



Extent to Which Financial Support from Well-Wishers Assists Heads of Public Secondary Schools to Meet Financial Obligations in Katavi Region Tanzania

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Abstract: This study investigated the extent to which financial support from well-wishers helps the heads of public secondary schools in Katavi Region, Tanzania, to meet financial demands, framed by Resource Mobilization Theory (McCarthy & Zald, 1977). A convergent design within a mixed-methods approach was employed. From the target population of 841, including DSEOs, HOS, SFTs, SBCPs, and teachers. 340 participants were sampled via stratified random, census, criterion, and total population sampling. Data was collected via a questionnaire, interview, and observation guide. Three financial experts in educational planning and administration at MWECAU reviewed the instruments for validation. Pilot testing was done in three schools. The questionnaire's reliability was confirmed via Cronbach's Alpha Coefficient, yielding scores of 0.983 and 0.959 for TRs and SFTs, respectively. Qualitative data trustworthiness was ensured through triangulation. Quantitative data were analyzed via descriptive and inferential statistics, while qualitative data were thematically analyzed. Ethical protocols included securing research clearance, informed consent, and confidentiality. Findings revealed that well-wishers provide financial support to cover ongoing school financial gaps to a low extent. The *t*-test hypothesis with $p = .232$ revealed a lack of statistically significant difference in mean score ratings between school finance teachers. This low extent implies that while the support helps to meet some school needs, it is unreliable and cannot substitute for underfunded government provisions. The study concludes that although well-wishers' support has value, it cannot sustainably support education in the region. It recommends increasing government funding to reduce schools' reliance on irregular financial support and ensure sustainability.

Keywords: Finance, Support, Obligations, Heads, Schools, Well-wisher

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1. Introduction

Financial sustainability remains a pressing concern for educational institutions worldwide, particularly in low-income countries (LICs), where consistent funding for

operational, instructional, and infrastructural needs is limited. The United Nations (UN, 2024) identifies education as a transformative investment for peace, security, and prosperity, with Sustainable Development Goal 4 (SDG 4) targeting inclusive, equitable, and quality education by 2030 (UN, 2018). Despite these

commitments, chronic underfunding persists. The World Bank (2023) reports that spending per school-age child in LICs falls below the recommended US\$53. UNESCO (2024) and the World Bank (2024) estimate a global annual funding gap of US\$97 billion, with Sub-Saharan Africa accounting for US\$70 billion. This financial deficit, driven by population growth and rising demand, underscores that government funding alone is insufficient to meet schools' diverse obligations. In response, educational institutions have increasingly relied on financial support from well-wishers, including philanthropists, alumnae, NGOs, and other private actors, to complement inadequate public funding. Although widely promoted, limited empirical evidence exists on the effectiveness of these contributions in fulfilling schools' financial needs, especially in LICs.

Globally, several studies highlight the role of non-state actors in financing education. In Indonesia, Junita et al. (2023) found Islamic philanthropy instrumental in supporting free education and orphans, but questioned its long-term effectiveness. In Pakistan, Sakamoto (2022) observed that private donor funding in girls' secondary schools improved cost-efficiency. Nevertheless, sustainability and broader financial impact remained unclear. In Nigeria, Obaka et al. (2024) studied alumni contributions under the Universal Basic Education (UBE) program, showing greater impact in urban schools but limited assessment of broader financial obligations. Similarly, in Kenya, Mutua and Chui (2023) noted that bursaries and donations enabled girls from low-income families to stay in school. However, the wider financial relief for schools was not thoroughly examined.

In Tanzania, education financing has undergone significant restructuring. Since the 1980s, cost-sharing models under Structural Adjustment Programs shifted financial burdens onto households and communities (World Bank, 2023). To mitigate inequities, Tanzania introduced Capitation Grants (CGs) in 2004 and enacted the 2014 Education and Training Policy (ETP) (URT, 2023d). However, financial deficits persist, with the Controller and Auditor General reporting CG shortfalls of TZS 4.2 billion (2020/21) and TZS 5.8 billion (2021/22) (URT, 2022; 2023a). As a result, many secondary schools struggle to meet critical financial obligations. These include academic office expenses, administrative office expenses, costs of continuous assessments, maintenance and repair of facilities, and provision of student health services. Due to insufficient government funding, these essential services are often underfunded, threatening the overall quality of education delivery (Nachinguru & Mwila, 2023; Bukuku, 2025). To address this, Circular No. 3 of 2016 and the Agency for Development of Education Management (ADEM) directed school heads to

diversify funding sources, including soliciting contributions from well-wishers (URT, 2016; URT, 2023b).

The problem is particularly acute in the Katavi region, where financial underfunding undermines education provision. For example, in 2019/2020, only 32% of the required textbooks were delivered by the government in the Katavi region (URT, 2020). Additionally, two district councils in Katavi were ranked among the most financially constrained nationwide (URT, 2019). In practice, this means schools in Katavi often lack adequate funds to sustain continuous assessments, health services, office operations, and infrastructure repairs, making relying on well-wishers' financial support an essential coping mechanism. In response, the Regional Education Office adopted five strategic interventions, including reliance on financial support from well-wishers (Katavi Regional Education Office, 2024), aligned with the revised 2023 ETP emphasizing diversified and sustainable funding (URT, 2023c).

While global and regional studies demonstrate that donor, alumni, and philanthropic contributions support access to education, there is limited research on their effectiveness in meeting schools' holistic financial obligations in rural and resource-constrained settings. Although well-wishers' support is officially recognized as part of school financial management in Tanzania, empirical evidence assessing its role, adequacy, and sustainability remains scarce, particularly in the Katavi region. This study was therefore justified by the need to bridge this knowledge gap by examining the extent to which the financial support sought by heads of public secondary schools from well-wishers in the Katavi region assists in meeting financial obligations. By focusing on a region facing severe underfunding where essential obligations such as office operations, assessments, repairs, and health services are unmet, the study provides insights into the role of non-state contributions in sustaining secondary education. Its findings inform policymakers, school heads, and development partners on practical strategies for diversifying school financing, thereby contributing to the realization of SDG 4 and Tanzania's ETP 2014 of 2023 revision.

1.1 Statement of the Problem

Public secondary schools in Tanzania continue to face substantial financial challenges that hinder their ability to meet operational and developmental obligations. Although the government has implemented several initiatives, including the provision of fee-free education through the Capitation Grants (CGs) program under the Education and Training Policy (ETP) of 2014, these

efforts have not fully addressed the financial needs of schools (URT, 2023c). Budgetary shortfalls in CGs have persisted and escalated recently, with reported deficits running into billions of Tanzanian shillings (URT, 2022; 2023a). This chronic underfunding has raised serious concerns among various education stakeholders, including policymakers, school heads, teachers, NGOs, and government officials, who doubt the schools' capacity to meet their basic financial obligations (Nelius & Onyango, 2022). The revised ETP (2014, updated 2023) emphasizes the need for diversified financing mechanisms to ensure inclusive and equitable access to quality education at all levels (URT, 2023a). Consequently, heads of public secondary schools have increasingly turned to alternative sources of financial support, including seeking financial support from school well-wishers.

Prior research by Ngonyani and Kamando (2023), Masawe and Nihuka (2024), and Chacha et al. (2023) has examined these strategies in various contexts, such as NGO support for girls' education, the stakeholders' support on school-based academic camps, and challenges facing stakeholders' participation in improving the teaching and learning process in public secondary schools, respectively. However, there remains a critical gap in understanding the extent to which financial support from such well-wishers helps school heads to meet essential financial needs. Given this gap, the current study investigated the extent to which financial support from well-wishers contributes to addressing the financial obligations of public secondary schools. Specifically, the study investigates how school heads in the Katavi region utilize such support and the effectiveness of these contributions in sustaining school operations and improving resource adequacy.

1.2 Research Question

To what extent does the financial support strategy sought by heads of public secondary schools from well-wishers assist in meeting financial obligations in the Katavi region?

1.3 Research Hypothesis

H_a: There is a statistically significant difference in mean score ratings between school finance teachers and other teachers on the extent to which support from well-wishers assists in meeting financial obligations in public secondary schools.

2. Literature Review

This study reviewed various literature on how financial support from well-wishers (NGOs, alumni, religious groups, businesses, religious institutions, philanthropists, and politicians) assists the heads of schools in addressing school financial obligations. Effectiveness was measured by improvements in infrastructure, teaching resources, and assessing the alignment of funds with institutional needs.

Junita et al. (2023) investigated the strategic utilization of Islamic philanthropy for financing secondary education, focusing specifically on its role in empowering orphans in Indonesia. The study adopted a descriptive qualitative approach, collecting data through observation, interviews, and document analysis. The findings demonstrated the efficient use of Islamic philanthropy in providing free education and support for orphans and underprivileged individuals. Junita et al. (2023) highlighted the efficient use of Islamic philanthropy in addressing financial needs for underprivileged students. However, there was limited understanding of the support's effectiveness in Indonesia. The current study investigated how financial support from philanthropists effectively addresses the financial needs of Tanzanian public secondary school students.

Dimacali et al. (2025) studied exploring the external resource generation strategies of secondary public schools in San Luis, Pampanga, in the Philippines. The study explored resource generation strategies used by secondary public schools in San Luis, Pampanga, involving 33 respondents during the 2023–2024 school year. Using a researcher-made digital questionnaire and descriptive statistics, findings showed that grants and donations were the most effective strategy, followed by partnerships, fundraising, and social programs. However, schools faced challenges such as short-term grants, limited support from government agencies, difficulty identifying fundraising platforms, distrust of the private sector, and sustainability issues with shared resources, affecting consistent external resource generation. The study by Dimacali et al. (2025) revealed that donations were the most effective strategy, followed by partnerships, fundraising, and social programs. However, it lacked the information on the extent to which school financial obligations are met through such donations. The current study in Tanzania investigated how external resource generation strategies assist in meeting financial obligations.

Sakamoto (2022) examined the efficiency-equity trade-off of multi-stakeholders in financing public secondary schools with private funds in Pakistan. The study used a quantitative approach with data collected via questionnaires from 375 respondents selected via stratified random sampling. Data were analyzed using the

cost function and the Cobb-Douglas equation. Findings revealed that reliance on education fees or community contributions reduces inefficient capital expenditure, with private-donor funding in girls' schools further lowering costs. Although Sakamoto (2022) highlighted the importance of private-donor funding and multi-stakeholder financing in schools, there was limited insight into their effectiveness. The current study in Tanzania examined how financial support from private donors and multi-stakeholders effectively addresses students' financial needs.

Obaka et al. (2024) investigated alumni association involvement in plant maintenance for Universal Basic Education (UBE) in Nigeria. The study used a descriptive survey design with 387 participants, including 191 principals from rural and urban schools. Data were collected via questionnaires and analyzed via descriptive and inferential statistics. Findings indicated higher alumni participation in urban areas, highlighting their role in funding, infrastructure, and quality control. Although the study by Obaka et al. (2024) effectively highlighted the roles of alumni engagement, there was inadequate information on how extensively this support addresses financial needs in Nigerian schools. This study investigated the extent to which financial support from well-wishers sought by public secondary school heads in Tanzania's Katavi region fulfills their schools' financial needs.

Ebri and Oben (2022) investigated the extent of fund generation strategies in public secondary schools in Cross River State, focusing on using Non-Governmental Organizations (NGOs) and fundraising programmes. Guided by two research questions and two null hypotheses, the study employed a descriptive survey design. The population included all 286 principals (213 male, 73 female) from public secondary schools in Ogoja, Ikom, and Calabar zones; thus, no sampling was used. Data were collected using a structured questionnaire (ESFGPSSQ), with a reliability coefficient 0.77 (Cronbach's Alpha). Mean, standard deviation, and independent t-tests at the 0.05 alpha level were used for analysis. Findings revealed a low extent of fund generation through NGOs and fundraising. Recommendations included strengthening these strategies in public secondary schools. The study by Ebri and Oben (2022) revealed the low extent of fund generation through NGOs in Nigeria, a country with a different economic and cultural context from the Tanzanian context. The current study investigated the extent to which fund generation through NGOs assists the heads of public secondary schools in meeting financial obligations.

Said and Garba (2024) examined the impact of NGOs on secondary education in Katsina State, Nigeria. The study explored the impact of NGOs on secondary education

development in Katsina State, focusing on administration, infrastructure, lab equipment, teacher training, and learning materials. Using simple random sampling, 322 respondents were selected from a population of 2,417. Data were collected via a self-designed questionnaire (INGODSEQ). Findings revealed that while local and international NGOs contributed significantly, respondents reported varying perceptions of their impact. The study recommends enhancing NGO effectiveness and calls for further research to strengthen this vital partnership. The study by Said and Garba (2024) revealed significant insight into the contribution of NGOs in schools, with limited knowledge on the effectiveness of such contributions. The current study in Tanzania examined the effectiveness of NGOs' contributions in facilitating school financial obligations.

Ramasimu (2023) studied innovative stakeholder engagement in rural secondary schools, focusing on the impact on learners' performance and the quality of education in South Africa. Using a descriptive case study and simple random sampling, 110 of 151 principals participated. Data from self-administered questionnaires were analyzed using descriptive statistics. Findings showed principals engage SGBs, teachers, students, and parents, but neglect civic groups, businesses, NGOs, and alumni. The study recommends a more inclusive stakeholder approach, emphasizing that education requires comprehensive collaboration as a societal issue. The study by Ramasimu (2023) provided useful knowledge on the kinds of stakeholders involved. However, the extent to which such involvement assists in meeting financial obligations was poorly addressed. The current study in Tanzania investigated the extent to which stakeholder engagement helps meet school financial obligations.

Chileshe and Mutono-Mwanza (2025) studied enhancing alumni participation through external communication in Lusaka's public secondary schools in Zambia. The study assessed how external communication motivates alumni to support public secondary schools in Zambia, which comprise 87% of all secondary schools but face funding gaps worsened by the free education policy. A descriptive survey of 51 administrators showed that social media was the top communication method (78%). Effective engagement was linked to available contact details ($M=4.68$) and event participation ($M=4.79$). Strategic communication improved engagement (59%), though challenges included outdated alumni databases and weak digital infrastructure, prompting calls for improved communication systems. The study by Chileshe and Mutono-Mwanza (2025) provides significant information on alumni participation in school events. However, the extent to which such participation assists in covering the cost of school events is limited. The current study in

Tanzania examines the extent to which alumni participation in school events assists in covering the cost of such events.

Mutua and Chui (2023) investigated the impact of donor support practices on girls' retention in public secondary schools in Kenya. The study sampled 166 respondents from a population of 4,024, employing questionnaires and interviews, with data analyzed using Pearson's Product-Moment Correlation test. The study found that bursaries, scholarships, and donations helped cover school fees, highlighting the necessity of donor support for girls from low-income families to ensure their retention. A knowledge gap existed in understanding the extent to which donor support meets the schools' financial obligations in Kenyan public secondary schools. This study examined the extent to which seeking financial support from well-wishers enhances meeting financial obligations in the Katavi region, Tanzania.

Karanja et al. (2025). Influence of alumni funding initiatives on the provision of physical infrastructure in public secondary schools in Kenya. The study examined the influence of alumni funding on infrastructure provision in public secondary schools, using a descriptive survey design. Targeting 310 principals, 3,720 teachers, and 8 education directors, data were collected through questionnaires, interviews, and observations. Stratified sampling ensured diverse representation. Findings showed alumni funding had a limited impact, with 84.8% of respondents disagreeing that it significantly contributed to infrastructure. Despite this, a positive correlation existed. The study recommends that schools engage alumni in decision-making, networking, and infrastructure development for long-term advancement. The study by Karanja et al (2025) is praised for revealing the contribution of alumnae in school infrastructure; however, the effectiveness of such contribution in meeting financial obligations is lacking clarity. The current study in Tanzania investigated the effectiveness of alumni contributions in meeting school financial obligations.

Ngonyani and Kamando (2023) conducted a study on NGOs' donations in enhancing the learning environment for girls in Dar es Salaam public secondary schools. The study used a qualitative approach via multiple-case design, interviewing 10 teachers from 5 schools. Findings revealed that NGOs' donations significantly improve the physical and psychosocial aspects of the learning environment by providing essential infrastructure and addressing girls' unique needs. Ngonyani and Kamando (2023) highlighted the role of NGOs in supporting girls' needs. However, it limited its scope to only girls' needs and NGOs' support. Expanding beyond NGOs' support, the current study included various well-wishers aiming to deepen the understanding of external financial support

mechanisms for Tanzanian public secondary schools, enhancing data validity and contextual relevance.

Masawe and Nihuka (2024) assessed the stakeholders' support for school-based academic camps to improve students' academic performance in public secondary schools in Ulanga district, Tanzania. The study, guided by stakeholder theory, pursued five objectives using a convergent mixed methods design. A sample including 1 DEO, 10 WEOs, 10 HoSs, 20 parents, 90 students, 10 teachers, 2 chairpersons, and 1 MP was selected via random and purposive sampling. Data were collected through questionnaires, interviews, and document reviews, and analyzed using SPSS v25 and content analysis. Support included materials (M=3.7), electricity (M=3.5), and school meetings (M=3.9). The study by Masawe and Nihuka (2024) provided useful information regarding the kind of support provided by stakeholders for academic camps in some public secondary schools. There was limited knowledge on the extent to which such stakeholders supported meeting broader school obligations. The current study investigated the effectiveness of stakeholders' support in addressing the broader public secondary school obligations.

Chacha et al. (2023) studied challenges facing stakeholders' participation in improving teaching and learning processes in public secondary schools in Rorya District, Mara, Tanzania. Using an explanatory sequential mixed methods design, the study investigated challenges hindering stakeholder participation in enhancing teaching and learning in public secondary schools. Data were gathered from 195 participants through questionnaires, interviews, and document reviews, using random, stratified, and purposive sampling. Quantitative data were analyzed with SPSS v20; qualitative data were thematically analyzed. Key challenges included political interference, poverty, lack of awareness, negligence, poor parent-school relations, and low transparency. The study recommends raising stakeholder awareness and establishing clear government policies defining parental roles in education. The study by Chacha et al. (2023) highlighted the challenges facing stakeholders' participation in improving the teaching and learning process in public secondary schools; however, the extent to which such participation could facilitate meeting financial obligations was not addressed clearly. The current study investigated the extent to which stakeholders' participation improves teaching and learning in public secondary schools.

Generally, the reviewed literature demonstrates that financial support from well-wishers such as NGOs, alumni, religious groups, and philanthropists contributes positively to public secondary schools by improving

infrastructure, learning materials, and operational efficiency (Junita et al., 2023; Sakamoto, 2022; Obaka et al., 2024). Studies confirm that such external funding reduces costs and enhances student support, especially for disadvantaged groups (Mutua & Chui, 2023; Ngonyani & Kamando, 2023). However, noticeable gaps remain as many studies are geographically limited contextually, like those conducted in Indonesia, Nigeria, Pakistan (Junita et al., 2023; Obaka et al., 2024; Sakamoto, 2022), and others focused on specific support types or target groups like girls or orphans, offering limited insight into the broader financial obligations of schools (Ngonyani & Kamando, 2023). Furthermore, while the roles of donors are acknowledged, the extent of their contribution to meeting comprehensive school financial needs remains underexplored (Sakamoto, 2022; Obaka et al., 2024). Thus, the current study addressed these gaps by examining the extent to which diverse well-wishers' financial support assists the heads of public secondary schools in meeting general financial obligations in the Katavi region, Tanzania.

3. Methodology

The study used a convergent design under a mixed methods approach (Creswell & Creswell, 2023). Quantitative and qualitative data were collected separately, simultaneously, analysed separately, and then convergence was made during the interpretation of findings. The target population was 841 stakeholders from 74 public secondary schools, including 614 public secondary school teachers, 74 school board chairpersons, 74 school finance teachers, 74 heads of schools, and 5 District Secondary Education Officers (Katavi Regional Education Office, 2024). A sample of 301 participants from 30 sampled schools was involved. The sample involved 4 DSEOs selected via total population sampling, 14 heads of schools, 7 school board chairpersons selected through criterion sampling, 30 school finance teachers selected through census sampling, and 246 teachers selected through a stratified random sampling. Data collection tools included questionnaires from teachers and school finance teachers, interview guides from DSEOs, heads of schools, and school board chairpersons, and an observation guide to collect data in schools. The validity of data collection instruments was ensured by consulting three financial experts from the faculty of education who specialized in planning and administration at Mwenge Catholic University.

The pilot study comprised 30 participants, representing 10% of the total research sample, a proportion considered adequate for pilot testing to identify potential issues in research instruments and procedures (Creswell & Creswell, 2023). The pilot study sample included 1 District Secondary Education Officer, 3 Heads of Public

Secondary Schools, 3 finance teachers, 3 board chairpersons, and 20 teachers. Reliability of the quantitative data instrument was assessed via Cronbach's Alpha with SPSS version 27, resulting in coefficients of .983 for the teachers' questionnaire and .959 for the finance teachers' questionnaire. Trustworthiness of the qualitative data was ensured through triangulation of data collection instruments and sources.

The data collection began after obtaining research clearance from MWECAU's Directorate of Postgraduate Studies, Research, Innovation, and Consultancy (DPRIC). With this, a permit was requested from PO-RALG's Permanent Secretary to conduct research in Katavi. Using the permit, the Regional Administrative Secretary authorized District Executive Directors (DEDs) to cooperate. DEDs instructed District Secondary Education Officers (DSEOs), who, after consenting, were interviewed for 30–45 minutes. In public secondary schools, heads of schools consented and were similarly interviewed. They granted access to teachers and finance teachers, who completed 45–60-minute questionnaires after consent. During this time, the researcher conducted observations with the school heads. Finally, school heads introduced the researcher to board chairpersons, who also consented and participated in 30–45-minute interviews.

Quantitative data collected through a questionnaire were analyzed using descriptive statistics such as frequencies, percentages, and means, and inferential analysis, using an independent sample t-test analysis, to test the hypothesis at a .05 significance level. Qualitative data were analyzed thematically following a seven-step framework by Creswell & Creswell (2023). Ethical considerations included obtaining research clearance and permits before arriving at the field, informed consent, anonymity, confidentiality during the data collection process, and acknowledging all sources during the entire process of research writing.

4. Results and Discussion

This study aimed to examine the extent to which financial support from well-wishers helps public secondary schools in Katavi, Tanzania, to meet their financial obligations. The analysis utilized a five-point scale with the following classifications: 1=Very Low Extent (VL), 2 = Low Extent (L), 3 = Moderate Extent (M), 4 = High Extent (H), and 5 = Very High Extent (VH). Mean scores and percentages (P) were used to present data clearly. According to Warmbrod (2024), "a mean score between 1.00 and 1.89 indicates very low extent; 1.90 to 2.69 reflects low extent; 2.70 to 3.49 shows moderate extent; 3.50 to 4.29 represents large extent; and 4.30 to 5.00 demonstrates very large extent,". Finally, the analysis of percentage results followed Taherdoost's (2019) framework: " $\leq 20\%$

= extremely minority; 21 - 49% = minority; 50 - 59% = moderate; 60 - 69% = majority; 70 - 89% = very high majority; 90 - 99% = extremely majority; and 100% = overwhelming majority," categorizing responses to

highlight significant trends in perceived support across various financial obligations. The results were analyzed in Table 1.

Table 1: School Finance, Teachers, and Teachers' Responses on the Extent to which Financial Support Sought from Well-Wishers by Heads of Public Secondary Schools Assists in Meeting Financial Obligations.

Item	R	VL		L		M		H		VH		Mean
		F	%	F	%	F	%	F	%	F	%	
i. Helps in paying utility bills (electricity & water)	SFTs	12	40	1	3.3	10	33.3	7	23.3	0	0	2.4
	TRs	70	29.4	55	23.1	66	27.7	28	11.8	19	8	2.46
ii. Enhances the coverage cost of assessment tools	SFTs	7	23.3	7	23.3	4	13.3	10	33.3	2	6.7	2.77
	TRs	77	32.4	46	19.3	68	28.6	32	13.4	15	6.3	2.42
iii. Assists in paying non-teaching staff salaries	SFTs	12	40	4	13.3	9	30	1	3.3	4	13.3	2.37
	TRs	79	33.2	52	21.8	53	22.3	37	15.5	17	7.1	2.42
iv. Helps to address the cost of replacing students' furniture	SFTs	6	20	8	26.7	11	36.7	3	10	2	6.7	2.57
	TRs	57	23.9	56	23.5	68	28.6	38	16	19	8	2.61
v. Assists in covering the cost of office materials	SFTs	9	30	4	13.3	6	20	8	26.7	3	10	2.73
	TRs	53	22.3	44	18.5	74	31.1	46	19.3	21	8.8	2.74
vi. Helps with the purchase of learning materials	SFTs	8	26.7	6	20	4	13.3	7	23.3	5	16.7	2.83
	TRs	55	23.1	50	21	71	29.8	45	18.9	17	7.1	2.66
vii. Assists in the maintenance of school facilities	SFTs	7	23.3	5	16.7	5	16.7	11	36.7	2	6.7	2.87
	TRs	56	23.5	66	27.7	59	24.8	39	16.4	18	7.6	2.57
viii. Helps in meeting extracurricular activity expenses	SFTs	6	20	5	16.7	11	36.7	6	20	2	6.7	2.77
	TRs	66	27.7	52	21.8	57	23.9	38	16	25	10.5	2.6
ix. Assists in covering the cost of school events	SFTs	10	33.3	7	23.3	7	23.3	4	13.3	2	6.7	2.37
	TRs	58	24.4	64	26.9	62	26.1	37	15.5	17	7.1	2.54
x. Helps in covering the cost of emergency student transportation	SFTs	10	33.3	4	13.3	5	15.7	8	26.7	3	10	2.67
	TRs	80	33.6	53	22.3	43	18.1	40	16.8	22	9.2	2.46
xi. Overall perceived level of support from well-wishers	SFTs	4	13.3	7	23.3	11	36.7	8	26.7	0	0	2.77
	TRs	41	17.2	57	23.9	100	42	31	13	9	3.8	2.62
GRAND MEAN	SFTs											2.64
GRAND MEAN	TRs	TOTAL GRAND MEAN = 2.60										2.55

Source: Field Data (2025)

SFTs = School finance teachers, TRs = Teachers, VL Very Low Extent, L = Low Extent, M = Moderate Extent, H = High Extent, VH Very High Extent, R = respondents, F = frequency, and % = Percentage.

Based on the mean score and percentage interpretations of the data, Table 1 shows that all the items fell into three groups as identified by Tavakkolitaabassi et al. (2024), Warmbrod (2024), and Taherdoost (2019), such as moderate extent, low extent, and borderline extent. According to Tavakkolitaabassi et al. (2024), Moderate extent meant the financial support shown through such items is generally adequate but not comprehensive for meeting school financial obligations. Low extent meant the financial support from well-wishers was inadequate for addressing such basic operational needs. Borderline

extent means the financial support from well-wishers is slightly below moderate, reflecting uncertainty or inconsistency in funding.

Regarding whether well-wishers assist in covering the cost of office materials, SFTs reported a low extent from a minority (43.3%), a moderate extent from a minority (20%), and a high extent from a minority (36.6%). These data fall within the moderate extent classification, with a mean score of 2.73, which supports this interpretation of the strategy's effectiveness. These data suggest that such support is generally adequate but not comprehensive;

schools may have regular access to basic office supplies, though not consistently or in sufficient quantities. Corroborating this, data from teachers shows a closely aligned pattern. The data revealed a low extent from a minority (40.8%), a moderate extent from a minority (31.1%), and a high extent from a minority (28.1%), also indicating a moderate extent, with the mean score of 2.74 to confirm this. This alignment implies the presence of functional procurement processes supported by well-wishers, contributing to the provision of essential office materials. It reinforces the view that support is not exhaustive but sufficiently reliable to cover basic needs. Interviews corroborated these data with concrete examples. One Head of School reported, "He donated three computers" (01A HOS, 2025, May 6), while another stressed,

Nevertheless, our MP has supported us greatly. He gave us five computers (originally 17 were promised, but only five were delivered through the council), one projector (though it has no power cable), and two large cooking pots for boiling water. These have really helped us. SEQUIP also gave us eight computers and one laptop (HOS 05B, July 29, 2025).

Similarly, the DSEO commented,

Support mainly comes from the constituency MP, for example, computers, printers, and electricity connections. During the recent Education Week on May 9, 2025, TEN/MET promised to connect us to more sources like World Vision, Charity Support, Plan International, KAMFED, etc. WASIMA (Lion and Environment Conservation) has been providing internet services, and... (DSEO 01, May 13, 2025).

Another head of school, when interviewed, commented,

So when I explained all that to him, he made a beautiful statement saying, 'With the thoughts you have, you do not deserve to sit on such office chairs, let us go and buy you proper chairs.' He also looked at the performance results and asked when we came here. I told him 2020. We left with the Vice Chancellor, walked on foot while the car followed us from behind to CRDB (a local bank). He withdrew money, and we bought the chairs (HOS 02G, July 21, 2025).

Likewise, another Head of School at 01F stated:

In addition, our Member of Parliament for this constituency, Hon. (name withheld), has been our number two stakeholder. He has supported us in various ways. Later, he gave us five million

shillings in cash, which enabled us to acquire ICT equipment, including two computers, one photocopy machine, a TV, and a decoder from Azam (HOS, 01F, May 13, 2025).

As noted, NGOs also played a role: "UDESO and UCSAF once provided us with computers and tablets" (01B HOS, 2025, May 8). Another head of school added, "Well, here in this school, the MP once donated a computer. Yes, he gave us a computer some years back. Yes, they supported us. But apart from that, no" (HOS 02F, July 21, 2025). These examples show that ICT and office equipment were priority areas for donations, explaining why support in this category ranked relatively higher than others.

The views of these heads of schools and DSEOs reveal that they reinforce the quantitative findings regarding the essential role of external supporters in enhancing school resources. The Head of School at 02G shared an illustrative experience with the Vice Chancellor (visited the school), who, upon recognizing the need for better office furniture, took immediate action by personally accompanying the Head to withdraw funds for new chairs. This narrative emphasizes the impact of direct engagement from well-wishers, demonstrating how their involvement can lead to tangible improvements in school facilities. Similarly, the Head of School at 01F highlighted the significant financial support provided by their MP, which facilitated critical infrastructure upgrades and the acquisition of ICT equipment. These findings indicate that the contributions from MPs, Visitors, and corporate donors like Vodacom are pivotal in addressing the practical needs of schools, ultimately fostering a more conducive environment for teaching and learning.

These findings from questionnaires, interviews, and the moderate support for office materials reflect partial but consistent contributions by well-wishers such as Members of Parliament (MPs), financial institutions, and NGOs. The reported mean scores (SFTs: 2.73; TRs: 2.74) demonstrate alignment in perceptions, suggesting systemic functionality in external procurement. The qualitative evidence further substantiates this with examples of computer donations, office chairs, and ICT tools. This scenario aligns with Resource-Based Theory (RBT) (Penrose, 2009), which posits that access to strategic resources, internal or external, strengthens organizational performance. Supporting literature from Ngonyani and Kamando (2023) confirms that NGO-provided ICT tools enhance institutional functionality. However, contrasting studies like Karanja et al. (2025) suggest that alumni support may be less effective when not complemented by consistent local policy frameworks. The interpretation is that while such support enables day-to-day administration, its impact is contingent upon regularity, scope, and local follow-through.

The data in Table 1 regarding well-wishers' support for the purchase of learning materials, SFTs reported a low extent from a minority (46.7%), moderate from a minority (13.3%), and high from a minority (40%). This distribution qualifies as a moderate extent, which is further supported by the mean score of 2.83. These data suggest relatively sufficient support for basic academic needs, possibly because school finance teachers have direct access to information about fund releases and procurement processes. In comparison, data from Teachers reported low extent from a minority (44.1%), moderate from a minority (29.8%), and high from a minority (26%), which qualifies as a low extent, with the mean score of 2.66 to confirm this result for the same item, indicating uneven provision of learning resources. Qualitative data from interviews with Heads of Schools corroborate these findings. For instance, the Head of School at 02D reported:

Among the well-wishers, UCSAF brought us 5 computers, CAMARA brought 1 laptop, 5 desktops, and 1 projector. They also offered the school free Wi-Fi; we use it for teaching and learning. An NGO called VUMA brought Manila cards and whiteboards for their own activities. However, we also use them for teaching and learning (HOS 02D, May 29, 2025).

Similarly, District Secondary Education Officers (DSEOs) affirmed the role of well-wishers in supporting learning materials. One DSEO explained:

Yes, we have similar cases. For example, I remembered one where teaching materials were



Figure 1: Teaching/learning materials offered by well-wishers in public secondary schools.

Figure 1 illustrates the observed findings regarding the availability of teaching and learning materials provided by well-wishers in public secondary schools. The presence of computers at school 02D and using gas stoves, flip charts, and whiteboards in schools implies that external support significantly enhances the educational resources available to students. These materials, supplied by NGOs, Members of Parliament (MPs), and Vodacom,

donated, which is something we have here. I am the coordinator for non-governmental organizations, and it is a very important component. These materials are given for specific projects and used in other school activities (DSEO 03, May 21, 2025).

The opinions of Heads of Schools and district secondary officers indicate that they appreciate the positive impact of well-wishers on educational resources. The Head of School at 02D highlighted the substantial contributions from government institutions such as UCSAF and others, noting that they provided essential technology, including five computers, one laptop, a projector, and free Wi-Fi, all utilized for teaching and learning. These findings indicate that such support is significant and integrated into the curriculum effectively. Additionally, the DSEO emphasized the importance of these contributions, stating that teaching materials donated by NGOs are crucial for various school activities, even when intended for specific projects. Together, these insights illustrate how well-wishers play a vital role in enhancing educational resources, ultimately benefiting school teaching and student engagement.

Further confirmation comes from observational evidence, which revealed the presence of computers used for teaching and learning at 02D, gas stoves, flip charts, and whiteboards in use at 01B, 02D, 03H, and 04E. These materials, provided by NGOs, MPs, and Vodacom, underscore the tangible impact of external support on the availability of learning resources across multiple schools as illustrated in Figure 1.

demonstrate the crucial role of school well-wishers' involvement in addressing resource gaps within schools. Such findings suggest that the contributions of well-wishers not only improve the learning environment but also facilitate better teaching practices, ultimately leading to a more enriched educational experience for students.

These findings reveal that the variation in perceived support (SFTs: M=2.83, moderate; TRs: M=2.66, low)

indicates that procurement awareness is greater among finance staff than teachers. Interviews highlight donations of tablets, whiteboards, and Wi-Fi, pointing to the integration of donated materials into teaching. This situation supports the Strategic Action Assumption of Resource Mobilization Theory (RMT) (Njau et al., 2022), highlighting the role of school leadership's proactive resource-seeking behavior. Similarly, Junita et al. (2023) show how philanthropy, especially Islamic philanthropy, can strengthen educational access for vulnerable groups. Furthermore, Said and Garba (2024) revealed that NGOs positively contribute to laboratory equipment and the provision of learning materials. The study by Masawe and Nihuka (2024) revealed that stakeholders' support for students' learning materials was higher, with a Mean score of 3.7. On the contrary, Dimacali et al. (2025) caution that reliance on external grants often suffers from sustainability issues. Thus, while well-wisher contributions supplement academic resources, disparities in perception highlight the need for better communication and systematic integration of donated items into pedagogy.

Data in Table 1 addressing whether well-wishers help to cover the cost of students' furniture, SFTs recorded low extent from a minority (46.7%), moderate extent from a minority (36.7%), and high extent from a minority (16.7%). These data result in a low extent classification of the strategy's effectiveness in meeting the goal, further supported by the mean score of 2.57. These data suggest a low and incomplete provision, likely dependent on school-level priorities or external donor engagement. TRs showed a similar pattern, with 47.4% indicating low extent, 28.6% moderate, and 24% high extent. This data also indicates a low extent and is further supported by the mean score 2.61. This close similarity suggests that both groups perceive low support, often conditional on fund availability or special allocations, indicating limited consistency in funding for student furniture.

Interviews aligned with the Likert data, providing supporting evidence. During the interview, one of the

district secondary education officers noted, "*NMB and CRDB banks have contributed desks and chairs*" (02 DSEO, 2025, May 15). Similarly, another added, "*TFS provides timbers from confiscated logs, which we then saw into plans to make desks*" (DSEO 05, July 28, 2025). One of the school board chairpersons also added, "*Our MP donated chairs and furniture for both students and staff*" (SBCP 03H, May 27, 2025). Another school board chairperson acknowledged the role of well-wishers. One Chairperson recalled:

Ah, to be honest and open, in terms of stakeholders, I remember it was in the second year after the school started, if I am not mistaken. I recall that we once received a donation of 50 desks, and I think, if I am not forgetting, from the people at the Tanzania Port Authority (SBCP 05D, July 30, 2025).

Similarly, a head of school noted, "*CRDB Bank offered us with students' furniture such as 50 chairs and 50 tables*" (HOS 03D, May 21, 2025). Another head of school at 02B reported: "*We also have chairs from AZA Timber Supply, though they were offered before I arrived here*" (HOS 02B, May 23, 2025). Contrary to what another school board chairperson commented,

I know the Forestry Agency (TFS) operates close to schools near forests. However, we are far away, and even TANAPA is far from here. So you will find that TFS and TANAPA help schools near forested areas (SBCP 02C, May 30, 2025).

The views from heads of schools, DSEOs, and School board chairpersons highlight irregular but significant support from financial institutions, companies, and politicians, explaining why survey responses hovered around low rather than consistently moderate or high. These interviews corroborated observations made at schools 02B and 03D regarding the well-wishers (CRDB BANK and AZA TIMBER SUPPLY) support for students' furniture, as illustrated in Figure 2.



Figure 2: Students' furniture donated by well-wishers in some schools.

Figure 2 illustrates well-wishers' support in some schools for students' furniture, such as chairs, which are most important in schools. These data indicate that the support is not direct cash but materials, which would require the schools to incur costs.

Quantitative and qualitative findings reveal that low levels of support for students' furniture (SFTs: M=2.57; TRs: M=2.61) reflect irregular donation patterns, typically reliant on personal or institutional goodwill. Interviews document contributions of desks and chairs from banks and timber companies, often driven by proximity or prior relationships. These findings align with Karanja et al. (2025), who emphasize that, although inconsistently, alums and donor interventions positively correlate with physical infrastructure improvement. However, Ramasimu (2023) comments on the narrow stakeholder engagement that excludes potential community partners. These mixed insights suggest that while donor intentions exist, strategic gaps limit their scale and impact, pointing to the need for comprehensive stakeholder engagement frameworks that include community groups, local businesses, and alumni.

Concerning maintenance of school facilities, through well-wisher supports SFTs indicated low extent from a minority (40%), moderate extent from a minority (16.7%), and high extent from a minority (43.4%). These data qualify as a moderate extent, with a mean score of 2.87, to support this classification of the strategy's effectiveness in meeting the goal. TRs reported low extent from a minority (51.2%), moderate extent from a minority (24.8%), and high extent from a minority (24%), reflecting a low extent and further supported by the mean score of 2.57. Interviews and observations confirmed substantial though selective interventions. One district secondary education officer explained,

Other well-wishers include TANAPA, which has built toilets; Barrick Company, which donated TZS 227.2 million for three classrooms and a dormitory; TEA, which gave TZS 150 million for dormitories; WMA (Wildlife Management Areas), which donated TZS 50 million for two classrooms (01 DSEO 01, May 13, 2025).

A head of school also confirmed,

We also receive funds from the Member of Parliament's constituency fund. For example, we received TZS 4 million this year to start constructing the school kitchen. The village government also contributed to building new toilets when the old pit latrines were full, using funds from their carbon credit project. They constructed six toilets for boys and six for girls (HOS 03C, May 20, 2025).

Contrary to what another school board member commented,

However, our MP has not provided any direct support. Other NGOs like VUMA, CAMFED, or UDESESO have not reached us, though they have supported nearby schools. We have submitted requests to banks like NMB and CRDB and await their responses (SBCP 01B, May 8, 2025).

These views from heads of schools, DSEOs, and school board chairpersons show limited but impactful well-wishers' support, explaining why perceptions varied depending on which schools benefited. Observational evidence reveals the existence of students' toilets maintained and constructed by well-wishers such as the village government at 03C and Tanzania National Park (TANAPA) at 01A, as illustrated in Figure 3.



Figure 3: School infrastructures supported by well-wishers in some schools

Figure 3 illustrates the availability of well-wishers' support in some public secondary school facilities and infrastructural maintenance. However, not consistently, those schools closer to such support benefits and meet the obligations, particularly on maintenance expenses.

The quantitative and qualitative findings on the support for facility maintenance showed a moderate extent from SFTs ($M=2.87$). However, a low extent of TRs ($M=2.57$), underlining the selective impact. Cases of classroom construction, toilet repairs, and dormitory funding by TANAPA, MPs, and village governments demonstrate targeted intervention rather than systemic maintenance support. These outcomes resonate with the Resource Mobilization Theory's emphasis on resource aggregation (Diani, 2022) and organizational agency (McCarthy & Zald, 1977). Obaka et al. (2024) reinforce the significance of local stakeholder engagement in infrastructure enhancement. However, as some schools remain unsupported due to location or political disconnect, this reflects an equity gap in resource distribution. Effective resource mobilization thus requires localized mapping and outreach to avoid concentration of benefits.

Data in Table 1 with respect to meeting extracurricular activity expenses through well-wisher contributions, SFTs reported low extent from a minority (36.7%), moderate extent from a minority (36.7%), and high extent from a minority (26.7%), which indicates a moderate extent. The mean score of 2.77 supports this classification of the strategy's effectiveness. Conversely, TRs presented low extent from a minority (49.5%), moderate extent from a minority (23.9%), and high extent from a minority (26.5%), which reflects a low extent. The mean score of 2.60 supports this, indicating that support possibly comes from religious or community institutions; however, this support is not uniform across all schools, suggesting moderate assistance that often depends on funding availability or special allocations. These data align with

the understanding that school finance personnel are more likely to recognize resource availability than classroom-level staff who assess support based on utilization and outcomes. The interviews with heads of schools revealed that well-wishers support extracurricular activities in schools. One Head of School noted,

UDES0 is one of the organizations that has supported us in environmental conservation. They have provided us with tree seedlings, fruit, shade, and timber trees. We have planted about five acres. In addition, in the area of environmental conservation, there is an organization called WASIMA (Watu Simba na Mazingira). They have supported us by donating trees as well. In addition, they have helped us by providing a water storage tank and environmental sanitation tools like pruning scissors for trees (HOS 01F, May 13, 2025).

Another head of school stated, "They help with environmental matters, like bringing us various types of tree seedlings, including fruit trees. They also support orphaned children by providing things like school uniforms." (HOS, 01A, May 6, 2025). The heads of schools highlight the crucial role well-wishers play in enhancing extracurricular activities and environmental initiatives. Organizations like UDES0 and WASIMA provide essential resources like tree seedlings and water storage tanks. This focus fosters a culture of environmental stewardship, illustrating that well-wishers contribute financial support and a holistic approach to education. Ultimately, their efforts create a more enriching and inclusive environment for students.

Generally, the findings revealed that extracurricular support was rated moderately by SFTs ($M=2.77$) and low by TRs ($M=2.60$), suggesting selective integration of well-wisher initiatives. Interviews cite environmental initiatives (tree planting, sanitation support) spearheaded

by NGOs like WASIMA and UDESO. These findings fit well within the Resource Dependence Theory (RDT) (Pfeffer & Salancik, 1978), highlighting how schools shape relationships with external actors to acquire critical but non-core resources. Religious philanthropy, as examined by Junita et al. (2023), is also key in promoting psychosocial and extracurricular inclusion. Still, gaps exist where schools not aligned with donor agendas remain under-supported. These observations imply that while extracurricular activities benefit from well-wishers, such support often centers on thematic interest rather than strategic school-wide needs.

The quantitative data in Table 1 revealed that financial supports from well-wishers in meeting operational costs were rated at a low extent by teachers, particularly in areas such as utilities (M = 2.46), non-teaching staff salaries (M = 2.42), and school event costs (M = 2.54). More than half of respondents rated these supports as low or very low (utilities 52.5%, salaries 54.9%, events 51.3%), suggesting chronic underfunding in these foundational needs. These findings imply that a lack of adequate financial backing highlights a significant gap between the needed support and what is currently available, further complicating efforts to enhance educational quality and sustainability.

Interviews corroborated these concerns, with one District Secondary Education Officer (DSEO) stating, "*Most of the support comes from the local Member of Parliament computers, printers, electricity, etc.*" (DSEO O1, May 13, 2025), while another added, "*We have received support from financial institutions, politicians, and the mayor... but for Katavi, I would say it is still low*" (DSEO O2, May 15, 2025). These perspectives confirm that operational expenses remain inadequately funded while some stakeholders assist.

Generally, support for operational expenses, including utilities and salaries, was consistently rated low (utilities: M=2.46; salaries: M=2.42). The data confirms that while some well-wishers (MPs, religious institutions) offer targeted aid, recurring expenses are often left unaddressed. Literature by Sakamoto (2022) and Mutua and Chui (2023) corroborates this trend, asserting that visible, capital-based projects (buildings, furniture) attract more donor interest than operational sustainability. These findings also align with RMT's vulnerability thesis, which warns that reliance on donors for core functions leads to instability. Interpretation here reveals a clear misalignment between donor priorities and school operational needs, suggesting that engagement models must prioritize funding for essential recurring costs.

Moreover, the data in Table 1 regarding well-wishers' support for school events, SFTs indicated low extent from a minority (56.6%), moderate extent from a minority

(23.3%), and high extent from a minority (20%), resulting in a low extent classification. The mean score of 2.37 supports this interpretation. TRs also indicated low extent from a minority (51.3%), moderate extent from a minority (26.1%), and high extent from a minority (22.6%), corresponding to a low extent. The mean score of 2.54 affirms this classification. Similarly, well-wishers' support helps pay utility bills such as electricity and water. SFTs reported a low extent from a minority (43.3%), a moderate extent from a minority (33.3%), and a high extent from a minority (23.3%). This distribution is reflected to a low extent, with the corresponding mean score of 2.40, which confirms this interpretation. TRs also showed a low extent from a minority (52.5%), a moderate extent from a minority (27.7%), and a high extent from a minority (19.8%), which aligns with a low extent, which is also supported by a mean score of 2.46. However, interviews revealed some notable exceptions. For example, one Head of school explained, "*Sometimes... livestock keepers promised water for hostel students*" (03E HOS, May 21, 2025). Similarly, the DSEO reported,

Aside from constituency development funds, members of Parliament also leave contributions when they visit schools. Likewise, government leaders such as the District Commissioner may visit a school with the Director and other officials. If they find a challenge, like a broken water tank, they may organize a small fundraising drive and hand over money to the school. Therefore, while not very large, leaders and politicians like MPs have indeed been part of leaving behind some support (DSEO May 3 21, 2025)

The school board chairperson added,

Nevertheless, the person most directly visible to us here is the MP. He has really supported us, greatly. For example, he helped provide water to the school. There used to be very high water bills, but our MP took responsibility for that and covered them. We have also seen support from the Catholic Church. The Catholics helped us with something, even Father [name withheld]. The water we are drinking here is from two sources: unsafe and somewhat safe. The safer one is from the Catholic Church (01C SBCP, 2025, May 7).

Likewise, another school board chairperson stated,

Here, those who help us mostly speak on public platforms, such as councilors. They can assist us, for instance, if we have a water tank issue, or if water is scarce, they can help with that. In addition, those I have often seen providing

support are only those who like the councilor or the Member of Parliament (SBCP 02D, May 30, 2025).

Contrary to what another head of school commented,

We have just been requesting support. Especially from banks. Although we have asked them, we still face challenges with delivery. For example, we asked banks to support us with water tanks, but we failed. Banks have made promises but have not fulfilled them yet (HOS 02F, July 21, 2025).

These testimonies from heads of schools, school board chairpersons, and DSEOs highlight the reliance on livestock keepers, the Catholic Church, and political figures, as well as the lack of support from banks to reduce utility bills. The support, while visible, does not sustainably address recurring costs such as staff salaries or event facilitation. Generally, support for school events was consistently rated low (overall $M=2.54$). The findings confirm that while some well-wishers (MPs, religious institutions) offer targeted aid, recurring expenses are often left unaddressed. Chileshe and Mutono-Mwanza (2025) revealed that event attendance yielded the highest mean score, promoting the school in public spaces also had a high mean score, followed by donation to fundraising initiatives and volunteering in school programs. The findings also resonate with Sakamoto (2022), who noted that donor-driven support often favors infrastructure or visible contributions, neglecting recurrent expenditures.

The data in Table 1 in relation to well-wishers enhancing the ability to cover the cost of assessment tools, SFTs reported a low extent from a minority (46.6%), moderate from a minority (13.3%), and high from a minority (40%). To confirm this interpretation, these data correspond to a moderate extent, with a mean score of 2.77. TRs reported a low extent from a minority (51.7%), moderate from a minority (28.6%), and high from a minority (19.7%), indicating a low extent. The mean score of 2.42 supports this classification. Likewise, for emergency student transportation, SFTs reported a low extent from a minority (46.6%), moderate extent from a minority (15.7%), and high extent from a minority (36.7%). This data qualifies as a low extent, with a mean score of 2.67, further confirming this classification. TRs reported low extent from a minority (55.9%), moderate extent from a minority (23.9%), and high extent from a minority (26%), resulting in a low extent. The mean score of 2.46 supports the strategy's low extent in covering the cost of assessment tools.

Interviews confirmed this challenge, as one DSEO commented, "*Most of them do not provide direct financial*

support but rather create enabling environments to support school projects" (DSEO O3, May 21, 2025). Similarly, another SBCP noted, "*To be honest, when it comes to stakeholders... I remember it was only about two years after the school started that we received support desks and iron sheets"* (SBCP O5D, July 30, 2025). These observations show that support is periodic and often directed towards one-off projects rather than continuous student welfare.

Generally, moderate support for assessment tools from SFTs ($M=2.77$) but low from TRs ($M=2.42$) reflects under-recognition and under-provision. While external support exists, such as funding for ICTs that may indirectly facilitate assessments, direct investment in exam materials remains low. Dimacali et al. (2025) emphasize that strategic donor engagement often overlooks core academic tools in favor of broader or reputational projects. Similarly, Ngonyani and Kamando (2023) noted that NGOs prefer funding infrastructure to assessment or curriculum needs. These findings highlight a structural weakness in donor strategy, where academic evaluation, the cornerstone of education quality, is underfunded. Schools must incorporate this need in stakeholder engagement plans and align proposals to donor expectations.

Results from table 1 regarding the overall perceived level of support from well-wishers, SFTs indicated a low extent from a minority (36.6%), moderate from a minority (36.7%), and high from a minority (26.7%), which represents a moderate extent. The mean score of 2.77 confirms this. TRs reported low extent from a minority (41.1%), moderate extent from a minority (42%), and high extent from a minority (17.6%), also indicating a moderate extent. On the contrary, the mean score of 2.62 diverges from this interpretation, indicating a low extent. Interviews reinforce this notion. One Head of School emphasized, "*Honestly, above average... because when someone donates computers or footballs, it makes school operations much easier"* (02D HOS, 2025, May 29). Another stated, "*The support is minimal just at an ordinary level"* (01C HOS, 2025, May 7), while a district officer rated it at a "*medium level... because it goes hand-in-hand with government support"* (05 DSEO, 2025, July 28). These differing views reflect well-wisher support's uneven and school-specific nature, which often depends on political networks, geographic location, and organizational priorities.

The overall support from well-wishers was rated as moderate by SFTs ($M=2.77$) and low by TRs ($M=2.62$), suggesting discrepancies based on professional roles and access to information. Interviews reflect varying sentiments, with some praising donor impact on ICT and

sports equipment, while others cited minimal support. These mixed realities mirror the broader dynamics described by Resource Mobilization Theory (Njau et al., 2022), particularly the challenge of sustaining external funding and integrating it into institutional planning. The study by Ebri and Oben (2022) revealed a low extent of strategies for funds generation through non-governmental organizations in Public secondary schools in Cross River State. Then, it was recommended that public secondary schools reinforce efforts to effectively strategize for funds generation through non-governmental organizations (NGOs) in public secondary schools. Similarly, studies by Ramasimu (2023) and Dimacali et al. (2025) echo the need for strategic stakeholder communication to deepen partnerships. These findings imply that while well-wishers are indispensable, their contributions are inconsistent, necessitating formal frameworks to institutionalize external engagement and enhance equitable access across schools.

Generally, the study found that financial support from well-wishers assists heads of public secondary schools in the Katavi region only to a low extent, as revealed by a grand mean score of 2.60. While these contributions provide some relief, they are irregular, unevenly distributed, and insufficient to fully address the persistent financial deficits. While these contributions help cover some unmet obligations such as administrative and academic office expenses, minor repairs, and student welfare needs, they remain inconsistent, inadequate, and unable to offset government funding shortfalls fully. Consequently, many essential obligations, including continuous assessment programs and health services, are underfunded. The findings, therefore, highlight both the importance and limitations of well-wishers' support in sustaining education delivery in the region.

Additionally, an independent samples *t*-test was conducted at the .05 significance level to determine whether there was a statistically significant difference in mean score ratings between school finance teachers (SFTs) and other teachers (TRs) on the extent to which support from well-wishers assists in meeting public secondary school financial obligations. The results indicated no statistically significant difference between the groups, $t(18) = 1.238$, $p = .232$, assuming equal variances ($F = 5.977$, $p = .025$). These data align with the descriptive and qualitative data, suggesting both groups consistently rated the strategy's effectiveness as low.

In summary, regarding the extent to which financial support from well-wishers assists the Head of public secondary schools to meet financial obligations, the findings revealed that while well-wishers provided some support in areas like ICT equipment, office materials, and minor facility improvements, this assistance was often irregular, limited in scope, and unevenly distributed

across schools. Quantitative data showed predominantly low support levels, consistent perceptions between school finance teachers and regular teachers. Interviews confirmed that well-wisher contributions were helpful but insufficient to meet schools' broader financial obligations reliably.

5. Conclusion and Recommendations

5.1 Conclusion

Based on the descriptive findings and hypothesis, financial support from well-wishers was found to assist heads of schools only to a low extent ($M = 2.60$), with no significant difference between SFTs and TRs ($t(18) = 1.238$, $p = .232$). While contributions, particularly in ICT tools, office supplies, and occasional infrastructure, offered meaningful support, they were irregular, insufficient, and unevenly distributed. Thus, although well-wishers play a valuable supplementary role, their support remains inadequate to meet essential financial obligations such as utilities, staff salaries, and assessment programs. These findings underscore the structural vulnerability of relying on inconsistent external contributions and highlight the need for stable and predictable financing to ensure educational quality and sustainability.

5.2. Recommendations

Based on the conclusion, the study recommends the following:

1. The study recommends that local government authorities and heads of schools strengthen mechanisms for systematically coordinating and integrating well-wishers' contributions into broader financial planning.
2. By establishing formalized partnerships and transparent accountability frameworks, heads of schools can channel external support towards priority areas that remain chronically underfunded, such as operational costs, health services, and continuous assessment.
3. The Ministry of Education, Science, and Technology should also develop targeted policies to incentivize sustained stakeholder engagement while expanding direct government allocations to reduce overdependence on irregular financial assistance. Such an approach would ensure that contributions from well-wishers complement, rather than attempt to replace, core government funding, thereby creating a more stable, equitable, and sustainable resource base for public secondary education.

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