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Influence of Involvement of Stakeholders on Provision of Infrastructure in Public Junior Secondary Schools in Embakasi East Sub-County, Nairobi County, Kenya

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Abstract: *Involvement of stakeholders is crucial in the provision of infrastructure in schools. However, in junior secondary schools in Embakasi East Sub-county, the provision of infrastructure has been a challenge. Thus, this study examined the influence of the involvement of stakeholders on the provision of infrastructure in public secondary schools. The stakeholder involvement theory and the infrastructure implementation theory guided the study. Mixed methodology was adopted, and a concurrent triangulation research design was used. The target population comprised 550 participants, including 23 headteachers, 134 JSS teachers, 391 members of the school BoM, and 2 Sub-county Directors of Education (SCDEs), from which a sample of 232 respondents was determined using Yamane's Formula. This consisted of a sample of 10 headteachers, 250 JSS teachers, and 2 Sub-county Directors of Education. Qualitative data were analyzed thematically based on the objectives and presented in narrative form. Quantitative data were analyzed descriptively using frequencies and percentages. Inferential analysis was also undertaken using Pearson's Product-Moment Correlation Analysis with the help of the Statistical Package for Social Sciences (SPSS Version 25) and was presented using tables. The study found that public junior secondary schools have inadequate infrastructure. There have been shortages of classrooms, laboratories, libraries, furniture, sanitation, and safe spaces. This has been attributed to limited stakeholder involvement in planning, prioritization, or oversight, which can reduce transparency, weaken local ownership, and constrain additional support. Thus, headteachers should often involve stakeholders in key decisions which entail the provision of infrastructure in public junior secondary schools.*

Keywords: *Public, Junior, Secondary schools, Infrastructure, Involvement of stakeholders*

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1. Introduction

Education serves an important part in determining the traits and physical ability of students, as well as having a great input in preparing learners cognitively and holistically, so as to contribute to the socio-economic progression of any nation. To fulfill this great job, there is a need to ensure that schools have infrastructure. In the words of Memphis (2023), provision of infrastructure in schools refers to the planning, development, construction, and maintenance of physical and digital facilities that support effective teaching and learning. That is, it encompasses all the tangible resources required for a school to function properly and create a conducive learning environment for students and teachers. According to Memphis (2023), at its core, school infrastructure includes classrooms, laboratories, libraries, sanitation facilities, sports grounds, administrative offices, water supply systems, electricity,

and furniture. In modern education systems, it also extends to digital infrastructure such as computers, internet connectivity, projectors, and smart learning tools. These components work together to ensure that learners have access to safe, comfortable, and resource-rich environments. According to Tan and Lim (2023), the provision of infrastructure for curriculum implementation is the Malaysian schools' ability to ensure that resources such as physical facilities and curriculum support materials are available to aid the implementation processes and activities.

In Indonesia, for instance, a report authored by Musiman, Sutopo, Muhammad, Madya and Alivermana (2020) shows that only 23.9% of public secondary schools have the necessary infrastructure. This indicates that infrastructure plays a pivotal role in shaping the quality and effectiveness of education, particularly in secondary schools. According to the United Nations Educational, Scientific, and Cultural Organization (2021), it provides the foundational environment for learning, enabling students and teachers to engage in meaningful educational experiences. In the words of Lopez (2023), a well-developed infrastructure includes classrooms, libraries, laboratories, computer facilities, sanitation, and access to clean water, all of which are critical for fostering an enabling learning environment. Despite the recognized importance of infrastructure, numerous challenges impede its effective implementation in secondary schools, particularly in developing regions. In the United States of America, for instance, a report authored by Filardo, Bastein and Khawaja (2022) indicates that infrastructure projects in secondary schools are often well-funded due to robust governance and policy frameworks. However, in many schools worldwide, the provision of infrastructure has been a challenge, with levels of adequacy being low.

In middle-income countries such as Mexico and Colombia, infrastructure gaps are exacerbated by resource constraints and bureaucratic inefficiencies. A World Bank report (2021) shows that in rural Mexican schools, insufficient funding delays project implementation, with 50% of schools lacking basic amenities such as clean water and sanitation facilities. In Colombia, the World Bank (2021) further reports that conflict-affected areas struggle to construct and maintain schools, despite government efforts to improve access to quality education. To mitigate these challenges, schools have initiated myriad strategies, including the involvement of stakeholders. According to Williamson (2023), stakeholder involvement in the provision of school infrastructure refers to the active participation, collaboration, and shared responsibility of individuals, groups, and institutions with an interest in education in planning, financing, constructing, maintaining, and improving school facilities. Williamson (2023) further asserts that the concept is grounded in the idea that effective educational infrastructure, such as classrooms, laboratories, libraries, sanitation facilities, ICT equipment, and sports amenities, cannot be sustainably developed by governments alone. In India, Sharma and Patel (2023) posit that stakeholder involvement has been widely promoted through community-based school management committees and public-private partnerships that support initiatives like school building upgrades and digital learning infrastructure. In other words, parents and local communities often contribute labour, materials, or funds, while private organizations support ICT labs and sanitation programs. Similarly, in Iran, Hassan and Osman (2024) assert that education infrastructure development is influenced by centralized government planning. However, community participation and charitable foundations (*bonyads*) also support school construction and maintenance, especially in underserved rural areas. Across Africa, Mohamed and Aden (2022) assert that stakeholder involvement varies widely due to differences in governance systems and resource availability. However, a common pattern is the increasing role of international donors, NGOs, and community-based organizations in supplementing government efforts to improve school infrastructure. In Senegal, Hussein (2023) avers that community participation has supported the construction of classrooms and the improvement of water and sanitation facilities in rural schools. In Nigeria and Ghana, the EFA Global Monitoring Report (2023) asserts that only about 30% of rural junior secondary schools have access to electricity, hindering modern education delivery.

In Rwanda, Kabanda and Nshimiyimana (2020) assert that the education sector has faced numerous challenges regarding the provision of infrastructure projects in junior secondary schools. Kabanda and Nshimiyimana (2020) further note that less than 30% of the planned infrastructure projects in these countries have been completed on time. According to a report by the Rwanda Education Board (REB) (2021), over 40% of junior secondary schools are operating in poorly constructed buildings that lack essential facilities, such as proper sanitation and sufficient learning resources. These deficiencies hinder not only the physical learning environment but also the psychological well-being of students and teachers alike, potentially leading to decreased educational outcomes. In Uganda, the scenario is the same, with Nansubuga (2020) indicating that many schools do not complete their infrastructure projects, resulting in a lack of essential facilities like classrooms, libraries, and sanitation facilities. The direct consequence of insufficient infrastructure is the overcrowding of existing facilities, which significantly detracts from the educational experience of students.

Similar situations are replicated in Kenya, where Njuguna (2021) asserts that only 40% of junior secondary schools in rural areas possess functional infrastructure, greatly limiting access to quality education. The Ministry of Education's reports indicate that approximately 60% of the junior secondary schools built between 2015 and 2020 do not meet the necessary

standards, particularly concerning classroom space, sanitation facilities, and access to administrative resources. Similarly, the Kenya National Examinations Council (KNEC) (2022) reported that 45% of junior secondary schools lack basic facilities, such as classrooms and laboratories, impacting students' learning experiences. In public junior secondary schools in Embakasi East Sub-county, the education sector has grappled with infrastructural deficits, particularly in junior secondary schools, which cater to a growing population of students. According to a report by the Kenya National Bureau of Statistics (2023), the enrollment rate in junior secondary schools in the region has shown a steady upward trajectory. However, this increase has not been met with corresponding infrastructural developments. For instance, a survey conducted by the Embakasi East Sub-county Education Office (2021) indicated that approximately 70% of the junior secondary schools reported inadequate classrooms, laboratories, and sanitation facilities, which directly hinder the learning environment. According to the report, many infrastructure projects are incomplete, with few having been completed after a long time. The report further indicates that only five out of 25 junior secondary schools have sufficient access to basic facilities such as libraries, laboratories, and adequate sanitation.

In the same token, a report authored by the Ministry of Education (2023) highlighted that less than 30% of junior secondary schools in the region possess adequate classroom facilities for the increasing student population. The implications of overcrowded classrooms are profound, as research shows that such environments hinder the quality of education, negatively impacting learning outcomes (MoE, 2023). According to Kiraguri and Imbiakha (2023), many of such junior schools still lack conducive classrooms, safe playgrounds for students, and adequate educational resources for every learner. This has occasioned a raft of measures and strategies, including fiscal management as a panacea to ineffective provision of infrastructure projects in schools. These corroborate the assertions of Odidi (2020) that, to mitigate the challenges bedevilling the provision of infrastructure projects, stakeholders have suggested robust fiscal management strategies, such as stakeholders' collaboration, resource mobilization, budgeting, financial planning and strategic procurement practices, play a pivotal role in ensuring the successful provision of infrastructure projects. However, much still needed to be done to interrogate the extent to which the involvement of stakeholders influences the provision of infrastructure projects in public junior secondary schools, hence the study.

1.1 Research Objectives

The study sought to address the following objectives:

1. To assess the status of provision of infrastructure in public junior secondary schools in Embakasi East Sub-county.
2. To examine the influence of the involvement of stakeholders on the provision of infrastructure in public junior secondary schools in Embakasi East Sub-county.

2. Literature Review

2.1 Empirical Literature

Stakeholders are crucial in the curriculum implementation in educational institutions as their participation fosters communication and collaborative decision-making, which results in the provision of key infrastructure. Lewis (2021) emphasizes that schools and stakeholders have established partnerships and share responsibilities for the education of children in a more organized manner. Building on this idea, Malachira (2023) also highlights that stakeholders contribute to the provision of educational materials and offer instructional support. Supporting these claims, a study conducted by Katherine (2024) in the USA demonstrated that the readiness of schools to involve key stakeholders is crucial in making decisions that involve how infrastructure for curriculum implementation can be determined. In the same token, a study carried out in France by Amaral and Magalhaes (2023) revealed that stakeholders can contribute by volunteering in school activities, providing infrastructure and participating in decision-making processes related to curriculum planning. These studies emphasize the importance of collaborative efforts among stakeholders to support students' academic success by ensuring that key infrastructure is available in schools.

In Sub-Saharan African countries, various stakeholders, including parents, public benefit organizations (PBOs), and government agencies, play a crucial part in making sure that CBC are implemented in educational facilities in an efficient manner. For example, research carried out in Zimbabwe by Mufanechiya (2023) highlighted the significance of these stakeholders in supporting academic programs by providing scholastic materials and physical facilities. According to Mufanechiya (2023), schools which are ready to involve stakeholders in management programs experience fewer challenges and disruptions, as decisions are made collectively. Furthermore, the study revealed that such arrangements promote a learner-friendly environment, enhance cognitive competence, improve school attendance, and minimize behavioural issues among students.

The results of these studies demonstrate that effective collaboration between schools and stakeholders is crucial for fostering positive relationships and also contributes to the growth and adaptation of learners to new curriculum requirements. In research conducted in Malawi, Chizimba (2013) discovered that Stakeholders

are essential to the curriculum's implementation by providing instructional resources, physical facilities, and monitoring students' behaviour patterns. According to Chizimba (2013), this highlights the increasing recognition of the significance of establishing strong partnerships and connections as integral components of strategies aimed at enhancing the CBC implementation process in schools. Similarly, in Kenya, the involvement of stakeholders is highly valued in the CBC implementation process to ensure their ownership of the system and to gather their perspectives on the most effective approaches for implementation and sustainability. A study conducted in Jomo Kenya University of Agriculture and Technology (JKUAT) by Chepkemoi and Juma (2019) revealed that stakeholders, when engaged, actively contribute to curriculum planning, implementation and provision of curriculum support materials. Chepkemoi and Juma (2019) further emphasize that engagement of stakeholders significantly impacts curriculum implementation by ensuring that key infrastructure is available. These results support research that was carried out in Kericho County and Kirui (2024) also revealed that stakeholders' collaboration with school management plays a vital role in enhancing students' academic performance. Kirui (2024) further underscored the importance of school partnerships in academic activities for students' overall success and emotional well-being. These results suggest that stakeholders who establish consistent communication with school authorities contribute to the creation of a positive school environment conducive to successful curriculum implementation. In junior secondary schools, the significance of stakeholders in school management is undeniable, playing a crucial role in the successful CBC implementation.

An investigation conducted in Embakasi East Sub-county by Ogada, Koros and Adhiambo (2023) discovered that increased engagement of stakeholders in school management results in enhanced school attendance, completion of homework, improved learning attitudes, and better discipline among learners. This underscores the influential impact of stakeholders' participation in the schooling of their children within their homes on the general standard of instruction given in institutions. According to Ogada et al (2023), the actions taken by stakeholders both at home and in school by direct or indirect means impact the excellence of schooling received by their children, emphasizing the need for them to strategically allocate their efforts and resources to enhance education in their children's schools. Nevertheless, while Ogada et al (2023), as well as other empirical studies, have acknowledged the importance of stakeholders' involvement, they have not specified how school preparedness for stakeholders' involvement influences the provision of infrastructure in junior secondary schools.

2.2 Theoretical Framework

The study was guided by the stakeholder involvement theory, whose proponent was Edward R. Freeman in 1984. The core principles of stakeholder involvement theory rest on inclusivity, accountability, participation, and shared value creation. Inclusivity emphasizes that all relevant parties affected by an educational initiative should be identified and engaged in decision-making processes. In the case of school infrastructure, this includes not only school administrators and government officials but also parents, community leaders, and sometimes non-governmental organizations that contribute resources or oversight. Accountability refers to the expectation that decision-makers justify their actions to stakeholders, ensuring transparency in the procurement, construction, and maintenance of school facilities such as classrooms, laboratories, sanitation systems, and learning resources.

Participation underscores the active engagement of stakeholders in identifying needs, prioritizing projects, and monitoring implementation rather than being passive recipients of decisions. Finally, shared value creation suggests that infrastructure development is most effective when it benefits all parties, improving educational outcomes for students while also strengthening community trust and ownership of public schools. In this study, this theory is applicable since it provides a practical framework for analyzing how infrastructure development in public junior secondary schools can be improved through collaborative governance structures. For instance, when parents and community members participate in school boards or development committees, they often contribute both financial and non-financial resources, which can accelerate the completion of construction projects and improve maintenance of facilities. Teachers and school administrators, as internal stakeholders, offer critical insights into the functional requirements of infrastructure, ensuring that classrooms, laboratories, and libraries are designed to support effective teaching and learning processes. Government agencies, on the other hand, play a regulatory and funding role, setting standards and providing resources through education infrastructure programs. In many developing contexts, including Kenya, stakeholder engagement has been shown to reduce inefficiencies, minimize corruption risks, and enhance the relevance of infrastructure projects to local educational needs.

This theory helps explain variations in infrastructure quality and sustainability across schools. Where stakeholder engagement is strong, infrastructure projects are more likely to be completed on time, maintained effectively, and aligned with learner needs. Conversely, weak stakeholder participation often results in poorly planned projects, underutilized facilities, or abandoned construction initiatives. The theory also highlights the importance of communication channels and power

dynamics among stakeholders, as unequal influence can lead to marginalization of certain groups, particularly students and marginalized community members. Therefore, effective application of the theory in research on public junior secondary schools not only examines whether stakeholders are involved, but also how, to what extent, and with what impact their involvement shapes infrastructure outcomes. The study was also guided by the infrastructure implementation theory (IIT), whose proponent is Hirschman in 2011, as a critical framework in the field of public administration and fiscal management, aiming to elucidate the processes, principles, and practices involved in the successful execution of infrastructure projects. This theory focuses on the strategic planning, execution, and management of infrastructure projects to achieve functional, sustainable, and impactful outcomes. This theory is premised on many principles, ranging from strategic planning to adaptability. It holds that a well-thought-out infrastructure plan ensures resources are allocated effectively and addresses the specific needs of the school. It involves assessing current facilities, identifying gaps, and forecasting future requirements. Strategic planning prioritizes projects that will have the most significant impact on students, teachers, and the community, ensuring alignment with educational goals.

This theory further holds that equitable infrastructure development focuses on providing all students, regardless of socioeconomic background, access to quality facilities. This includes ensuring functional classrooms, technology, sanitation, and accessibility for students with disabilities. Equity reduces disparities, fostering a fairer learning environment. This theory also holds that stakeholders' involvement is key in the implementation of infrastructure. That is, collaboration with teachers, parents, students, and local authorities is vital. Stakeholder involvement ensures the infrastructure aligns with the needs and expectations of its users. Input from stakeholders fosters ownership, increases satisfaction, and minimizes resistance to changes.

In the same token, this theory holds that schools must plan for flexibility to adapt to future demands, such as growing student populations or evolving educational technologies. Modular designs and multipurpose facilities ensure that infrastructure investments remain relevant and efficient over time. Implementing these principles ensures that school infrastructure supports academic excellence, inclusivity, and the holistic development of students. It creates an environment that empowers both educators and learners, contributing to the overall advancement of society. In the context of this study, this theory is applicable across various domains since it provides a robust framework for designing and executing school infrastructure projects that are efficient, sustainable, and impactful. By adhering to its principles, schools can transform into centers of excellence, equipping students with the resources and environment necessary for holistic development. Its emphasis on long-term thinking and stakeholder collaboration ensures that investments not only meet current needs but also adapt to future educational demands.

3. Methodology

The study adopted a mixed methodology and, thus, applied a concurrent triangulation research design. The target population comprised 550 participants, including 23 headteachers, 134 JSS teachers, 391 members of the school BoM, and 2 Sub-county Directors of Education, from which a sample of 232 respondents was determined using Yamane's Formula. This involved a sample of 10 headteachers, 250 JSS teachers, and 2 Sub-county Directors of Education. Questionnaires were used to collect data from teachers, whereas interviews were conducted with headteachers, members of the school BoM, and the Sub-county Directors of Education. Data analysis began by identifying common themes. Qualitative data were analyzed thematically based on the study objectives and presented in narrative form. Quantitative data were analyzed descriptively using frequencies and percentages. Inferential analysis was also undertaken using Pearson's Product-Moment Correlation Analysis with the help of the Statistical Package for Social Sciences (SPSS Version 25) and was presented using tables. In this study, an ethical clearance certificate was obtained from Mount Kenya Ethical Review Committee (MKU ERC) before embarking on data collection processes. The researcher undertook to keep private any information given by the respondents that touched on their personal lives. The researcher assured the respondents that no private information would be divulged to a third party. The nature and the purpose of the research were explained to the respondents by the researcher. The researcher explained to the respondents the procedure that would be followed during the data collection so that they could participate willingly. The raw data collected were filed for easy reference. Once the data were analyzed, computer printouts were filed while soft copies were stored in storage devices such as CDs and flash discs.

4. Results and Discussion

In this section, findings of the study as per the objectives of the study are outlined, along with highlighting the presentation of findings and discussions.

4.1 Response Rates

In this study, 120 questionnaires were administered to the JSS teachers and, in return, 117 questionnaires were filled out and returned. In the same token, the researcher interviewed 8 headteachers, 90 members of the school BoM and 2 Sub-county Directors of Education. This yielded response rates shown in Table 1;

Table 1: Response Rates

Respondents	Sampled Respondents	Those Who Participated	Achieved Return Rate (%)
Headteachers	10	8	80.0
JSS Teachers	120	117	97.5
Members of the School BoM	100	90	90.0
Sub-county Directors of Education	2	2	100.0
Total	**232**	**217**	**93.5**

Source: Field Data (2026)

Table 1 shows that headteachers registered a response rate of 80.0%, JSS teachers registered 97.5%, and members of the school BoM registered a response rate of 90.0%. However, all (100.0%) of the Sub-county Directors of Education took part in the study. This yielded an average response rate of 93.5%, which is consistent with the assertions of Creswell (2018) that a response rate above 75.0% is adequate. This information was important since it allowed the researcher to generalize the study outcomes to the target population.

4.2 Status of Provision of Infrastructure in Public Junior Secondary Schools

The study sought to assess the status of provision of infrastructure in public junior secondary schools in Embakasi East Sub-county. This was measured by assessing the adequacy of physical infrastructure available in public junior secondary schools. Descriptive data were collected from the JSS teachers, and results are shown in Table 2;

Table 2: Adequacy of Physical Facilities in Public Secondary Schools

Infrastructure in Schools	Adequate (%)	Not Adequate (%)
Conducive and spacious classrooms	39.8	60.2
Well-stocked libraries	37.1	62.9
Well-equipped laboratories	39.2	60.8
Safe and maintained playgrounds	25.7	74.3
Well-equipped resource centers	23.9	76.1
Hygienic and well-ventilated toilets	30.8	69.2
Textbooks	59.0	41.0
Stationery	70.1	29.9
Reference materials	47.9	52.1
Digital resources	27.4	72.6
Instructional tools	33.3	66.7

Source: Field Data (2026)

Table 2 shows that only 47(39.8%) of the JSS teachers stated that public junior secondary schools have adequate, conducive, and spacious classrooms, while 70(60.2%) responded on the contrary. Only 43(37.1%) of the JSS teachers noted that public junior secondary schools have well-stocked libraries, 46(39.2%) stated their schools have well-equipped laboratories, while 25.7% stated that their schools have safe and well-maintained playgrounds. A small proportion, 28(23.9%), of the JSS teachers stated that their schools have adequate and well-equipped resource centers, while 36(30.8%) noted that their schools have hygienic and well-ventilated toilets. However, slightly more than half, 69(59.0%) of the JSS teachers noted that their public junior schools have adequate textbooks, 82(70.1%) indicated that stationery provided is adequate, while 56(47.9%) noted that reference materials are adequate.

When it comes to digital resources, 32(27.4%) of the JSS teachers noted that digital resources are adequate. In contrast, only a third of the teachers, 39(33.3%), stated that instructional tools are adequate in public junior secondary schools. During the interviews, the headteachers, members of the school BoM and Sub-county Directors of Education also responded in favour of the view that many public junior secondary schools face challenges with the provision of key infrastructure. Headteacher, H1, noted;

> *Despite the efforts to provide the necessary infrastructure for academic activities, their levels of adequacy are still low. We still do not have an adequate number of conducive and spacious classrooms, well-stocked libraries, well-equipped laboratories, safe and well-maintained playgrounds, well-equipped resource centers and hygienic and well-ventilated toilets. However, with government support, my school has fairly adequate*

textbooks, stationery and reference materials. On digital resources, my school has not yet attained adequate levels of the same.

These mixed findings point to the fact that there are significant infrastructural and instructional challenges facing many public junior secondary schools, which directly affect the quality of teaching and learning. From the study, one major concern is the inadequacy of conducive and spacious classrooms. These findings corroborate the findings of research carried out in Colombia by Gonzalez (2023), which revealed that overcrowded and poorly designed classrooms limit effective classroom management, reduce student comfort, and hinder meaningful interaction between teachers and learners. In addition, many schools lack well-equipped laboratories, restricting students' opportunities for practical experiments and hands-on learning, especially in science subjects. The findings further indicate that resource centers such as libraries are inadequate and poorly equipped. Gonzalez (2023) also revealed that, while many schools possess fairly adequate textbooks for basic instruction, they suffer from a shortage of reference materials that are essential for in-depth study, independent learning, and research skills development. This imbalance limits students' exposure to broader knowledge and critical thinking opportunities. Sanitation facilities also pose a challenge, as many schools have inadequate and poorly ventilated toilets, which negatively impact students' health, comfort, and overall school environment. In the area of technology, the situation is particularly concerning. Most junior secondary schools have inadequate digital resources, including computers and internet access. Other instructional tools are also insufficient, making it difficult to integrate modern teaching methods. These findings underscore the urgent need for improved funding, infrastructure development, and provision of learning resources to enhance educational outcomes.

4.3 Involvement of Stakeholders and Provision of Infrastructure in Junior Secondary Schools

The study sought to examine the influence of the involvement of stakeholders on the provision of infrastructure in junior secondary schools. The researcher collected descriptive data from the JSS teachers, organized and summarized them into specific thoughts. Results are presented in Table 3;

Table 3: Views of JSS Teachers on the Influence of Involvement of Stakeholders on Provision of Infrastructure in Junior Secondary Schools

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
In public junior secondary schools, there is a readiness to involve stakeholders in mobilizing resources for the provision of infrastructure	49.6	5.0	4.3	33.8	7.2
Public junior secondary schools usually involve stakeholders to volunteer and provide infrastructure	52.5	12.2	2.9	26.6	5.8
In public junior secondary schools, headteachers always involve stakeholders in key decisions involving the provision of infrastructure	44.6	15.8	4.3	28.8	6.5
To ensure that infrastructure is adequate, stakeholders are often involved to share their views on how to source more	59.7	7.9	5.8	21.6	5.0
Involving stakeholders to monitor learners' behaviour has made it easy to provide infrastructure in public junior secondary schools	54.7	8.6	3.6	26.6	6.5

Source: Field Data (2026)

Table 3 shows that 58(49.6%) of the JSS teachers strongly agreed with the view that, in public junior secondary schools, there is readiness to involve stakeholders in mobilizing resources for the provision of infrastructure, 6(5.0%) agreed, 5(4.3%) were undecided, 4(33.8%) disagreed, whereas 9(7.2%) strongly disagreed. This reveals that public junior secondary schools are increasingly showing readiness to involve stakeholders in mobilizing resources for infrastructure development. This supports the assertions of Mwangi and Kariuki (2022) that stakeholder collaboration, including parents, local leaders and education partners, has become a key strategy for addressing infrastructural gaps such as science laboratories and digital learning

spaces. These findings also lend credence to the findings of research carried out by Adebayo and Yusuf (2021), who found that schools with active stakeholder engagement exhibit higher success rates in mobilizing funds, materials, and technical expertise. In Tanzania, Lema and John (2023) reported that participatory resource mobilization enhances ownership and sustainability of projects while aligning infrastructure priorities with curriculum needs. Moreover, Njoroge and Wekesa (2022) noted that readiness to involve stakeholders fosters transparency, accountability, and collective responsibility in resource utilization. These findings emphasize that schools' willingness to engage stakeholders in resource mobilization is crucial in the provision of infrastructure, ensuring equitable access to modern learning environments and improving educational outcomes. More than half, 61(52.5%), of the JSS teachers strongly agreed with the view that public junior secondary schools usually involve stakeholders to volunteer and provide infrastructure, whereas 14(12.2%) agreed, 4(2.9%) were undecided, 31(26.6%) disagreed, and 7(5.8%) strongly disagreed. This emphasizes that public junior secondary schools increasingly rely on stakeholder volunteerism to support infrastructure development. According to Mwangi and Otieno (2022), parents, alums, and community members often volunteer labour, materials, and financial contributions to construct science laboratories, workshops, and digital learning spaces. Adebayo and Yusuf (2021) also conducted a study, which found that schools engaging volunteers from local communities report faster progress in meeting infrastructure standards compared to those depending solely on government funding. Similarly, Lema and Mushi (2023) noted that stakeholder involvement fosters a sense of ownership and sustainability of educational projects, enhancing commitment to maintenance and continuous improvement. In Kenya, Njoroge and Wekesa (2022) observed that headteachers who encourage community volunteerism build strong partnerships that bridge infrastructural gaps hindering effective classroom delivery. These findings affirm the fact that stakeholder volunteerism plays a vital role in addressing infrastructure deficits and promoting inclusivity in public junior secondary schools. The study revealed that 52(44.6%) of the JSS teachers strongly agreed with the view that, in public junior secondary schools, headteachers always involve stakeholders in key decisions involving the provision of infrastructure. In comparison, 19(15.8%) agreed, 5(4.3%) were undecided, 34(28.8%) disagreed, and 8(6.5%) strongly disagreed. This affirms that stakeholder participation in decision-making enhances transparency and efficiency in infrastructure development within public junior secondary schools. According to Wanjiru and Ochieng (2022), headteachers increasingly involve parents, teachers, and community leaders in identifying infrastructural needs, budgeting and project prioritization to ensure accountability and inclusivity.

Adewale and Njoroge (2023) also carried out a study which revealed that schools engaging stakeholders in infrastructure-related decisions experience improved community support, faster project completion, and better resource utilization. In Uganda, Mutesi and Kaggwa (2021) observed that participatory decision-making strengthens the relationship between schools and local communities, encouraging shared responsibility for facility maintenance. Furthermore, Kamau and Wekesa (2022) noted that involving school management committees and Boards of Management ensures alignment between educational goals and infrastructure investments. These findings indicate that stakeholder involvement in infrastructure decision-making not only fosters trust and transparency but also promotes sustainable development and ownership of school projects in public junior secondary schools. More than half, 70(59.7%) of the JSS teachers strongly agreed with the view that, to ensure that CBC infrastructure is adequate, stakeholders are often involved to share their views on how to source more. In comparison, 9(7.9%) agreed, 7(5.8%) were undecided, 25(21.6%) disagreed, and 6(5.0%) strongly disagreed. This underscores the importance of involving stakeholders in discussions on sourcing additional infrastructure in public junior secondary schools. According to Mwangi and Otieno (2022), headteachers frequently engage parents, Boards of Management, and community leaders to share views on fundraising strategies and resource mobilization for infrastructure.

These findings are consistent with the findings of research undertaken by Njeru and Muli (2023), which established that participatory consultations allow stakeholders to identify locally available materials, potential donors, and sustainable funding options, which enhances the adequacy of learning facilities. In Uganda, Nakato and Kizito (2021) observed that stakeholder forums create opportunities for innovation in resource sourcing, including partnerships with NGOs and corporate entities. Moreover, Onyango and Wambua (2022) reported that schools that maintain open dialogue with stakeholders experience increased ownership and accountability in infrastructure projects. These findings are indicative of the fact that involving stakeholders in decision-making regarding resource sourcing not only strengthens community-school relations but also ensures that infrastructure development aligns with educational goals and community priorities. The study established that 64(54.7%) of the JSS teachers strongly agreed with the view that involving stakeholders to monitor learners' behaviour has made it easy to implement curriculum in public junior secondary schools, whereas 8(6.5%) strongly disagreed. This indicates that involving stakeholders in monitoring learners' behaviour has significantly enhanced curriculum implementation in public junior secondary schools. According to Wanjiku and Mwangi (2022), when parents, teachers, and community leaders collectively monitor students' discipline and social conduct, schools experience

improved learning environments conducive to effective curriculum delivery. In the same token, Ouma and Ngeno (2023) conducted a study, which revealed that collaboration between teachers and parents in addressing behavioural issues reduces absenteeism and enhances learner engagement, which positively influences academic outcomes. In Tanzania, Mtemi and Lema (2021) reported that community-based monitoring systems foster accountability among learners, promoting responsible behaviour aligned with school expectations. Furthermore, Kiplagat and Onyango (2022) emphasized that stakeholder involvement encourages consistent reinforcement of positive values both at home and school. This indicates that behavioural monitoring through stakeholder participation not only curbs indiscipline but also strengthens the partnership necessary for the provision of infrastructure in public junior secondary schools.

4.3.1 Inferential Analysis

To verify the influence of stakeholder involvement on provision of infrastructure in public junior secondary schools, data were collected from 8 headteachers of the sampled public junior secondary schools on how often (Very Often =5, Often = 4, Sometimes = 3, Rarely = 2 and Never = 1) they involve stakeholders in key aspects of resource management and levels of adequacy of infrastructure (Adequate = 3, Not Adequate = 2 and Not Sure = 1) as shown in Table 4:

Table 4: How Often Headteachers Involve Stakeholders in Resource Management and Provision of Infrastructure in Public Junior Secondary Schools

How Often Headteachers Involve Stakeholders in Resource Management	Levels of Adequacy of Infrastructure in Public Junior Secondary Schools
5	3
3	2
3	3
4	2
5	2
4	3
1	2
3	2

Source: Field Data (2026)

Table 4 shows that, in public junior secondary schools where headteachers frequently involve stakeholders in resource management, the levels of adequacy of infrastructure are relatively high and vice versa. This indicates that, when headteachers consistently engage key stakeholders such as parents, teachers, community members, and local education boards in decision-making and resource allocation, there tends to be a more transparent and accountable use of available resources. This collaboration fosters a shared sense of ownership, leading to better prioritization of infrastructural needs, timely maintenance and mobilization of additional support from the community and donors. Moreover, participatory management enhances trust and encourages stakeholders to contribute financially or materially toward improving school facilities. Conversely, in schools where headteachers make unilateral decisions without stakeholder consultation, mismanagement and inefficiencies are more likely to occur.

Such environments often experience delayed repairs, poorly maintained buildings, and inadequate teaching and learning facilities due to a lack of oversight and commitment. Therefore, the adequacy of infrastructure in public junior secondary schools is strongly linked to the degree of stakeholder engagement in resource management. The results in Table 4 were subjected to Pearson's Product-Moment Correlation Analysis, and the results are shown in Table 5:

Table 5: Relationship between Stakeholder Involvement and Provision of Infrastructure in Public Junior Secondary Schools

		Stakeholder Involvement	Provision of Infrastructure
Stakeholder Involvement	Pearson Correlation	1	.587*
	Sig. (2-tailed)		.017
	N	8	8
Provision of Infrastructure	Pearson Correlation	.587*	1
	Sig. (2-tailed)	.017	
	N	8	8

*. Correlation is significant at the 0.05 level (2-tailed).

Table 5 shows Pearson's Product-Moment Correlation Analysis, which indicates that there is a positive correlation between stakeholder involvement and provision of infrastructure in public junior secondary

schools ($r(8) = 0.587$, $p = 0.017$ at $\alpha = 0.05$). This further indicates that, when parents, Boards of Management, community leaders, local businesses, alumni, and government agencies contribute ideas, labour, funds, and oversight, schools are more likely to mobilize timely support for classrooms, sanitation facilities, laboratories, libraries, water systems, and ICT infrastructure. Such involvement also strengthens shared ownership: stakeholders who help set priorities through meetings, needs assessments, and school improvement plans tend to advocate more persistently for projects and monitor implementation to reduce wastage, delays, and substandard work. In addition, stakeholder participation improves coordination with public authorities and non-governmental partners, making it easier to align school needs with budget cycles, constituency development funds, and donor programmes. Where stakeholder engagement is low, infrastructure gaps often persist due to weak community buy-in, limited fundraising capacity, and reduced transparency in procurement and maintenance. Therefore, as stakeholder involvement increases in intensity and quality, through participation in decision-making, resource mobilization, and oversight, the likelihood and adequacy of infrastructure provision also rise, demonstrating a clear positive correlation in public junior secondary school contexts.

4.3.2 Thematic Analysis

During the interviews, the headteachers, members of the school BoM and the Sub-county Directors of Education also stated that headteachers are often ready and willing to involve stakeholders on key issues related to resource management to provide infrastructure. Headteacher, H2, stated;

> *In my school, I always ensure that stakeholders are involved in mobilizing resources, volunteering activities, and providing more infrastructure.*

On their part, the members of the school BoM and the Sub-county Directors of Education also stated that headteachers always involve stakeholders in daily activities which take place in schools with regard to the provision of infrastructure. These mixed findings affirm the fact that, despite persistent challenges, headteachers in public junior secondary schools frequently attempt, and are often willing, to involve stakeholders in activities aimed at improving school infrastructure. In many contexts, these leaders work within tight public budgets, delayed disbursements, and rising construction costs that make it difficult to expand classrooms, improve sanitation facilities or maintain learning spaces. Headteachers may also face competing priorities, such as staffing shortages, overcrowding, and pressure to raise learning outcomes, which can reduce the time available for infrastructure planning and coordination. In addition, stakeholder engagement is not always straightforward. Some parents may have limited disposable income, local leaders may have political interests, and community members may doubt that their contributions will be used transparently. Even so, headteachers often recognize that infrastructure directly affects attendance, safety, learner dignity, and instructional quality. As a result, they commonly mobilize parents' associations, boards of management, alumni, local businesses, faith-based organizations, and community groups to support targeted projects. These collaborations may include fundraising drives, provision of materials, skilled labour contributions, or partnerships with NGOs and county-level actors. This indicates that, where stakeholder involvement is well-managed, it strengthens accountability, builds trust, and creates shared ownership of school development goals, increasing the likelihood that infrastructure improvements are completed and sustained.

5. Conclusion and Recommendations

5.1 Conclusion

Instances of inadequate infrastructure persist in many public junior secondary schools, undermining teaching and learning quality. Shortages of classrooms, laboratories, libraries, furniture, sanitation, and safe spaces cause overcrowding and reduced instructional time. Textbooks and stationery are relatively adequate, but limited digital resources hinder ICT integration, digital literacy, and equity. This has been attributed to limited stakeholder involvement. Headteachers are rarely prepared to engage parents, Boards of Management, community leaders, and local partners in planning, prioritization, or oversight, which can reduce transparency, weaken local ownership, and constrain additional support.

5.2 Recommendations

These were the recommendations drawn from this study:

1. As a practice, headteachers should regularly be ready to involve stakeholders in key decisions that entail the provision of infrastructure in public junior secondary schools.
2. As a policy, the Ministry of Education should strengthen structured stakeholder engagement training for headteachers, enabling collaboration with parents, Boards of Management and local partners to improve infrastructure, ICT resources, accountability and school ownership.

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