



# Viability of Internal Resources Mobilization for Managements' Complementing of Fee Free Education in Meru District Council Public Secondary Schools

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**Abstract.** *The study explored the internal school managers' strategies of financial resources mobilization for complementing fee free education in Meru District Public secondary schools. Resource dependence theory together with a case study design under qualitative approach were adopted. Systematic random and purposive sampling were used to sample 53 participants from 1878 including head of schools, bursars, school board members and teachers. Data were collected through questionnaire, interview guide and analysed thematically and descriptively. Expert review ensured Trustworthiness of research instruments. The findings showed that, the internal school managers' strategies of financial resources mobilization are school project, fundraising and student handcraft. The study concludes that, the internal school managers' strategies of financial resources mobilization are ineffective as funds generated are not enough compared to funds needed for schools' operation. The study recommended that school administrators and board members should have convincing power and attend training, teachers should encourage students in extracurricular activities.*

**Keywords:** *Fee-free education, internal, School managers, strategies, financial resources, Financial*

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## 1. Introduction

Resource mobilization refers to all activities undertaken in securing new and additional resources for an organization. It also involves making better use of and maximizing existing resources.

Fee-free education refers to education offered without payment of school fees and other direct costs associated with such education. There have been worldwide efforts to ensure that children have access to free basic education since the Jomtien declaration (Kuroda, 2014).

The Jomtien Declaration, formally known as the “World Declaration on Education for All,” was adopted at the World Conference on Education for All held in Jomtien, Thailand, from March 5 to 9, 1990. This declaration marked a significant milestone in global education policy, emphasizing the right to education and the need for inclusive educational opportunities for all individuals, particularly marginalized groups. The Jomtien Declaration established a framework aimed at meeting basic learning needs and set forth goals to ensure that every person has access to quality education.

Moreover, the Conference was led by UNESCO, the World Bank, the United Nations Children’s Fund (UNICEF), and

the United Nations Development programme (UNDP), and concluded in a purpose for the World Declaration on Education for All (the Jomtien Declaration). Following this conference, worldwide access to basic education was recognized as a goal to be shared by all nations (Kuroda, 2014). Education for All (EFA) then spread internationally as a slogan related to educational cooperation, and both governments of developed countries and international organizations began to focus on support for EFA. Such focus greatly impacted the education policies in low-income countries.

The targets of SDG 4 also reflect the perspective of “Education for development” and “educational development”, as well as “education and development” to a certain extent. Specifically, Target 4.5 aims to “eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations” (Libâneo, 2020).

In USA, Public high schools do not charge tuition fees; instead, they were funded through a combination of federal, state, and local taxes. Despite this framework, additional fees may be imposed for extracurricular activities, advanced placement courses, or specific materials required for certain classes (Peres et al, 2020).

In China, fee-free education remained a foundation of China’s educational policy. The government continues to provide free tuition fee for students enrolled in public primary and junior secondary schools across urban and rural areas. Moreover, some provinces had initiated pilot programs offering free vocational training for high school graduates. There were fears that rapid expansion without adequate oversight could lead to overcrowded classrooms and weakened educational outcomes (Tang et al, 2020).

In UK, secondary education was predominantly provided free of charge by state-funded schools. This system was designed to ensure that all children have access to education regardless of their socio-economic background to enhance educational equity. (Cohen et al, 2021).

In South Africa, The South African Schools Act (Act No. 84 of 1996) established a framework for public education that includes provision for fee-free schooling. The act mandates that certain schools, particularly those serving low-income communities, cannot charge tuition fees. This legislation aimed to ensure that all children have access to basic education without financial constraints (DBE, 2020).

In Ghana, the introduction of free secondary education was officially announced in 2017 as part of the government’s efforts to promote inclusive education, which aimed to improve the financial burden on families and encourage

more students to complete their secondary education. (UNESCO, 2021).

Since October 2023, several states in Nigeria implemented policies to provide fee-free secondary education. These initiatives are often part of broader educational reforms aimed at increasing enrolment rates and improving educational outcomes. Issues such as inadequate funding, poor infrastructure, and lack of trained teachers hindered the effectiveness of fee-free programs (Adebayo & Ojo, 2022).

Despite its successes, the fee-free secondary education policy faces several challenges. One major issue is overcrowding in classrooms due to increased enrolment without corresponding increases in infrastructure and teaching staff (Ghana Education Service, 2022). In East Africa, the fee-free education policy in Uganda was officially launched in 2007, with the aim of increasing enrolment rates in secondary schools across the country. Prior to this policy many families faced extensive financial burdens due to tuition fees and other associated costs, which often led to high dropout rates among students.

The Ugandan government allocates funds directly to schools under this policy, covering tuition fees for students enrolled in government-aided secondary schools. However, while tuition is free, parents are still expected to contribute towards other costs such as uniforms, books, and examination fees (Kaggwa & Namasasu, 2022).

In Kenya, the concept of fee-free education has been a significant policy initiative aimed at increasing access to secondary education for all students. The fee-free education policy was officially launched in 2018 and aims to eliminate tuition fees for students enrolled in public secondary schools. This policy is intended to address the high dropout rates and low enrolment figures that have historically plagued the Kenyan education system. Despite these positive intentions, several challenges remained. While tuition fees have been abolished, other costs associated with secondary education such as uniforms, textbooks, and transportation still posed significant financial burdens on families (Kinyanjui & Muthoni, 2020)

In Tanzania, the government committed itself to providing universal Basic Education since 2002, which was a significant step towards achieving universal access to education. This initiative aimed to eliminate school fees that had previously hindered access to education for many children, particularly those from low-income families. (Komba & Nkumbi, 2020).

In recent years, the government has also made steps towards providing free secondary education. In 2016, the government announced that secondary education would be free for all students from form one to form four (O level), which includes eliminating tuition fees and other

associated costs. This policy is aimed to increase enrolment rates and ensure that all children have access to quality secondary education. (Komba & Nkumbi, 2020).

Furthermore, the government subsidizes twenty-five thousand (25,000Tsh.) per each student per years for the cost of tuition fees and general office expenditures 35%, academic costs 30%, continues assessment 15%, medicine and girls' facilities 10% and minor works 10% which make 100% of the funds that are sent to secondary schools every month. However, it is worthy notable that these funds tend to be inadequate hence the school management and administration often times have to use other means to complement the implementation of fee free education by contributing some money for minor repair of chairs and tables, painting, continuous assessment, stationeries like buying photocopiers, reams, and ink and other times even entertaining guests who visit the schools for the purpose of inspecting curriculum implementation and projects (RALGA, 2024).

The Legislative framework which is the Education Act has provided a legal framework stipulating that every child has the right to receive an education without discrimination based on gender or socio-economic status. It emphasizes the government's responsibility to ensure that educational opportunities are accessible and equitable (Komba & Nkumbi, 2020).

In Tanzania, under the Fee Free Education Policy eliminated school fees and other direct costs associated with secondary education, ensuring that all children have access to at least eleven years of education. This initiative was made official through Circular 3 issued on November, 2016, which directed that no fees or contributions should be paid by parents or guardians for secondary education (Komba & Nkumbi, (2020). The aims of this policy were to increase enrolment and attendance rates in schools, aligning with the Sustainable Development Goal 4, which emphasizes the importance of providing inclusive and equitable quality education for all. However, there had been a complaint that, the funds that government gives to the 46 secondary schools of about 175,905,916= Tanzanian shillings every month in Meru District Council for ensuring that fee-free quality education is given to each individual remains insufficient (BEST, 2024). Funds provided are not enough to accommodate all activities in operating the school hence inadequate infrastructure in many government schools such as classrooms, laboratories, libraries and toilets. Furthermore, teachers are not enough especially science teachers and insufficient learning and teaching materials continue to affect the goals of giving quality education provided under these initiatives (Komba & Nkumbi, (2020). Most of previous studies under this theme did not mention the categories of utilization in terms of its importance.

If these problems would not be addressed the consequence will be as the government and sponsors will continue to give the same amount of money to schools which cannot satisfy the needs of a school so as to provide quality education hence students will finish their general studies without expertise, skilled and knowledgeable. Furthermore, there would be continuation of science subject failures since student are not well prepared to overcome science subjects matter due to lack of enough material for practical and science teachers. However, the managers have been attempting to obtain some addition of financial resources but these measures have not been clearly investigated. The findings of this study would help school managers and administrators to find out other strategies for financial resources mobilization for complementing fee free education and advice the government the best way on implementing fee free education without having complaint to each other. (Lucumay & Matete, 2024). The study explored the internal school managers' strategies of financial resources mobilization for complementing fee free education in public secondary schools.

## 2. Literature Review

### 2.1 Theoretical Framework

The Resource Dependence Theory which was formally articulated in the seminal work "The External Control of Organizations: A Resource Dependence Perspective" by Jeffrey Pfeffer and Gerald R. Salancik in 1978 guided the study. The theory examines how external resources affect the behaviour and structure of organizations. The theory suggests that organizations are dependent on resources that originate from their environment, which often consists of other organizations. The theory emphasizes that organizations must engage in transactions with other entities to acquire necessary resources, leading to dependencies that can create power imbalances. To mitigate these dependencies, organizations develop strategies such as forming associations, expanding their resource base, or increasing their scale of operations (Baker & Pomerantz, 2018).

## 2. Literature Review

Onyeukwu (2022) conducted a study on alternative sources of financing secondary school education in Abakaliki education zone of Ebonyi state. The study used a quantitative approach with a sample size of 154 principals and vice principals. In the findings the researcher reported that there are different sources of funds in secondary schools which are; students' handcrafts, school poultry projects, school cultural dance group performance, sale of school uniforms and sportswear as well as sale of text

books to raise funds. On other hand, the researcher used only principals and vice principals leaving a gap in obtaining views from other school members such as school board and teachers.

Onyekwelu (2024), used a descriptive survey design with a sample size of 266 to study internal revenue generation methods employed by secondary school principals for raising funds for school management in Anambra state. The findings show that principals use renting out school facilities as source of school as follows; renting out school classrooms to churches, renting out classroom during weekend to organization offering tutorial services, renting spaces for parking, renting out the school field for community league. Also, other internal sources are fundraising campaigns and establishing business ventures such as canteen, stationary, providing transportation services for pupils as well as establishing poultry farm. On the other side, the researcher used only principals without considering other people who could provide further information to expand the study.

Amie-organ and Alabere (2020), conducted a study related to managing internally generated revenue for implementation of administrator's functions in senior secondary schools in Port Harcourt metropolis of rivers. The study used a descriptive survey design with a population of 366 principals and vice principals where the number of respondents from public senior secondary schools differed from private schools. The researcher had to select respondents in equal proportional from both public and private schools. In the study different sources of funds in schools such as school fees from students, proceed from sales of school uniforms, rental of school facilities, funds from the alumni associations, interest that accumulate from school bank account and donations from corporate organizations.

Kiryowa (2021), conducted a study on financing sources and effectiveness of church founded secondary schools. The researcher archived to identify various sources of funds as follows; tuition fees, government aid, donations, local fundraising and school projects as internal sources of funds. Moreover, the study concludes that parents' tuitions and government aid are seen to be natural sources of funding education in Uganda.

John and Kaganga (2022), carried out research to assess the performance of income generating activities in secondary schools in Muleba District of Tanzania. In their study they founded that those income generating activities performed differently because some of them generated high income compared to the other activities. Those activities are; bananas, horticulture, forestry, fish and cow farming, poultry projects and stationary services as well as school shop and petrol station activities. There are some factors which led to low performance in some of activities

including diseases and fluctuation of price in the market. Critique, researchers have employed only qualitative data which bring difficult in drawing of conclusion and the number of respondents (18) seemed to be very few as selected from 6 schools.

## **3. Methodology**

### **3.1 Research Approach**

Research approach refers to the plan which is followed when conducting research. It shows procedures for data collection, sampling procedure and data analysis techniques (Creswell & Creswell, 2023). In this study, a qualitative research approach was used to address the research problem so as to provide a more comprehensive understanding of a research problem. Through the use of this approach the researcher gained an understanding on the financial resource mobilization strategies used by school managers for complementing fee-free education in secondary schools.

### **3.2 Research Design**

Research designs are plans and procedures of which a researcher follow as framework showing direction when conducting research to answer questions in a valid way. The study used a case study design. A case study design refers to a qualitative research methodology that involves an in-depth exploration of a specific subject, example a person, institution, group, event, or phenomenon. Under this design multiple methods had been employed in data collection. Methods of data collection were interview and Questionnaire.

### **3.3 Study Area**

The study area refers to the context where research will be conducted (Creswell & Creswell 2023). The choice of the research ground can impact the methodology employed in conducting the study where by the methods which are used to study a large populated area vary from the area with low population. The reasons the study was conducted in Meru district was that the government provides financial resources to all public secondary schools in Tanzania and Meru District Council secondary school was one of them, and still there are complaint that the money received from government was not enough in operating the schools in providing quality education to an individual. Moreover, in Meru school managers usually search financial support to improve the quality of their schools through parents meeting, hence there was a need to carry a study in this area.

### 3.4 Population of the Study

Population refers to the set of all the units, which possess a variable characteristic under Study (Hossan, et al., 2023). The target population of this study are heads of schools, school board members, bursars and teachers. Heads of schools were selected because they are the internal supervisors of the daily routine of the teaching and learning process in their schools thus are well informed about the resources needed of the teaching and learning and are the ones who implement fee free education policy. The school board members were involved in the study because of their critical responsibility in the operation of institutions in ensuring the process of teaching and learning taking place as expected. Moreover, the issues of budgeting and approval of various transactions are clear and comply with the rules and regulations where bursars always deal with such activities. Teachers were involved in this study as they are the ones who implement the school curriculum. Implementation of curriculum mostly depends on the availability of financial and material resources in ensuring children of the entire nation achieve quality education. Therefore, teachers were thought to be rich in information about whether the resources supplied by the government in ordinary secondary school are adequate in giving the quality education or not in implementing the fee-free education policy in Meru District Council. According to Basic Education Statistics in Tanzania (BEST) the targeted population in Meru District Council was 46 public secondary schools, 1234 teachers, 598 school board members and 46 school bursars (BEST, 2024).

### 3.5 Sampling Techniques and Procedures

Sampling techniques refer to the strategy used to select a subset of units from a population (Haute, 2021). In this study, a combination of purposive sampling and systematic random sampling techniques were used to obtain the theme into the sample of the study.

#### 3.5.1 Systematic Random Sampling

Systematic random sampling is technique of sampling where a researcher selects respondents according to a certain interval. The study applied systematic random sampling by selecting respondents of study in a certain interval but an aspect to consider was that respondents must be arranged in a certain order (Hossan, et al., 2023). A systematic sampling technique was used where a researcher obtained a paper with the list of schools from Meru district office. Then, those schools were sampled systematically by using the interval of 10 in selecting 4 schools from 46 schools which were involved in the study. Also, systematic random sampling is used to select teachers.

#### 3.5.2 Purposive Sampling Technique

Purposive sampling involves selecting participants who are believed to have a certain kind of information which will contribute to accomplishing a study (Hossan, et al., 2023). Purposive sampling technique was used by the researcher to choose heads of schools, school bursars and school board members since they are the only school managers and important administrators of their schools.

### 3.6 Sample

A sample is a smaller, manageable version of a large group. It is also referred to as subset containing the characteristics of a large population. Simply, population is a total number of observations. Due to difficulties in studying a whole population researcher sample few people who will be manageable for the study due to time and cost (Creswell and Creswell, 2023). Determining the appropriate sample size in qualitative research is a nuanced process that often revolves around the concept of saturation, which refers to the point at which no new information or themes emerge from data collection.

Patton (2022) suggests that, in qualitative research approach respondents can range from 30 to 50 depending to the study. From the total number of 46 schools the researcher sampled 4 schools, 30 teachers, 4 heads of schools, 4 school bursars and 15 school board members who were used as respondents and had been selected purposively and systematically making a sample size of 53 respondents.

### 3.7 Data Collection Tools

According to Cohen et al., (2018) Data collection tools refer to the instruments which are used to collect data from the field. There are different tools depending on the nature of the study and interest of the researcher. Furthermore, collection of data involves systematic activities forming an important part of a research process. Therefore, the researcher used different tools such as interview guide and questionnaire guide.

#### 3.7.1 Interview Guide

The interview is an interactive method where a researcher conducts face-to-face or virtual conversations with participants to gather information (George, 2023). The researcher used the interview guide to collect description data from school bursars, head of schools and school board members because it enabled the respondents to express their views in detail which simplified understanding of the problem deeply. The researcher visited the selected schools and made important arrangements including the time, place and date for the interview.

### 3.7.2 Questionnaire

A questionnaire is a list of questions used to gather data from respondents on their attitudes, experiences or opinions (Patino, 2018). The researcher used this tool to collect data from teachers because it saves time in collecting data in the large population sample in a short period of time. The researcher also used both open-ended questions and close-ended questions in questionnaires for the purpose of collecting numerical data.

### 3.8 Research Trustworthiness

Trustworthiness in qualitative research refers to the extent to which the study's findings are credible, transferable, dependable and confirmable in ensuring that they are accurate, reliable and generalized to other contexts (Adler, 2022).

#### 3.8.1 Credibility

According to Haq et al. (2023), credibility refers to the truth-value of the findings and is usually boosted through techniques such as extended appointment with participants, determined observation and member orders. The study used multiple data collection methods such as interview and questionnaire so as to establish truthfully mirrors the participant's perspectives and experiences.

#### 3.8.2 Transferability

This meant the nature of transferability, the extent to which findings are useful to an individual in another context to save the purpose of the study in term of population and settings. The researcher had provided rich description under the study to ensure that the findings are appropriate to real situations in public secondary schools. (Drisko, 2025).

#### 3.8.3 Dependability

Dependability refers to the ability of research processes to be uniformity over a time and over the conditions of the study. This can be ensured through the comprehensive credentials of data collection and analysis procedures and during doing an investigation review when an external reviewer assesses the study's accuracy (Ilyana, 2022). To ensure dependability of the study, the researcher followed all steps of conducting research from introductory phase to conclusion phase.

#### 3.8.4 Confirmability

In qualitative research confirmability highlight neutrality by ensuring that findings are consistent and could be repeated. Also, the findings are molded by participants' responses rather than researcher biases through reflexivity practices like linking interviews where researcher reflect

on their biases and keeping a review tracks that document decisions finished throughout the research process (Ahmed, 2024). The researcher presented the findings based on data obtained from field and without put on assumptions or preferences

### 3.9 Data Collection Procedures

Data collection procedures encompass the utilization of the randomized response technique, which enables researchers to acquire sensitive information while ensuring the privacy of the respondents (Creswell, 2018). The researcher obtained a permission letter from Tumaini University Makumira and dropped it to the District Executive Director office of Meru seeking permits to visit schools. Thereafter, when the permit was given the researcher visited the selected schools and arranged with the head of the school for interview and provision of questionnaire guides to teachers. The interview guides were used by the head of schools, school board members and bursars while the questionnaire were used for teachers only.

### 3.10 Data Analysis

All the qualitative data collected through interviews was analyzed thematically (Creswell & Plano, 2018). Thematic analysis is a flexible and powerful method for analyzing qualitative data. It can be used to identify patterns and themes in data from a variety of sources, including interviews and questionnaire guide through the use of scheme of codes. The process of analyzing data passes many steps as follows.

When data is collected from the field, the first step for a researcher is to become familiar with the data by immersing themselves in it. This may include data from interviews and questionnaires. At this point the researcher ready the data so as to gain a depth understanding of its content. After familiarizing the data, the next step was starting to code by producing the initial codes from the data by highlighting the significant phrases, concepts or themes that emerge during familiarization phase. The process of coding has been done both manually and by using qualitative analysis software called Statistical Package for Social Science. (SPSS)

When coding done, the similar group of codes are formulated into the broader themes that represented a significant pattern in the data and then the researcher reviewed the themes and ensured their accurate reflecting the coded data and defining what each represents and gave a descriptive name that encapsulates their essence. Moreover, interpreting findings based on research questions and objectives. Finally, the data was compiled and presented using tables and charts

### 3.11 Research Ethics

According to Creswell and Creswell (2018), ethics refers to the principles that govern an individual's behavior. Hence, the concept of research ethics pertains to the adherence to moral and legal principles throughout the whole of the proposal writing, data collection, data analysis and presentation phases, before commencing data collection. The researcher had observed the research ethics including respecting of the participants norms, culture and beliefs, maintaining confidentiality, avoiding academic plagiarism, providing right to withdraw and obtaining the informed consent.

## 4. Results and Discussion

### 4.1 Background of Participants

The background information of participants involved in this study include gender, education level and working experience. The data were collected from 53 research participants from 4 secondary schools

**Table 1:** Background Information for the Research Participants

Item		Frequency	Percentage %	
<b>Gender</b>	HoS	Male	3	5.66%
		Female	1	1.88%
	SBM	Male	7	13.20%
		Female	8	15.09%
	SB	Male	3	5.66%
		Female	1	1.88%
	Teachers	Male	19	35.84%
		Female	11	20.75%
	<b>Total</b>	<b>53</b>	<b>100%</b>	
<b>Education Level</b>				
Diploma	male	12	22.64%	
	female	10	18.86%	
Bachelor	male	18	33.96%	
	Female	10	18.86%	
Masters	male	2	3.77%	
	female	1	1.88%	
	<b>Total</b>	<b>53</b>	<b>100</b>	
<b>Working Experience</b>				
1-10	Male	8	15.09%	
	Female	2	3.77%	
11-20	Male	12	22.64%	
	Female	9	16.98%	
21-30	Male	12	22.64%	
	Female	10	18.86%	
	<b>Total</b>	<b>53</b>	<b>100%</b>	

**Source: Field Data 2025**

**Key:** HoS -Head of School, SBM -School Board Member, SB- School Bursar,

As shown in table 1, the research respondents were categorized in terms of their gender, education level and working experience. From the sample of 53 respondents, there were four 04 heads of schools where 02 of them were male and 02 female, 30 teachers were involved whereby 19 were male teachers and 11 were females. In general, 61% were males and 39 % were females. And from this data the researcher observed that male teachers are ready to vulture compared to female teachers.

Also, table 1 shows the education level of the respondents who were heads of school, school bursar, school board

members and teachers. The findings discovered that 41.5% of the respondents have the diploma level, while 52.82% of the respondents have the bachelor's degree and only 5.65% of the research respondents have the master's degree meaning that the huge group of teachers and administrators in secondary school belong to bachelor's degree as an education level.

However, the table also shows the working experience of the respondents who were teachers, school bursars, head of schools and school board members in terms held the positions as reviews. 18.86 % of the respondents had a

working experience of one to ten years, and 39.62 % of the respondents had a working experience of 11 to 20 years and a few groups of 41% research participants had a working experience of 21 to 30 years. This indicates that, most of the teachers in secondary school in Meru District council had working experience enough to verify that, respondents were in a position to deliver required statistics concerning school managers' strategies of financial resources mobilization for complementing fee free education in secondary schools.

## 4.2 The Strategies of Internal Sources of Financial Resources

The study purposed to explore schools' management reliance on internal sources of financial resources to complement financial needs of fee free secondary education. Data on this aspect was collected from 4 public secondary schools using a questionnaire as presented in table 2.

**Table 2:** Internal School Managers Reliance on the Strategy of Sources of Financial Resources

Statement	SD		D		A		SA		Mean
	F	%	F	%	F	%	F	%	
school project	10	30.3	13	39.4	5	15.2	3	9.1	2.36
conduct fundraising	9	27.3	8	24.2	15	45.5	1	3	2.24
business ventures	12	36.4	13	39.4	6	18.2	2	6.1	1.94
student handcraft	17	51.5	10	30.3	6	18.2	0	0	1.67
donors' funds	10	13	39.4	39.4	5	15.2	3	9.1	2.03
cost cutting measures	6	18.2	21	63.6	3	9.1	1	3	1.97
renting facilities	14	42.4	8	24.2	9	27.2	0	0	1.84
interest from savings	9	27.3	17	51.5	6	18.2	0	0	1.91
Average mean.									1.995

**Source:** Source Field data 2025

**Key:** Strongly disagree, Disagree, Agree, strongly agree

From table 2 the mean of 2.36 shows that the research participants disagreed on school projects as a source of internal school managers' strategies. Moreover, from the interview carried with one head of school from school A said that *"there is no school project which is conducted because of the shortage of land for working various projects because all the land is covered with buildings"* (interview with HOS1 in March 7, 2025).

Also, from the interview with one school board member from School B said that *"the school had two projects which generates funds from vegetable garden and maize farm making total of Tanzania shillings 120 000 per year"* (interview with SBM 1 in March 10, 2025). Meaning that the contribution of school projects in schools is low as school managers' strategy of financial resources mobilization for complementing fee free education in secondary schools

Respondents were asked to respond if the schools are conducting fundraising activities to raise funds within school. The mean was 2.24 this implies that fundraising activities are conducted in a moderate rate as most of respondents who only agreed were 45.5% which is lower

than 50%. Meaning that, the mean of the item of the was 2.24 which shows that respondents disagreed on fundraising activities as a source of funds since its contribution is low.

From the interviews which was conducted with heads of schools one of them said that;

*Sometimes fundraising activities are conducted through meeting with parents when they recognize different challenges which affect the schools, they are being attracted to contribute money which helps to eliminate some of challenges including payment of remedial classes, buying laboratory chemicals for practical activities* (interview with HOS 4 in March 7<sup>th</sup>, 2025).

Also, another head of school said that *"parents denied contributing funds for supporting fee free education because of their beliefs that government provide funds for school operation. Hence, they think that there is no reason of contributing money for the cost of education"* (interview with HOS 2 in March, 2025).

Furthermore, from an interview conducted on March 22<sup>nd</sup>, one of head of school from school C said that *"We do not*

*hold fundraising in our school now days due to parents and community perception that, there is no need of contributing money since the government bring a lot of money in schools”* (interview with HOS 3 in March 22, 2025).

On the other hand, from the interview carried on March 14<sup>th</sup> with the school board members reported that *“fundraising is conducted only when parents visit school during graduation and contribute money for performance appraisal for teacher”* (interview with SBM in March, 2025).

Respondents were asked to respond on the presence of different business ventures which are conducted in schools for the purpose of generating funds to the schools. The mean of the item was 1.94, this implies that most of community-based schools do not engage in business activities as a source of financial resource mobilization strategy as it has been indicated in a table 2 that highest percent of respondents disagreed on the availability of business ventures. Therefore, the mean of the item was 1.94 this implies that fundraising in schools contributing very low as school mangers’ strategy of financial resources. The interview held on March all participants data revealed that in their schools there is no a business venture which goes opposite with the responses from teachers where had shown some schools have rooms rented for mama Ntilie example one school head said that said *“The money is not enough for all activities to operate the school, hence we use some blocks which are not used for classes for renting and get some money”*(interview with HOS 1 in March 7<sup>th</sup>, 2025).

Table 2 shows that the mean of 1.67of the research responses had disagreed on the presence of students’ hand craft activities which could be used to generate school funds for supporting fee free education policy. This implies that in some schools’ students are not engaged at all in income generating activities such as handcraft materials, meaning that, the mean of 1.67 indicate that in some school’s students are engaged in income generating activities in a very low.

Also, from the interview conducted on March 15<sup>th</sup>, head of school B said that *“there are no students handcraft activities in our school”* (interview with HOS 2 in March 15<sup>th</sup> , 2025).

The table 2 shows the research respondents were asked to respond about the contribution of donors who provide funds for fulfilment of different activities for academic developments. The mean of the item was 2.03 this implies that some schools are supported by donors to the low level but still the support is not enough to compensate the fund needed for complementing fee free education.

From interview carried out on March 23<sup>th</sup> with one school bursar said that *“to some extent schools receive some money from donor and mostly the money given for a certain*

*purpose”* (interview with school bursar in March 23<sup>rd</sup>, 2025).

Table 2 shows that respondents provided responses on the cost cutting measures as a source of income in secondary schools. The research participants of 63.3% disagreed on the item of cost cutting measures as one of school managers’ strategy of financial resource. The mean of 1.97 of responses implies that most of school administrators are not practising reducing costs of services which would result to savings of money that could be used for extra activities hence its contribution is low and it might be school administrators lack knowledge on cost cutting measures techniques.

From the interview conducted on 7<sup>th</sup> the school bursar of school B said that;

*Sometimes we practice cost cutting issues due to budget shortage and, this is done through sending one teacher to the council headquarter so as to perform academic, financial and attend meeting on the same date instead of allowing two or more teacher so as to reduce cost”* (interview with school bursar 2 in March 7<sup>th</sup>, 2025).

From table 2 which shows various responses on renting facilities as a source of fund in secondary schools. The mean of 1.84 of the research responses disagree on the item that renting facilities as one of the school manager’s strategies of the financial resources for complementing fee free education in secondary schools. This implies that schools are not renting facilities so as to get funds which could be used for running different activities due to absence of facilities hence the contribution of the item in schools is low.

Furthermore, from the interview conducted on March 7<sup>th</sup> one of the school bursars from school C said *“the school has cafeteria which has been rented to an individual and the school get money”* (interview with school bursar 3 in March, 2025).

Table 2 shows that the research participants were asked to respond on interest from savings as school managers’ strategy of financial resource mobilization for complementing fee free education in secondary schools. The mean of the item was 1.91 meaning that most of the responses has disagree on the interest from savings as one of the school managers’ strategies of financial resources for complementing fee free education in secondary schools since its contribution is low.

From the interview conducted on 7<sup>th</sup> March one of the head of school said that *“it is so difficult for the school to save money since even the money that the government brings is not adequate”* (interview with HoS 1 in March 7<sup>th</sup>, 2025).

Therefore, on the internal school managers' strategies of financial resource mobilization for complementing fee free education the highest mean was 2.36 showing that school project contributes relatively limited funds in schools and the smallest mean is 1.67 of the student handcrafts that implies most community based secondary schools' students are not engaged in generating income through handcraft. The overall mean of 1.995 on this objective implies that internal managers' strategies contribute at low-rate financial resources in public secondary schools hence there is a need for internal management to add more effort in looking other sources through using the students' man power or gaining and use vital skills and apply them in various activities so as the earn financials.

## Discussion

The study aimed to explore the internal school managers' strategies of financial resources mobilization for complementing fee free education in secondary schools within Meru District Council, Arusha Region. The findings established that internal source of resources include school projects, conducting fundraising, business venture, students 'handcraft, donors' contribution, cost cutting measures, renting facilities, and interest from savings.

School projects, the findings indicated that in some public secondary schools' managers are engaging to some activities for generate financial resources so as to run schools and ensuring the quality education is accessed to an individual including farm activities. This aligns with Onyeukwu (2022) who conducted a study and found that there are different projects conducted in secondary schools as sources of funds in operating the schools including poultry projects, shops and cultural dances projects which contributed to the increase of school income. Also, John and Kaganga (2022) revealed that bananas, horticulture, forestry, fish and cow farming generate income in secondary schools at different levels. These studies indicated that projects are very important for the schools to generating income.

Moreover, the researcher observes that school projects when conducted in secondary school provide benefits both to students and institution. Students develop critical thinking, problem solving skills, deeper understanding of the subject matter and promote teamwork and communication skills. On the other hand, the study found that school projects empower the organization on the ability of purchasing teaching materials and staff development.

Fundraising, the findings revealed that the management in public secondary schools are practising fundraising in schools as strategy of financial resources mobilization so as to operate different activities in ensuring schools

providing quality education. The study aligns with Kiorywa (2021) who also conducted a study and revealed that public secondary schools practising local fundraising in generating financial resources for running the schools. The study highlights the role of fundraising in increasing school funds. Furthermore, the research indicated that when fundraising conducted in secondary schools it serves multiple significant purpose since it enhances educational opportunities by providing additional resources for extracurricular activities, academic programs and facilities improvement. Also fundraising can help bridge the gap between limited school budgets and the diverse needs of students. Finally, a successful fundraising effort can strengthen school-community relationship by involving parents and local businesses in support of educational goals.

Donors provide funds, the findings show that donors provide funds to some secondary schools. This aligns with Amie-organ and Alabere (2020) who conducted a study and found that apart from school fees also the public secondary schools received funds as donations from corporate organization. Thereafter, the study revealed that Donors are vital to school management in sense that they provide an essential source of funding that diversifies the school's financial resources. Furthermore, this statement aligns with Resource Dependency Theory which insist that an organization should build relationship with stakeholders through mobilizing funds in various strategies.

Student handcraft, the findings have shown that in most public secondary schools' students are not engaging in handcraft activities as school management strategy of financial resources to generate funds for running the schools. This was because of its contribution was very low compared to other strategies. This also has been narrated by John and Kaganga (2022) who insisted that within the organization students can be engaged income generating activities and raise the financial resources. Those activities include banana growing, forestry, fish farming and cow farming.

The study highlighted the influence of students' hand craft activities in generation of school income. In addition to that, the researcher indicates that when student engage in activities that generate funds there are significance aspects happen to students themselves and organisation. Some of the benefit include students' critical thinks, acquire entrepreneurship skills and the organisation earn funds for operational.

Moreover, resource dependency theory insists that as result of interaction with other organization, an organization can adopt strategies from the external organization for maintaining access to necessary resources. This implies that schools can adopt internal financial resource mobilization strategies from their fellow schools as a result

of interaction. Also, schools might adopt the use of projects, donations, students hand crafts and fundraising from neighbouring secondary schools (Kvangraven, 2023).

Therefore, the researcher highlighted that extracurricular is very important to public secondary schools since student conducting different activities concerning extracurricular such as students' handcraft, vegetable gardens, bakery and maize farm they get significance skills including decision making, entrepreneurship skills, communication skill and good habit of respecting work and other people.

## 5. Conclusion and Recommendations

### 5.1 Conclusion

## References

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The study concludes that, the internal school managers' strategies of financial resources mobilization are ineffective as funds generated are not enough compared to the financial resources needed for schools' operation

## 5.2 Recommendations

The study recommended that school administrators and board members should have convincing power and attend training. Also, teachers are required to use project work in teaching and learning practical oriented activities which could foster the acquisition of knowledge and generate funds through students.

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