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Examining Stakeholder Engagement Process in Construction Project: A Case Study of School Building Projects by Kansanshi Mining PLC

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Abstract

This study examines the stakeholder engagement process in construction projects, focusing on school building initiatives implemented by Kansanshi Mining Plc as part of its corporate social responsibility efforts. The study is guided by three specific objectives: to establish the stakeholders involved in the school building projects, to examine the strategies used to engage them, and to identify the challenges faced by Kansanshi Mining Plc in managing diverse stakeholder interests. The study uses structured questionnaires as its main way of collecting data and has a descriptive cross-sectional design. We will used structured questionnaires to gather both quantitative and qualitative data that showed how people involved in the school projects felt and what they thought. We looked at the data using both statistical and thematic analysis. Descriptive statistics was used to summarize quantitative answers, and themes will be used to group qualitative answers from open-ended questions to find patterns in how stakeholders are involved. We used triangulation to make sure the results are correct and to check them against data from different sources and groups of stakeholders. Findings show that project managers (34.67%), contractors (24%), and local communities (16%) were the most represented stakeholders. Regular meetings (40%) and written communication (20%) were the main engagement strategies, though only 32% of respondents found them effective, with 29.33% rating them ineffective. Key challenges included financial constraints (41.33% greatly affected engagement) and political interference (10.67%). Despite these barriers, 80% of respondents agreed that stakeholder engagement contributed positively to project success, with 40% rating its role as very significant. The results will be useful for Kansanshi Mining Plc and other companies that want to get more people in the community involved in building projects. The study will also give policymakers and academics more information about how to manage stakeholders in community development.

1. Introduction

In this chapter we present the background, problem statement, general and specific objectives, research questions, significance of the study, theoretical framework, scope of the study and operational definitions.

1.1 Background

Involving stakeholders early on turns construction projects into cooperative endeavors rather than one-sided endeavors, Globally according to Aaltonen & Kujala (2016) [1]. Projects gain from more defined expectations and less conflict when impacted parties, from community members to local authorities, are asked to express their opinions before the first brick is laid. early involvement can foster trust, which can lead to more realistic timelines, expedited site access, and easier approvals. open channels of communication aid in bringing to light hidden issues like environmental sensitivities or land use disputes, which, if ignored, can later impede progress. project teams can facilitate collaborative problem-solving when obstacles unavoidably arise by establishing an environment of mutual respect.

Yang *et al.*, 2018 [21] argue that stakeholder engagement is most effective when viewed as an ongoing dialogue rather than an

isolated consultation event. regular updates whether through newsletters, digital platforms, or face-to-face meetings help maintain momentum and reinforce the sense that all parties are co-owners of project success. feedback loops allow the project team to adapt designs or schedules in response to genuine community needs, such as adjusting classroom layouts to accommodate local teaching methods.

Kahkonen and Meagher (2020) observe that across Sub-Saharan Africa, one of the persistent barriers to effective stakeholder engagement is institutional fragmentation. Ministries, NGOs, and private sector actors often operate in silos, duplicating roles or pursuing conflicting priorities. In Malawi and Mozambique, for instance, education and health infrastructure projects funded through CSR schemes have faced coordination breakdowns due to unclear roles and insufficient communication among partners. This misalignment not only wastes resources but also undermines local ownership and accountability. Successful regional initiatives tend to emerge where stakeholder engagement is embedded into project governance, with defined responsibilities, regular reporting structures, and adaptive feedback mechanisms to manage evolving community dynamics.

In Zambia, getting stakeholders involved in building infrastructure has become a bigger priority for both policy and operations, especially in areas affected by mining. musonda and chileshe (2021) say that a lot of mining companies have started to use community-focused engagement practices as part of their corporate social responsibility programs. but the depth and consistency of this engagement are very different. for example, in school infrastructure projects paid for by mining companies, some communities are only asked for their input when the land is being identified, while others are involved in all stages of planning, design, and construction. these differences affect not only how happy the community is, but also how long the facilities will last. When people are involved all the time, communities often take on informal maintenance roles that keep buildings useful and last longer.

1.2 Statement of the problem
Effectively involving diverse groups remains a challenge, especially in community-focused initiatives like school building projects, even with the growing emphasis on stakeholder engagement in construction projects. Due in part to insufficient stakeholder involvement, construction projects in zambia frequently face delays, budget overruns and community resistance (Musonda & Chileshe, 2020). according to a study by Chanda and Chiluwe (2022), inadequate consultation with local stakeholders resulted in opposition or delays for almost 60% of community infrastructure projects in the mining industry. as part of their Corporate Social Responsibility (CSR), mining companies such as kansanshi mining Plc make significant investments in community development; however, project intentions and community expectations frequently diverge due to the lack of structured frameworks in the actual engagement processes. finding and taking into account the viewpoints of various stakeholder groups is one of the biggest challenges. teachers, parents, and students who are directly impacted by school building projects are frequently denied a voice because project planners frequently give priority to consultations with traditional leaders and government representatives (Mwenda *et al*., 2022).

1.3 Objectives
1.3.1 General objective
To assess the effectiveness of stakeholder engagement in school building projects Kansanshi Mining Plc.
1.3.2 Specific objectives
1. To establish stakeholders involved in school building project at Kansanshi Mining Plc.
2. To examine the strategies used in stakeholder engagement in school building projects.
3. To ascertain the challenges encountered by Kansanshi Mining Plc in engaging diverse stakeholders in project.

1.4 Research questions
1. To establish stakeholders involved in school building project at Kansanshi Mining Plc.
2. To examine the strategies used in stakeholder engagement in school building projects.
3. To ascertain the challenges encountered by Kansanshi Mining Plc in engaging diverse stakeholders in project.

1.5 Significance of the study
Projects perform better when managers understand stakeholder expectations and interests (Bourne, 2016) [2]. this study will help kansanshi mining Plc improve its stakeholder engagement strategies by identifying which interactions foster trust and which create resistance. these insights can support tighter project timelines, reduced costs, and a stronger social licence to operate. practical, evidence-based recommendations will help shift from informal consultations to structured, measurable engagement aligned with both corporate goals and local needs (Resnik, 2021) [20]. communities stand to benefit through better-designed schools that reflect their input, encouraging shared ownership, improved use and maintenance. the study will show how early and inclusive participation boosts school attendance, reduces vandalism, and supports better learning environments. it will also highlight how engagement empowers marginalized voices such as women, youth and people with disabilities promoting equity and cohesion. the findings offer value to policymakers by showing how private investment can align with national education goals. ministries can use the data to improve policy and streamline approval processes. academically, the study fills a gap in CSR-related school construction in Sub-Saharan Africa and offers a replicable framework for future research on project governance and stakeholder inclusion (Flick, 2018) [10].

1.6 Theoretical framework
Stakeholder Theory provides a practical foundation for understanding how construction projects achieve better outcomes when all parties with an interest in the project are actively engaged. The theory argues that organizations perform well when they recognize and involve key groups such as government agencies, employees, communities, and suppliers (Freeman *et al*., 2018) [12]. In school infrastructure projects, this approach is crucial because managers must balance diverse expectations and ensure that decisions reflect community needs. Studies show that effective stakeholder engagement improves project legitimacy, reduces conflict, and builds trust, which strengthens long-term sustainability (Miles, 2017 [15]; Zheng *et al*., 2021). Early and continuous interaction with stakeholders helps shape project direction, prevents disputes, and ensures

facilities align with the needs of teachers, learners, and surrounding communities.

The theory also supports better risk management and ethical practice. Engaging stakeholders allows project teams to identify issues such as land disputes or unmet expectations before they escalate, limiting delays and cost overruns. Ethical participation reinforces organizational responsibility toward host communities and improves social acceptance of projects (Phillips *et al*., 2019) [18].

2. Literature Review
2.0 Overview
According to Bourne (2022) [3], stakeholders are individuals, groups, or organizations whose interests may be positively or negatively affected by project execution or outcomes, or who have the capacity to affect the direction or outcomes of a project. In mining operations, project risk management involves multiple stakeholders whose perceptions, interests, and influences differ significantly, making stakeholder identification and management crucial for achieving project objectives. Recognizing the variety and diversity of stakeholders involved helps companies such as Kansanshi Mining Plc manage expectations, address conflicts early, and implement effective mitigation strategies. Internally, key stakeholders include management teams, risk managers, technical and engineering personnel, and operational employees. Each of these stakeholders plays a distinct role within the organizational structure, and their collective input is essential in anticipating and addressing potential project risks effectively. The complexity inherent in mining operations, from exploration and extraction to processing and closure, requires specialized knowledge from internal stakeholders, who possess first-hand insights into the operational hazards, technical failures, and compliance issues associated with mining activities.

External stakeholders, however, often exert substantial influence, given their proximity to or involvement with mining activities. These stakeholders commonly include local communities, governmental and regulatory authorities, financial institutions, and civil society organizations. A recent report by the International Finance Corporation (IFC, 2021) [13] highlights that mining projects which effectively integrate community participation into their risk management frameworks encounter fewer disruptions and achieve more stable operational outcomes. Local communities represent stakeholders with unique, context-specific knowledge regarding local ecological sensitivities, cultural values, economic dependencies, and socio-political dynamics.

The PMBOK Guide (PMI, 2018) [19] defines a project risk as "an uncertain event or condition that, if it occurs, has a positive or negative effect on at least one project objective". Risk also can be defined as a characteristic of a situation, action, or event in which a number of outcomes are possible, the particular one that will occur is uncertain, and at least one of the possibilities is undesirable (Yoe, 2020) [22]. Zayed and Chang (2022) [23] defined risk as the presence of potential or actual constraints that could stand in the way of project performance, causing partial or complete failure either during construction or at time of use.

Siano *et al*. (2021:41) have commonly stated that in order to implement a system of reputation management it is necessary to ensure that all stakeholders have a realistic image of what they can and cannot expect from an organisation. Creating a coherent perception of an organisation in the minds of its various stakeholders is a major challenge faced by many corporate houses which function under testing and trying times. It is necessary to ensure that the organisation delivers what it promises and only promises to deliver what it can realistically undertake.

Savage *et al*. (2021) divide stakeholders into claimants and influencers and consider the potential of stakeholders to threaten or cooperate with the organization. stakeholders can also be divided to internal and external stakeholders. internal stakeholders are, for example, employees, customers and stockholders, while examples of external stakeholders are community activists, media, advocacy groups and other nongovernmental organizations. Clarkson (2015) divides stakeholders into primary and secondary stakeholders. secondary stakeholders are not directly associated with the focal organization because they lack a "formal contractual bond with the firm" or "direct legal authority" over the firm (Eesley and Lenox, 2016). in turn primary stakeholders, such as employees and customers, are in a direct association with the firm, engaged in transactions with the firm or have direct legal authority over the firm. this is the case, for example, for governmental organizations. there is a high level of interdependence between the corporation and its primary stakeholders. In turn, secondary stakeholders are not directly engaged with economic activity, but are still able to influence an organization (Savage *et al*., 2019).

From the strategic management perspective, the primary question of stakeholder theory is which groups are stakeholders that deserve or require management attention, and which are not (Mitchell *et al*., 2017). This question concerns the attributes of stakeholders. Diverse lists, guidelines, identification frameworks and categorization schemes have been proposed by researchers to classify stakeholders (Agle *et al*., 2019; Mitchell *et al*., 2017).

2.1 Personal critique of the literature review
Schultz and Boege (2024) maintain that successful global leaders earn a reputation for credibility among investors by showing profitability to individual and institutional shareholders, maintaining a stable return on investment and nurturing financial growth prospects. Stevina Evuleocha (2015) suggests that intelligent organisations make perception management part of their senior executive training regime, enabling a greater understanding of corporate branding and resultant corporate reputation. Andrew Griffin (2018) argues that executives often misunderstand how reputations are achieved and maintained. as a result, they rely too heavily on corporate communication, while at the same time not doing enough about reputation-building activities with stakeholders.

3. Research Methodology
The study used a descriptive cross-sectional research design to examine stakeholder engagement in school construction projects at Kansanshi Mining Plc. The target population consisted of project managers, local government officials, school administrators, teachers, parents, community leaders, contractors, and civil society representatives who were directly involved in or affected by the projects. using purposive sampling, supported where necessary by snowball sampling, 75 participants were selected to capture informed and diverse perspectives while keeping data collection manageable and aligned with the research objectives (Etikan

& Bala, 2017; Kumar, 2019) [14].

Data were collected using structured questionnaires that generated both quantitative and qualitative information on stakeholder identification, engagement strategies, challenges and perceived project outcomes. The instruments combined closed and open-ended items, allowing for statistical analysis and richer narrative insights, and were pre-tested with a small group of stakeholders to refine clarity and relevance (Fowler, 2020; Creswell & Plano Clark, 2018) [11, 7]. Quantitative data were analyzed using SPSS to produce descriptive statistics and identify patterns and trends in engagement practices, while qualitative responses underwent thematic analysis to draw out recurring themes and variations across stakeholder groups (Bryman, 2019; Patton, 2020) [4, 17].

The study had several limitations, including the use of non-probability sampling, reliance on self-reported data, and a cross-sectional design that did not track changes over time, which may have introduced selection and social desirability biases and limited generalizability (Etikan & Bala, 2017). ethical requirements were addressed by obtaining informed consent from all participants after they were briefed on the study purpose, their rights, and the voluntary nature of participation (Resnik, 2021) [20].

4. Research Findings and Discussions
4.1 Presentation of results based on the Background Characteristics of Respondents
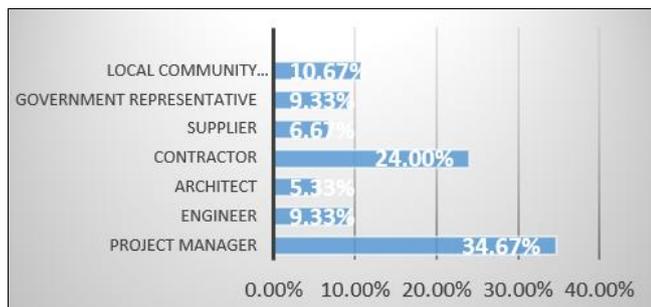
Table 4.1: Role of Respondents

Table 4.1 shows the distribution of respondents by their roles in the school building project. Project managers represented the largest category, accounting for 34.67% (26 respondents), followed by contractors at 24% (18 respondents). Local community representatives contributed 10.67% (8 respondents), while engineers and government representatives each stood at 9.33% (7 respondents). Suppliers accounted for 6.66% (5 respondents), and architects made up the smallest group at 5.33% (4 respondents).
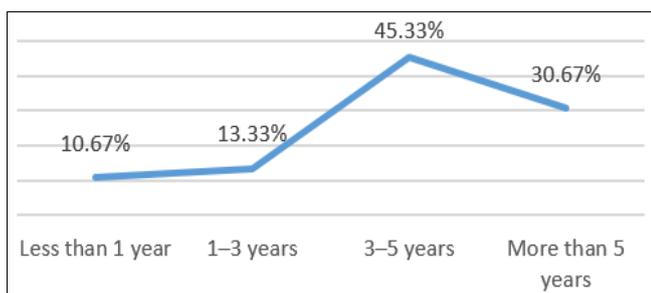

Table 4.2: Length of Involvement in Construction Projects

The findings in Table 4.2 show that most respondents had significant experience in construction projects. Those with three to five years of involvement formed the largest group at 45.33% (34 respondents), followed by 30.67% (23 respondents) who had over five years of experience.
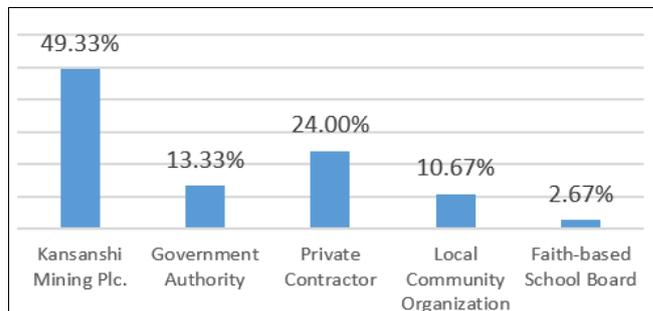
Table 4.3: Department or Entity Representation

Table 4.3 illustrates the distribution of respondents by the department or entity they represented. Kansanshi Mining Plc had the highest representation with 49.33% (37 respondents), followed by private contractors at 24% (18 respondents). Government authorities accounted for 13.33% (10 respondents), while local community organizations represented 10.67% (8 respondents). A smaller group of 2.67% (2 respondents) came from faith-based school boards.
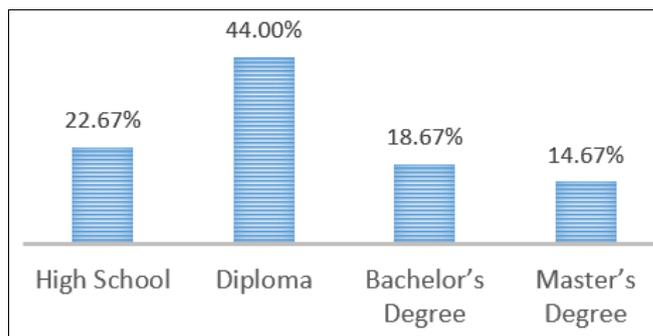
Table 4.4: Educational Level

The results in Table 4.4 present the educational levels of the respondents. Diploma holders were the majority at 44% (33 respondents), followed by high school graduates at 22.67% (17 respondents). Respondents with bachelor's degrees accounted for 18.67% (14 respondents), while those with master's degrees represented 14.67% (11 respondents). None of the respondents indicated holding a doctorate.

Table 4.5: Primary Area of Expertise

Primary Area of Expertise	Frequency	Percent
Architecture	9	12.0%
Civil Engineering	15	20.0%
Community Development	15	20.0%
Environmental Science	8	10.67%
Finance	1	1.33%
Procurement	3	4.0%
Project Management	24	32.0%
Total	**75**	**100%**

Table 4.5 shows the distribution of respondents by their primary areas of expertise. Project management emerged as the dominant area, accounting for 32% (24 respondents). Civil engineering and community development each

contributed 20% (15 respondents), while architecture represented 12% (9 respondents). Respondents with expertise in environmental science accounted for 10.67% (8 respondents), and procurement specialists, grouped under "other," made up 4% (3 respondents). Finance was the least represented field at 1.33% (1 respondent).
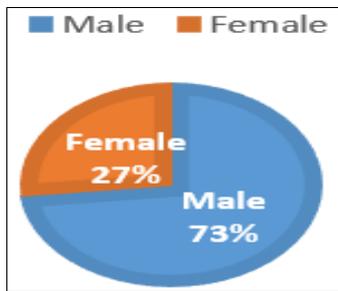

Table 4.6: Gender

The gender distribution of respondents is presented in Table 4.6. The findings reveal that the majority were male, representing 73.33% (55 respondents), while females accounted for 26.67% (20 respondents).
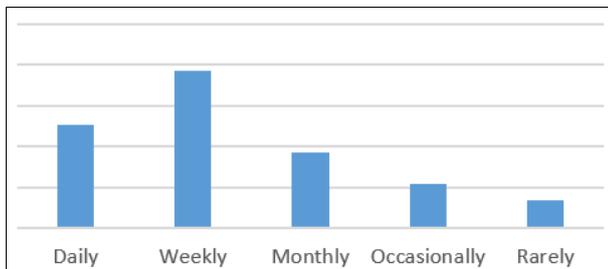
Table 4.7: Communication with Other Stakeholders

Table 4.7 outlines how often respondents communicated with other stakeholders in the school building projects. Weekly communication was the most common, reported by 38.67% (29 respondents), followed by daily communication at 25.33% (19 respondents). Monthly communication was noted by 18.67% (14 respondents), while occasional communication accounted for 10.67% (8 respondents). Rare communication was the least common, reported by 6.67% (5 respondents).

4.2 Presentation of results based on the Stakeholders Involved In The School Building Project
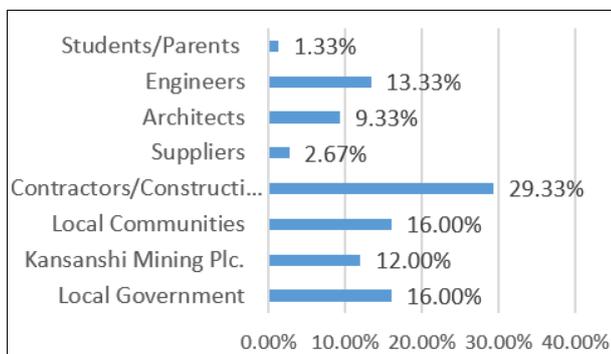
Table 4.8: Key Stakeholders in the Project

The results in Table 4.8 identify the main stakeholders in the school building projects at Kansanshi Mining Plc.

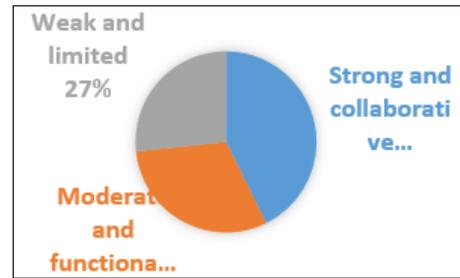Contractors and construction companies were the largest group, cited by 29.33% (22 respondents).

Table 4.9: Kansanshi Mining Plc and Stakeholders

Table 4.9 presents respondents' perceptions of the relationship between Kansanshi Mining Plc and its stakeholders. The majority classified the relationship as strong and collaborative, accounting for 42.67% (32 respondents), while 30.67% (23 respondents) described it as moderate and functional. On the other hand, 26.67% (20 respondents) considered the relationship weak and limited.
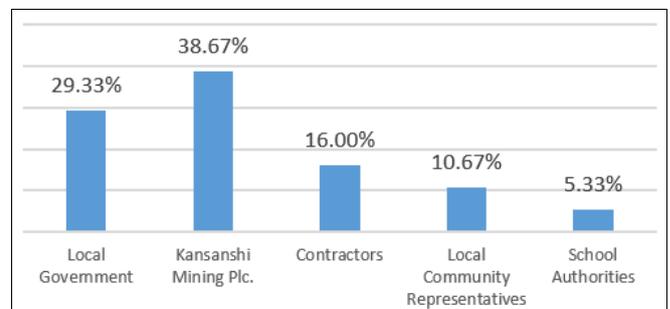

Table 4.10: Most Influential Stakeholders

The distribution of responses in Table 4.10 shows that Kansanshi Mining Plc was regarded as the most influential stakeholder, identified by 38.67% (29 respondents). Local government followed closely with 29.33% (22 respondents), while contractors were mentioned by 16% (12 respondents). Local community representatives accounted for 10.67% (8 respondents), and school authorities were cited by 5.33% (4 respondents).
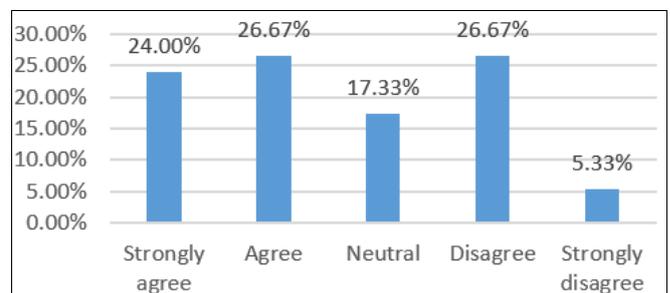

Table 4.11: Adequacy of Stakeholder Involvement

As shown in Table 4.11, opinions on whether all relevant stakeholders were adequately involved in the project were mixed. About 24% (18 respondents) strongly agreed, and 26.67% (20 respondents) agreed, giving a combined 50.67% who felt that stakeholder involvement was sufficient. In contrast, 26.67% (20 respondents) disagreed, and 5.33% (4 respondents) strongly disagreed, while 17.33% (13 respondents) were neutral.

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4.2.1 How would you rate the involvement of local communities in the project?
**(1 = Very Low, 5 = Very High)**
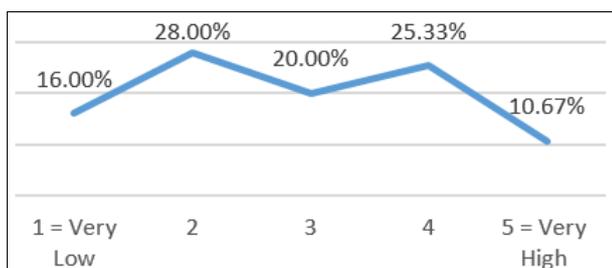
Table 4.12: Involvement of Local Communities

The results in Table 4.12 evaluate how respondents rated the involvement of local communities in the project. Most respondents placed involvement at a moderate to high level, with 25.33% (19 respondents) rating it at level 4 and 20% (15 respondents) at level 3.
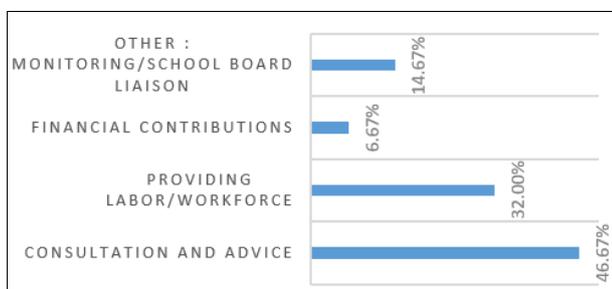
Table 4.13: Roles Played by Local Community

Table 4.13 outlines the specific roles of local community representatives in the projects. The majority, 46.67% (35 respondents), identified consultation and advice as the main role, while 32% (24 respondents) highlighted the provision of labor and workforce. Monitoring and liaison through school boards were cited by 14.67% (11 respondents), and financial contributions were mentioned by 6.67% (5 respondents).
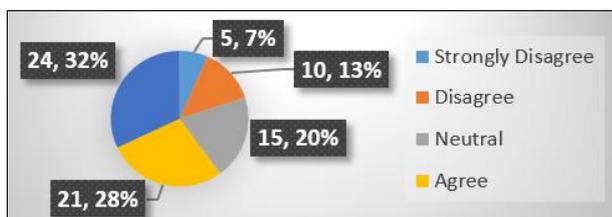
Table 4.14: Stakeholders Who Should Have Been Involved

The findings in Table 4.14 show varying perceptions of stakeholder inclusiveness in the school building projects. About 32% of respondents strongly agreed and 28% agreed that some relevant stakeholders were excluded from the engagement process.

4.3 Presentation of results based on the Strategies Used In Stakeholder Engagement

Table 4.15: Strategies Employed

Strategy	Frequency	Percent
Focus groups	6	8.0%
One-on-one discussions	9	12.0%
Site walk-throughs with PTA (Other)	4	5.33%
Public consultations	2	2.67%
Regular meetings	30	40.0%
Surveys/Questionnaires	4	5.33%
Workshops and training sessions	5	6.67%
Written communication (emails, reports)	15	20.0%
Total	**75**	**100%**

Table 4.15 presents the strategies Kansanshi Mining Plc employed to engage stakeholders in the school building projects. Regular meetings were identified as the most widely used strategy, cited by 40% (30 respondents).
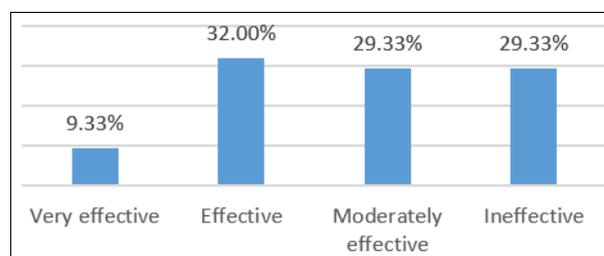

Table 4.16: Effectiveness of Engagement Strategies

The findings in Table 4.16 reveal mixed perceptions of the effectiveness of the strategies employed. About 32% (24 respondents) considered them effective, while 29.33% (22 respondents) viewed them as ineffective and another 29.33% (22 respondents) as moderately effective. Only 9.33% (7 respondents) rated them as very effective.
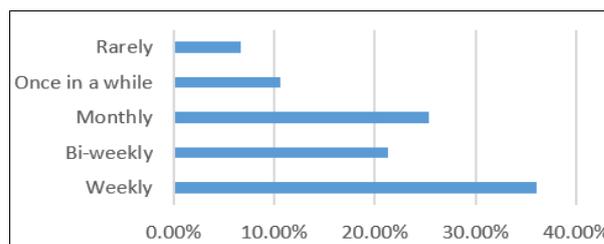

Table 4.17: Frequency of Engagement Activities

Table 4.17 shows how often stakeholder engagement activities were conducted. Weekly engagements were most common, reported by 36% (27 respondents), followed by monthly activities at 25.33% (19 respondents) and bi-weekly engagements at 21.33% (16 respondents).
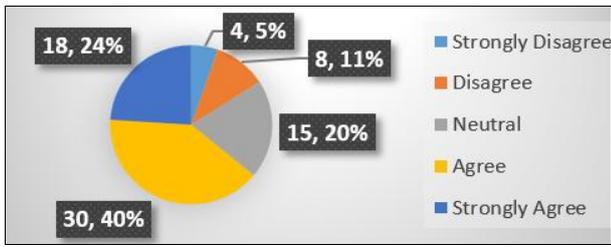
Table 4.18: Sufficiency of Information

The findings in Table 4.18 show that respondents held varied views regarding the sufficiency of information shared by Kansanshi Mining Plc. during the school building projects. A majority, 40% agreed and 24% strongly agreed, that sufficient information was provided to stakeholders. Meanwhile, 20% were neutral, indicating moderate satisfaction or limited awareness of the company's communication processes.
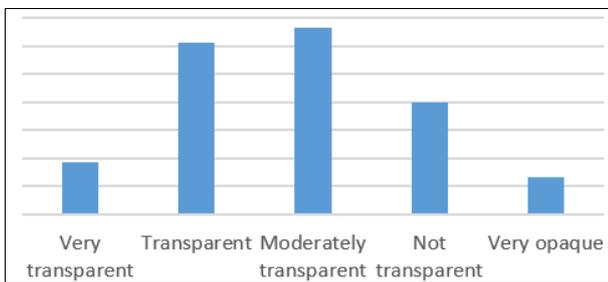

Table 4.19: Transparency in Decision-Making

The findings in Table 4.19 present respondents' views on the transparency of decision-making processes. About 33.33% (25 respondents) felt the processes were moderately transparent, while 30.67% (23 respondents) considered them transparent. Very transparent decision-making was noted by 9.33% (7 respondents), while 20% (15 respondents) described the processes as not transparent, and 6.67% (5 respondents) as very opaque.
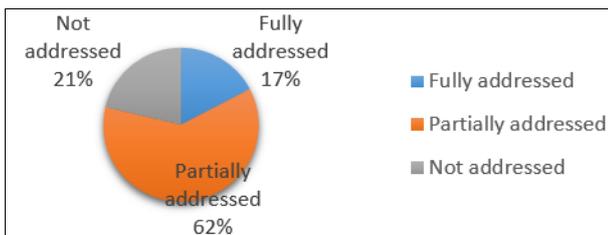

Table 4.20: Stakeholder Concerns Are Addressed

As shown in Table 4.20, most respondents felt that stakeholder concerns were only partially addressed, representing 61.33% (46 respondents). About 17.33% (13 respondents) believed concerns were fully addressed, while 21.33% (16 respondents) stated they were not addressed.
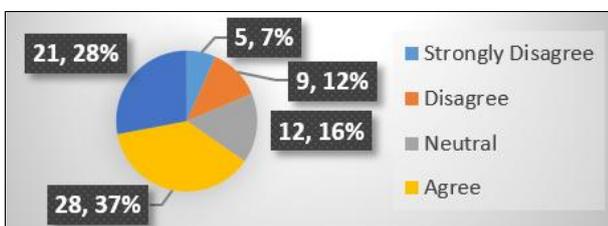

Table 4.21: Listening to Stakeholder Feedback

The responses in Table 4.21 reveal differing opinions among stakeholders regarding Kansanshi Mining Plc's responsiveness to feedback. A majority, 37.33% (28 respondents), agreed that their feedback was acknowledged, while 28% (21 respondents) strongly agreed.
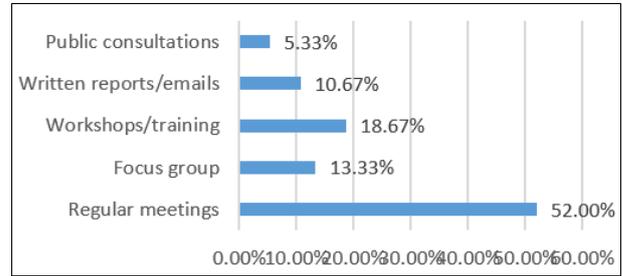
**Table 4.22:** Most Effective Methods of Engagement

Table 4.22 identifies the most effective methods of stakeholder engagement according to respondents. Regular meetings were overwhelmingly cited as the most effective, chosen by 52% (39 respondents). Workshops and training sessions followed at 18.67% (14 respondents), while focus groups were mentioned by 13.33% (10 respondents). Written communication such as reports and emails was cited by 10.67% (8 respondents), and Public consultation were identified by 5.33% (4 respondents).

4.4 Presentation of results based on the Challenges Encountered In Engaging Diverse Stakeholders
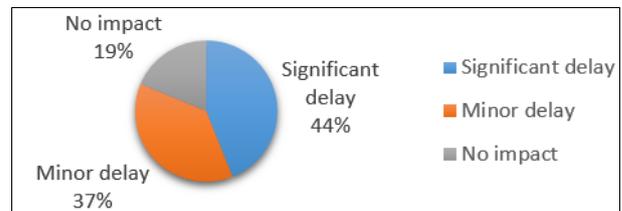

Table 4.23: Impact of Challenges on Project Progress

Table 4.23 illustrates how the identified challenges affected the progress of the projects. A majority of respondents, 44% (33 participants), reported that the challenges had caused significant delays, while 37.33% (28 participants) indicated that the delays were minor.
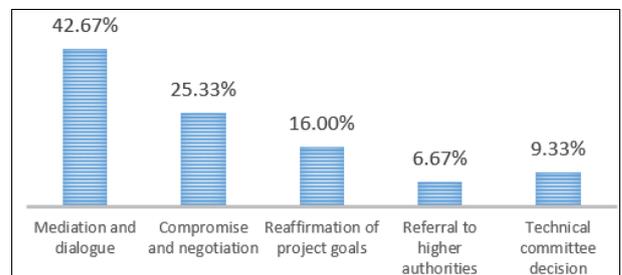

Table 4.24: Methods of Addressing Stakeholder Conflicts

As shown in Table 4.24, respondents outlined several methods used to address conflicts between stakeholders during the projects. Mediation and dialogue were the most preferred approaches, cited by 42.67% (32 respondents), followed by compromise and negotiation at 25.33% (19 respondents).
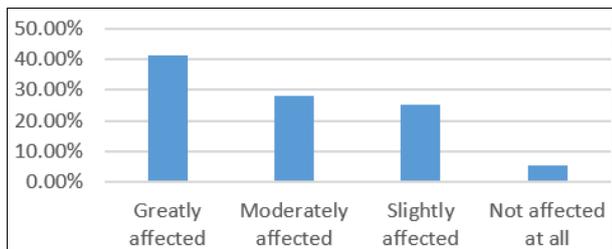
Table 4.25: Effects of Financial Constraints

The extent to which financial constraints affected engagement is presented in Table 4.25. A significant proportion of respondents, 41.33% (31 participants), indicated that financial challenges had greatly affected stakeholder engagement, while 28% (21 participants) said they had been moderately affected.
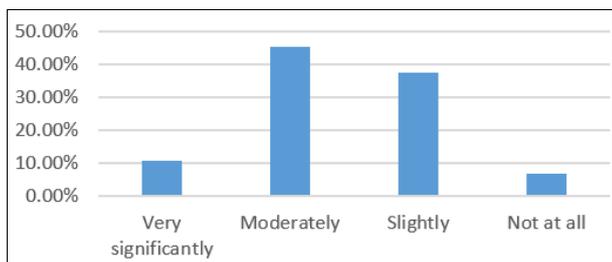

Table 4.26: Influence of Cultural Differences

The findings in Table 4.26 highlight how cultural differences influenced the engagement process. Nearly half of the respondents, 45.33% (34 participants), described the influence as moderate, while 37.33% (28 participants) said it was slight. A smaller group, 10.67% (8 participants), felt cultural differences were very significant, and 6.67% (5 participants) believed they had no influence at all.
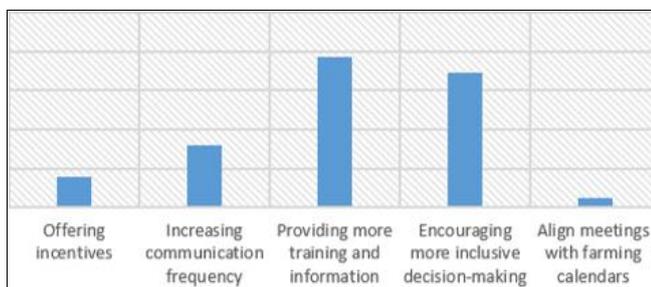
Table 4.27: Strategies to Overcome Limited Stakeholder

Table 4.27 outlines strategies suggested by respondents to overcome limited stakeholder participation. The most common recommendation was to provide more training and information, cited by 38.67% (29 respondents), followed by encouraging more inclusive decision-making at 34.67% (26 respondents). Increasing the frequency of communication was proposed by 16% (12 respondents), while 8% (6 respondents) recommended offering incentives to boost participation.
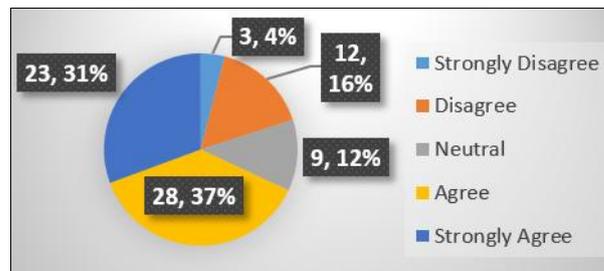

Table 4.28: Contribution to Overall Success

The results in Table 4.28 show that most respondents believed stakeholder engagement significantly contributed to the overall success of the school building projects. A combined 68% (37.33% agree and 30.67% strongly agree) supported the idea that effective engagement enhanced project outcomes. Meanwhile, 12% remained neutral, reflecting either limited involvement or uncertainty about the extent of stakeholder influence.

Table 4.29: Suggested Improvements for Future Engagement

Respondent ID	Open-Ended Response
R17	They should use digital platforms such as WhatsApp groups or SMS alerts for quicker communication.
R33	More inclusive approaches are needed to involve women and youth, who are often left out of the main discussions.
R10	Kansanshi should allocate more funds specifically for stakeholder engagement activities such as workshops and training.
R5	There should be greater transparency in how contractors are selected and how resources are allocated.
R1	They should ensure that engagement meetings are scheduled at convenient times, considering farming calendars and school terms.
R18	Conflict resolution should be faster and handled by neutral mediators to avoid delays.
R22	Local leaders and school boards should be given stronger roles in decision-making, not just consulted after decisions are made.
R19	They need to provide more regular updates, especially using local radio and community meetings.
R14	Kansanshi should involve the community earlier in the planning stage so that their views are considered before major decisions are made.
R36	The company should strengthen collaboration with local government and the Ministry of Education to ensure better alignment of project goals.

The random open-ended responses presented in Table 4.29 provide detailed insights into how respondents felt Kansanshi Mining Plc could improve stakeholder engagement in future projects.
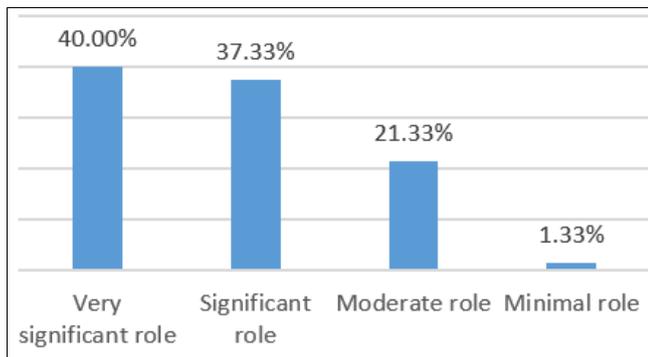
Table 4.30: Role of Effective Stakeholder Engagement

The results in Table 4.30 illustrate how respondents rated the role of effective stakeholder engagement in contributing to project success. The majority, 40% (30 respondents), viewed the role as very significant, while 37.33% (28 respondents) considered it significant. About 21.33% (16 respondents) saw it as moderate, and only 1.33% (1 respondent) rated it as minimal.

5. Conclusion and Recommendation
5.1 Conclusion
The study examined stakeholder engagement in school construction projects by Kansanshi Mining Plc and found that engagement was vital but not fully inclusive. Respondents included project managers, contractors, engineers, government officials and community leaders. Most had at least a diploma and three or more years of experience, which strengthened the credibility of the results. about 50.67% of respondents agreed that the right stakeholders were involved, while 32% disagreed. engagement relied mostly on regular meetings and written reports, while participatory methods like workshops or site visits were rarely used. only 32% of participants found the strategies effective. these findings matched earlier studies showing that construction projects often rely on formal consultations instead of interactive approaches.

The study revealed several barriers such as financial limits, lack of interest, political interference and cultural differences. around 41.33% of respondents said financial challenges affected engagement, while 44% reported that these issues caused major project delays. still, 80% believed that stakeholder engagement improved project outcomes, with 40% calling it very important. respondents suggested better transparency in decision-making, more funding for engagement activities, and inclusion of women, youths, and people with disabilities. the study concluded that engagement must go beyond formal meetings to continuous, inclusive processes that give stakeholders real influence, build trust and ensure long-term project success.

5.2 Recommendation
The study recommends that Kansanshi Mining Plc promote inclusive stakeholder engagement by ensuring that communities parents and teachers move from passive consultation to active roles in planning implementation and monitoring so that project outcomes reflect shared priorities and local needs. the company should allocate a clear budget for engagement activities so that meetings workshops training and community logistics are carried out regularly and effectively and improve transparency in decisions on contractor selection resource allocation and project schedules through simple feedback reports that show how concerns were handled and why choices were made. it should also use a wider mix of communication methods such as workshops focus groups site visits local languages and digital tools like whatsapp and sms so that different groups can participate in ways that suit them. conflict resolution systems need to be strengthened through neutral mediators clear procedures and independent committees that can deal with cultural and political tensions before they cause delays. finally the company should build stronger partnerships with local authorities education offices and school boards so that school construction projects fit into wider community development plans and remain sustainable after completion.

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