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The Extent to Which School Committees Employ Fundraising Strategies to Enhance the Availability of Teachers' Houses in Public Primary Schools in Bukombe District, Tanzania

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Abstract: This study examined the extent to which school committees used fundraising strategies to improve the availability of teachers' houses in public primary schools in Bukombe District, Tanzania. The study was guided by Resource Mobilisation Theory, developed by John McCarthy and Mayer Zald in 1977, which emphasises mobilising and effectively utilising resources to achieve organisational goals. A convergent research design under a mixed-research methods were used to collect and integrate quantitative and qualitative data. The study covered 100 public primary schools, with a target population comprising 1,440 individuals, including 100 head teachers, 1,269 teachers, 70 school committee members, and one District Primary Education Officer (DPEO). A sample of 208 participants was selected from 10 public primary schools, comprising 10 head teachers, 127 teachers, 70 school committee members, and one DPEO. Simple random, criterion-based purposive, stratified random, census, and total purposive sampling techniques were employed to select participants. Data were collected using questionnaires and interview guides. Three research experts in Education Planning and Administration at Mwenge Catholic University reviewed the data collection instruments to establish validity. The reliability of the questionnaires was assessed using Cronbach's Alpha, yielding coefficients of 0.793 for teachers and 0.725 for school committee members. The trustworthiness of qualitative data was ensured through credibility, which was enhanced through triangulation of data from different instruments and participant groups. Quantitative data were analysed using descriptive statistics, including frequencies, percentages, and means, with SPSS version 27, whereas qualitative data were analysed thematically. The findings revealed that school committees employed fundraising strategies to a low extent, as indicated by grand mean scores of 2.40 among teachers and 2.34 among school committee members. However, school committee members rated parental involvement in fundraising events and regular community mobilisation relatively highly, with mean scores of 3.97 and 3.66, respectively. The researcher concludes that school committees used fundraising strategies to a limited extent to improve the availability of teachers' houses. The researcher recommends strengthening stakeholder participation, regular community mobilisation, transparency and accountability in managing fundraised resources, and effective utilisation of mobilised resources to improve the availability of teachers' houses.

Keywords: *Fundraising Strategies, School Committees, Teachers' Houses, Resource Mobilisation, Public Primary Schools.*

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I. INTRODUCTION

Teachers' housing plays a crucial role in ensuring their job satisfaction and their ability to deliver quality education effectively. Adequate housing, as part of decent work, enhances teachers' health, productivity, and professional engagement (Eze & Turyamureeba, 2024). Teachers' houses are residential accommodations specifically for teachers, typically located on or near school premises (Mussa & Abdallah, 2020). These houses are designed to address housing needs and support teachers' professional roles by offering safe, affordable, and convenient living spaces. However, the housing shortage remains a major barrier, leading to absenteeism, low morale, and difficulty retaining qualified teachers (UNESCO, 2023). Inadequate housing forces most teachers to live far from schools, increasing travel time, reducing teaching hours, and limiting community involvement (UNICEF, 2022). The working environment for teachers, particularly access to adequate housing, remains a critical global challenge that significantly affects teacher retention, motivation, and performance (Kafu, 2022). Therefore, ensuring teacher housing is vital to improving pupils' educational outcomes.

Globally, Several European countries are currently facing teacher housing shortages, which have contributed to recruitment and retention difficulties in the education sector. In the Netherlands, particularly in Amsterdam, the shortage of affordable housing has worsened the teacher shortage, as many educators cannot afford to live near their schools (NL Times, 2024). Similarly, on the island of Vlieland, local authorities have constructed tiny houses adjacent to a school to provide accommodation for teachers struggling to find affordable housing (NL Times, 2025). In Portugal, the municipality of Cascais has begun planning to provide affordable housing for teachers, acknowledging that high housing costs near Lisbon have made it difficult to attract and retain qualified staff (Euronews, 2024). The issue is also evident in Ireland, where teacher unions have raised concerns that the housing crisis is undermining education delivery by discouraging teachers from working in expensive urban areas (Euronews, 2022). In Spain, particularly on the island of Ibiza, many teaching positions remain unfilled because teachers cannot find reasonably priced housing amid high rents and limited rental availability (Cazahar, 2023). Likewise, in Greece, teachers have increasingly declined postings in remote island schools because rents are unaffordable and housing options are limited, with some resorting to sleeping in cars or temporary accommodations (The National Herald, 2023). These cases illustrate a growing European trend where housing crises intersect with teacher shortages, posing significant challenges to the stability and quality of education systems.

In many parts of Asia, particularly in countries like India and Nepal, teachers in rural and remote areas face a significant shortage of adequate housing. This lack of adequate accommodation poses a major challenge to teacher recruitment and retention in these regions. Without access to nearby housing, many teachers must commute long distances daily, often over difficult terrain and in unreliable transportation conditions. This affects their punctuality and energy levels and compromises the quality of education they deliver. In more severe cases, the lack of suitable living conditions forces teachers to abandon their posts altogether, leading to high turnover and chronic understaffing in rural schools. As a result, children in these underserved areas suffer poorer educational outcomes. Despite inadequate teachers' housing, it remains unclear to what extent school committee members in Bukombe District use the available housing, leaving a gap this study seeks to address.

In western Africa, nations such as Nigeria and Ghana face similar challenges, including inadequate housing, which drives high teacher attrition in rural schools and affects educational outcomes (Adeyemi & Adu, 2022; Asare & Mensah, 2021). South Africa faces persistent teacher housing deficits, particularly in rural areas, where historical inequalities have exacerbated infrastructure shortages, forcing many teachers to live far from their schools and affecting their punctuality and morale (Mnguni & Mahlangu, 2022). In East Africa, countries such as Kenya, Uganda, and Tanzania face similar issues. Kenya's free primary education initiative increased student enrollment. Still, it strained existing resources, including teacher housing (Njoroge & Gathua, 2021), while rural schools in Uganda lack the financial capacity to provide sufficient housing (Kabale & Mwesigwa, 2020).

In Tanzania, poor physical infrastructure is a major challenge in public educational institutions, with many schools lacking essential facilities, including teachers' houses (Issa et al., 2023). To address this issue, the Tanzanian government committed to building teachers' houses in rural and remote regions through the Education Sector Development Plan (2016/17-2020/21). This plan aimed to address the acute housing shortages teachers face in these areas. Additionally, the Education and Training Policy (2014, revised 2023) emphasises adequate infrastructure, including teacher housing, to improve education quality. Despite these government efforts, a BEST (2023) report highlights the ongoing housing deficit. The country requires 246,893 teachers' houses, but only 48,806 are available, leaving a shortage of 198,087 houses, equal to 80.2% of the total needed nationwide. This gap underscores the continued challenge of providing adequate housing for teachers, a critical issue for improving teacher job performance and the overall quality of education.

School committees play a crucial role in resource mobilisation and in implementing strategies to address infrastructure deficits, including teacher housing, in their respective areas. The Education Act No. 25 of 1978, as amended by No. 10 of 1995, section 39, requires the establishment of pre-primary and primary school committees responsible for managing and maintaining schools (URT, 2002, Cap 353). Various government circulars have reviewed the functions and establishment of these committees to make them effective in enhancing the quality of education. Education Circular No. 1 of 2018, which improved on the previous Education Act, provides guidelines for establishing school committees. School committees must consist of a

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chairperson, vice-chairperson, secretary (head teacher), an academic teacher, a teacher's representative, a Ward Executive Officer, two representatives from community leaders, and five parent representatives. The circular also outlines several key responsibilities for school committees, including enhancing the construction and maintenance of school infrastructure, including teachers' houses (URT, 2018). The guidelines aim to ensure school committees are representative and collaborative, bringing together various stakeholders to address poor infrastructure in Tanzanian public schools. To address these issues, school committees are encouraged to implement a fundraising strategy to collect funds for the construction of teachers' housing. Despite the clear emphasis given in the circular, there are doubts about the contribution of the fundraising strategy in enhancing school infrastructure, including teachers' houses, as revealed by Mussa and Abdallah (2020), who found that 75% of teachers identified having no housing near schools as a significant challenge, leading to teachers' long travels and absenteeism.

Despite the government's efforts to construct teachers' houses, Bukombe is among the districts with the highest shortage of teachers' houses in Tanzania. According to BEST (2023), the overall trend of teachers' houses in public primary schools was disheartening, as shown in Table 1.

Table 1 Number of Teachers' Houses, 2019-2023

YEAR	Required	Available	Shortage	Shortage %
2019	1792	161	1631	91.01
2020	2046	166	1880	91.8
2021	1972	167	1805	91.53
2022	2266	180	2086	92
2023	2255	174	2081	92.28

Source: Basic Education Statistics in Tanzania (BEST) 2019-2023

Table 1 presents the availability of teachers' houses in Bukombe District, Tanzania, from 2019 to 2023. The statistics indicate a persistent shortage of teachers' houses, with the demand increasing from 1,792 houses in 2019 to 2,255 in 2023. In contrast, the number of available houses increased only marginally from 161 to 174 during the same period. Consequently, the housing shortage remained above 90%, reaching 92.28% in 2023 (BEST, 2019–2023). These statistics show a substantial gap between the demand for and availability of teachers' houses in Bukombe District, highlighting the need for deliberate efforts to mobilise resources to improve teachers' housing conditions. The shortage of teachers' houses in Bukombe District raises concerns beyond providing physical accommodation, as it may also affect teachers' job satisfaction, retention, personal security, and overall well-being. Teachers without accommodation near their schools may struggle to commute long distances, particularly early in the morning and late in the evening. Such circumstances may expose them to physical exhaustion and security risks. Previous studies have documented challenges associated with teachers' accommodation and commuting conditions in Tanzania (URT, 2018; Mussa & Abdallah, 2020; Issa et al., 2023). These concerns highlight the need to strengthen efforts to improve the availability of teachers' houses within the district. Given the persistent shortage of teachers' houses in Bukombe District, school committees have an important responsibility to mobilise resources and engage stakeholders in addressing the housing challenge. School committees employ strategies such as fundraising, strategic planning, community mobilisation, and partnerships with non-governmental organisations. However, the extent to which these strategies are employed to enhance the availability of teachers' houses requires empirical examination. Therefore, this study examined the extent to which school committees used fundraising strategies to improve the availability of teachers' houses in public primary schools in Bukombe District, Tanzania.

➢ *Statement of the Problem*

The persistent inadequacy of teacher housing in public primary schools in Bukombe District remains a critical and unresolved problem that demands urgent attention. This problem has been widely criticised by teachers, education administrators, and community members, who argue that it contributes to teacher absenteeism, high turnover, and a decline in educational quality (Mussa, 2020; Issa et al., 2023; BEST-URT, 2023). Despite government interventions such as the Education Sector Development Plan (2016/17-2020/21), Bukombe District continues to experience acute shortages of teacher housing. According to the Basic Education Statistics in Tanzania (BEST, 2023), over 90% of the required teacher housing remains unavailable, with little progress made over the years. The persistence of inadequate teacher housing raises concerns about the effectiveness of fundraising strategies in increasing housing availability in public primary schools. If this problem is not addressed, it will continue to contribute to high levels of teacher absenteeism and turnover, as many educators are forced to travel long distances or leave their posts due to housing shortages. Previous studies, such as Issa et al. (2023) and Mussa (2020), have examined broader challenges related to resource inadequacies in Tanzanian schools. However, limited research has focused on the specific strategies school committees use to increase the availability of teachers' housing. Therefore, this study examined the extent to which school committees use fundraising strategies to increase the availability of teachers' housing in public primary schools in Bukombe District, Tanzania.

➢ *Research Question*

To what extent do school committees employ fundraising strategies to enhance the availability of teachers' houses in public primary schools in Bukombe District, Tanzania?

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➢ *Significance of the Study*

This study is significant for various educational stakeholders. Teachers will benefit from improved housing conditions, which will enhance their job satisfaction, retention, and overall commitment to their schools. School committee members will gain practical insights into strengthening their capacity in resource mobilisation, strategic planning, and building effective collaborations with NGOs and private partners. Pupils stand to benefit indirectly through greater teacher stability, which contributes to a more supportive and consistent learning environment. Education officers will obtain empirical evidence to refine supervision and support mechanisms for school committees, ensuring that housing projects are effectively planned, monitored, and implemented. Policymakers will receive data-driven recommendations to guide policies that promote resource adequacy, community participation, and sustainable housing initiatives for teachers. Academically, the study will contribute to the existing body of knowledge by offering empirical insights into how school-committee strategies enhance the availability of teachers' housing, thereby advancing theoretical perspectives on strategic resource management, collective action, and multi-sectoral partnerships in education. The study findings will support the practical application of resource mobilisation theory.

➢ *Theoretical Framework*

This study was guided by Resource Mobilisation Theory (RMT), developed by McCarthy and Zald (1977), which explains how organised groups mobilise, coordinate, and utilise resources to achieve collective goals. The theory assumes that achieving organisational objectives depends on the ability to identify, acquire, coordinate, and use available financial, material, human, and organisational resources effectively. In educational settings, RMT provides a useful framework for understanding how school committees mobilise resources to address school development needs. One major strength of the theory is its emphasis on practical processes of resource acquisition, organisation, networking, and utilisation. However, it has the limitation of giving less attention to social, cultural, political, and contextual factors that may influence collective action. In rural areas such as Bukombe District, factors including community willingness to contribute, household economic conditions, stakeholder trust, local leadership, government policies, and stakeholder cooperation may affect fundraising outcomes. Therefore, resource availability does not necessarily guarantee effective utilisation.

RMT was relevant to this study because it provided a suitable framework for examining how school committees employed fundraising strategies to enhance the availability of teachers' houses in public primary schools. School committees may mobilise financial and material resources through contributions from parents, community members, government authorities, non-governmental organisations, development partners, and other stakeholders. The theory supports the view that effective fundraising requires committees to identify potential resource sources, mobilise stakeholders, coordinate contributions, and direct resources towards identified housing needs. It further explains how the extent of resource mobilisation may influence outcomes such as the construction, completion, renovation, and improvement of teachers' houses. Thus, RMT provided a practical basis for explaining how organised fundraising efforts could transform limited local resources into teachers' accommodation and help address housing shortages in public primary schools in Bukombe District.

II. REVIEW OF EMPIRICAL STUDIES

This section critically examines empirical studies across diverse contexts, covering research from developed regions such as Europe, North America, and Asia, as well as studies conducted within Africa, East Africa, and, more specifically, Tanzania.

➢ *The Extent to which School Committees Employ Fundraising Strategy to Enhance Availability of Teachers' Houses in Public Primary Schools*

A fundraising strategy plays a crucial role in increasing the availability of teachers' housing in public primary schools. By mobilising resources from various stakeholders, including parents, local communities, and external partners, these committees can address the challenges posed by inadequate government funding. Effective fundraising not only provides the necessary financial support but also fosters ownership and community involvement in educational development. This theme examines the extent to which school committees use fundraising strategies to improve the availability of teachers' housing.

Schmidt and Müller (2022) conducted a mixed-methods study in Bavaria, Germany, to examine the role of school boards in fundraising to support teacher housing in public primary schools. The study used stratified sampling to select 35 school heads and 70 committee members. The study collected data through questionnaires and interviews, focusing on fundraising activities such as local events and targeted donor campaigns. Findings indicated that school committees largely employed fundraising strategies to improve the availability of teachers' houses, which significantly contributed to their construction and maintenance. This study provides valuable insights into the effectiveness of fundraising strategies in enhancing teacher housing. However, it was conducted in a country with a different environment and level of development, so the findings may not apply to the Tanzanian context. Therefore, the current study was conducted in Bukombe district, Tanzania, to generate findings applicable in Tanzania.

Tan and Lim (2022) conducted a qualitative case study in Singapore to investigate fundraising strategies employed by school committees in public primary schools. The study covered 10 schools and collected data through interviews with school heads, teachers, and committee members. Findings revealed that, to a moderate extent, school committees employed fundraising strategies to enhance the availability of teachers' houses. The study provided useful insights into school committees' experiences and practices in implementing fundraising activities. However, the study was conducted in Singapore, where the educational financing

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system, economic conditions, community resource mobilisation practices, and institutional arrangements differ from those in Tanzania. Consequently, its findings may not adequately reflect the contextual realities facing school committees in Tanzanian public primary schools, particularly in Bukombe District. This contextual gap informed the current study, which examined the extent to which school committees employed fundraising strategies to enhance the availability of teachers' houses in public primary schools in Bukombe District, Tanzania.

Diop and Toure (2023) investigated the effectiveness of fundraising initiatives by school committees in public primary schools in Dakar, Senegal, using a descriptive survey design. The study sampled 15 school heads and 150 teachers through multistage sampling. Findings indicated that, to a limited extent, school committees used fundraising strategies to improve the availability of teachers' housing. However, the study emphasised the importance of monitoring fundraising outcomes and ensuring transparent resource allocation. Despite these findings, the study primarily focused on urban schools, leaving rural contexts and the unique challenges they face largely unexplored. The current study in Tanzania addresses this gap by examining how school committees in rural settings manage fundraising to improve the availability of teachers' housing.

Mwangi and Odhiambo (2024) conducted a phenomenological study on the role of school committees in mobilising resources for teachers' housing in public primary schools in Nairobi, Kenya. Thirty participants, including school heads and committee members, were purposively selected. Data were collected through in-depth interviews and analysed thematically. Findings revealed that school committees largely used fundraising strategies to increase the availability of teachers' housing, achieved through collaborative fundraising, leveraging local networks, and partnering with NGOs. The study emphasised the significance of teamwork and external collaborations in resource mobilisation. The research relied on qualitative methods, leaving the measurable outcomes of fundraising strategies less examined. The current study in Bukombe District, Tanzania, builds on these findings by employing a mixed-methods approach to capture both the processes and measurable outcomes of school committee fundraising strategies.

Khamis (2023) examined fundraising strategies employed by school committees to support infrastructure projects, including teachers' houses, in public primary schools in Moshi, Tanzania. The study used a qualitative case study design across six schools with 48 participants. Findings revealed that, to a limited extent, school committees used fundraising strategies to improve the availability of teachers' housing. However, the study primarily focused on descriptive accounts of fundraising activities, leaving the contribution of different strategies and their direct impact on teachers' housing less explored. The study also paid limited attention to how committees coordinate fundraising efforts and systematically engage stakeholders. The current study in Bukombe District addressed these gaps by examining the extent to which school committees use various fundraising strategies to improve teachers' housing.

- *Demonstration of Knowledge Gaps*

The reviewed studies reveal several gaps that justify the current study. Schmidt and Müller (2022) examined the role of school boards in fundraising to support teachers' housing in Bavaria, Germany. Although the study established the importance of organised fundraising and donor campaigns, it was conducted in a different educational and socio-economic context, leaving uncertainty about how school committees employ similar strategies in Tanzanian public primary schools. Tan and Lim (2022) investigated fundraising strategies used by school committees in Singapore and found that they were used to a moderate extent. However, the study was conducted in Singapore, whose educational financing arrangements and institutional environment differ from Tanzania's. Therefore, its findings may not adequately explain the extent of fundraising strategy implementation in Tanzanian public primary schools.

Similarly, Diop and Toure (2023) examined fundraising initiatives in public primary schools in Dakar, Senegal. The study identified local sponsorships and community fundraising events as important resource mobilisation practices. However, its focus on urban schools left rural educational settings insufficiently examined, particularly the resource mobilisation challenges school committees face in rural Tanzania. Mwangi and Odhiambo (2024) investigated the role of school committees in mobilising resources for teachers' housing in Nairobi, Kenya. Although the study highlighted collaborative fundraising, local networks, and NGO partnerships, its qualitative design captured participants' experiences. Still, it did not establish the measurable extent to which school committees used fundraising strategies. Furthermore, the findings came from an urban Kenyan context, leaving the situation in Tanzanian public primary schools unexplored.

In the Tanzanian context, Khamis (2023) examined fundraising strategies school committees used to support infrastructure projects, including teachers' houses, in public primary schools in Moshi. The study found that community mobilisation, engagement with local businesses, and transparent financial reporting were among the practices used to mobilise resources. However, its general focus on infrastructure projects, together with its qualitative case study design, provided limited measurable evidence on the extent to which school committees used fundraising strategies specifically to improve the availability of teachers' houses. Moreover, the study was conducted in Moshi, leaving the circumstances of public primary schools in Bukombe District insufficiently explored.

Methodologically, the reviewed studies employed different research designs, including qualitative case studies, phenomenological approaches and descriptive surveys. Although these approaches provided useful insights into fundraising practices, the reviewed literature revealed limited integration of quantitative and qualitative evidence to establish both the extent of strategy implementation and

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stakeholders' experiences. Contextually, most studies were conducted outside Tanzania, while the available Tanzanian evidence did not specifically establish the extent of fundraising strategy implementation in Bukombe District. Regarding the knowledge gap, limited empirical attention has been given to determining whether school committees employ fundraising strategies to a low, moderate or high extent to enhance the availability of teachers' houses in public primary schools. Therefore, the current study addressed these methodological, contextual, and knowledge gaps by employing mixed-methods research to examine the extent to which school committees use fundraising strategies to enhance the availability of teachers' houses in public primary schools in Bukombe District, Tanzania.

III. METHODOLOGY

The study utilised a convergent design within mixed-methods research, in which both qualitative and quantitative data were collected concurrently and analysed separately before being merged during interpretation to provide a comprehensive understanding of the strategies employed by school committees and their contribution to teachers' housing availability in Bukombe District public primary schools. The study covered 100 public primary schools in Bukombe District, Tanzania. The target population comprised 1,440 individuals, including 100 head teachers, 1,269 teachers, 70 school committee members and one District Primary Education Officer (DPEO). The sample size was determined based on guidance from Creswell and Creswell (2023), who recommend a sample size of 10% to 30% for studies involving large populations, depending on the research design and available resources. Using this guidance, a total sample of 208 respondents was selected, comprising 10 head teachers, 127 teachers, 70 school committee members and 1 DPEO. Sampling techniques included simple random, criterion purposive, stratified random, senses, and total population sampling.

Data were collected using questionnaires and interview guides. The data collection instruments for both qualitative and quantitative data were validated by research experts in Education Planning and Administration from MWECAU. Reliability of the Likert-scale items in the questionnaires was assessed using Cronbach's Alpha coefficient. The analysis yielded coefficients of 0.793 for teachers and 0.725 for school committee members. Both coefficients exceeded the recommended minimum threshold of 0.70, indicating acceptable internal consistency of the questionnaire items (Hair et al., 2019). The trustworthiness of the qualitative data was ensured through credibility, dependability, confirmability, and transferability. Credibility was enhanced by triangulating data from different instruments and participant groups. Peer debriefing with research supervisors and colleagues helped review and refine data interpretations. Dependability was ensured through systematic documentation of all stages of data collection and analysis, thereby maintaining consistency in the research process. Confirmability was achieved by grounding the findings in participants' responses, while transferability was enhanced through clear, detailed descriptions of the study context, participants, and procedures. Quantitative data were analysed using descriptive statistics, including frequencies, percentages, and means, using the Statistical Package for the Social Sciences (SPSS) version 27. Qualitative data were transcribed, organised, coded, categorised, and analysed thematically before presentation, interpretation, and discussion. The study observed ethical principles by obtaining the necessary research permits, securing informed consent from participants, maintaining confidentiality and anonymity, and ensuring voluntary participation.

IV. FINDINGS AND DISCUSSIONS

The researcher examined the extent to which school committees use fundraising strategies to improve the availability of teachers' houses in public primary schools in Bukombe District, Tanzania. The researcher collected data for this objective from key informants, including teachers (n=125), head teachers (n=10), and school committee members (n=65). The researcher collected data on this aspect from teachers and school committee members through questionnaires, while heads of schools provided information through interview guides. A five-point Likert scale was used for data analysis, where 1 = Very Low Extent (VLE), 2 = Low Extent (LE), 3 = Moderate Extent (M), 4 = High Extent (HE), and 5 = Very High Extent (VHE). The frequency and percentage distribution of responses were interpreted using the following categories: ≤20% = extremely minority; 21-49% = minority; 50-59% = moderate; 60-69% = majority; 70-89% = very high majority; 90-99% = extremely majority; and 100% = overwhelming majority (Habibpour et al., 2009). Mean scores were interpreted according to the guidelines of Boone and Boone (2012), where values of 1.00-1.79 indicate Very Low Extent, 1.80-2.59 indicate Low Extent, 2.60-3.39 indicate Moderate Extent, 3.40-4.19 indicate High Extent, and 4.20-5.00 indicate Very High Extent. In addition, respondents who selected Very Low Extent or Low Extent reported that school committees employ fundraising strategies to a minimal or negligible extent to enhance the availability of teachers' houses. Those who selected Moderate Extent perceived that school committees employ fundraising strategies to a moderate extent, suggesting that although committees may mobilise financial resources from parents, community members, and other stakeholders to support the construction or improvement of teachers' houses, the full potential of fundraising activities may not yet have been realised. Conversely, respondents who selected High Extent or Very High Extent perceived that school committees employ fundraising strategies to a substantial or very high extent to enhance the availability of teachers' houses in public primary schools. The information is found in Table 2.

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Table 2 Teachers and School Committee Members' Responses on the Extent to Which School Committees Employ Fundraising Strategies to Enhance the Availability of Teachers' Houses in Public Primary Schools (n = 25 for Teachers) and (n=65 for School Committee Members).

		VLE		LE		ME		HE		VHE		
	R	**f**	**%**	**f**	**%**	**F**	**%**	**f**	**%**	**f**	**%**	**Mean**
Transparency in the management of raised funds contributes to the construction of teachers' houses	Teachers	56	45	25	20	27	22	11	8.8	6	4.8	2.09
	SCM	16	25	18	27.7	16	25	13	20	2	3.1	2.49
2. Regular mobilisation of parents results in the construction of teachers' houses.	Teachers	48	38	41	32.8	19	15	10	8	7	5.6	2.10
	SCM	27	42	21	32.3	10	15	6	9.2	1	1.5	1.97
3. Voluntary contributions enable the construction of teachers' houses.	Teachers	59	47	32	25.6	20	16	10	8	3	2.4	2.7
	SCM	25	39	17	26.2	16	25	5	7.7	2	3.1	2.11
4. Sensitisation campaigns supporting the construction of teachers' houses	Teachers	64	51	33	26.4	18	14	5	4	5	4	1.83
	SCM	21	32	26	40	10	15	7	11	1	1.5	2.09
5. Community participation in fundraising events helps build teachers' houses.	Teachers	61	49	32	25.6	23	18	4	3.2	4	3.2	2.63
	SCM	29	45	14	21.5	10	15	8	12	4	6.2	2.14
. Parental involvement in fundraising events led to the construction of teachers' houses.	Teachers	50	40	39	31.2	28	22	3	2.4	4	3.2	2.74
	SCM	12	19	22	33.8	21	32	5	7.7	4	6.2	3.97
. Using social media to mobilise funds promotes the construction of teachers' houses.	Teachers	73	58	26	20.8	19	15	3	2.4	4	3.2	1.71
	SCM	21	32	25	38.5	13	20	6	9.2	0	0	2.06
8. Involvement of teachers in fundraising events sensitises the construction of teachers' houses	Teachers	58	46	35	28	22	18	7	5.6	3	2.4	1.9
	SCM	25	39	22	34	11	17	5	7.7	2	3.1	2.03
9. Regular community mobilisation fosters the construction of teachers' houses.	Teachers	54	43	32	25.6	26	21	5	4	8	6.4	2.05
	SCM	15	23	31	47.7	11	17	6	9.2	1	1.5	3.66
). Accountability in managing raised funds improves the construction of teachers' houses.	Teachers	57	46	27	21.6	28	22	6	4.8	7	5.6	2.03
	SCM	20	31	18	27.7	16	25	9	14	2	3.1	2.31
Grand Mean	**SCM**											**2.34**
	Teachers											**2.40**

Data in Table 2 indicate that a very high majority of teachers (70.8%) and a very high majority of school committee members (74.3%) rated regular mobilisation of parents as resulting in the construction of teachers' houses to a very low extent and a low extent. In contrast, an extremely minority of teachers (13.6%) and an extremely minority of school committee members (10.7%) rated this aspect to a high extent and a very high extent. Meanwhile, an extremely minority of teachers (15.0%) and an extremely minority of school committee members (15.0%) indicated that regular mobilisation of parents results in the construction of teachers' houses to a moderate extent. The mean scores of 2.10 for teachers and 1.97 for school committee members indicate that regular mobilisation of parents results in the construction of teachers' houses to a low extent. This implies that regular mobilisation of parents makes only a limited contribution to the construction of teachers' houses in public primary schools in Bukombe District; as a result, the inadequacy of teachers'

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houses persists. The quantitative data are further supported by qualitative evidence from heads of schools and the District Primary Education Officer. When heads of schools were asked to respond to the statement that regular mobilisation of parents results in the construction of teachers' houses during a face-to-face interview, Head of School 3 had this to say:

We usually mobilise parents through school meetings and encourage them to contribute towards the construction of teachers' houses. However, parents' response has been low because many cannot make substantial financial contributions. As a result, the amount collected through these efforts has not been sufficient to complete the teachers' houses (Interview with Head of School 5 on 20th July, 2026).

- *Similarly, Head of School 9 Commented:*

The school committee has made several efforts to involve parents in fundraising for teachers' houses, but the contributions received have been relatively small. Parents participate when they can, although their economic circumstances limit their ability to contribute regularly. Therefore, parental mobilisation alone has not resulted in significant construction of teachers' houses (Interview with the head of school 9 on 29th July, 2026)

The responses from heads of schools indicate that although school committees used regular parental mobilisation as a fundraising strategy, the financial resources generated were insufficient to support substantial construction of teachers' houses. This implies that parents' economic circumstances limited their capacity to contribute adequate resources through school-based fundraising initiatives. As a result, inadequate parental contributions may limit school committees' ability to mobilise sufficient resources to construct and complete teachers' houses. These findings align with those of Geofrey (2015), who found in Rufiji District, Tanzania, that school committees played a limited role in mobilising resources for schools, contributing to persistent shortages of school resources. The study further indicated that limited resource mobilisation constrained the implementation of school projects. From the perspective of Community Mobilisation Theory, these findings demonstrate that the availability of community members as potential resource contributors does not necessarily guarantee their effective participation in resource mobilisation. Therefore, limited parental participation and inadequate contributions may constrain school committees' ability to mobilise and coordinate the financial resources required to construct and complete teachers' houses.

Data in Table 2 indicate that a very high majority of teachers (74.6%) and a very high majority of school committee members (66.5%) rated community participation in fundraising events as enabling the construction of teachers' houses to a very low extent and a low extent. In contrast, an extremely minority of teachers (6.4%) and an extremely minority of school committee members (18.2%) rated community participation in fundraising events as enabling the construction of teachers' houses to a high extent and a very high extent. Meanwhile, an extremely minority of teachers (18.0%) and an extremely minority of school committee members (15.0%) indicated that community participation in fundraising events enables the construction of teachers' houses to a moderate extent. The mean scores of 2.63 for teachers and 2.14 for school committee members indicate that, according to teachers, community participation in fundraising events enables the construction of teachers' houses to a moderate extent, while according to school committee members, it enables it to a low extent. This implies that community participation in fundraising events contributes only to a limited extent to the construction of teachers' houses in public primary schools in Bukombe District. The quantitative data are further supported by qualitative evidence from heads of schools and the District Primary Education Officer. One head of school explained:

We have organised different fundraising activities at the school, and community members are usually informed and invited to take part. The challenge is that attendance and participation have not always been encouraging. Some members attend the events, while others do not participate at all. Consequently, the fundraising activities have not generated enough support to make a substantial difference in constructing teachers' houses (Interview with Head of School 5 on 23rd July, 2026).

- *Similarly, DPEO Reported:*

The main issue is not necessarily organising fundraising events, but what we can obtain from them. On several occasions, the money and materials contributed by community members have been insufficient for the construction work we need to undertake. We therefore have to look for other sources of support because the resources obtained from these events cannot meet the full cost of constructing teachers' houses (Interview with DPEO on 28th July, 2026)

Responses from the head of school and the DPEO show that although fundraising events were organised and community members were invited to participate, attendance and the resources generated were generally inadequate to support substantial construction of teachers' houses. This implies that organising fundraising events alone does not guarantee sufficient community contributions. As a result, limited participation and inadequate financial and material contributions may constrain school committees' capacity to mobilise the resources needed to construct and complete teachers' houses. These findings contrast with those of Khamis (2023) in Tanzania, who found that effective fundraising involved community mobilisation, engagement with local businesses, and transparent reporting of funds, thereby improving the availability and quality of teachers' housing. From the perspective of Resource Mobilisation Theory, these findings demonstrate that the existence of potential resources within the community does not necessarily guarantee their effective mobilisation and utilisation. Therefore, limited community participation and inadequate financial and material contributions may constrain school committees' ability to acquire, coordinate, and utilise the resources required to construct and complete teachers' houses.

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Data in Table 2 indicate that a majority of teachers (67.6%) and a majority of school committee members (58.7%) rated accountability in managing funds raised for the construction of teachers' houses as improving the construction of teachers' houses to a very low and low extent. In contrast, an extremely minority of teachers (10.4%) and an extremely minority of school committee members (17.1%) rated this aspect to a high extent and a very high extent. Meanwhile, a minority of teachers (22.0%) and a minority of school committee members (25.0%) indicated that accountability in managing fundraised funds improves the construction of teachers' houses to a moderate extent. The mean scores of 2.03 for teachers and 2.31 for school committee members indicate that accountability in managing fundraised funds has a low extent of impact on the construction of teachers' houses. This implies that accountability in managing raised funds contributes only a limited amount to improving the construction of teachers' houses in public primary schools in Bukombe District. The quantitative data are further supported by qualitative evidence from heads of schools. During a face-to-face interview, Head of School 5 had this to say:

We normally keep records of the funds received and report to the school committee on how they have been used. However, the funds raised through fundraising are usually insufficient to finance major construction activities. Even when the funds are properly accounted for, we still face difficulties in completing teachers' houses (Interview with Head of School 2 on July 17, 2026)

- *Similarly, Head of School 8 Commented:*

Accountability is important because community members need to know how their contributions have been spent. We provide information about expenditures, but available funds are often limited. In some cases, construction work has to stop because there is not enough money to purchase the required building materials (Interview with Head of School 8 on 28th July, 2026)

Responses from heads of schools indicate that schools practised accountability by keeping financial records and reporting how funds were used. However, accountability did not necessarily translate into substantial progress in constructing teachers' houses because the resources mobilised were inadequate. This implies that accountability in managing fundraised funds, although important for maintaining transparency and community confidence, may contribute little to construction when available resources are insufficient. As a result, schools may account properly for the resources received, but inadequate funds can still constrain the continuation and completion of construction activities. These findings contrast with Tan and Lim (2022) in Singapore, who found that transparent financial management and periodic accountability reporting enhanced the availability of teachers' housing. From the perspective of Resource Mobilisation Theory, these findings show that effective resource management and accountability do not necessarily achieve collective goals when mobilised resources are inadequate. Therefore, accountability needs to be accompanied by sufficient resource mobilisation and effective utilisation of available resources to enable school committees to improve the availability of teachers' houses.

Data in Table 2 indicate that a very high majority of teachers (71.2%) and a moderate proportion of school committee members (52.8%) rated the involvement of parents in fundraising events as leading to the construction of teachers' houses to a very low extent and a low extent. In contrast, an extremely minority of teachers (5.6%) and an extremely minority of school committee members (13.9%) rated the involvement of parents in fundraising events as leading to the construction of teachers' houses to a high extent and a very high extent. Meanwhile, a minority of teachers (22.0%) and a minority of school committee members (32.0%) indicated that parents' involvement in fundraising events led to the construction of teachers' houses to a moderate extent. The mean scores of 2.74 for teachers and 3.97 for school committee members indicate that, according to teachers, parents' involvement in fundraising events led to the construction of teachers' houses to a moderate extent, while school committee members rated it as to a high extent. This implies that teachers generally perceived parents' involvement in fundraising events as making only a limited contribution to the construction of teachers' houses, whereas school committee members perceived parental involvement as making a relatively substantial contribution to the construction of teachers' houses in public primary schools in Bukombe District. The quantitative data are further supported by qualitative evidence from heads of schools and the District Primary Education Officer. One head of school explained:

Parents have been involved in different fundraising activities organised by the school. Some contribute money, while others provide building materials such as sand, bricks and stones. Through these contributions, we have been able to make progress in constructing teachers' houses, although the level of support differs from one parent to another (Interview with Head of School 1 on 16th July, 2026).

- *Another Head of School Reported:*

Parent involvement has helped us in some construction activities. During fundraising, parents contribute according to their ability, and sometimes they provide materials instead of money. Although these contributions may not cover the full cost of construction, they have helped the school obtain some of the materials needed for teachers' houses (Interview with Head of School 6 on July 27, 2026).

The responses from heads of schools indicate that parents' involvement in fundraising events provided financial and material support that enabled schools to undertake some construction activities. However, the responses also indicated that the level of parental contribution varied and was not always sufficient to meet the full requirements for constructing teachers' houses. This implies that parental involvement can provide an important source of resources for school construction, although the extent of its contribution depends on parents' capacity and consistency in providing financial and material support. As a result, parental involvement supported some construction activities, but the contributions were not sufficient on their own to meet all

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construction costs. Correspondingly, these findings contrast with Khamis (2023) in Tanzania, who found that community mobilisation and engagement in fundraising activities improved the availability and quality of teachers' housing. From the perspective of Resource Mobilisation Theory, these findings demonstrate that community members can provide important financial and material resources when they are actively involved in collective school activities. However, the contribution of such resources depends on community members' capacity and consistency in mobilising and providing them. Therefore, parental involvement in fundraising can strengthen school committees' resource base. Still, regular participation, adequate contributions, effective coordination, and proper utilisation of resources are necessary to improve the availability of teachers' houses.

Data in Table 2 indicate that a very high majority of teachers (72.6%) and a moderate proportion of school committee members (51.2%) rated the collection of voluntary contributions as enabling the construction of teachers' houses to a very low extent and a low extent. In contrast, an extremely minority of teachers (10.4%) and an extremely minority of school committee members (10.8%) rated the collection of voluntary contributions as enabling the construction of teachers' houses to a high extent and a very high extent. Meanwhile, a minority of teachers (16.0%) and a minority of school committee members (25.0%) indicated that the collection of voluntary contributions enables the construction of teachers' houses to a moderate extent. The mean scores of 2.70 for teachers and 2.11 for school committee members indicate that, according to teachers, the collection of voluntary contributions enables the construction of teachers' houses to a moderate extent, while school committee members rated it as a low extent. This implies that voluntary contributions make a limited contribution to the construction of teachers' houses in public primary schools in Bukombe District. The quantitative data are further supported by qualitative evidence from heads of schools. One head of school explained:

Parents and other community members have made voluntary contributions to support different school development activities. Some people contribute money, while others provide materials depending on what they can afford. However, the contributions are usually small and irregular, making it difficult for the school to raise enough resources to construct teachers' houses (Interview with Head of School 7 on 28th July, 2026). Another head of school reported:

We sometimes ask community members to volunteer to help build teachers' houses. A few parents respond positively and provide either money or construction materials. The challenge is that not everyone can contribute, and the amount collected is often insufficient to complete a teacher's house. As a result, we have to depend on other funding sources to continue construction (Interview with Head of School 3 on 20th July, 2026).

Responses from heads of schools indicate that voluntary contributions provided some financial and material support for constructing teachers' houses, but the resources generated were generally insufficient to meet construction requirements. This implies that the collection of voluntary contributions can provide an additional source of resources for school construction, although its contribution may be constrained by irregular participation and the limited capacity of some community members to contribute. As a result, voluntary contributions alone were not sufficient to finance the construction and completion of teachers' houses. These findings contrast with Khamis (2023) in Tanzania, who found that community mobilisation and engagement in fundraising activities improved the availability and quality of teachers' housing. From the perspective of Resource Mobilisation Theory, these findings show that voluntary contributions can be an important source of community resources, but their contribution to collective school goals depends on school committees' ability to mobilise, coordinate, and use adequate resources. Therefore, collecting voluntary financial and material contributions alone may not be sufficient to construct and complete teachers' houses when community participation and contributions are limited. School committees need to strengthen resource mobilisation and coordination mechanisms and diversify support sources to improve the availability of teachers' houses.

Generally, the quantitative findings, with grand mean scores of 2.40 for teachers and 2.34 for school committee members, revealed that school committees employ fundraising strategies to a low extent to enhance the availability of teachers' houses, as perceived by both teachers and school committee members. However, some strategies were rated differently: school committee members rated the involvement of parents in fundraising events and the regular mobilisation of the community highly, with mean scores of 3.97 and 3.66, respectively. These findings were corroborated by qualitative evidence from Heads of Schools, who explained that fundraising activities provide opportunities for parents, teachers, and community members to contribute financial and material resources towards the construction of teachers' houses. The Heads of Schools further emphasised that the effectiveness of fundraising strategies was influenced by factors such as stakeholder participation, regularity and adequacy of contributions, transparency in fund management, accountability, and effective utilisation of mobilised resources.

Overall, the findings indicate that school committees employ fundraising strategies to a low extent to enhance the availability of teachers' houses. This implies that although fundraising strategies offer school committees opportunities to mobilise financial and material resources from various stakeholders, their full potential has not yet been realised. The low rating suggests that strengthening fundraising strategies through increased stakeholder participation, regular mobilisation of parents and community members, adequate contributions, improved transparency and accountability, and effective utilisation of mobilised resources may further enhance their contribution to improving the availability of teachers' houses in public primary schools in Bukombe District.

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V. CONCLUSION OF THE STUDY

Based on the findings of this study, it is concluded that school committee members employ fundraising strategies to a low extent to enhance the availability of teachers' houses. However, the extent of contribution differed across fundraising strategies, with parent involvement in fundraising events and regular community mobilisation rated highly by school committee members, while most other strategies were rated low by both teachers and school committee members. The study further concludes that the contribution of fundraising strategies to the availability of teachers' houses depends on factors such as stakeholder participation, regular and adequate contributions, transparency and accountability in fund management, effective mobilisation of parents and community members, and proper utilisation of mobilised resources.

RECOMMENDATIONS FOR ACTION

Based on the conclusion of the study, the following recommendations are made:

School administrations and school committees should strengthen fundraising strategies by increasing the involvement of parents, teachers, community members, and other stakeholders in fundraising activities. This includes conducting regular mobilisation and sensitisation campaigns and encouraging stakeholders to make adequate, consistent financial or material contributions toward the construction of teachers' houses. Furthermore, education authorities at district and regional levels should support schools by guiding effective fundraising, financial accountability, and resource mobilisation. This support should enable school committees to establish transparent mechanisms for managing raised funds and strengthen collaboration with community members, local organisations, and other potential partners to mobilise sufficient resources to improve the availability of teachers' houses.

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