. School administrators need to understand the child's upbringing; values he/she has when been enrolled in school. The kinds of families, economic status, single parents and divorce cases all influence behavior. Chunga (2012) concurs by saying that educational success even in schools serving poor and working class families rests on the ability of school administrators and others to activate personal, family and community resources. Strategies of partnerships, employed by school administrators are also a factor that enhances or inhibits successful partnership. By moving closer to the people and interacting with them fruitfully, institutions will be making themselves better understood by the communities (Kinyanjui, 2009). School administrators should provide avenues that encourage parental involvement. They should see the community and partners in education. Otieno (2006) notes that most school heads in Kenya

involve the community in fund raising activities only. The community is not involved in spending even the funds they have helped to raise

2.10 Gaps in the Literature

Studies that have been conducted acknowledge the involvement, importance, successes and failures as far as community involvement in various aspects of school planning and management is concerned, they have not revealed on the extent to which the community is involved in educational planning and management. This study focus on the extent to which the community is involved in educational planning and management.

2.11 Summary of the Chapter

This chapter has presented literature review related to the study under the following themes, definition of education planning and management, the concept of educational planning and management, educational planning and management at international level, educational planning in Zambia, the extent to which the community is involved in educational planning and management, global review on community involved in educational planning and management and community involvement in educational planning and management in Africa.

The chapter has also explained the challenges faced by the schools in working with the community in education planning and management and challenges faced by the community in working with the school in educational planning and management. Furthermore, the chapter has highlighted the gaps and shown the purpose this study has played in filling the gaps. The chapter that follows presents the methodology of the study.

CHAPTER THREE: METHODOLOGY

3.0 Overview

This chapter describes the methodology that was applied in carrying out this study under the following sub themes; research design, study population, study sample, sampling technique, research instruments, data collection procedure, data analysis and ethical considerations.

3.1 Research Design

According to Kombo and Tromp (2006), “A research design can be thought of as the structure of research.” In this case, a research design is a plan that guides the researcher in collecting, analyzing and interpreting data. This study used a descriptive survey research design. Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (Hopkins, 2007).

3.2 Study Population

Kasonde (2013) points out that, a population is a group of individuals, objects or items from which samples are taken for measurement. The study population in this study, therefore,

comprised all teachers and administrators as well as the communities at Mphamba and Lundazi primary schools.

3.3 Study area

The study was carried out at Mphamba and Lundazi primary school of Lundazi district where the schools are located. The two schools were picked for the reason that they have big communities that surrounds them.

3.4 Sample

A sample is subgroup of the target population that the researcher plans to study for the purpose generalising about the target population. Fraenkel and Wallen (1983) cited in Yawson (2009), refer to a sample as group from which information is obtained. In this case, the sample size comprised 30 respondents broken down as follows 6 administrators, 12 teachers and 12 parents.

Table1: Distribution of Respondents (sample)

s/n	Population	Sample size
1	School administrators (headteacher, deputy headteacher, senior teachers)	6
2	Teachers	12
3	Community members	12
	TOTAL	30

Source: Field Data, 2018

3.5 Sampling technique

According to Kasonde (2013) sampling technique is a research plan that explains how the respondents for the study are to be selected from the population. It is a process that helps the researcher select respondents, places, or things to study on. This study, therefore, used purposive sampling to select all the respondents. Purposive sampling as Robson (1988), explains is one in

which the researcher selects respondents basing on interest. The principal of selection in purposive sampling is the researcher's judgment as typicality or interest. It serves a particular interest of the researcher.

3.6 Research instruments

According to Parahoo (1997), a research instrument is a tool used to collect data. It is a tool designed to measure knowledge, attitude and skills of research respondents. Thus, the research instruments employed in the study were in-depth and semi-structured interviews guides.

3.6.1 Semi-Structured Interview Guide

Berg (1989) states that a semi-structured interview guide involves the implementation of a number of predetermined questions and or special topics where the questions are typically asked of each interviewee in a systematic and consistent order. It allows the interviewees sufficient freedom to digress that is the interviewers are permitted to probe far beyond the answers to their prepared and standardized questions. The rationale behind using the semi-structured interview guide was that it allowed respondents to select from the list of options provided to them to express their views freely. This method however, enabled the interviewer to retain control throughout the whole process (Powney and Watts, 1987). Semi-structured interview guide was used to correct data from the teachers.

3.6.2 In-depth interview

In-depth interviewing is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation. In-depth interview schedules were used to collect data from administrators and parents.

3.7 Data collection procedure

Data collection procedure is defined as the process which the researcher adopts in order to collect the intended data for the study at hand (Creswell, 2009). Kasonde (2014) defines data collection procedure as the steps taken in the gathering of information to answer the research questions. The study followed the following procedure in order to have the research questions

answered: ethical clearance was sought from the ethical committee of the University of Zambia and then a letter of introduction was obtained from the Directorate of Research and Graduate Studies of the University of Zambia. Later, it was presented to the District Education Board Secretary in Lundazi District Eastern Province in order to get permission to conduct research at Mphamba and Lundazi primary Schools and the community. Then the researcher visited the schools and again obtained permission from the head teachers before making appointments on the days to collect data from the school administrators and the sampled teachers and parents. Lastly, interviews were conducted with the administrators at each school. The researcher then went on to collect data from parents in the communities within vicinity of the schools under study.

3.8 Accuracy of data

Accuracy of data was enhanced through the process of triangulation. Triangulation involves the use multiple qualitative methods to carry out the study (Creswell, 2012). Various aspects of triangulation were used the first being triangulation of sources. Firstly, data was collected from the school administrators, secondly from teachers then the community members. The second one was the triangulation of methods in this case two methods were used namely; in-depth interview guides and semi-structured interview guides

3.9 Data analysis

The analysis of data has been defined as, the breaking down of existing complex factors into simpler parts and putting the parts together in new arrangements for purposes of interpretation (Sidhu 2014). Data was analysed using thematic categorizations and results presented in narrations. Thematic analysis involves the researcher looking for related themes and describing the information in themes and patterns exclusive to that set of participants. Theming means putting data into identifiable themes and categories after which interpretations and discussions will be done (thematic analysis) (Kothari, 2004).

3.10. Ethical considerations

Ethical considerations relate to the dos and don'ts that researchers must observe during the research process for purposes of respecting and protecting the rights of the researched. They are regarded as confidentiality, seeking informed consent and avoiding deception. They are also considerations of what is morally right or wrong in the research process at various stages (Maxwell, 2005).

Ethical issues need to be anticipated and dealt with by the researcher (Gawel, 2007). To start with, clearance was sought from the Ethics Committee of the University of Zambia. Then an introductory letter was collected from the Assistant Dean Post Graduate, School of Education, and permission obtained from the District Education Board Secretary to conduct research in the two public primary schools in Lundazi District. Furthermore, informed consent was sought from the respondents after informing them about the study and its importance to the education sector. In addition, respondents were assured of data confidentiality and that data would only be used for the academic purposes. The researcher also assured respondents that their names and those of the schools would be concealed unless permission was sought from them to have their identity disclosed as a showcase for certain achievements made in their school.

3.11 Summary of Chapter three

This chapter presented the methodology which was used during the research study. This chapter described the methodology employed by the study under the following headings research design, study population, study area, the sample size, sampling technique, research instruments, data correction procedure, accuracy of data, data analysis and ethical considerations. The research used a descriptive survey design. The sample consisted of 6 administrators that is 2 headteachers, 2 deputy headteachers, 2 senior teachers, 12 teachers and 12 community members bringing the total to 30. In-depth interviews guides were used to collect data from administrators and parents. Semi- structured interview guides were used to collect data from the teachers. Data collected was analysed using thematic analysis. The next chapter presents the finding of the study.

CHAPTER FOUR: FINDINGS OF THE STUDY

4.0 Overview

This chapter presents the findings of the study on the extent to which communities are involved in educational planning and management in primary schools. The findings are presented in line with the study objectives, which were to: establish the educational planning and management activities at Primary school level; determine the extent to which the community is involved in educational planning at primary school level, identify challenges faced by the schools and the community in educational planning and management and explore strategies aimed at enhancing community involvement in educational planning and management.

4.1 Educational Planning and Management Activities at Primary School Level

The first objective sought to establish educational planning and management activities in primary schools. The study revealed that educational planning and management activities undertaken in primary schools in Lundazi districts included planning schemes, weekly forecast lesson

planning, localised curriculum, family pack, assessment, co-curricular activities, teacher group meetings, SHN programmes and school projects.

One head teacher said that at primary school level the planning and management activities include teachers' schemes, lesson planning and co-curricular activities. He stated that the activities also encompass teacher group meetings. Another head teacher explained that education planning and management is a vehicle for realizing set educational goals and that it involves planning for activities such as teacher's group meetings, schemes of work and weekly forecasts. He stated: *in doing this the state needs to ensure that educational planning is monitored.*

Senior teachers indicated that educational planning and management activities at primary school included co-curricular activities, teaching and learning, TGM and SHN programmes.

One senior teacher stated:

Apart from teaching being the core business, each afternoon has been allocated with the following activities Monday PMS, Tuesday SHN programs, Wednesday clubs, Thursday sports and Friday PU.

Teachers added that school action plans were important components of educational planning and management. They further indicated that a good plan must mention the purpose and goals to be achieved, co-ordination among the stakeholders in executing the plan, the standards to be achieved, flexible to allow for modifications and innovations in the light of experiences. They stated that it should also indicate the monitoring mechanism during implementation.

Members of the community were also asked to highlight education planning and management activities going on in schools and their responses were that schools plan and manage activities such as classroom management, engagement of learners in co-curricular activities, motivating learners and making curricular decisions. They added that procurement of teaching and learning resources, monitoring of teachers and projects as other aspects of educational planning and management.

4.2 The extent to which the community is involved in educational planning at primary school level

The second objective set out to establish the extent to which the community is involved in educational planning and management at primary school level. The study revealed that most community members are not involved in educational planning and management and that poor work relationships demotivate parents while a few responded that community members are involved. Table 2 below shows responses from the participants:

Table 2: Community involved in educational planning and management in primary schools

Is the community involved in educational planning and management?	Frequency
YES	06
NO	24
TOTAL	30

Source: Field Data, 2018

Table 2 above shows that most (24) of the participants said that community members are not involved in educational planning and management, while 6 participants said they are involved.

Teachers were asked to explain the extent to which the community was involved in educational planning and management at primary school level and they responded that the community was not frequently involved in education planning and management activities because many activities were for the school and not the parents. Some teachers said that they are only involved during implementation of projects and resourcing using PTA funds. Table 3 below shows their responses:

Table 3: Community involvement in education planning and management in primary school (teachers' responses)

Is the community involved in educational planning and management?	Frequency
NO	9
YES	3
TOTAL	12

Source: Field Data, 2018

The Table 3 above shows that community members are not frequently involved in educational planning and management activities.

Head teachers stated that community's involvement in educational planning and management helps schools come up with curriculum and learning materials that reflect children's everyday lives in society. They explained that more often than not school managers do not involve community members in education planning and management. They stated Community members are mostly involved in school activities like fundraising and construction.

One head teacher indicated:

Community members are not involved in budgeting but they are given a report on what has been budgeted and the school expenditure.

Another head teacher explained:

To a greater extent community members are not involved in specific education planning and management activities.

Deputy head teachers also stated that parents are involved in school issues during open days, when learners have committed an offense and when there is need for funds to implement school activities.

One deputy head teacher said:

Mostly the parents' representatives stand in for the other parents. The PTA is involved during budget review and AGM. The church is also involved when it is a grant-aided school, but for the DEBS office, it was involved long time.

Another deputy head teacher explained that:

Not all the parents are involved, but through PTA, they are also involved during open days where parents come to collect the end of term or year exams results. PTA is involved twice a term, but for AGM where all parents are involved it is done annually.

One senior teacher stated that parents are involved in the running and management of schools mainly in the funding activities and not planning and management of education.

Another senior teacher said:

The communities, NGOs, former pupils, parents are involved in brick making.

Some of the parents stated that they are involved in the educational planning and management of schools through the PTA executive, but that most of the things are just imposed on them as a command. Others stated that, they are involved in school affairs when need arises. For example, one of the classrooms had its roof blown off and the parents were involved in the activity to replace it.

One parent said:

The school only involves us when they are in need of resources, they just tell the children to tell us to contribute money for flour polish, assessment and SHN programs. They do not consider if the parent have money or not. The money we pay as PTA fund is not even known as to what it is used for.

4.3 Challenges faced by the schools and the community in their quest to work together in educational planning and management

The challenges are presented in two categories namely those by schools and those by the community.

4.3.1 Challenges faced by the school in involving the community in educational planning and management

The findings revealed a number of challenges that schools face in their quest to work together with the community in education planning and management. The challenges were; negative attitude from parents towards school programmes; some parents failing to pay PTA funds, while some parents were busy with their own work and businesses. Other challenges were lack of appreciation from the community members, teachers' and parents' resistance to work together with the school, too many curricular changes and low performance of learners.

One headteacher said:

Most of the parents are business people who do not respond when called upon. Some parents also have negative attitudes towards school programmes therefore, they do not participate and others are resistant to change and working together.

He also explained that some parents do not pay PTA funds, as they believe that it is total free education and nothing should be paid to the school. He added that during rainy season most parents do not get involved in education planning and management because they are busy with farm work.

Another head teacher said that the major challenges were that the parents do not pay PTA fund because they say it is free education and they politicise education at Primary Level. He also said: *Some parents, when called upon, are busy with their own activities hence making it difficult to involve them.*

One deputy headteacher stated that most of the parents respond well once called upon, but that the problem occurs when it comes to implementation of the activities planned. This is because some of the parents do not respond to paying PTA fund and other money they are asked to pay. They are also good at doing activities such as bringing building sand and molding bricks.

Another deputy headteacher stated:

Once parents are called for the meetings, which involve them, most of them do not come hence, they are not involved but the PTA executive is always there.

She also said that people take it political and do not pay PTA funds and other payments.

One of the senior teachers said that main challenges are non-attendance to the meetings that involves educational planning and management and any payment of PTA fund.

Another senior teacher stated:

Once parents have been called, their response is good but due to poverty, they do not pay the PTA and other money in time. Some do not even pay making it difficult to implement the activities programmed.

Teachers also explained that most parents do not respond for meetings while once they are called to discuss school management activities. They also do not respond to the implementation of programmes. Other teachers explained that the PTA executive represents parents during meetings of educational planning and management, but that PTA does not disseminate the information, hence parents not responding positively as they are not fully informed.

Community members indicated that they are not able to participate in educational planning and management activities because they are not fully informed and that schools face challenges.

One community member indicated:

I feel proud to have a head teacher who encourages the community to get involved in education school planning activities. As a community member it boosts up my enthusiasm to work for my community. Other parents do not know the benefits of being part of the school and what their contributions to the activities can do.

4.3.2 Challenges faced by the community in their bid to work with the school in educational planning and management

The study revealed that the community faced challenges in their bid to work with the school in education planning and management, which included lack of information from the school through communication channels and poor educational background. Some members stated that they had their personal activities to do and that most activities are planned by the school and passed on to them as commands.

The other challenges were that there was no interaction between parents and the school to evaluate how activities were implemented, hence parents did not know the progress made by school. The study also revealed that the PTA executive did not inform the parents on all the school programmes and that AGM meeting were not done every year. These were barrier to community working together with schools.

One of the headteachers said:

Parents have busy schedule of their own, hence they do not responding to the call of the school.” Some parents just prefer not to work hand in hand with the school. Other challenges are lack of information from the school through the channels of communication. If they know what they are supposed to do they will not have problems.

Another head teacher stated that some parents think they are not educated to plan together with the teachers while others are busy with their own business, job and other activities, which make it difficult for them to fully participate in educational planning and management in schools.

Deputy headteachers were also asked to state challenges the community in their bid to work with the school in educational planning and management in schools. They explained that most of the parents have their own busy schedules and do not go for meetings. They also stated that mostly parent have no time to spend at the school educational planning and management activities as they feel it would be a waste of time.

Teachers revealed that parents have poor educational backgrounds and do not feel free to work with teachers. Others said that parents were not motivated whenever they involve them in the activities.

One teacher said:

Most parents left school in the primary level, others are affected with poverty and most of the times they are busy doing piecework to earn a living. Once the school has called parents for meetings, they should provide them with food to motivate them to participate effectively.

Parents indicated that programmes and activities done in schools are not evaluated after implementation. Hence, they do not know the progress in school activities and financial resource management. They also said that their representatives in the PTA do not do a good job on informing the community of the school programmes. Other parents stated that AGMs are not held in some of the years for them to discuss the challenges they faced in their attempt to work with schools.

One parent said:

Some teachers think they are the only educated people and they cannot be ruled by the parents on what to do to improve the school and achieve their goals. He added that there was no transparency in the use of resources by schools.

Another parent added:

Challenges that we face are that the schools are rigid and our expectations do not match with the schools educational planning and management activities that they have planned to be undertaken in the term or year.

4.4 Strategies aimed at enhancing community involvement in educational planning and management

The fourth objective sought to solicit proposals aimed at enhancing community involvement in educational planning and management. Respondents proposed a number of strategies, which included selecting activities that focus on parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. Other strategies were that schools should have action plans, community sensitization on the importance of community involvement in school activities, transparency, conducting AGM meeting, evaluating the activities at the end of the term or year and creating good relationship between schools and the community.

One teacher proposed that:

In order to involve parents there is need to have action plans that are linked to goals for learner's success. Annual written plans for family and community involvement are linked to the school improvement plan and to specific goals for pupils learning and development. By writing a plan and implementing activities, the action team ensures that teachers will not be working alone to help learners reach important results. By documenting and assessing the quality of activities that are implemented, the action team can continually improve outreach to more families and success for more learners. Only sustained programs will have an impact because school communities have new parents, students, and teachers each year.

Additionally, one head teacher suggested:

The community should be sensitised on the importance of community involvement. There is need to inform them that the government has much to do and cannot manage it all but, with the help of the community. The policy document of 1996 'Educating our future' chapter 19, states of community involvement in education manage hence parents are supposed to be taught and explained many things that they do not know. If they are not taught they will always say "Boma iyanganepo". The community must also pass their skill to the learners because there are no books that teach on how to come up with, for example making of clay pots.

Another head teacher stated:

The community must be sensitised on the importance of community involvement in education planning and management. The school has to plan seriously and come up with strategies on how to manage the activities together with the stakeholder. The community members who represent them such as the PTA executive, village headmen, the chief and other influential people, should talk to some parents who do not want to participate. Whenever the parents have done a good job, they need to be thanked to motivate them.

One deputy head teacher suggested inviting the parents to schools and discuss the needs of schools and the welfare of the pupils. He also said the community should be sensitised because if they are not sensitised they will continue to resist working together with the school. He gave an example of edolution, a computer mathematics programme for grade five, where a child is given a band for graduating to the next level. However, because the parents were not well informed they said no to their children wearing a band because they thought it was a symbol of Satanism religion. Parents who fail to pay the PTA should pay in kind so that they reduce on the use of money.

Another deputy head teacher suggested:

It is good to plan and involve the community, because the communities itself make the school. For learners to be sent to school, it demands their parents to pay the funds.

Senior teachers also stated that there are a number of strategies to get the community involved in educational planning and management. One of them is developing a plan that involves the community and engaging them in the activities implementation. Those who fail to do the activities should pay in kind to avoid failure of implementation. They also said that parents should be made aware of what the school wants to achieve, its goals in teaching and learning as a main business.

Additionally, teachers emphasized the need for effective communication.

One teacher said:

Two ways communicating activities keep families informed about and involved in school programs and students' progress. Some examples include student led parent-teacher learners conferences and career planning family pack and homework.

Parents were of the view that they should be involved in education planning and management.

One parent said that:

The meetings these schools call us to attend should not be termed workshops but meetings to avoid attracting as with the hope that there is money. This has brought confusion because parents think

teachers have shared the money for the workshop. A workshop meeting attracts money at the end. When they have come up with activities let them inform the community even during implementation and evaluation because this is how we monitor the activities which are done in schools.

4.5 Summary of Chapter four

This chapter has presented the finding of the study on community involvement in educational planning and management: a case of Mphamba and Lundazi primary schools in Lundazi districts. The first objective was on establishing education planning and management activities in primary schools. The participants revealed that the activities included were planning schemes, weekly forecast lesson planning, localised curriculum, family pack, assessment, co-curricular activities, teacher group meetings, SHN programmes and school projects.

The second objective was on determining the extent to which the community is involved in educational planning at primary school level. It was revealed that most community members are not involved in educational planning and management and that poor work relationships demotivate parents while a few responded that community members are involved.

The third objective was to identify challenges faced by the schools and the community in education planning and management. The finding revealed a number of challenges, on the part of the school and these were; negative attitude from parents towards school programmes, some parents could not pay PTA funds, and parents were busy with their own work and businesses. Other challenges were lack of appreciation from the community members, teachers and parents resistance to working together with schools, curricular changes and low performance of learners. The community also faced challenges, which were, lack of information from schools, poor education background, they had their personal activities to do and most activities planned by the school and passed on to them as commands. The other challenges were that there was no interaction between parents and schools to evaluate how activities were implemented, and the PTA executive did not inform parents on all the school programmes and AGM meeting were not done every year hence creating a barrier to working together with schools.

The fourth objective was on strategies aimed at enhancing community involvement in educational planning and management. Participants proposed a number of strategies, these were that schools should plan and come up with strategies on how to manage the activities together with stakeholders. They also proposed that community members who represent them such as the PTA executive, village headmen, the chief and other influential people, should talk to parents who do not want to participate and pay PTA fund.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.0 Overview

This chapter presents the discussion of findings of the study on the extent to which communities are involved in educational planning and management in primary schools. The discussion is presented in line with the study objectives which were to; establish the educational planning and management activities at Primary school level, establish the extent to which the community is involved in educational planning at primary school level, challenges faced by the school and the community in their quest to work together in education planning and management and propose strategies aimed at enhancing community involvement in education planning and management.

5.1 Educational planning and management activities at primary school level

The study revealed that there are a lot of educational planning and management activities at primary school level. Educational planning and management does not only involve the school staff, but it is a dynamic process involving two or more people with complementary background and skills, sharing common educational goals and exercising concerted physical and mental effort in assessing, planning, teaching and evaluating learners' performance. The activities also included planning schemes, weekly forecast lesson planning, localised curriculum, family pack, assessment, co-curricular activities, teacher group meetings, SHN programmes, school projects and budgeting including the time frame the activities should be done. In agreement with the findings of the study, Milanzi (2013) says Planning in primary education involves teachers, making curricular decisions regarding what students are to learn and instructional decisions regarding the learning experiences to be provided in the classroom. The scheduling of learning activities is a major planning task. Green (1971) supports that plan activities for classroom teaching, lesson planning, and school planning, annual planning and practice the techniques of evaluating them during the course of implementation.

It was also revealed that at primary school level the planning and management activities include projects of the school schemes, lesson planning and co-curricular activities. The plans also encompass TGM activities. It was also revealed that the community is involved in planning the projects, teaching and learning activities, co-curricular and localised curriculum teaching

activities. They added that despite lack of proper and professional guidance in planning and managing the school and classroom activities, there is low scope in the syllabus for the community to plan and execute the contents related with classroom processes. Milanzi (2013) also stated that, the activities they plan together with the community are all activities needed to run the school and the teaching and learning processes for each term and the whole year. Lonsdole (2012) adds that several educationists have tried to explain the meaning of school – community relations. The underlying consensus is that it refers to sharing of responsibilities, cooperation, working together for the promotion of educational progress.

Community members revealed that the school planning and management activities include making curricular and projects decisions, class management, procurement of teaching and learning resources and monitoring of teachers. Similarly, Milanzi (2013) contends that planning is the foundation of all management, but the community members (parents) said they are not involved in much of these activities. In education, it involves teachers, making curricular decisions regarding what students are to learn and instructional decisions regarding the learning experiences to be provided in the classroom. Planning is ordinarily done without the presence of the community and even when parents participate in the process, pre planning on the part of the community is necessary.

5.2 The extent to which the community is involved in educational planning at primary school level

The study reveals that the community was not fully involved in educational planning and management in schools of Lundazi districts. Planning and Management activities undertaken by the school administrators and the teachers to ensure the quality of primary education and in developing the skills pertaining to teacher development. The study findings revealed that the community is not involved in educational planning and management at the beginning, but only involved in open day, funding through PTA, homework for their children and constructions. Otieno (2006) notes that most school heads in Kenya involve the community in fund raising activities only. The community is not involved in spending even the funds they have helped to raise. Mostly only, a report of what was planned the budget and expenditure is what is revealed to the parents and the community during AGM or during PTA executive meetings which are also conducted once or nothing in a year especially for AGM. This shows that the community is only most involved in implementation of projects, constructions and funding through PTA and other

contributions. Some parent could not mention the activities because they were not involved in the planning time. The implementation of projects is supposed to involve community participation in form of labour both skilled and unskilled and use of locally available materials as much as possible, thereby promoting community participation in decision-making, development planning and implementation (MoLGH, 2006).

Cole (2004) also states that it is believed that good school management is characterized by community involvement in problem solving and decision making, usually through community organs or bodies, as it is not easy for all community members to participate. However, the findings above on the extent to which community members are involved in education planning, are different from what Demas and Arcia (2015) established, who indicated that there is full involvement of community members in education planning and management. They in fact contend that the schools consider the community as the center of learning as well as the focus of education. As a result, the community has become central to the national curriculum development, which enables community life, such as festivals, customs, musical instruments, and local business activities, to be reflected in the curriculum.

5.3 Challenges faced by the school and the community in their quest to work together in education planning management

The study revealed that schools and the community faced a number of challenges in their quest to work together. These challenges are described below:

5.3.1 Challenges faced by the school in involving the community in education planning and management

The study revealed that teacher resistance, too many curricular changes, and low student performance are some of challenges faced by the school in their endeavor to involve community members in educational planning and management. The other challenges revealed were that community members were not always there for the schools as well as the lack of appreciation of the significant role schools play in the community by community members.

Furthermore, it was revealed that Parents do not respond once called upon to attend school activities and programmes. They have negative attitude towards school programmes. Therefore,

they do not fully participate. This is not different from Vavrus and Bartlet (2013) who established that some parents see many roadblocks to getting involved in their child's education. Some point to their own demanding schedules and say they do not have extra time to volunteer or even attend school activities, much less get involved in bigger ways.

Onsomu and Mujidi (2011) noted that although there has been positive advance in establishing parent-teacher partnerships in Uganda, there are still problems that deter further growth. They explained that some parents still think that they are irrelevant to the schooling process, and that it should all be left to the teachers who are the specialists. Onsomu and Mujidi (2011) further states that parents have been on the periphery of the schooling system for too long and that it will take time to change their attitude as most of them are contented with this peripheral position. They explained that others fail to play their partnership role because of such deterrents as lack of time due to a busy schedule, expense of travel, having children in several schools and cultural differences such as language. They further explained that because PTAs executive committees participate in decisions concerning fees charges, parents when invited for meetings, are suspicious that the meetings are for the purpose of increasing school fees and this stops many from attending. Those who turn up get surprised when there is no mention of budget or extra payments.

According to the United States National Parents Teachers Associations mission and purpose statement, the PTA seeks to promote the welfare of the child and youth at home, in the school, and in the community (Prew, 2012). The PTA has also sought to raise standard of life at home, secure laws that protect children and youth, bridge the gap between home and school, and to build and develop efforts connecting educators with the public in securing the highest standards in mental and physical, social and spiritual education.

Evans (2000) also established that a lack of instructional coherence in primary schools also hinders community involvement in educational planning. Schools are bombarded with so many instructional initiatives and approaches that they can become fragmented, or indeed contradict one another. Evans explains that the professional development used to launch these initiatives and support teachers' continued learning is too frequently ineffective. Given the diversity of their student populations' needs, school districts require a variety of initiatives, but these need to

target specific and identified needs that are aligned within a broader vision of student success and academic standards.

5.3.2 Challenges faced by the community in their bid to work with the school in educational planning and management

The study revealed that the community faced challenges in their bid to work with the school in educational planning and management. One of the challenges was lack of information from the school to the community due to long communication channels. This is not in line with Epstein (1987) who argued that educators at all school levels know that successful students-at all ability levels-have families who stay informed and involved in their children's education. Epstein states that many middle level and high school teachers report that the only time they contact families is when students are in trouble or commits an offense and needs guidance and counseling. Epstein further states that disconnects between knowledge and behavior can be corrected with new approaches that make it possible for every school to organize an excellent partnership program.

The other challenge was that there was no interaction between parents and the school to evaluate how activities were implemented; hence parents did not know the progress made by the school. Furthermore, the PTA executive did not inform parents on all the school programmes and AGM meetings were not held every year.

The study also revealed that the other challenge faced by the community were school rigidity, poor educational background by the community. Furthermore, the community believed that education is a responsibility of the state or government. This is in line with Gudschinsky (1976) who asserts that lack of knowledge limits individuals' ability to engage in activities that require either critical thinking or a solid base of literacy and numeracy skills.

The other challenge was failure by the community to appreciate the education service. This is in line with Shaeffer (1992) who states that Thailand found that the degree of community participation is particularly low in socially and economically marginal regions. This is because such regions tend to have the following elements: (a) a lack of appreciation of the overall objectives of education. (b) a mismatch between what parents expect of education and what the school is seen as providing. (c) the belief that education is essentially the task of the State; (d) the

length of time required to realize the benefits of better schooling; and (e) ignorance of the structure, functions, and constraints of the school.

In line with the above challenge, Gudschinsky (1976) also adds that lack of knowledge limits individuals' ability to engage in activities that require either critical thinking or a solid base of literacy and numeracy skills. Such activities may include understanding government policies, governance issues, attendance of meetings and voting in elections, using of a computer to do banking and to interact with government agencies and assisting children with homework.

5.4 Strategies aimed at enhancing community involvement in education planning and management

The study revealed a number of strategies aimed at enhancing community involvement in educational planning and management. The first one was that schools should have action plans that are linked to goals for learners' success. The second strategy was that Communities should be sensitised on the importance of community involvement in education planning and management. The other strategy was to promote effective communication between the school and parents or the community. The strategy was that teachers should sit with parents to see how they can develop the school and never to call meetings as workshops because workshops attract money at the end.

Additionally, there is need to involve community members in education planning and management by selecting activities that focus on parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. Schools should help all parents become involved in different ways. Vavrus and Bartlet (2013) argue that the country, province and schools needs to ensure that educational plans are not set in concrete. They need to be flexible in order to adapt to changing circumstances. If a plan is borrowed from another system, it must be adapted or modified to suit the needs of the borrowing country. Since educational plans are living documents, they can be modified to address changing economic, technological or political circumstances.

The other strategy proposed was the need for effective communication. Two ways communicating activities keep families informed about, involved in school programs and learners progress. Some examples include learners led parent-teacher learners' conferences and

career planning family pack, homework and open day. The OECD (2007) shows that the notion of parental involvement for accountability derives from a more market-oriented concept in which school-family partnerships are viewed rather like business partnership, through which the two parties receive mutual and complementary benefits that enable them to communicate more effectively, also highlights the aspect of effective communication. Poor communication is a barrier for parents to get involved in their child's education, and it can prevent children from achieving academic success (Griffin and Steen, 2010). Griffin and Steen suggest that to improve the communication between teachers and parents, it is suggested that parents should be invited to participate in school planning, and any discussion which concerns children's learning and other education related issues.

It is also in support with Epstein, (2006) stated that Communities should be involved in any decision making which affects the common interests of children and the school. Communities and parents should be invited to join meetings, advocacy activities, school committees, and be involved in school governance. Involving families in school decision making is argued to be a main goal of school based management and school reform efforts.

It was also suggested that to overcome the many deficiencies impeding the smooth operations of a school, every institution should have a clear vision, mission and goals. The plans should be flexible and be adoptable for the changes in the light of experiences during the execution. Proper training should be given for the community and the teachers in managing physical, human and financial resources. There should be an objective tool for assessing the success of the plans. This assertion is in line with the works of Urevbu (2003) who established that the vision and mission must be clear and achievable. In the case of the Ministry of General Education in Zambia, it is crucial that the vision and mission statements are clearly articulated and communicated to education stakeholders, including staff at the Ministry headquarters, provincial offices, District offices and schools. For educational institutions such as schools and teacher training institutions, their own vision and mission need to be communicated within the organisation to facilitate a more effective implementation of the education plan.

5.5 Summary of Chapter five

Chapter five presented the discussion of findings of the study on community involvement in educational planning and management at Mphamba and Lundazi primary schools in Lundazi. The first discussion was on educational planning and management activities at Mphamba and Lundazi primary school and some of the activities were planning schemes, weekly forecast lesson planning, localised curriculum, family pack, assessment, co-curricular activities, teacher group meetings, SHN programmes, and school projects and budgeting including the time frame.

The second discussion was on the extent to which the community is involved in educational planning and management it was discussed that that the community is not involved in specific educational planning and management at the beginning, but mostly involved in open day, funding through PTA, homework for their children and constructions.

The other discussion was on the challenges faced by the school and the community in their quest to work together and the discussions were that the school faced challenges such as, community members not always being there for the schools as well as the lack of appreciation from community members recognition and feedback. The community also faced challenges such as poor communication by the school, lack of transparence, no accountability and not involving them in school activities.

The last discussion was on the strategies aimed at enhancing community involvement in educational planning and management. The discussion was that; schools should have action plans that are linked to goals for learners' success. Communities should be sensitised on the importance of community involvement in education planning and management, to promote effective communication between the schools, the community. It was also discussed that strategies that can be done to involve community members in education planning and management is by selecting activities that focus on parenting, communicating, volunteering, learning at home, decision, and collaborating with the community, schools can help all parents become involved in different ways.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.0 Overview

This chapter presents the conclusion and recommendations of the study on the extent to which communities are involved in educational planning and management in primary schools. The objectives of the study were to: establish the educational planning and management activities at Primary school level, determine the extent to which the community is involved in educational planning at primary school level, identify challenges faced by the schools and the community in educational planning and management and propose strategies aimed at enhancing community involvement in educational planning and management.

6.1 Conclusion

The study concluded that the educational planning and management activities undertaken at primary school level were planning schemes, weekly forecast lesson planning, localised curriculum, family pack, assessment, co-curricular activities, teacher group meetings, SHN programmes and school projects. Educational planning and management does not only involve the school staff, but it is a dynamic process involving two or more people with complementary background and skills, sharing common educational goals and exercising concerted physical and mental effort in assessing, planning, teaching and evaluating learners performance.

It also concluded that most community members are not involved in educational planning and management because of the poor work relationship between teachers and parents. The other reason was that the community was not frequently involved in education planning and management activities because many activities were for the school and not the parents. Not all the parents are involved, but through PTA executive.

The study also concluded that the negative attitude from parents towards school programmes made it difficult for the school to work with the community in education planning and management. The community also faced challenges which made it harder for them to work with the school. These challenges included school rigidity, failure to understand the structure of the school and taking it, that education is a responsibility of the state.

Lastly, the study concluded that a number strategy aimed at enhancing community involvement in educational planning and management was available. Among them was focus on parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community.

6. 2 Recommendations

Arising from the findings and discussions the following recommendations were made:

1. The Ministry General of Education should formulate and enforce structures that promote community participation in education planning and management in school.
2. The government, through the Ministry of General Education should organise more workshops and seminars in order to equip head teachers with appropriate skills on how to involve community members in educational planning and management.
3. School managers should involve the teachers, support staff and community members in creating the school vision, mission statement and values in order to promote openness, tolerance and participation.
4. School managers should effectively communicate with the community on school programmes and activities in order to encourage community members to participate in educational planning and management.
5. School managers should create a conducive and supportive working environment in order for teachers and community members to work towards the achievement of organisational goals.
6. School managers should ensure that there is rational allocation of resources in all areas in order ensure efficient and prudent use of resources.
7. The community should be encouraged to be involved in fundraising ventures in order to mobilise resources for the effective running of schools.
8. School managers should make sure that there is transparency in the planning, management, implementation and evaluation processes in order to create a good and trustworthy relationship between schools and communities relationship.

6.3 Areas for further research

A similar study should be undertaken in other localities in Zambia especially in urban areas in order to ascertain the challenges of community involvement in education planning and management in primary schools.

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APPENDICES

APPENDIX 1: INTERVIEW GUIDE FOR TEACHERS

I am Chipeta Loveness as the introductory letter states and a student at the University of Zambia, Directorate of Research and Graduate Studies. I am carrying out a research to find out the extent to which the community is involved in educational planning and management at primary school level in Lundazi. This study will help in promoting community involvement in educational planning and management in primary schools. This is because the government, policy makers and you teachers will be aware of the several strategies that have proved to be effective in schools to promote community involvement in educational planning and management.

With your permission, I am going to ask you some questions in connection with community involvement in educational planning and management at your school. Please, respond as candidly as you can. Obviously, there are no “wrong or right answers”. I shall also be delighted if you have written documents that give weight to what you will say. Please, do not produce any documents if the school has decided that the documents should not be made available to outsiders like me. The information that you give will be used for this study only and your identity will be protected. Everything possible will be done to make sure that your responses cannot be traced to you. Do you have any questions? Are you willing to participate?

1. Name of your school

2. What is your position in school.....

3. What is your highest education qualification?

Certificate () Diploma () Bachelor () Master ()

4. Describe planning and management process or activities that are undertaken on a daily basis in your school

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5. How are these processes or activities helpful in your work?

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6. Who are the major stakeholders in your community in as far as educational planning and management are concerned?

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7. To what extent do you involve members of the community in the education planning and management of the school?

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8. What activities do you involve the community to participate?

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9. What challenges do you face in your quest to work with the community education planning and management?

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10. What challenges do you think the community face in its bid to work with the school in educational planning and management?

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11. What measures do you think should be put in place to promote community involvement in educational planning and management of schools?

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12. Is there anything else you wish to say on the subject under discussion?

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Thank you for your time and cooperation!

APPENDIX 2: INTERVIEW GUIDE FOR ADMINISTRATORS

I am Chipeta Loveness as the introductory letter states and a student at the University of Zambia, Directorate of Research and Graduate Studies. I am carrying out a research to find out the extent to which the community is involved in educational planning and management at primary school level in Lundazi. This study will help in promoting community involvement in educational planning and management in primary schools. This is because the government, policy makers and you administrators will be aware of the several strategies that have proved to be effective in schools to promote community involvement in educational planning and management.

With your permission, I am going to ask you some questions in connection with community involvement in educational planning and management at your school. Please, respond as candidly as you can. Obviously, there are no “wrong or right answers”. I shall also be delighted if you have written documents that give weight to what you will say. Please, do not produce any documents if the school has decided that the documents should not be made available to outsiders like me. The information that you give will be used for this study only and your identity will be protected. Everything possible will be done to make sure that your responses cannot be traced to you. Do you have any questions? Are you willing to participate?

1. What do you understand by educational planning and management?
2. What is the significance of community involvement in educational planning and management?
3. Who are the major stakeholders in your community in as far as educational planning and management are concerned?
4. Which educational planning and management activities are undertaken at your school?
5. How often are these stakeholders and the community involved in educational planning and management?
6. What challenges are faced by the school in their quest to work with the community in educational planning and management?

7. What challenges are faced by the community in its bid to work with the school in educational planning and management?
8. What strategies can you propose for the schools to enhance community involvement in educational planning and management?
9. Is there anything else you wish to say on the subject under discussion?

APPENDIX 3: INTERVIEW GUIDE FOR COMMUNITY

I am Chipeta Loveness as the introductory letter states and a student at the University of Zambia, Directorate of Research and Graduate Studies. I am carrying out a research to find out the extent to which the community is involved in educational planning and management at primary school level in Lundazi. This study will help in promoting community involvement in educational planning and management in primary schools. This is because the government, policy makers, the community and you parents will be aware of the several strategies that have proved to be effective in school and communities to promote community involvement in educational planning and management in schools.

With your permission, I am going to ask you some questions in connection with community involvement in educational planning and management at this school in your community. Please, respond as candidly as you can. Obviously, there are no “wrong or right answers”. The information that you give will be used for this study only and your identity will be protected. Everything possible will be done to make sure that your responses cannot be traced to you. Do you have any questions? Are you willing to participate?

1. What activities educational and planning activities are undertaken at this school
2. Are you involved in educational planning and management at this school?
3. What is the significance of involving you in educational planning and management?
4. Does the school involve all people in the community to participate in education planning and management?
5. What activities do the school involved you in participating at the school level?
6. Are the activities that the community is involved in helpful to the community?
7. How often are you involved in educational planning and management?
8. What challenges do you face as a community in your quest to work with the school in educational planning and management?

9. What challenges do you think are faced by the school in its quest to work with the community in educational planning and management?
10. What measures can the community and the schools take to promote community involvement in educational planning and management?
11. Is there anything else you wish to say on the subject under discussion?

APPENDIX IV: CONFIRMATION OF STUDY



**UNIVERSITY OF ZAMBIA - ZIMBABWE OPEN UNIVERSITY
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P.O. Box 32379
 LUSAKA, ZAMBIA

Date: 9TH SEPTEMBER 2019

THE DEBS
LUNDAXI

AMERICAN UNIVERSITY
 DISTRICT OF COLUMBIA
 1100 MONTGOMERY AVENUE
 WASHINGTON, DC 20005-4041
 Permitted
 Kelly
 BBS3c

Dear Sir/Madam

RE: CONFIRMATION OF STUDY CHIPETA LOVENESS

Reference is made to the above subject.

This serves as a confirmation that the above mentioned person of NRC No: 50733915211 and computer number 716814240 is a bonafide student of the University of Zambia in collaboration with Zimbabwe Open University (UNZA-ZOU).

The student is pursuing a Master of Education in Educational Management programme that he/she will be doing internship/carrying out a research on COMMUNITY INVOLVEMENT IN EDUCATION PLANNING AND MANAGEMENT, A CASE STUDY FOR MPHAMBA AND LUNDAXI PRIMARY SCHOOLS

Any assistance rendered to him/her will be greatly appreciated.

Yours faithfully

**Dr. D. Ndhlovu
 ASSISTANT DIRECTOR (PG)
 INSTITUTE OF DISTANCE EDUCATION**

