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Practicability of Fundraising Used by Heads of Schools in Mobilizing Physical Resources in Public Secondary Schools in Hai District, Tanzania

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Abstract:

The study investigated the practicability of fundraising used by heads of schools in mobilizing physical resources in public secondary schools in Hai District. The study was guided by one research question. Convergent research design under a mixed methods approach was employed. The study anchored on Resource Mobilization theory. The targeted population was 1 District Secondary Education Officer, 624 teachers, and 31 heads of schools in public secondary schools in Hai District. Probability and non-probability sampling techniques were used to select 124 Teachers, 6 Heads of School and 1 DSEO, making a total of 131 respondents. Data were collected through Questionnaires, interview guides and document analysis guides. Validation of instruments was done by three research experts from Mwenge Catholic University. The reliability of quantitative data collection instruments was ensured through Cronbach alpha for Likert-type items where the coefficient determined was 0.7, hence acceptable for data collection. Credibility of qualitative data collection instruments such as interview guides and document analysis guides was ensured through triangulation. Quantitative data was analyzed using descriptive statistics to generate percentages, frequencies and means scores. Qualitative data from the interview guide was organized and analyzed thematically. The study found fundraising to be an essential strategy to bridge resource gaps, improve the availability of physical resources, and common strategies for mobilizing physical resources in public secondary schools. The study recommends that teachers and heads of schools strengthen teamwork in conducting fundraising for the mobilization of physical resources.

Keywords: *Practicability, fundraising, mobilization, physical resources*

1. Introduction

The issue of fundraising for mobilizing physical resources has been a significant concern in most of the education institutions in the world for the aim of ensuring conducive teaching and learning. The primary purpose of teaching and learning in the education process is to bring about the learner's desirable change in behavior through critical thinking (Liu & Ball, 2019). The process of education does not take place in a vacuum but rather in an environment structured to facilitate learning. In school, we might have enough money and enough human personnel, but if there are inadequate physical resources, the teaching and learning process will not take place smoothly. School physical resources consist of all types of infrastructure for academic and non-academic activities, areas for sports and games, landscapes, farms and gardens, including trees, roads and paths. Eric and Ezeugo (2019) indicated in their study that both students and teachers need physical resources, such as libraries, laboratories, good buildings, classrooms, good water supply, toilet facilities, and security for teaching and learning to take place. However, most of the public schools in Tanzania do not have them, something which calls for fundraising in order to mobilize them. In the same line, Kapur (2022) asserts that when the physical resources are satisfied, educational stakeholders will be highly committed and hence lead to excellence in the provision of services; however, it is not always the case in most public secondary schools in Tanzania as indicated by Charles and Mkulu (2020) in their study where they identified that inadequate schools' physical resources have negatively affected learners' academic performances.

Fundraising, as one of the strategies used by heads of schools in the mobilization of physical resources, refers to the process of collecting and seeking voluntary financial contributions by engaging charitable institutions, business people or governmental institutions (Gao et al., 2022). In general, fundraising has the main purpose of overcoming the never-ending insufficient funds in schools (Goa et al., 2022). There are various sources through which funds can be raised for educational activities in Tanzanian schools, such as contributions from parents. On the same line, a study conducted by Muema (2015) on integrating ICT into schools' financial management in Tanzania found that public schools involve

parents in fundraising finances during graduation. In addition to that, Godda (2018) contends that the government may not be able to meet all the development needs of public schools and recommends that community involvement should be emphasized so that they conduct fundraising in order to cover their demands on physical resources. However, the way fundraising is used in Tanzania's public secondary schools to mobilize physical resources is questionable, as communities are complaining every time. The study by Lyimo et al. (2017) found that since physical resource mobilization strategies are not adequately used, there is a deficiency of physical resources like classrooms and other classrooms are poorly constructed with scarce spacing (Mgaya & Onyango, 2022) For the case of Hai District the report shows that most of the public schools facing with insufficient physical resources which call for fundraising. These issues raise concerns about whether heads of schools are effective in using fundraising strategies to mobilize physical resources in their schools.

2. Statement of the Problem

Fundraising for Physical resource mobilization in Tanzania secondary schools is still a problem despite the efforts taken by the government to provide finances to public secondary schools to build and maintain school buildings to ensure adequate physical resources in public secondary schools. Mgaya and Onyango (2022) found that physical resources for the education system in Tanzania are always very scarce despite the strategies taken by the government, including fundraising. Despite the vital role of physical resources in the teaching and learning process, there have been complaints raised by teachers on the availability of physical resources like classrooms and laboratories due to overcrowding in class. The study recommends that teachers and school administrators strengthen teamwork while conducting fundraising for the mobilization of physical resources (Josephat, 2019; Bernard et al., 2019; Siti et al., 2020). Consequently, the studies by Mgaya and Onyango (2022) and Josephat (2019) indicate that difficulties and shortfalls in physical resource mobilization in Tanzania are related to the fundraising strategy used by heads of schools in secondary schools (Melanie et al., 2020; Mhagama & Obadia, 2022; John & Kaganga, 2022).

Furthermore, the aforementioned studies demonstrated fundraising as used in mobilizations of physical resources in schools. Much attention was placed on the effectiveness and evaluation of strategies used by heads of schools in the mobilization of physical resources in schools. Despite the mentioned kinds of literature, only a few studies have been conducted on strategies used by heads of schools in resource Mobilization. More precisely, little has been done on the practicability of fundraising in mobilizing physical resources in the Hai district. Therefore, the current study was conducted to investigate the practicability of fundraising as used by heads of schools in the mobilization of physical resources in public secondary schools of Hai District.

3. Research Question

The question that guided the study is:

- On which ways do school heads use fundraising as a strategy in mobilizing physical resources in public secondary schools in Hai District?

4. Theoretical Framework

This study is grounded in Resource Mobilization Theory (RMT). Resource Mobilization theory was originally developed by Mollenkopf and Melville (1956) and later modified by Coleman (1966). Resource Mobilization theory explains how organizations acquire the needed resources in a timely, cost-effective manner, having the right type of resources at the right time, and making the right use of acquired resources and the power to explain the various dynamics of mobilization, which involve people, time and plan; thus, ensuring optimum utilization of the same. Resource mobilization seems to be an emerging activity in many parts of the world, especially in education development. Education stakeholders, from the primary level to the tertiary level, try to mobilize resources effectively, which in this case are physical, in order to meet the expanding needs in their institutions. Resource mobilization stresses the ability of a movement's members to acquire physical resources and to mobilize people towards accomplishing the organization or community goals. Further, resource mobilization theory states that the goal is to achieve some collective good because the benefit is collective. Besides this interest and mobilization, resource mobilization theorists have been deeply interested in organizational survival and change over time as part of the organization's success (Golhasani & Hosseinirad, 2016).

In schools, physical resources are also the most essential resources because they facilitate the teaching and process but also interaction between students and teachers. Therefore, the Resource Mobilization theory calls for heads of schools to ensure that physical resources are well mobilized using fundraising activities in the school setup. However, resource mobilization should involve administration and other mobilization costs. However, it should be borne in mind that the cost of resource mobilization should be kept as minimal as it can be, as the intention of resource mobilization is to solve education needs.

4.1. Strength of Resource Mobilization Theory

The strength of the resource mobilization theory is in its power for organizational survival and change over time. Things change, and people do change in that continuous change. Resource mobilization theory helps instructions to remain firm and cope with the situation. Another aspect of the strength of resource mobilization theory is in its explanatory power to explain the various dynamics of mobilization to help identify the various resources that institutions need in order to mobilize and develop the educational features needed with the present condition of educational institutions to cope up with the ever-growing political system.

4.2. Weakness of Resource Mobilization Theory

The critical weak point of resource mobilization theory is that the theory fails to explain how groups with limited resources can succeed in bringing social change in society and in the country at large. However, the theory does not assign sufficient weight to grievances, identity and culture, as well as many macro-sociological issues.

4.3. Relevance of the Theory to the Study

The Resource mobilization theory is appropriate for the study because it brings out the aspect of resource mobilization in dynamic organizations, especially schools. Further, this theory applies to this study because it explains how resources are mobilized to meet the operational demands of an organization on the teaching and learning process.

5. Review of Empirical Studies

This section presents a review of empirical studies related to the current study. It was organized according to the themes generated from the research questions.

5.1. Fundraising of Physical Resources

Miller et al. (2020) carried out a study in the United States of America, From the Chalkboard to the Bank: Teaching Educational Leaders to be Effective Fundraisers. The study used an online survey to collect data from the sample of 300 participants, sampled from 144 different institutions in the United States of America. The study findings indicated that there are scarce funds in the schools. However, the study was conducted in the United States of America, a developed country with different advanced policies for fundraising for mobilizing physical resources since people are more exposed to and knowledgeable about fundraising in support of education compared to Tanzania. This situation shows that the way fundraising is done in the United States of America might not work properly in Tanzania. Therefore, there was still a need for the current study to be conducted to investigate how school heads use fundraising to mobilize physical resources in public secondary schools in Hai District, which is in Tanzania, as the results of the USA were not necessarily to be generalized in the area of the current study.

Yoon et al. (2020) carried out a study in Canada titled: From Bake Sales to Million-dollar School Fundraising Campaigns: The New Inequity. The main aim of the study was to examine the changing style, scale and scope of raising private funds to provide resources for public secondary schools. The study findings suggest that to cope with the problem of funds in the schools, private funds could be raised in other ways, including advertisements on the school grounds as a practical solution to build multi-sports resources. The findings also showed that in addition to fundraising to create the multiple sports facility, school friends laid out a plan to establish a charity that would continue to raise funds for ongoing maintenance of the established resources. The findings from the study (Yoon et al., 2020) indicated that school managers in Canada understand and use fundraising in the mobilization of physical resources, especially sports resources. However, fundraising for mobilizing other schools' resources like laboratories and classroom were not investigated. Filling this knowledge gap, the current study included them and inquired how fundraising is used by the Heads of schools to mobilize them.

Ghazali et al. (2022) conducted a study on the entrepreneurial leadership practices of Malaysian secondary school principals in fundraising. The study used a semi-structured interview administered to 18 participants comprising school principals' teachers and stakeholders. The documentary analysis was also used in the study whereby the minutes of the meeting and parents' teacher association (PTA) fund account documents of fundraising activities were analyzed. The study findings revealed that the school principals have a crucial role in terms of their entrepreneurial leadership styles in welcoming external parties to be involved in the school fundraising activities. This, in return, brings a higher level of expertise in fundraising. From the study findings, it was revealed that the fundraising process is conducted in Malaysian schools. While the study identified the sample size and the instruments used in data collection, it indicated neither the target population nor the research design employed. Indication of research design and target population in a study helps other researchers to know if the findings can be generalized or not. To fill this knowledge gap, the current study investigated how school heads use fundraising to mobilize physical resources in public secondary schools in Hai District.

Buys et al. (2020) conducted a study to investigate the resourcefulness of school governing bodies (SGBs) in fundraising: Implications for the provision of quality education in South Africa. A qualitative multiple case study was used to include five functional fee-paying public schools. Semi-structured interviews were held at the selected schools and were administered by the school principal, SGB Chairpersons and the treasurer of SGBs. The study found that SGBs have to conduct fundraising activities in order to supplement funders provided by the state to be able to satisfy the needs of the schools. According to the study findings, a fundraising stance is needed to cope with the problem of relying too much on school fees, which are not even well paid. Despite the findings of the study by Buys et al. (2020), the study provided more information on how effective school managers are in using fundraising as one of the strategies for the mobilization of physical resources. However, more investigation was to be done in Hai District. Therefore, the current study was conducted to assess the practicability of fundraising as one of the strategies used by heads of public secondary schools to mobilize physical resources.

Beyonyi (2022) conducted a study on Exploring Funding Models in "No-Fee" Schools in Cape Town: Evidence from Selected Public Primary Schools, South Africa. The researcher used a qualitative model whereby semi-structured guided questions were used to gather data. Intentional sampling was used whereby people are selected based on their background and expertise and then 9 people were selected. The selected sample comprised 3 principals, 3 chairs of the governing body and 3 administrators of the school's finance. Data were gathered through telephone conversations due to the COVID-19 pandemic. The finding of the study indicated that the majority of funds schools use are from the government,

while a small amount of funds is from voluntary donations. However, the findings indicated that due to government rules, schools did not succeed in bringing in some money from fundraising campaigns because they interfered with class time. The findings of this study do not inform the current study about how fundraising helps Heads of Schools in the Physical Mobilization of Physical Resources in Public Secondary Schools. Furthermore, the finding indicated that due to the COVID-19 pandemic, the researcher opted to gather data through telephone conversation. This incidence has limited the study to using a variety of data collection instruments. Therefore, to cover this knowledge gap, the current study employed triangulation to avoid biases that may result from using a single data collection instrument.

6. Summary of Literature and Demonstration of Knowledge Gap

The reviewed literature emphasized the importance for school managers to have resources that are adequate, updated, and enough to ensure the quality of teaching and learning in this process. Hence, the current study was conducted to fill that gap by assessing the extent to which these strategies and measures are used by heads of public secondary schools in Hai District to ensure the effective mobilization of physical resources. Finally, most of the reviewed studies, such as Kipkoech (2018) and Hang'andu (2022), used qualitative studies and quantitative studies, and another survey by Kipkoech (2018) that did not provide enough applicable information. Therefore, this study intends a mixed research approach in which the researcher gives equal priority to both qualitative and quantitative data.

7. Methodology

The study used a convergent design under a mixed methods approach. The target population of this study was 31 public secondary schools in Hai District, which involved 31 school heads, 1 District Secondary Education Officer and 624 public secondary school teachers. The study used both probability and non-probability sampling techniques. In probability, the study used stratified simple random sampling techniques to sample 124 teachers, while the District Education Officer was sampled purposively under non-probability sampling techniques. Heads of sampled schools were included in the study. Therefore, the total sample was 131 participants. Data were collected using questionnaires, an interview guide and a document analysis guide. Validation of instruments was done by three research experts from MWECAU. The pilot test was conducted in two schools before actual data collection. The reliability of quantitative data collection instruments was ensured through Cronbach alpha for Likert-type items where the coefficient determined was 0.7, hence acceptable for data collection. The credibility of qualitative data collection instruments - interview guides and document analysis guides - was ensured through triangulation. The quantitative data were categorized, coded and entered into the computation of descriptive statistics and inferential statistics with the aid of Statistical Package for Social Sciences (SPSS) version 26, used to run descriptive analysis to produce frequency distribution, percentages and means. The qualitative data were presented in narration and direct quotation.

8. Research Findings and Discussion

8.1. School Heads Use Fundraising as a Strategy in Mobilizing Physical Resources in Public Secondary Schools

The study examined how school heads in public secondary schools in Hai District utilize fundraising as a strategy for mobilizing physical resources. The respondents were asked to rate the extent to which the head of their school involves teachers in fundraising activities for physical resource mobilization. The data are summarized in table 1.

Items	SD		D		U		A		SA		Mean
	f	%	F	%	f	%	f	%	f	%	
1. The head of school frequently fundraisers to mobilize physical resources	25	20.2	10	8.1	15	12.1	58	46.8	16	12.9	2.47
2. The head of school involves teachers in planning for fundraising of physical resources	16	12.9	9	7.3	11	8.9	77	62.1	11	8.9	2.37
3. The head of the school involves teachers in the organization of fundraisers to mobilize physical resources	18	14.5	8	6.5	21	16.9	67	54	10	8.1	2.4
4. Our school offer enough opportunities to keep teacher' knowledge and skills up to date on fundraising for physical resource	15	12.1	16	12.9	25	20.2	58	46.8	10	8.1	2.58
5. Resource mobilization helps the public secondary schools to have a sufficient physical resource	15	12.1	7	5.6	20	16.1	61	49.2	21	16.9	2.66

Items	SD		D		U		A		SA		Mean
	f	%	F	%	f	%	f	%	f	%	
6. I consider fundraising to be an important factor in improving physical resources in schools	16	12.9	6	4.8	18	14.5	55	44.4	29	23.4	2.81
7. I am informed about fundraising for physical resources	16	12.9	9	7.3	25	20.2	61	49.2	13	10.5	2.53
8 The head of our school emphasizes fundraising for physical resource mobilization in our school	16	12.9	12	9.7	25	20.2	50	40.3	21	16.9	2.77
9. The head of our school involves parents in fundraising for physical mobilization	14	11.3	15	12.1	25	20.2	46	37.1	24	19.4	2.91
10. School fundraising helps this school mobilize physical resources	15	12.1	12	9.7	27	21.8	48	38.7	22	17.7	2.82

*Table 1: Teachers' Responses on Involvement of Teachers in Fundraising for Mobilization of Physical Resources by School Heads in Hai District (n=124)
Source: Field Data (2023).*

Key: Strongly Disagree (1), Disagree (2), Undecided (3), Agree (4) and Strongly Agree (5)

The data in table 1 indicate that 37.1% of respondents agreed that the head of school involved parents in fundraising activities, while 20.2% were undecided, 11.3% of respondents disagreed, and 12.1% strongly disagreed. In contrast, 19.4% of respondents strongly agreed (SA) with the involvement of Teachers in fundraising for physical resource mobilization. The mean score of 2.91 suggests a moderate level of involvement of parents in fundraising activities. This means that the involvement of teachers in fundraising increased commitment and support for the school's physical resource mobilization efforts. Furthermore, fundraising activities involving teachers can contribute to financial sustainability in schools. Schools can gather additional funds to supplement their budgets, allowing for the acquisition of much-needed physical resources such as laboratory equipment, textbooks, and technology infrastructure. This, in turn, can enhance the quality of education provided to students. Despite the potential benefits, it is important to recognize that not all parents may have equal capacity or willingness to participate in fundraising activities. Factors such as socioeconomic status, cultural norms, and time constraints can influence the level of parental involvement. It is crucial for school heads to consider these factors when designing fundraising strategies and ensure inclusivity and accessibility for all parents. Responses from the head of school D were put in an emphatic tone as:

Parents are everything; they need to know their learners thoroughly. Parents need to identify their schools' learning facilities so that they are in a better position to help their school learning environments effectively through fundraising. Therefore, we, the heads of schools, are sometimes inviting parents to donate physical facilities in our schools to produce good results (Personal communication 26th April, 2023).

The information from the interview shows that heads of schools recognize that parents play a crucial role in school fundraising. The information also implies that heads of schools provide opportunities for parents to take part in the schools' activities. In light of the findings from the current study, it is evident that there is room for improvement in the involvement of parents in fundraising activities for physical resource mobilization in Hai District. In general, the heads of schools have a crucial role in terms of their entrepreneurial leadership styles in welcoming external parties like parents to be involved in the school fundraising activities because school the school heads should always be opportunity seekers to ensure the availability of other schools' resources like laboratories and classroom building and their equipment. These findings align with existing literature on the role of fundraising in mobilizing physical resources in schools (Miller et al., 2020; Yoon et al., 2020; Ghazali et al., 2022), which suggests that involving parents in fundraising activities can have numerous benefits. Firstly, it fosters a sense of community engagement and ownership, where parents feel actively involved in supporting their children's education.

Therefore, school heads should explore ways to enhance parental engagement, such as fostering stronger partnerships with parents, providing clear communication channels, and creating opportunities for active participation. To further strengthen the practicability of fundraising as a strategy for mobilizing physical resources, school heads can also draw insights from successful practices reported in other contexts. For instance, studies have highlighted the importance of developing diverse fundraising approaches, including organizing events, engaging with local businesses, and leveraging online platforms. By adopting a multi-faceted approach, school heads can tap into different sources of support and maximize the potential for resource mobilization.

In addition, data in table 1 indicate that school fundraising as a strategy for mobilizing physical resources received mixed perceptions among the respondents. The extreme minority of the respondents (38.7%) agreed that school fundraising helps mobilize physical resources, while 12.1% strongly disagreed. A substantial portion of the respondents (21.8%) were undecided or neutral on the effectiveness of fundraising in resource mobilization. Additionally, a smaller

percentage of respondents disagreed (9.7%) or strongly agreed (17.7%) with the statement. It is worth noting that the mean rating of 2.82 suggests a relatively moderate agreement among the respondents regarding the role of fundraising in mobilizing physical resources. This indicates that while some teachers perceive fundraising as a viable strategy, others may have had reservations or doubts about its effectiveness. These divergent opinions call for the need for further research and exploration of the factors that influence the outcomes of fundraising initiatives in the specific context of public secondary schools in Hai District. Furthermore, the researcher had a personal interview with the head of school C and had this to say:

When the head of the school invites parents to fundraise for physical facilities in our schools, it has an impact on the mobilization of physical resources, which results in constant accumulation and availability of needed school physical facilities in our schools (Personal communication, 27th April 2023).

The information from the interview shows that parents took place in school fundraising. This implies that parent not only pay the fees of their children but also participate in school fundraising. The finding was supported by Buys et al. (2020), who conducted a study to investigate the resourcefulness of school governing bodies (SGBs) in fundraising: Implications for the provision of quality education in South Africa. The study found that SGBs have to take an entrepreneurial stance or fundraising activities in order to supplement funders provided by the state to be able to satisfy the needs of the schools. According to the study findings, a fundraising stance is needed to cope with the problem of relying too much on school fees, which are not even well paid.

While fundraising has the potential to provide additional financial resources to schools, its impact on mobilizing physical resources can be influenced by several factors. The varying levels of agreement and disagreement regarding the impact of fundraising on resource mobilization might also reflect the challenges faced by school heads in securing adequate financial support. Fundraising efforts often require substantial time, effort, and resources to plan and execute effectively. Limited community participation and competition with other schools or organizations seeking donations could pose barriers to successful fundraising campaigns. The recognition of fundraising as an important factor reflects their commitment to improving the physical resources available to students and teachers. It is crucial to address the concerns and provide support to school heads who may require additional guidance or training in implementing effective fundraising strategies.

Moreover, the data in table 1 reveal that among the school heads surveyed, 44.4% strongly agreed that fundraising is an essential factor in improving physical resources in schools. Additionally, 23.4% agreed with this statement and 12.9% indicated a level of disagreement, and 14.5% remained undecided. A small percentage (4.8%) expressed strong disagreement. The high percentage of teachers who strongly agreed or agreed with the importance of fundraising indicates a positive attitude towards this strategy. It implies that these school leaders are likely to actively engage in fundraising initiatives and seek opportunities to collaborate with community members, alumni, local businesses, and other potential donors to mobilize resources for the school. The results suggest that a substantial number of school heads in Hai District recognize the importance of fundraising as a strategy for mobilizing physical resources in public secondary schools. However, it is worth noting that a minority of teachers expressed disagreement or uncertainty regarding the importance of fundraising. This could be attributed to various factors, such as limited prior experience with successful fundraising efforts or concerns about potential challenges associated with fundraising activities.

Fundraising has been recognized as an essential approach to bridge resource gaps and improve the availability of physical resources in educational institutions. Schools often rely on external funding sources, community support, and partnerships with stakeholders to raise funds for infrastructure development, equipment procurement, and other resource-related needs. The role of fundraising as a strategy for mobilizing physical resources in schools has shown that effective fundraising initiatives can contribute to improving the quality of education and creating a conducive learning environment.

Furthermore, data from table 1 reveal that 40.3% of the respondents agreed that the head of their school emphasizes fundraising as a strategy for physical resource mobilization, while 20.2% remained undecided. On the other hand, 12.9% of the respondents expressed a strong disagreement, and 9.7% strongly disagreed with the notion of their school head emphasizing fundraising. The mean score for these items was calculated as 2.77, meaning there was a moderate level of agreement among the respondents regarding the emphasis on fundraising. Besides, the moderate level of agreement among respondents may indicate the presence of other strategies used by school heads in addition to fundraising. It is crucial to explore and understand these alternative strategies to gain a comprehensive understanding of the practicability of resource mobilization efforts in public secondary schools in Hai District. Potential strategies could include grant applications, partnerships with local businesses, seeking donations from alumni, and pursuing government funding opportunities. However, it is worth noting that the relatively low percentage of respondents who strongly agreed or agreed with the emphasis on fundraising suggests that there may be room for improvement in this area. In the same line, the researcher had a personal interview with DEO and had this to say:

Fundraising strategy is conducted in the fever of resourcing secondary schools to mobilize physical resources because most of the heads of schools failed to achieve their goal due to insufficient funds from the government. Resource mobilization helps many public secondary schools to have sufficient physical resources (Personnel communication 1st May 2023).

The information from the interview indicates that when school heads prioritize fundraising, it indicates their recognition of the importance of resource mobilization and their commitment to addressing resource challenges. This implies that the emphasis on fundraising can serve as a catalyst for engaging teachers, students, parents, and the community in collaborative efforts to mobilize resources for the school. It is essential for school heads to effectively communicate the purpose and benefits of fundraising initiatives to enhance buy-in and participation from stakeholders.

Engaging the entire school community and fostering a sense of ownership and pride in fundraising activities can lead to increased support and success in mobilizing physical resources.

The findings from this study concur with previous literature by Yoon et al. (2020), who carried out a study in Canada titled: From Bake Sales to Million-dollar School Fundraising Campaigns: The New Inequity. The main aim of the study was to examine the changing style, scale and scope of raising private funds to provide resources for public secondary schools. The study findings revealed that school managers failed to achieve their goals due to insufficient funds from the government. The study findings suggest that to cope with the problem of funds in the schools, private funds could be raised in other ways, including advertisements on the school grounds as a practical solution to build multi-sports resources.

Finally, data in table 1 indicate that teachers' perceptions regarding the effectiveness of fundraising as a strategy for mobilizing physical resources vary. The majority of respondents (49.2%) agreed that resource mobilization through fundraising helps public secondary schools in Hai District to have sufficient physical resources. This suggests that fundraising efforts have been somewhat successful in meeting the resource needs of schools. However, it is worth noting that a considerable proportion of teachers (16.1%) were uncertain (Undecided) about the effectiveness of fundraising in mobilizing physical resources. Additionally, a considerable number of respondents expressed a neutral stance (16.9%) or disagreed (5.6%) with the statement. A smaller percentage of teachers (12.1%) even strongly disagreed with the notion that fundraising is an effective strategy for resource mobilization. It is evident that a majority of the teachers perceive fundraising as an effective strategy for mobilizing physical resources for public secondary schools in Hai District. The high percentage of "A" ratings suggests that teachers recognize the positive impact of fundraising efforts on resource availability. However, it is worth noting that a notable percentage of teachers (12.1%) expressed some level of disagreement or uncertainty regarding the effectiveness of fundraising. This implies that there might be varying perspectives or experiences among teachers regarding the outcomes of fundraising efforts. The head of school B and has this to say:

The heads of schools involve teachers in organizing fundraisers to mobilize physical resources... Our schools offer opportunities to our teachers to keep them knowledgeable and skilled up to date in fundraising activities (Personnel communication, 2nd May, 2023).

The information from the interview is that school fundraising is not only the duty of the head of the school but also of the teachers. This implies that to address the concerns and skepticism of teachers who expressed uncertainty or disagreement, school heads need to engage in open and transparent communication about the impact of fundraising efforts. Sharing success stories, showcasing tangible improvements resulting from fundraising, and involving teachers in decision-making processes related to resource allocation can help build trust and encourage broader participation in fundraising activities. This finding aligns with existing literature by Miller et al (2020), who carried out a study in the United States of America, From the Chalkboard to the Bank: Teaching Educational Leaders to be Effective Fundraisers. The study findings indicated that there are scarce funds in the schools, which emphasizes the significance of fundraising in securing additional resources for schools. Research and studies have consistently highlighted the importance of resource mobilization through fundraising as a means to address the resource constraints often faced by public schools. Fundraising activities such as events, campaigns, and partnerships with stakeholders can generate financial support, which can be utilized to improve the physical infrastructure and acquire necessary resources such as textbooks, laboratory equipment, and sports facilities.

Therefore, it is essential for school heads to consider the local context and cultural norms when implementing fundraising strategies. Tailoring fundraising initiatives to the specific needs and preferences of the community can enhance their effectiveness. Engaging teachers, parents, alumni, local businesses, and community organizations can foster a sense of ownership and collective responsibility for resource mobilization.

9. Conclusion and Recommendation

9.1. Conclusion

Based on the findings, the study concluded that the fundraising strategy is practical in schools of Hai District in the sense that heads of schools involved teachers, parents and the community at large in mobilizing school physical resources. This made fundraising for physical resources mobilization play an essential part in solving the problem of shortage of physical resources in Hai District. However, some participants of the study were uncertain about the practicability of fundraising for mobilizing physical resources.

9.2. Recommendation

The study recommended that heads of schools should increase the involvement of teachers and other educational stakeholders in mobilizing school physical resources through school fundraising. In addition, the government should strengthen training among heads of schools in order to enrich them with skills and knowledge on how to conduct fundraising for physical resource mobilization.

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