Extensiveness of Head Teachers' Collaboration with Educational Stakeholders in Enhancing Mobilization of Teaching and Learning Resources in Public Primary Schools in Mbulu District, Tanzania

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Abstract
This study investigated the extensiveness of the Head Teachers' Collaboration with Educational Stakeholders in Enhancing Mobilization of Teaching and Learning Resources in Public Primary Schools in Mbulu District, Tanzania. Guided by the Transformational Leadership Theory, the study employed a convergent design under mixed-methods research approach. The target population comprised of 97 public primary schools, 97 head teachers, 1,035 teachers, and 1 District Primary Education Officer, making a total population of 1,230. The study employed simple random sampling, stratified random sampling, total population sampling, and criterion sampling techniques. The sample included 10 public primary schools, 10 head teachers, 103 teachers, and 1 District Primary Education Officer, making a total of 114 respondents. Quantitative data were collected using questionnaires for teachers, whereas qualitative data were collected through interview guide for headteachers. The validity of the research instruments was established by 2 research experts in Educational Planning and Administration from Mwenge Catholic University (MWECAU). A pilot test was conducted in one public primary school in Mbulu District. The reliability of the questionnaires was established using Cronbach's Alpha Technique, which yielded coefficient of 0.841 for teachers, confirming acceptable reliability. The trustworthiness of qualitative data was ensured through peer debriefing and triangulation. Quantitative data were analysed using descriptive statistics including frequencies, percentages and mean with the aid of Statistical Package for the Social Sciences (SPSS) version 22, whereas qualitative data were analysed thematically. Throughout the study, the researcher adhered to ethical principles by obtaining the necessary research permits, securing informed consent from participants, ensuring confidentiality and anonymity, and avoiding plagiarism. The study found that headteachers' collaboration with stakeholders contributes to a low extent in mobilizing teaching and learning resources. Although engaging parents and facilitating School Committee meetings were highly rated, most other collaborative practices were inconsistent, limiting their contribution. The study concluded that stakeholder collaboration exists but is not sufficiently extensive to address persistent resource shortages. The study recommended that headteachers strengthen collaboration through structured engagement of community leaders, NGOs, and businesses, clearer monitoring frameworks, and long-term partnership agreements to ensure sustainable resource mobilization.

Keywords: Head teachers, Educational Stakeholder, Collaboration, Resource mobilization, Teaching and learning resources, Public primary schools, Transformational leadership.

1. Introduction

Education is universally recognized as a fundamental human right and a key driver of social and economic development. It equips individuals with the knowledge, skills, and values required for personal fulfilment and national progress (UNESCO, 2023). The effectiveness of education largely depends on the availability and adequacy of teaching and learning resources, which facilitate effective curriculum implementation and improve learners' academic outcomes (UNESCO, 2021). However, many public primary schools, particularly in developing countries, lack sufficient resources to support quality education. Consequently, resource mobilization has become an essential strategy for securing financial, material, and human resources required for effective teaching and learning (UNICEF, 2022). Since government funding alone is often inadequate to meet increasing educational demands, collaboration between schools and Educational stakeholders has emerged as a practical and sustainable approach to enhancing the mobilization of teaching and learning resources. This approach is consistent with Sustainable Development Goal 4 (SDG 4), which emphasizes inclusive partnerships as a means of improving equitable access to quality education. Nevertheless, despite these global commitments, many public primary schools continue to experience persistent shortages of essential teaching and learning resources, creating the need to examine the extent to which head teachers collaborate with educational stakeholders to address these challenges.

Resource mobilization in education refers to the process of identifying, acquiring, managing, and utilizing both material and non-material resources required to support effective teaching and learning. These resources include textbooks, teaching aids, ICT facilities, classrooms, libraries, furniture, financial support, and professional expertise (World Bank, 2021). Because schools, particularly those in developing countries, cannot independently generate all the resources necessary to meet their educational needs, collaboration with external stakeholders becomes indispensable (Njeri et al., 2023). Stakeholders include parents, School Committees, village governments, local government authorities, non-governmental organizations (NGOs), faith-based organizations, private sector institutions, and alumni, each contributing different forms of financial, technical, material, and managerial support to school development (MoEST, 2020). Despite the importance of these partnerships, many public primary schools continue to

experience inadequate resource mobilization. Issa et al. (2023) and Sakibu and Kamugisha (2022) attribute this situation to weak stakeholder engagement, limited leadership capacity among school leaders, increasing student enrolment, declining education budgets, and inadequate community awareness regarding participation in school development. These challenges underscore the importance of examining the extent to which head teachers collaborate with educational stakeholders in mobilizing teaching and learning resources.

International evidence demonstrates that collaboration between schools and external stakeholders plays a significant role in improving the availability of teaching and learning resources. In India, Sharma and Pattanayak (2021) found that schools with weak community and institutional partnerships experienced severe shortages of textbooks and classroom materials, thereby constraining students' learning opportunities. Similarly, Al Suwaidi and Farah (2020) reported that unequal collaboration between schools, government agencies, and private organizations contributed to disparities in access to digital learning resources and teacher training between urban and rural schools in the United Arab Emirates. In Nigeria, Adeyemi and Adu (2022) associated persistent shortages of instructional materials and overcrowded classrooms with inadequate involvement of external stakeholders in supporting schools. Likewise, Njoroge and Gathua (2021) observed that although Kenya's Free Primary Education programme increased pupil enrolment, insufficient collaboration between schools and stakeholders placed considerable pressure on already limited educational resources. Collectively, these studies suggest that the effectiveness of stakeholder collaboration the extent to which head teachers' collaboration in the specific context of Mbulu District remains an empirical question.

Within the school setting, head teachers serve as the principal leaders responsible for initiating, coordinating, and sustaining collaborative relationships with stakeholders to mobilize teaching and learning resources. The Education Sector Development Plan (2016/17–2020/21) recognizes head teachers as central actors in improving school performance through strategic partnerships that strengthen infrastructure, resource availability, and teaching quality. Similarly, Mhagama (2020) examined head teachers' engagement with stakeholders in relation to school resource management and utilization. Northouse (2018) further emphasizes that successful collaboration

depends on school leaders' ability to build trust, promote shared responsibility, facilitate effective communication, and involve stakeholders in participatory decision-making. In Tanzania, several educational reforms, including the Education Sector Development Programme (ESDP) 2016–2021, Big Results Now (BRN) 2013, EQUIP-Tanzania 2014, and the Education and Training Policy of 2014 (Version 2023), encourage collaborative partnerships between schools and external stakeholders to complement government efforts in improving educational resources. Furthermore, the Agency for the Development of Educational Management (ADEM, 2023) identifies collaboration as one of the core leadership practices expected of primary school head teachers, alongside planning, accountability, communication, innovation, and effective resource management. Among these leadership practices, collaboration occupies a particularly important position because it determines the extent to which schools successfully attract, coordinate, and sustain external support for educational development.

Head teachers' collaboration with educational stakeholders enhance resource mobilization by fostering shared responsibility and encouraging active participation from parents, community leaders, School Committees, local government authorities, NGOs, faith-based organizations, and private sector partners (Haule & Lyamauaya, 2024). Such collaboration enables schools to obtain financial contributions, teaching materials, infrastructure support, technical expertise, and voluntary services that improve the teaching and learning environment. The effectiveness of these partnerships is influenced by several factors, including the quality of communication, transparency in resource management, mutual trust, and the extent to which stakeholders participate in planning, implementation, and decision-making processes (Mkuchu, 2021). Consequently, understanding stakeholder collaboration requires examining not only whether collaboration exists but also the extent to which head teachers effectively engage educational stakeholders in mobilizing teaching and learning resources.

Despite sustained government efforts to improve resource provision, public primary schools in Mbulu District continue to experience considerable shortages of essential teaching and learning resources. According to the Basic Education Statistics in Tanzania (BEST, 2024), schools in the district continue to report shortages of desks, classrooms, teaching aids, and ICT facilities. Table

1 presents the status of selected teaching and learning resources in Mbulu District between 2020 and 2024.

Table 1 *Availability of Selected Teaching Resources in Public Primary Schools in Mbulu District (2020–2024)*

Year	Textbooks Shortage %	Desks Shortage %	Classrooms Shortage %	Teaching Aids Shortage %	ICT Facilities Shortage %
2020	26.05%	49.60%	45.30%	62.40%	88.10%
2021	25.10%	47.25%	34.80%	60.85%	87.50%
2022	25.06%	46.10%	33.70%	59.90%	86.40%
2023	25.18%	45.00%	22.60%	58.20%	85.20%
2024	25.63%	44.15%	31.50%	57.00%	84.00%

Source: Basic Education Statistics in Tanzania (BEST), 2020–2024

Table 1 reveals persistent shortages across all categories of teaching and learning resources, with ICT facilities and teaching aids remaining the most critically inadequate despite slight improvements over the five-year period. These continuing resource deficits raise important questions regarding whether head teachers in Mbulu District collaborate extensively enough with educational stakeholders, including parents, School Committees, community leaders, local government authorities, NGOs, faith-based organizations, and private sector institutions, to supplement government efforts in resource provision. Without strong and sustained stakeholder collaboration, government interventions and internal school initiatives alone are unlikely to eliminate the persistent resource shortages experienced by public primary schools. Therefore, this study investigated the extent of head teachers' collaboration with educational stakeholders in enhancing the mobilization of teaching and learning resources in public primary schools in Mbulu District, Tanzania.

2. Statement of the Problem

The persistent inadequacy of teaching and learning resources in public primary schools is the

main problem affecting teaching and learning in Mbulu District. Public primary schools in Mbulu District continued to experience shortages of essential teaching and learning resources between 2020 and 2024, with shortages in 2024 recorded at 25.63% for textbooks, 44.15% for desks, 31.50% for classrooms, 57.00% for teaching aids, and 84.00% for ICT facilities (BEST, 2024). Despite the collaborative mandate, the extent to which head teachers actively engage these stakeholders in resource mobilization remains uncertain, with teachers, parents, and education administrators frequently expressing concerns about shortage of teaching and learning resources (Kinyangu & Rugimbana, 2020). Despite government efforts to improve resource availability through initiatives such as the Primary Education Development Program (PEDP) of 2007, the Big Results Now (BRN) initiative of 2013, and EQUIP-Tanzania launched in 2014, Mbulu District continues to face critical challenges related to the inadequacy and unavailability of essential school resources (Kweka & Manda, 2021).

This suggests that limited stakeholder engagement, weak communication strategies, and insufficient stakeholder involvement in planning and decision-making may be contributing factors, though the specific nature and extent of head teachers' collaboration with stakeholders in the district has not been empirically established. While several studies, including those by Mhagama (2020), Sakibu and Kamugisha (2022), and Umara (2025), have examined the influence of government policies and funding on school resource adequacy, there remains a significant gap in the literature concerning the specific extensiveness of head teachers' collaboration with educational stakeholders in resource mobilization. It is against this gap that the current study sought to examined the extensiveness of Head Teachers' Collaboration with educational Stakeholders in Enhancing Mobilization of Teaching and Learning Resources in Public Primary Schools in Mbulu District, Tanzania.

3. Research Questions

This study was guided by the one research question, which was;

To what extent do head teachers collaborate with educational stakeholders to enhance mobilization of teaching and learning resources in primary schools in Mbulu district?

4 Significance of the Study

This study was significant to key stakeholders in the education sector. Head teachers gained

practical insights into how collaboration with parents, school committees, local government authorities, NGOs, faith-based organizations, private institutions, and community members enhanced resource mobilization. Teachers benefited from evidence on effective stakeholder collaboration that improved resource availability and supported classroom instruction. Parents and school committees gained clarity on their roles in supporting schools through active participation in resource mobilization. Pupils benefited from improved resource availability, contributing to a more conducive learning environment. The Ministry of Education, Science and Technology, local government authorities, and other policymakers gained empirical evidence to inform policy making on strengthening stakeholder collaboration and resource mobilization. Academically, the study contributed to existing knowledge on educational leadership, stakeholder collaboration, and resource mobilization in the Tanzanian context, while theoretically strengthening the application of Transformational Leadership Theory by demonstrating how collaborative leadership practices enhance stakeholder participation in resource mobilization for improved school effectiveness.

5. Theoretical Framework

The Transformational Leadership Theory

The Transformational Leadership Theory, originally conceptualized by Burns (1978) and further developed by Bass (1985), serves as a foundational framework for understanding effective leadership in educational settings. The theory emphasizes leaders' ability to inspire and motivate followers through idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass & Riggio, 2006). Recent studies highlight its relevance to stakeholder engagement, demonstrating that transformational leaders foster collaboration and trust, which are essential for overcoming resource constraints in schools (Smith & Johnson, 2024; Mwangi et al., 2023) .In the context of primary schools in Mbulu District, the theory explains how head teachers can strategically engage parents, school committees, local government authorities, NGOs, and other stakeholders to mobilize teaching and learning resources and improve educational outcomes.

Strengths of Transformational Leadership Theory to the Study

Transformational Leadership Theory was highly relevant to public primary schools in Mbulu District, where resource limitations and dependence on community participation shaped school operations. The theory provided a strong framework for explaining how head teachers' leadership practices inspired teachers, parents, and community members to collectively support resource mobilization efforts (Ochieng & Wanjiru, 2023). Its emphasis on inspirational leadership and shared vision strengthened stakeholder commitment toward collaborative school improvement, while its focus on individualized consideration supported context-specific engagement of diverse stakeholders, including community leaders, NGOs, and private actors, in resource-scarce environments (Mwangi et al., 2023).

Weaknesses of Transformational Leadership Theory to the Study espite its strengths, the Transformational Leadership Theory has limitations in explaining stakeholder collaboration in Mbulu District because it pays little attention to structural constraints such as inadequate government funding, policy restrictions, and bureaucratic procedures that affect stakeholder participation (Smith & Johnson, 2024). In addition, its focus on subjective concepts such as inspiration and motivation make it difficult to objectively assess the influence of head teachers' leadership on resource mobilization (Ochieng & Wanjiru, 2023).

Relevance of Transformational Leadership Theory to the Study

This study applied Transformational Leadership Theory to examine how head teachers' collaboration with educational stakeholder's parents, school committees, local government authorities, NGOs, faith-based organizations, private institutions, and community members enhanced the mobilization of teaching and learning resources in public primary schools. The theory guided the analysis of collaborative leadership effectiveness and informed recommendations for strengthening head teachers' capacities to engage stakeholders for sustainable resource mobilization in Mbulu District.

6. Review of Empirical Studies

This part critically reviews empirical studies on the extensiveness of Head Teachers' Collaboration with educational Stakeholders in Enhancing Mobilization of Teaching and

Learning Resources in Public Primary Schools in Mbulu District, Tanzania. It analyses the methodologies, findings, and critiques of the reviewed studies, while highlighting key research gaps.

6.1 The Extent to which Stakeholder Collaboration by Headteachers enhances Mobilization of teaching and learning resources in Primary Schools

Stakeholder collaboration is essential in the successful mobilization of resources for teaching and learning. Headteachers who engage parents, local government authorities, community leaders, NGOs, and other education stakeholders can expand the resource base and foster a shared sense of responsibility for school development. This theme focuses on the degree to which headteachers involve and collaborate with various stakeholders to enhance resource availability and support effective learning environments.

In the United Kingdom, the study by Saunders and McCotter (2023) examined the role of stakeholder engagement in school leadership practices related to teaching resource mobilization in primary schools across England. Using a mixed-methods approach involving surveys and interviews with 50 headteachers and school governors, the study found that schools with robust collaboration with parent-teacher associations (PTAs), local councils, and non-governmental organizations experienced greater success in mobilizing supplementary teaching resources. The study emphasized transparent communication and participatory decision-making as critical components of effective collaboration. The study by Saunders and McCotter (2023) provides valuable insights into stakeholder collaboration in a highly structured educational context, the UK's institutionalized support systems may not reflect the realities of Tanzanian primary schools. The current study seeks to adapt this model to the Tanzanian setting by assessing how headteachers engage with local communities, village governments, and development partners in environments with fewer formal structures. It also examines the informal and volunteer-based stakeholder relationships that often define school operations in Mbulu District.

In Pakistan, Ahmed and Zahra (2022) explored how school leaders foster stakeholder partnerships to support learning resources in low-income primary schools in rural Punjab. The study adopted a qualitative methodology, using interviews and focus group discussions with

headteachers, school management committees, and community elders. The findings revealed that sustained relationships with religious institutions, NGOs, and community donors contributed significantly to the availability of learning materials, while trust-building and mutual accountability were key enablers of successful stakeholder collaboration. The study provides a relevant model for engaging diverse community stakeholders in low-resource settings. However, it focused on stakeholder collaboration within a context where religious institutions and external NGOs played a central role, creating a contextual gap because these stakeholder structures differ from those in Tanzanian public primary schools. To address this gap, the current study examined stakeholder collaboration in Mbulu District, with greater emphasis on decentralized governance structures, parental involvement, local government authorities, and school committee leadership in mobilizing teaching and learning resources.

In Ghana, Boateng and Agyemang (2023) investigated stakeholder collaboration and its influence on educational resource availability in public primary schools. Using a mixed-methods approach involving 25 schools, the study collected data through surveys with headteachers and interviews with PTA representatives and district education officers. The findings showed that strong partnerships with local businesses, parents, and district education offices improved access to textbooks, charts, and learning kits. In addition, regular community meetings and transparent financial practices strengthened stakeholder trust and increased resource contributions. The study is relevant because it demonstrates how community-business partnerships and transparency enhance resource mobilization. However, it focused on schools with support from local businesses and did not adequately examine stakeholder engagement in rural areas with limited economic opportunities. To address this gap, the current study examined the role of school committees, local leaders, parents, and other stakeholders in mobilizing and sustaining teaching and learning resources in public primary schools in Mbulu District, Tanzania, where business support is often limited.

In Kenya, Kipkoech and Ng'eno (2022) examined how stakeholder collaboration supports the provision of teaching and learning resources in Nandi East Sub-County. The study employed a survey design involving 60 headteachers, teachers, and school management committee members. The findings showed that involving parents and local leaders in decision-making, fundraising,

and voluntary activities improved schools' ability to mobilize teaching and learning resources. The study also highlighted the importance of effective communication and inclusive planning. The study is relevant to the Tanzanian context because it focuses on stakeholder collaboration in rural public schools. However, it mainly examined the contribution of parents and local leaders to resource mobilization and gave limited attention to how headteachers' leadership influences stakeholder engagement and accountability. To address this gap, the current study investigated how headteachers engage school committees, parents, local leaders, and other stakeholders, as well as the leadership approaches, they use to mobilize teaching and learning resources in public primary schools in Mbulu District, Tanzania.

In Tanzania, the study by Mwalongo and Komba (2022) explored stakeholder engagement in school resource mobilization in Morogoro Region. Using a case study approach, the researchers collected data from headteachers, school board members, and local government officials through interviews, focus group discussions (FGDs), and document reviews. Their findings showed that effective collaboration with village governments and ward education officers improved access to locally available resources. However, inconsistencies in stakeholder attendance and commitment limited the effectiveness of these collaborations. While this study provides a useful foundation for understanding stakeholder dynamics in Tanzanian schools, it was region-specific and included only a limited set of stakeholders, such as teachers, educational district officers, and parent committee representatives, who play critical roles in resource mobilization. This research in Mbulu District aims to build on and strengthen previous findings by targeting a broader and more relevant stakeholder base, including headteachers, teachers, educational district officers, and parent committee representatives. It was examined how headteachers navigate these relationships in remote areas and assess the mechanisms they use to sustain stakeholder engagement over time, particularly under financial and logistical constraints. This investigation provides a more complete understanding of stakeholder collaboration in school resource mobilization compared to the previous study.

7. Research Methodology

The study employed a convergent research design under a mixed-methods research approach to collect quantitative and qualitative data concurrently, thereby providing a

comprehensive understanding of head teachers' collaboration with educational stakeholders in enhancing the mobilization of teaching and learning resources in public primary schools (Creswell & Creswell, 2023). The study was guided by the Transformational Leadership Theory. The target population comprised 97 public primary schools, 97 head teachers, 1,035 teachers, and 1 District Primary Education Officer, making a total population of 1,230 (URT, 2024). The study employed simple random sampling, stratified random sampling, total population sampling, and criterion sampling techniques a sample of 10 public primary schools, 10 head teachers, 103 teachers, and 1 District Primary Education Officer, making a total of 114 respondents. Quantitative data were collected using questionnaires for Teachers whereas qualitative data were collected through interview guide for Headteachers, District Primary Education Officer.

The validity of the research instruments was established by 2 research experts in Educational Planning and Administration from Mwenge Catholic University (MWECAU). A pilot study was conducted in public primary school in Mbulu District to test the research instruments. The reliability of the questionnaires was established using Cronbach's Alpha Technique, which yielded values of 0.841 for teachers, confirming acceptable reliability (Okendo et al., 2020). The trustworthiness of qualitative data was ensured through peer debriefing, triangulation and dependability (Creswell and Creswell, 2023). Quantitative data were analysed using descriptive statistics including frequency, percentages and mean with the aid of Statistical Package for the Social Sciences (SPSS) version 22, whereas qualitative data were analysed thematically. Throughout the study, the researcher adhered to ethical principles by obtaining the necessary research permits, securing informed consent from participants, ensuring confidentiality and anonymity, and avoiding plagiarism.

8. Results and discussion

This section presents the findings on the extensiveness of head teachers' collaboration with educational stakeholders in enhancing the mobilization of teaching and learning resources in public primary schools in Mbulu District, Tanzania. To obtain a comprehensive understanding of the phenomenon under investigation, the study employed data triangulation by integrating quantitative data collected through questionnaires administered to teachers (n = 89) with qualitative data obtained from interviews conducted with head teachers and the District Primary

Education Officer as well as observation guide. Quantitative data were collected using a five-point Likert scale comprising 1 = Very Low Extent (VLE), 2 = Low Extent (LE), 3 = Moderate Extent (ME), 4 = High Extent (HE), and 5 = Very High Extent (VHE). Frequencies (f), percentages (%), and mean scores were used to summarize and present the quantitative data. Following Joshi et al. (2015), the response categories of Very Low Extent and Low Extent were combined and interpreted as low extent, while High Extent and Very High Extent were combined and interpreted as great extent, with Moderate Extent interpreted independently. Furthermore, based on Warmbrod (2024), mean scores were interpreted as follows: 1.00–1.89 = very low extent, indicating that head teachers collaborated very minimally with education stakeholders in enhancing the mobilization of teaching and learning resources; 1.90–2.69 = low extent, indicating limited collaboration; 2.70–3.49 = moderate extent, indicating moderate collaboration; 3.50–4.29 = great extent, indicating extensive collaboration; and 4.30–5.00 = very great extent, indicating very extensive collaboration with education stakeholders in enhancing the mobilization of teaching and learning resources.

The study also adopted Taherdoost's (2019) percentage interpretation, whereby 19% and below represented an extremely minority**,** 20–39% a minority**,** 40–59% a moderate proportion**,** 60–79% a majority, and 80–100% a very large majority of respondents. A detailed presentation of the findings on the extentiveness of head teachers' collaboration with education stakeholders in enhancing the mobilization of teaching and learning resources is presented in Table 1.

Table 1
Teachers Responses on the Head Teachers' Collaboration with Education Stakeholders in Enhancing the Mobilization of Teaching and Learning Resources in Public Primary Schools in Mbulu District, Tanzania (n=89)

Statements	VLE		LE		ME		LE		VLE		Mean
	f	%	f	%	f	%	f	%	f	%	
i. Headteachers engage parents in supporting the mobilization of teaching and learning resources in schools.	2	2.2	5	5.6	21	23.6	48	53.9	13	14.6	3.62
ii. Headteachers involve community leaders in mobilizing teaching and learning resources.	25	28.1	29	32.6	20	22.5	10	11.2	5	5.6	2.34

iii. Headteachers coordinate with local government authorities to obtain teaching and learning resources.	12	13.5	19	21.3	21	23.6	28	31.5	9	10.1	3.04
iv. Headteachers collaborate with non-governmental organizations (NGOs) to obtain instructional materials and teaching resources.	45	50.6	24	27.0	11	12.4	6	6.7	3	3.4	1.97
v. Headteachers establish partnerships with local businesses and private organizations to support mobilization of teaching and learning resources.	31	34.8	27	30.3	18	20.2	8	9.0	5	5.6	2.19
vi. Headteachers facilitate meetings with school committees to plan mobilization of teaching and learning resources.	2	2.2	4	4.5	18	20.2	41	46.1	24	27.0	3.68
vii. Headteachers consult stakeholders when identifying priority needs for teaching and learning resources in schools.	6	6.7	12	13.5	21	23.6	35	39.3	15	16.9	3.31
viii. Headteachers involve stakeholders in monitoring and managing mobilized teaching and learning resources.	48	53.9	22	24.7	10	11.2	6	6.7	3	3.4	1.82
ix. Headteachers promote collaboration among stakeholders to improve the availability of textbooks, teaching aids, and classroom materials.	29	32.6	29	32.6	18	20.2	8	9.0	5	5.6	2.27
x. Headteachers strengthen partnerships with stakeholders to ensure sustainable mobilization of teaching and learning resources.	24	27.0	28	31.5	21	23.6	11	12.4	5	5.6	2.45
Grand mean											2.66

Source: Field Data (2025) Key: 1. VLE = Very Low Extent, 2. LE = Low Extent, 3.ME = Moderate Extent, 4. HE = High Extent, 5.VHE = Very High Extent, f = Frequency, % = Percentage.

Data in Table 1 indicate that a majority (68.5%) of teachers rated headteachers' engagement of parents in supporting the mobilization of teaching and learning resources to a high extent. Conversely, an extremely minority (7.8%) rated this practice at a low extent, while a minority (23.6%) expressed a moderate extent. The mean score of 3.62 indicates that headteachers engage parents to a high extent in mobilizing teaching and learning resources. This suggests that parents are among the principal stakeholders actively involved in supporting school resource mobilization. Nevertheless, the presence of moderate and low-extent responses indicates variations in parental involvement across public primary schools. During a face-to-face interview, Headteacher 8 explained:

> Parents are the stakeholders we work with most closely because they feel the impact of resource shortages directly through their children's daily learning experience. During our termly general meetings, we openly present the gaps we face in desks, exercise books, and other learning materials, and many parents respond positively, contributing money, labour, or materials, especially at the beginning of the academic year. Without this cooperation, some of our classrooms would be operating without even the most basic writing materials (Headteacher 8, Interview, 12 May 2026).

Similarly, Headteacher 4 remarked:

> Most parents in this ward understand that government supply alone cannot meet all of our needs, so when we call for contributions toward textbooks or the construction of shelving for books, the majority cooperate willingly, sometimes even organizing themselves through informal groups to raise funds together. The main challenge we encounter is with a smaller number of parents facing serious economic hardship, who are simply unable to contribute consistently no matter how the request is framed (Headteacher 4, Interview, 08 May 2026).

The interview accounts confirm that parental engagement constitutes one of the strongest pillars of resource mobilization in Mbulu District, sustained largely through direct communication during school meetings and a shared understanding among parents of the resource gaps their children face. However, this engagement is uneven, as parents' economic capacity continues to influence the consistency of their contributions. This suggests that while parental involvement substantially eases resource shortages, it cannot alone guarantee uniform or sustainable

mobilization across all households and schools. The finding is in line with Kipkoech and Ng'eno (2022), who found that involving parents in decision-making, fundraising, and voluntary work enabled schools to mobilize more resources for teaching and learning. Similarly, respondents in the present study explained that parents respond positively to termly appeals for contributions toward desks, exercise books, and other materials. Transformational Leadership Theory suggests that leaders who use inspirational motivation and individualized consideration build the trust and shared commitment needed to sustain stakeholder support. Consequently, headteachers' consistent and direct engagement with parents reflects this relational leadership style, explaining why parental mobilization was rated more highly than most other stakeholder practices.

Data in Table 1 show that a majority (60.7%) of teachers rated headteachers' involvement of community leaders in mobilizing teaching and learning resources to a low extent. Conversely, a minority (22.5%) rated this practice at a moderate extent, while an extremely minority (16.8%) rated it at a high extent. The mean score of 2.34 indicates that headteachers involve community leaders to a low extent in mobilizing teaching and learning resources. This suggests that collaboration with community leaders remains limited despite their education contribution to school development. The variation in responses indicates differences in the extent to which schools engage local leadership. During the interview, Headteacher 10 explained:

> We rarely involve village leaders directly in resource mobilization matters. Our main point of contact remains the parents and the school committee, who are more readily available and already familiar with our termly needs. Village leaders, such as the village chairperson or ward officials, are mostly informed after decisions have already been made, rather than being brought in from the beginning as active partners in identifying or sourcing resources (Headteacher 10, Interview, 14 May 2026).

Likewise, Headteacher 2 stated:

> Community leaders certainly have influence over local resources and can mobilize community members when they choose to, but we have not developed any structured or deliberate way of engaging them specifically for teaching and learning materials. Occasionally we invite them as guests during graduation ceremonies or prize-giving days, but this is largely ceremonial and not connected to any resource mobilization strategy

(Headteacher 2, Interview, 06 May 2026).

The information reveals that community leaders remain largely peripheral to the resource mobilization process, with headteachers relying more heavily on parents and school committees as their primary and more accessible partners. This limited involvement appears to stem from the absence of deliberate engagement structures rather than any reluctance on the part of community leaders themselves. The findings suggest that untapped education exists within local leadership structures that, if properly and intentionally engaged, could meaningfully strengthen resource mobilization efforts in the district. The finding contrasts with Ahmed and Zahra (2022), who found that trust-building with community elders was a key enabler of resource mobilization in rural Punjab. In contrast, respondents in the present study explained that village leaders are mostly informed only after decisions have already been made, rather than being engaged as active partners from the outset.

Data in Table 1 reveal that a minority (41.6%) of teachers rated headteachers' coordination with local government authorities to obtain teaching and learning resources to a high extent. In comparison, a minority (34.8%) rated this practice at a low extent, while a minority (23.6%) expressed a moderate extent. The mean score of 3.04 indicates that headteachers coordinate with local government authorities to a moderate extent in mobilizing teaching and learning resources. This implies that collaboration with local government authorities exists but is not sufficiently extensive to address schools' resource needs consistently. During a face-to-face interview, Headteacher 6 explained:

> We do coordinate with the ward education office and occasionally with the district office, especially when reporting resource shortages during our termly reporting meetings. Sometimes this results in an allocation of extra exercise books or a small number of textbooks, but the process tends to be slow, and the quantities we eventually receive rarely match the urgency of our actual needs on the ground (Headteacher 6, Interview, 19 May 2026).

Similarly, Headteacher 9 remarked:

> Coordination with local government does exist as an official channel, but its effectiveness depends heavily on the availability of funds at the district level during any given year. In

> years when the district budget is constrained, our requests for teaching and learning resources are simply acknowledged and recorded, without any meaningful follow-up action or actual delivery of materials (Headteacher 9, Interview, 13 May 2026).

The interview revealed that coordination between headteachers and local government authorities is an established but inconsistent channel for resource mobilization, constrained primarily by fluctuating budgetary allocations at the district level. While this relationship provides a formal avenue through which schools can report their needs, its irregular responsiveness prevents it from being a fully reliable solution. This supports the moderate quantitative rating, suggesting that government coordination supplements, rather than substitutes for, other stakeholder contributions. The finding is in line with Mwalongo and Komba (2022), who found that collaboration with village governments and ward education officers improved access to locally available resources in Morogoro Region, although inconsistencies in commitment limited overall effectiveness. Similarly, respondents in the present study noted that coordination with local government exists, but its effectiveness depends heavily on the availability of district-level funds in any given year.

Data in Table 1 indicate that a majority (77.6%) of teachers rated headteachers' collaboration with non-governmental organizations (NGOs) to obtain instructional materials and teaching resources to a low extent. Conversely, an extremely minority (12.4%) rated this collaboration at a moderate extent, while an extremely minority (10.1%) rated it at a high extent. The mean score of 1.97 indicates that collaboration with NGOs occurs to a low extent. This suggests that headteachers have not adequately established partnerships with NGOs to supplement government efforts in providing teaching and learning resources. During the interview, Headteacher 1 explained:

> Honestly, we have very little connection with NGOs operating in this area. Occasionally we hear that an organization has supported a neighbouring school with textbooks or desks, but such opportunities rarely reach us directly, and we are often not even aware of which organizations are active nearby or how their support programmes are structured (Headteacher 1, Interview, 05 May 2026).

Likewise, Headteacher 7 stated:

> NGO support is uncommon in this part of the district. Most of the NGOs we come across tend to focus on health, water, or agriculture rather than education specifically. Even where education-focused organizations do exist, we lack the networks, contacts, and proposal-writing experience needed to approach them and secure meaningful support for our schools (Headteacher 7, Interview, 11 May 2026).

The interviews suggest that the near absence of NGO collaboration stems less from unwillingness and more from limited awareness, weak networks, and insufficient institutional capacity among headteachers to initiate such partnerships. This reinforces the quantitative finding that NGO collaboration is the least utilized avenue of stakeholder engagement in the district, pointing to a clear opportunity for capacity building in proposal writing and stakeholder networking. The finding contrasts with Saunders and McCotter (2023), who found that English primary schools with strong NGO collaboration experienced greater success in mobilizing supplementary teaching resources. In contrast, respondents in the present study explained that they have very little connection with NGOs and often lack awareness of which organizations operate nearby or how to approach them.

Data in Table 1 show that a majority (65.1%) of teachers rated headteachers' establishment of partnerships with local businesses and private organizations to support the mobilization of teaching and learning resources to a low extent. Conversely, a minority (20.2%) rated this practice at a moderate extent, while an extremely minority (14.6%) rated it at a high extent. The mean score of 2.19 indicates that headteachers establish partnerships with private organizations to a low extent. This suggests that opportunities to mobilize additional resources from the private sector remain largely underutilized. During a face-to-face interview, Headteacher 3 explained:

> There are a few shopkeepers and small traders around our school area, but we have never approached them formally to request support for teaching and learning resources. From time to time a trader might donate a box of chalk or a few notebooks informally out of goodwill, but this is not something we plan for, request systematically, or follow up on afterward (Headteacher 3, Interview, 07 May 2026).

Similarly, Headteacher 10 remarked:

> Local businesses in our area are mostly small-scale operations with limited capacity to

> support schools in any significant way. We have never established any formal partnership arrangement, and I suspect many business owners do not even see supporting nearby schools as part of their role or responsibility to the community (Headteacher 10, Interview, 14 May 2026).

The qualitative evidence indicates that partnerships with local businesses remain informal and sporadic rather than structured, partly due to the limited scale of local enterprises and partly due to the absence of deliberate outreach by headteachers. This corroborates the low quantitative rating and suggests that private-sector contributions, while occasionally present, are not being systematically harnessed to support resource mobilization. The finding contrasts with Boateng and Agyemang (2023), who found that Ghanaian schools cultivating strong partnerships with local businesses achieved improved access to textbooks and learning kits. However, respondents in the present study explained that local businesses in their area are mostly small-scale, with limited capacity to support schools in any structured or sustained way.

Data in Table 1 indicate that a majority (73.1%) of teachers rated headteachers' facilitation of meetings with School Committees to plan the mobilization of teaching and learning resources to a high extent. Conversely, an extremely minority (6.7%) rated this practice at a low extent, while a minority (20.2%) rated it at a moderate extent. The mean score of 3.68 indicates that headteachers facilitate School Committee meetings to a high extent. This suggests that School Committees play an active role in planning and supporting resource mobilization in public primary schools. During the interview, the DSEO stated:

> School committee meetings are one of the most functional structures we have observed consistently across schools in this district. Headteachers regularly convene these meetings, particularly at the beginning of each term, specifically to plan how resources will be mobilized, allocated, and monitored. Compared with other stakeholder engagement practices, this is one area where compliance across schools is generally strong and consistent (DSEO, Interview, 20 May 2026).

Similarly, Headteacher 5 remarked:

> We hold school committee meetings almost every term specifically to discuss our

> resource needs and plan ahead. Committee members, who include parent representatives, help us design realistic contribution schedules and also assist in monitoring how the funds raised are eventually used, which builds trust among parents (Headteacher 5, Interview, 18 May 2026).

The interview evidence confirms that school committee meetings serve as a consistent and functional platform for planning resource mobilization, supported both at the school level and acknowledged at the district oversight level. This structured engagement likely explains the high quantitative rating for this item, positioning school committees as one of the more reliable mechanisms for coordinated resource planning in Mbulu District. The finding is in line with Saunders and McCotter (2023), who found that participatory decision-making structures involving school governors were critical to successful resource mobilization in England. Similarly, respondents in the present study noted that school committee meetings are held almost every term to plan resource needs and monitor how contributions are used, which helps build trust among parents. Transformational Leadership Theory explains this outcome through its emphasis on idealized influence and shared vision, whereby leaders who consistently convene and guide collective planning strengthen stakeholders' commitment to a common goal. Consequently, the structured and regular nature of committee meetings illustrates transformational leadership in practice, accounting for the high rating recorded for this item.

Data in Table 1 reveal that a majority (56.2%) of teachers rated headteachers' consultation with stakeholders when identifying priority needs for teaching and learning resources to a high extent. In contrast, a minority (23.6%) rated this practice at a moderate extent, while an extremely minority (20.2%) rated it at a low extent. The mean score of 3.31 indicates that headteachers consult stakeholders to a moderate extent when identifying priority resource needs. This implies that stakeholder consultation is practiced, although it is not sufficiently extensive across all schools. During a face-to-face interview, Headteacher 4 explained:

> When planning which resources to prioritize each term, we usually consult the school committee and, at times, parents during general meetings, since they are the ones most readily available to us. However, we do not always extend this consultation to other stakeholders such as community leaders or local government officials, mainly because

> coordinating with them takes more time than we currently have (Headteacher 4, Interview, 08 May 2026).

Likewise, Headteacher 8 stated:

> Consultation does happen in our school, but it is often limited to those already close at hand, mainly teachers and committee members who attend our regular meetings. Broader consultation involving other stakeholder groups would require more deliberate planning and coordination than we are currently able to manage given our workload (Headteacher 8, Interview, 12 May 2026).

The interviews suggest that stakeholder consultation in identifying priority needs is practiced but remains narrow in scope, typically confined to the most accessible stakeholders rather than a comprehensive range of partners. This partly explains the moderate quantitative rating, indicating that while consultative practices exist, they have not yet matured into a fully inclusive process that draws on the wider stakeholder base. The finding is in line with Kipkoech and Ng'eno (2022), who found that inclusive planning and communication with stakeholders supported resource mobilization in Kenya. However, respondents in the present study explained that consultation is often limited to those already close at hand, mainly committee members, rather than extending to community leaders or local government officials

Data in Table 1 show that a majority (78.6%) of teachers rated headteachers' involvement of stakeholders in monitoring and managing mobilized teaching and learning resources to a low extent. Conversely, an extremely minority (11.2%) rated this practice at a moderate extent, while an extremely minority (10.1%) rated it at a high extent. The mean score of 1.82 indicates that stakeholders are involved in monitoring and managing mobilized resources to a very low extent. This suggests that stakeholder participation in resource accountability and management is inadequate in many public primary schools. During the interview, Headteacher 9 explained:

> Once resources have been mobilized, the responsibility of monitoring them is mostly left entirely to the school administration. We do not have any structured system that formally involves parents or committee members in tracking how the materials are used, stored, or distributed among classes (Headteacher 9, Interview, 13 May 2026).

Similarly, Headteacher 1 remarked:

> Stakeholders contribute resources quite willingly, but very few ever ask to be part of the monitoring process afterward, and we ourselves have not created any formal mechanism inviting them to do so. This sometimes raises quiet questions about accountability, especially among parents who wonder where their contributions ultimately ended up being used (Headteacher 1, Interview, 05 May 2026).

The information highlights a important accountability gap in the resource mobilization process, whereby stakeholders who actively contribute resources are largely excluded from subsequent monitoring and management. This corroborates the lowest quantitative rating recorded in the study and suggests that strengthening stakeholder involvement in monitoring could enhance both accountability and continued willingness to contribute in future. The finding is in line with Mwalongo and Komba (2022), who found that inconsistencies in stakeholder attendance and commitment limited the effectiveness of collaborative arrangements in Morogoro Region. Similarly, respondents in the present study explained that once resources are mobilized, monitoring is left entirely to the school administration, with no structured mechanism inviting parents or committee members to track their use

Data in Table 1 indicate that a majority (65.2%) of teachers rated headteachers' promotion of collaboration among stakeholders to improve the availability of textbooks, teaching aids, and classroom materials to a low extent. Conversely, a minority (20.2%) rated this practice at a moderate extent, while an extremely minority (14.6%) rated it at a high extent. The mean score of 2.27 indicates that headteachers promote stakeholder collaboration to a low extent in improving the availability of teaching and learning resources. This suggests that collaborative initiatives among stakeholders remain insufficient to address resource shortages. During a face-to-face interview, Headteacher 2 explained:

> Each stakeholder group in our area tends to operate quite separately from the others. Parents handle their own contributions, the school committee handles planning, and government support comes through its own distinct channel. We have not actively worked to bring these different groups together to coordinate their efforts toward shared resource goals (Headteacher 2, Interview, 06 May 2026).

Similarly, Headteacher 6 stated:

> Promoting collaboration among different stakeholders requires time, planning, and follow-up that many of us, as headteachers, struggle to prioritize given our many other administrative responsibilities. As a result, the efforts of different stakeholders tend to remain fragmented rather than genuinely coordinated (Headteacher 6, Interview, 19 May 2026).

The interview accounts indicate that stakeholder efforts in resource mobilization tend to operate in isolation rather than through deliberate coordination, largely due to headteachers' limited capacity to organize integrated collaborative initiatives. This fragmentation aligns with the low quantitative rating and suggests that the absence of a coordinating framework constrains the overall effectiveness of combined stakeholder contributions toward improving the availability of textbooks and classroom materials. The finding contrasts with Boateng and Agyemang (2023), who found that active community meetings and transparent financial practices fostered coordinated, multi-stakeholder engagement in Ghana. In contrast, respondents in the present study explained that each stakeholder group tends to operate separately, with parents, committees, and government support running through their own distinct channels rather than being deliberately coordinated.

Data in Table 1 reveal that a moderate proportion (58.5%) of teachers rated headteachers' strengthening of partnerships with stakeholders to ensure sustainable mobilization of teaching and learning resources to a low extent. Conversely, a minority (23.6%) rated this practice at a moderate extent, while an extremely minority (18.0%) rated it at a high extent. The mean score of 2.45 indicates that headteachers strengthen stakeholder partnerships to a low extent. This implies that long-term collaborative partnerships capable of sustaining resource mobilization have not been adequately developed. During the interview, Headteacher 7 explained:

> Most of our stakeholder relationships are short-term and reactive in nature, activated only when a specific need arises rather than maintained continuously throughout the year. We have not developed any lasting agreements or formal structures that would ensure resources continue flowing even after the initial need has been addressed (Headteacher 7, Interview, 11 May 2026).

Likewise, Headteacher 3 remarked:

> Sustaining these partnerships requires consistent follow-up with stakeholders, but our engagement tends to fade once the immediate resource gap has been filled. We rarely revisit existing partnerships to plan ahead for future needs until a new shortage eventually forces us to reach out again (Headteacher 3, Interview, 07 May 2026).

The interview suggests that stakeholder partnerships in Mbulu District are largely need-driven and short-lived rather than institutionalized for long-term sustainability. This reactive pattern of engagement corroborates the low quantitative rating and indicates that without deliberate strategies for maintaining ongoing stakeholder relationships, resource mobilization efforts risk remaining fragmented and vulnerable to recurring shortages. The finding is in line with Mwalongo and Komba (2022), who found that inconsistencies in stakeholder attendance and commitment limited the long-term effectiveness of collaboration in Morogoro Region. Similarly, respondents in the present study explained that most stakeholder relationships are short-term and reactive, fading once an immediate resource gap has been filled rather than being sustained through lasting agreements.

Generally, quantitative data revealed that head teachers' collaboration with educational stakeholders in enhancing the mobilization of teaching and learning resources was at a low extent, with a grand mean of 2.66. Qualitative data corroborated these results by showing that parents and School Committees were the most regularly engaged stakeholders, whereas collaboration with community leaders, NGOs, private organizations, and stakeholders in monitoring resources was limited, with partnerships also described as fragmented and largely short-term. Overall, the quantitative and qualitative findings converge to indicate that head teachers' collaboration was more established in school-level planning and immediate resource mobilization but remained limited in broader stakeholder coordination, monitoring, and sustaining partnerships for resource mobilization in public primary schools in Mbulu District.

9. Conclusion

Headteachers' collaboration with education stakeholders in enhancing the mobilization of teaching and learning resources occurs to a low extent in public primary schools in Mbulu

District, Tanzania. While engaging parents and facilitating school committee meetings support resource mobilization, collaboration with community leaders, NGOs, private organizations, and stakeholder involvement in monitoring and sustaining partnerships remains largely inadequate. Overall, stakeholder collaboration exists but is not sufficiently extensive to address the persistent resource shortages facing public primary schools in the district.

10. Recommendation for Action

Based on the conclusion, headteachers should strengthen stakeholder collaboration by establishing structured mechanisms for engaging community leaders beyond ceremonial roles, building capacity in proposal writing and networking to attract NGO support, formalizing partnerships with local businesses through sponsorship agreements, and introducing clear monitoring frameworks that involve parents and committees in tracking mobilized resources; district education authorities should also support coordinated, multi-stakeholder engagement frameworks and more predictable budget disbursement to help headteachers move from reactive, short-term partnerships toward sustainable, long-term resource mobilization.

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